A Curriculum Audit™

of the

Columbus City Schools

Columbus, Ohio

Art mural in the hall at Whetstone High School

International Curriculum Management Audit Center
Phi Delta Kappa International

Operated in affiliation with
Curriculum Management Solutions, Inc.
5619 NW 86th Street, Suite 500
Johnston, IA 50131

March 2020

A Curriculum Audit™

of the

COLUMBUS CITY SCHOOLS

Columbus, Ohio

Conducted Under the Auspices of
International Curriculum Management Audit Center
Phi Delta Kappa International
PO Box 13090
Arlington, VA 22219

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5619 NW 86th Street, Suite 500, Johnston, IA 50131)

Date Audit Presented: March 2020

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I. INTRODUCTION

This document constitutes the final report of a Curriculum Audit™ of the Columbus City Schools. The audit was commissioned by the Columbus City Schools Board of Education/Governing Authority within the scope of its policy-making authority. It was conducted during the time period of December 2-6, 2019. Document analysis was performed off-site, as was the detailed analysis of findings and site visit data.

A Curriculum Audit™ is designed to reveal the extent to which officials and staff of a school district have developed and implemented a sound, valid, and operational system of curriculum management. Such a system, set within the framework of adopted board policies, enables the school district to make maximum use of its human and financial resources in the education of its students. When such a system is fully operational, it assures the district taxpayers that their fiscal support is optimized under the conditions in which the school district functions.

Background

The first school in what is now Columbus was a log cabin built in Franklinton by Lucas Sullivant in 1806. February 3, 1845 is the official date for the formation of the Columbus City School District, when the Ohio legislature entrusted the management of schools in Columbus to an elected Board of Education. Dr. Asa Lord was the first superintendent. In 1847, the first African-American teacher, John Geddes, was hired. In 1851, the first high school class graduated. In 1861, the first dedicated high school building opened. It was named High School of Commerce, located at the corner of Broad and Sixth Streets.

The first junior high school in the country, Indianola Junior High School, opened in 1909 to bridge the gap between elementary and high school education.

The Columbus Public Schools were desegregated by court order in 1979.

In 1994, the district fulfilled its levy promise to provide full-day kindergarten at every school to help bridge the gap between school readiness and student achievement.

Computers were first added to classrooms in 2002, followed by virtualized data centers and thin client computers in 2010.

In 2013, the Columbus City Schools took the historic step to offer both breakfast and lunch at no charge to every student regardless of income. A year later, President Barack Obama selected Columbus as one of only ten cities to launch a special middle school mentoring program under the name My Brother's Keeper.

The Columbus Gifted Academy, a first-of-its-kind for public schools, opened in 2015 as a completely self-contained gifted program. It serves students in grades 3-8 identified as gifted in either superior cognitive ability or both reading and mathematics.

With one in every four students taking a job-skills related course in high school, the Columbus City Schools has been recognized for transforming its career-technical education to meet the skilled-job openings that Central Ohio employers need most. The district now offers 14 career pathways and 29 programs (CTE).

In 2019, Dr. Talisa Dixon became the 21st superintendent of the Columbus City Schools. Dr. Dixon returned to Columbus after having spent nine years in the district from 2001-2010. During that time, she served six years combined as principal at Brookhaven High School and Columbus Alternative High School. Dr. Dixon began her tenure by launching the "Mapping Our Success 100 Day Plan." This plan helped to identify the successes and challenges facing the Columbus City Schools and its students through engaging with a wide-range of stakeholders, exploring its schools and offices, and exchanging ideas and input with our full Columbus community.

The Columbus City Schools is an urban public school district located in the city of Columbus, the county seat of Franklin County, and the largest city in Ohio. The district, with geographical boundaries that encompass approximately 142 square miles, is the state's largest, currently serving approximately 49,000 students at 117 sites, including 55 elementary schools (grades prekindergarten-5), 18 middle schools (grades 6-8), 15 high schools (grades 9-12), and 29 other grade configuration schools. Fifteen schools serve lottery students only; the remaining schools serve students from attendance zones as well as lottery as vacancies permit.

The district has experienced static enrollment over the past five years, as noted in Exhibit 0.1:

Exhibit 0.1

Columbus City Schools Total Enrollment
Columbus City Schools
2014-15 through 2019-20

Academic Year	Enrollment	Change
2014-15	49,836	n/a
2015-16	49,696	-.28%
2016-17	50,063	+.74%
2017-18	50,050	-.03%
2018-19	48,938	-2.22%
*2019-20	49,018	+.16%
Five-Year Change		**-1.64%**
*As of the on-site audit visit date		
Data Source: District Reports		

The mission of the Columbus City Schools, as posted on the district's website states that, "Each student is highly-educated, prepared for leadership and service and empowered for success as a citizen in a global community."

The district's vision, also posted on its website, is "A world-class model of public education that prepares members of our communities to reach their full potential."

The Columbus City Schools has prioritized four district-wide goals for the 2019-20 school year:

1. "**Academic Performance** - Each of our students reaches their full potential and graduates prepared to attend college, serve in the military, start a business, or enter the workforce.

2. **Culture and Climate** - Our District creates safe, student-centered, innovative learning environments.

3. **Talent Management** - Our District recruits, develops, and retains world-class educators and staff.

4. **Strategic Engagement** - Our District is accountable to our communities and stakeholders, and confidence in our district and our schools is maintained through strategic, responsible, and transparent leadership."

The district has also posted four core values on its website:

1. "Supports academic achievement, continuous improvement, civic stewardship and life-long learning.

2. Collaboratively and responsibly governs with integrity.

3. Demonstrates compassion, respect, trust and love to each other and those we serve.

4. Values community engagement and empowerment, as well as equity and diversity."

As of the on-site visit date, members of the board included the following individuals:

Gary L. Baker, II (President)	2009-2019
Michael Cole (Vice-President)	2015-current
Jennifer Adair	2019-
Eric S. Brown	2016-
W. Shawna Gibbs	2009-2019
James C. Ragland	2019-
Ramona Reyes	2009-

Members Baker and Gibbs, who did not run for re-election in fall 2019, will be replaced by Carol Beckerle and Tina Pierce as of January 2020.

The superintendent of the Columbus City Schools is Dr. Talisa Dixon, who is in her first year as chief executive officer of the district. Six of the seven current members of the board of education and the superintendent were interviewed by the audit team. Only four of the seven board members who hired Dr. Dixon will remain on the board as of the first board meeting in January 2020, approximately 10 months after her appointment.

Audit Background and Scope of Work

The Curriculum Audit™ is a process that was developed by Dr. Fenwick W. English and first implemented in 1979 in the Columbus Public Schools, Ohio. The audit is based upon generally-accepted concepts pertaining to effective instruction and curricular design and delivery, some of which have been popularly referred to as the "effective schools research."

A Curriculum Audit™ is an independent examination of four data sources: documents, interviews, site visits, and online surveys. These are gathered and triangulated, or corroborated, to reveal the extent to which a school district is meeting its goals and objectives, whether they are internally or externally developed or imposed. A public report is issued as the final phase of the auditing process.

The audit's scope is centered on curriculum and instruction, and any aspect of operations of a school system that enhances or hinders its design and/or delivery. The audit is an intensive, focused, "postholed" look at how well a school system such as Columbus City Schools has been able to set valid directions for pupil accomplishment and well-being, concentrate its resources to accomplish those directions, and improve its performance, however contextually defined or measured, over time.

The Curriculum Audit™ does not examine any aspect of school system operations unless it pertains to the design and delivery of curriculum. For example, auditors would not examine the cafeteria function, unless students were going hungry and, therefore, were not learning. It would not examine vehicle maintenance charts, unless buses continually broke down and children could not get to school to engage in the learning process. It would not be concerned with custodial matters, unless schools were observed to be unclean and unsafe for children.

The Curriculum Audit™ centers its focus on the main business of schools: teaching, curriculum, and learning. Its contingency focus is based upon data gathered during the audit that impinges negatively or positively on its primary focus. These data are reported along with the main findings of the audit.

In some cases, ancillary findings in a Curriculum Audit™ are so interconnected with the capability of a school system to attain its central objectives that they become major, interactive forces, which, if not addressed, will severely compromise the ability of the school system to be successful with its students.

Curriculum Audits™ have been performed in over 500 school systems in more than 41 states, the District of Columbia, and several other countries, including Canada, Saudi Arabia, New Zealand, Bangladesh, Malaysia, and Bermuda.

The methodology and assumptions of the Curriculum Audit™ have been reported in the national professional literature for more than two decades, and at a broad spectrum of national education association conventions and seminars, including the American Association of School Administrators (AASA); Association of Supervision and

Curriculum Development (ASCD); National Association of Secondary School Principals (NASSP); Association for the Advancement of International Education (AAIE); American Educational Research Association (AERA); National School Boards Association (NSBA); and the National Governors Association (NGA).

Phi Delta Kappa's International Curriculum Management Audit Center has an exclusive contractual agreement with Curriculum Management Solutions, inc. (CMSi—a public corporation incorporated in the State of Iowa, and owner of the copyrights to the intellectual property of the audit process) for the purpose of conducting audits for educational institutions, providing training for auditors and others interested in the audit process, and officially assisting in the certification of PDK/ICMAC-CMSi curriculum auditors.

This audit was conducted in accordance with a contract between the Columbus City Schools and the International Curriculum Management Audit Center at Phi Delta Kappa International. All members of the team were certified by Curriculum Management Solutions, Inc.

Curriculum auditors for this audit were:

- Rosanne Stripling, EdD
- Iris V. Anderson, MA
- Mary Arthur, EdD
- Patricia E. Braxton, MA
- Victoria Butler, PhD
- Abby Cook, EdD
- Maureen Cotter, EdD
- Kelly Cross, EdD
- Jim Ferrell, EdD

- Penny Gray, PhD
- Leanne Howell, PhD
- Sarah McKenzie, PhD
- William K. Poston Jr., EdD
- John P. Rouse, MEd
- Jeani Stoddard, MA
- Christy Tidwell, MEd
- Susan N. Van Hoozer, MEd
- Olivia Elizondo Zepeda, MEd

Biographical information about the auditors is found in the appendix.

System Purpose for Conducting the Audit

"As we engage in purposeful strategic planning, it is vital that we have a comprehensive view and understanding of all aspects of our organization that impact student learning and achievement. An outside agency with a wealth of experience and deep instructional systems knowledge and understanding will provide unbiased insight based on observations, interviews, and a review of evidence collected. The comprehensive report delivered to the district will identify areas of strength, areas of need, and gaps in resources, staffing, systems, etc. This report will act as a guiding document as we look to the future."

Approach of the Audit

The Curriculum Audit™ has established itself as a process of integrity and candor in assessing public school districts. It has been presented as evidence in state and federal litigation concerning matters of school finance, general resource managerial effectiveness, and school desegregation efforts in Kansas, Kentucky, New Jersey, and South Carolina. The audit served as an important data source in state-directed takeovers of school systems in New Jersey and Kentucky. The Curriculum Audit™ has become recognized internationally as an important, viable, and valid tool for the improvement of educational institutions and for the improvement of curriculum design and delivery.

The Curriculum Audit™ represents a "systems" approach to educational improvement; that is, it considers the system as a whole rather than a collection of separate, discrete parts. The interrelationships of system components and their impact on overall quality of the organization in accomplishing its purposes are examined in order to "close the loop" in curriculum and instructional improvement.

II. METHODOLOGY

The Model for the Curriculum Audit™

The model for the Curriculum Audit™ is shown in the schematic below. The model has been published widely in the national professional literature, including the best-selling book, *The Curriculum Management Audit: Improving School Quality* (Frase, English, Poston, 1995).

A Schematic View of Curricular Quality Control
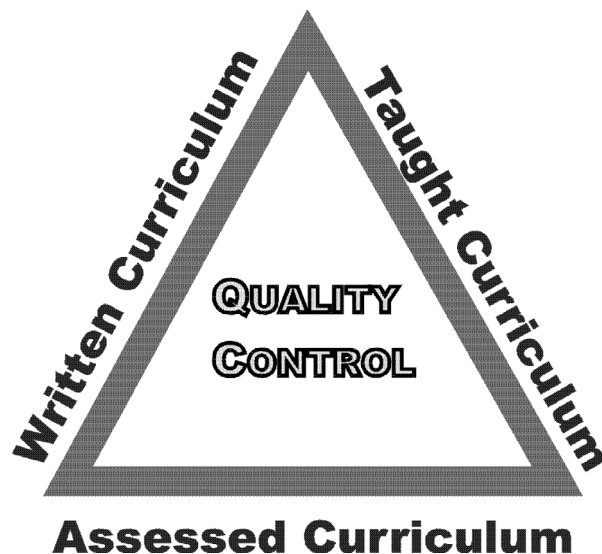
General quality control assumes that at least three elements must be present in any organizational and work-related situation for it to be functional and capable of being improved over time. These are: (1) a work standard, goal/objective, or operational mission; (2) work directed toward attaining the mission, standard, goal/objective; and (3) feedback (work measurement), which is related to or aligned with the standard, goal/objective, or mission.

When activities are repeated, there is a "learning curve," i.e., more of the work objectives are achieved within the existing cost parameters. As a result, the organization, or a subunit of an organization, becomes more "productive" at its essential short- or long-range work tasks.

Within the context of an educational system and its governance and operational structure, curricular quality control requires: (1) a written curriculum in some clear and translatable form for application by teachers in classroom or related instructional settings, (2) a taught curriculum, which is shaped by and interactive with the written one, and (3) a tested curriculum, which includes the tasks, concepts, and skills of pupil learning and which is linked to both the taught and written curricula. This model is applicable in any kind of educational work structure typically found in mass public educational systems, and is suitable for any kind of assessment strategy, from norm-referenced standardized tests to more authentic approaches.

The Curriculum Audit™ assumes that an educational system, as one kind of human work organization, must be responsive to the context in which it functions and in which it receives support for its continuing existence. In the case of public educational systems, the support comes in the form of tax monies from three levels: local, state, and federal.

In return for such support, mass public educational systems are supposed to exhibit characteristics of rationality, i.e., being responsive to the public will as it is expressed in legally constituted bodies such as Congress, state legislatures, and locally elected/appointed boards of education.

In the case of emerging national public school reforms, more and more this responsiveness is assuming a distinctive, school-based management focus, which includes parents, teachers, and, in some cases, students. The ability of schools to be responsive to public expectations, as legally expressed in law and policy, is crucial to their future survival as publicly-supported educational organizations. The Curriculum Audit™ is one method for ascertaining the extent to which a school system, or subunit thereof, has been responsive to expressed expectations and requirements in this context.

Standards for the Auditors

While a Curriculum Audit™ is not a financial audit, it is governed by some of the same principles. These are:

Technical Expertise

PDK-CMSi certified auditors must have actual experience in conducting the affairs of a school system at all levels audited. They must understand the tacit and contextual clues of sound curriculum management.

The Columbus City Schools Curriculum Audit™ Team selected by the Curriculum Management Audit Center included auditors who have been school superintendents, assistant superintendents, directors, coordinators, principals and assistant principals, as well as elementary and secondary classroom teachers in public educational systems in several locations, including Alabama, Arizona, Arkansas, California, Colorado, Idaho, Indiana, Iowa, Missouri, Montana, New Jersey, Ohio, Pennsylvania, Rhode Island, Texas, and Virginia. Auditors have also worked in England and Japan.

The Principle of Independence

None of the Curriculum Audit™ Team members had any vested interest in the findings or recommendations of the Columbus City Schools Curriculum Audit™. None of the auditors has or had any working relationship with the individuals who occupy top or middle management positions in the Columbus City Schools, nor with any of the past or current members of the Columbus City Schools Board of Education.

The Principle of Objectivity

Events and situations that comprise the database for the Curriculum Audit™ are derived from documents, interviews, online surveys, and site visits. Findings must be verifiable and grounded in the database, though confidential interview data may not indicate the identity of such sources. Findings must be factually triangulated with two or more sources of data, except when a document is unusually authoritative such as a court judgment, a labor contract signed and approved by all parties to the agreement, approved meeting minutes, which connote the accuracy of the content, or any other document whose verification is self-evident.

Triangulation of documents takes place when the document is requested by the auditor and is subsequently furnished. Confirmation by a system representative that the document is, in fact, what was requested is a form of triangulation. A final form of triangulation occurs when the audit is sent to the superintendent in draft form. If the superintendent or his/her designee(s) does not provide evidence that the audit text is inaccurate, or documentation that indicates there are omissions or otherwise factual or content errors, the audit is assumed to be triangulated. The superintendent's review is not only a second source of triangulation, but is considered summative triangulation of the entirety of the audit.

The Principle of Consistency

All PDK-CMSi-certified curriculum auditors have used the same standards and basic methods since the initial audit conducted by Dr. Fenwick English in 1979. Audits are not normative in the sense that one school system is compared to another. School systems, as the units of analysis, are compared to a set of standards and positive/negative discrepancies cited.

The Principle of Materiality

PDK-CMSi-certified auditors have broad implied and discretionary power to focus on and select those findings that they consider most important to describing how the curriculum management system is functioning in a school district, and how that system must improve, expand, delete, or reconfigure various functions to attain an optimum level of performance.

The Principle of Full Disclosure

The Columbus City Schools has had three prior Curriculum Audits: 1979, 1999, and 2005.

Auditors must reveal all relevant information to the users of the audit, except in cases where such disclosure would compromise the identity of employees or patrons of the system. Confidentiality is respected in audit interviews.

In reporting data derived from site interviews, auditors may use some descriptive terms that lack a precise quantifiable definition. For example:

> "Some school principals said that…"

> "Many teachers expressed concern that…"

> "There was widespread comment about…"

The basis for these terms is the number of persons in a group or class of persons who were interviewed, as opposed to the total potential number of persons in a category. This is a particularly salient point when not all persons within a category are interviewed. "Many teachers said that…" represents only those interviewed by the auditors, or who may have responded to a survey, and not "many" of the total group whose views were not sampled, and, therefore, could not be disclosed during an audit.

In general these quantifications may be applied to the principle of full disclosure:

Descriptive Term	General Quantification Range
Some…or a few…	Less than a majority of the group interviewed and less than 30%
Many…	Less than a majority, more than 30% of a group or class of people interviewed
A majority…	More than 50%, less than 75%
Most…or widespread	75-89% of a group or class of persons interviewed
Nearly all…	90-99% of those interviewed in a specific class or group of persons
All or everyone…	100% of all persons interviewed within a similar group, job, or class

It should be noted for purposes of full disclosure that some groups within a school district are almost always interviewed in toto. The reason is that the audit is focused on management and those people who have policy and managerial responsibilities for the overall performance of the system as a system. In all audits an attempt is made to interview every member of the board of education and all top administrative officers, all principals, and the executive board of the teachers' association or union. While teachers and parents are interviewed, they are considered in a status different from those who have system-wide responsibilities for a district's operations. Students are rarely interviewed unless the system has made a specific request in this regard.

Interviewed Representatives of the Columbus City Schools

Superintendent	School Board Members
Principals and Assistant Principals	Teachers
K-12 Teachers (voluntary, self-referred)	Community Partnership Representatives
District [central office] Administrators	Parents
Instructional Support Personnel	

Approximately 187 individuals were interviewed during the site visit phase of the audit.

Data Sources of the Curriculum Audit™

A Curriculum Audit™ uses a variety of data sources to determine if each of the three elements of curricular quality control is in place and connected one to the other. The audit process also inquires as to whether pupil learning has improved as the result of effective application of curricular quality control.

The major sources of data for the Columbus City Schools Curriculum Audit™ were:

Documents

Documents included written board policies, administrative regulations, curriculum guides, memoranda, budgets, state reports, accreditation documents, and any other source of information that would reveal elements of the written, taught, and tested curricula and linkages among these elements.

Interviews

Interviews were conducted by auditors to explain contextual variables that operated in the school system at the time of the audit. Such contextual variables may shed light on the actions of various persons or parties, reveal interrelationships, and explain existing progress, tension, harmony/disharmony within the school system. Quotations cited in the audit from interviews are used as a source of triangulation and not as summative averages or means. Some persons, because of their position, knowledge, or credibility, may be quoted more than once in the audit, but they are not counted more than once because their inclusion is not part of a quantitative/ mathematical expression of interview data.

Site Visits

All building sites were toured by the PDK-CMSi audit team. Site visits reveal the actual context in which curriculum is designed and delivered in a school system. Contextual references are important, as they indicate discrepancies in documents or unusual working conditions. Auditors attempted to observe briefly all classrooms, gymnasiums, labs, playgrounds, hallways, restrooms, offices, and maintenance areas to properly grasp accurate perceptions of conditions, activities, safety, instructional practices, and operational contexts.

Online Surveys

Online surveys were administered to stakeholder groups, such as principals, teachers, parents, and sometimes students. The surveys allow stakeholders to provide auditors with valuable feedback regarding strengths and weaknesses in the system.

An electronic survey was administered for teachers, school administrators, and parents prior to the on-site audit visit. The number of responses to respective surveys are listed below:

- Teachers   885
- Parents   185
- School Administrators   106

Standards for the Curriculum Audit™

The PDK-CMSi Curriculum Audit™ used five standards against which to compare, verify, and comment on the Columbus City Schools existing curricular management practices. These standards have been extrapolated from an extensive review of management principles and practices and have been applied in all previous Curriculum Audits™.

As a result, the standards reflect an ideal management system, but not an unattainable one. They describe working characteristics that any complex work organization should possess in being responsive and responsible to its clients.

A school system that is using its financial and human resources for the greatest benefit of its students is one that is able to establish clear objectives, examine alternatives, select and implement alternatives, measure results as they are applied against established objectives, and adjust its efforts so that it achieves a greater share of the objectives over time.

The five standards employed in the PDK-CMSi Curriculum Audit™ in the Columbus City Schools were:

1. The school district demonstrates its control of resources, programs, and personnel.

2. The school district has established clear and valid objectives for students.

3. The school district demonstrates internal consistency and rational equity in its program development and implementation.

4. The school district uses the results from district-designed or -adopted assessments to adjust, improve, or terminate ineffective practices or programs.

5. The school district has improved productivity.

A finding within a Curriculum Audit™ is simply a description of the existing state, negative or positive, between an observed and triangulated condition or situation at the time of the PDK-CMSi audit and its comparison with one or more of the five audit standards.

Findings in the negative represent discrepancies below the standard. Findings in the positive reflect meeting or exceeding the standard. As such, audit findings are recorded on nominal and ordinal indices and not ratio or interval scales. As a general rule, audits do not issue commendations, because it is expected that a school district should be meeting every standard as a way of normally doing its business. Commendations are not given for good practice. On occasion, exemplary practices may be cited.

Unlike accreditation methodologies, audits do not have to reach a forced, summative judgment regarding the status of a school district or subunit being analyzed. Audits simply report the discrepancies and formulate recommendations to ameliorate them.

III. EXECUTIVE SUMMARY

A Curriculum Audit™ is basically an "exception" report; that is, it does not give a summative, overall view of the suitability of a system. Rather, it holds the system up to scrutiny against the predetermined standards of quality, notes relevant findings about the system, and cites discrepancies from audit standards. Recommendations are then provided accordingly to help the district improve its quality in the areas of noted deficiency.

The Columbus City Schools (CCS) is located within the city of Columbus, the capital and largest city of the state of Ohio, with a population of approximately 900,000. Student enrollment in the Columbus City Schools has remained static over the past five academic years after a precipitous decline in enrollment during the preceding decade (2004-2014). The district's enrollment at the date of the audit visit was approximately 49,000 on 116 sites, including 55 elementary schools (grades prekindergarten-5), 17 middle schools (grades 6-8), 17 high schools (grades 9-12), and 23 schools with other grade configurations. Fifteen schools serve lottery students only; the remaining schools serve students from their attendance zones as well as intra-district open enrollment as vacancies permit. The current student population is 54% African American, 22% White, 12.5% Hispanic, 7% multi-racial, and 4.5% other. Approximately 17% are English learners (EL), and slightly over 17% are enrolled in one or more special education services. Using Direct Certification (DC) calculations, approximately 41% of the student enrollment is economically disadvantaged, a percentage that increases to 99% when the Community Eligibility Provision (CEP) formulas are applied.

Dr. Talisa Dixon is completing her first year as superintendent of the Columbus City Schools, where she previously served in other leadership roles prior to serving as superintendent in the Cleveland Heights-University Heights City School District in Northeast Ohio for five years. Dr. Dixon stated the purpose of the audit is to guide strategic planning by "identifying areas of strength, areas of need, and gaps in resources, staffing, systems, etc. This report will act as a guiding document as we look to the future."

The site visit for the Columbus City Schools audit was conducted December 2-6, 2019, by a team 15 auditors whose biographical sketches are provided in Appendix A. The auditors reviewed and analyzed over 500 different documents, many with multiple editions (e.g., board meeting minutes, curriculum documents, board policies) prior to, during, and after the site visit. A copy of the list of documents is provided in Appendix B. While in the district, the auditors visited 836 classrooms on 61 campuses and personally interviewed approximately 187 district stakeholders, including current members of the Columbus City Schools Board of Education, the superintendent, central office administrators, principals, assistant principals, teachers, instructional support staff, and community representatives and leaders. They also administered online teacher, school administrator, and parent surveys prior to the site visit, for which they received 885, 106, and 185 responses, respectively.

The auditors triangulated information from these sources of data to arrive at 17 findings and seven recommendations based on the five audit standards as cross-referenced in Exhibit S.0.1. The findings listed in this exhibit provide the Columbus City Schools with specific details about the current and potential barriers and challenges that internal stakeholders face in their efforts to move the district toward achieving its mission and goals en route to the next level of excellence. However, more importantly, the recommendations provide explicit steps for removing those barriers. [Note: Each of the recommendations covers multiple findings, and the major recommendation assigned to each finding is indicated with an "X."] All recommendations should be completed in one to four years.

Exhibit S.0.1

Findings and Recommendations Aligned to Audit Standards
Columbus City Schools
December 2019

Recommendations	Standard 1: Control			Standard 2: Direction			Standard 3: Consistency				Standard 4: Feedback				Standard 5: Productivity		
	Finding 1.1: Policy	Finding 1.2: Org Chart/Job Descriptions	Finding 1.3: Planning and Plans	Finding 2.1: Curriculum Planning	Finding 2.2: Curriculum Scope and Minimum Quality	Finding 2.3: Internal Consistency	Finding 3.1: Instructional Practices	Finding 3.2: Student Artifact Analysis	Finding 3.3: Equality and Equity	Finding 3.4: ESL Programs	Finding 4.1: Assessment Planning	Finding 4.2: Assessment Scope	Finding 4.3: Assessment Use	Finding 4.4: Assessment Trends	Finding 5.1: Productivity	Finding 5.2: Performance-Based Budgeting	Finding 5.3: Learning Environment
1	X	X	X														
2				X	X	X											
3							X	X									
4											X	X	X	X			
5									X	X							
6															X		X
7																X	

Condensed versions of the audit findings nested under the five Curriculum Management standards are provided below:

Standard One: Control

Quality control is fundamental to a well-managed and high-performing organization. The primary responsibility of establishing control lies with the organization's governing board that then charges the chief executive officer and administration with communicating and maintaining that control throughout the organization.

The first step in governance's control over a school district's resources and programs is the development, adoption, and oversight of board policies. The administration is charged with developing related administrative documents (e.g., guidelines) that expand and/or clarify policies. Auditors found that the Columbus City Schools board policies and administrative guidelines are inadequate to provide a foundation for sound local control of curriculum management functions. Several major components of a high-performing school district are not addressed at all in policy (e.g., required vertical and horizontal alignment of the written, taught, and tested curriculum) or are mentioned only indirectly or inadequately (e.g., program evaluation). Further, several administrative guidelines required by policy have not yet been developed.

People are a school district's most important asset. Therefore, deploying and organizing human resources to conduct the business of a school system is also a means of establishing control. Important aspects of this effort

are ensuring that adequate personnel are assigned to manage and lead major functions, providing comprehensive and detailed job descriptions for all employees, and organizing employees' work efforts in a manner that is clear, effective, and efficient. A visual representation of the latter is an organizational chart that communicates positions, reporting relationships, and functions to internal and external stakeholders. Auditors found that the Columbus City Schools top leadership organizational charts are out of compliance with five of the six principles of sound organizational management and that job descriptions are available for less than half of the positions depicted on the charts. Further, one or more key elements are inadequate or missing in almost all analyzed job descriptions.

Organizations that focus their efforts through planning establish control over resources of time and effort and avoid unnecessary delays and detours. The auditors found that the district's long-range planning efforts are in abeyance during the transition of new leadership and new board members. Therefore, the *process* of planning is currently incomplete. District-level and campus planning documents are inadequate to maintain the vigilant focus and expenditure of precious resources on the most important things—the vision, mission, and priorities of the district.

Board policies and administrative guidelines must be developed and/or revised to provide comprehensive direction regarding curriculum management in all aspects of district operations. Job descriptions and organizational charts must also be revised to clearly communicate responsibilities and related accountability for the deployment of human resources to achieve the mission and goals of the district. Planning must become more strategic and focused and planning documents more practical, complete, aligned, and useful as roadmaps for improvement.

Standard Two: Direction

Direction for a school district is interpreted as a quality written curriculum for all courses taught at all grade levels that answers the question, "How do we accomplish our core business goal of teaching to high levels of learning?"

The development and on-going revision of a written curriculum tightly aligned to the tested curriculum and planning to establish roles and responsibilities and promote consistency and success are hallmarks of a high-performing school district. Auditors found that the Columbus City Schools do not have adequate curriculum coverage for all courses at all grade levels taught. More importantly, components of most existing curriculum documents are missing or of inadequate quality to provide teachers necessary guidance to deliver consistently high-quality instruction. At a deeper level of analysis, auditors found learning strategies detailed in curriculum documents generally aligned with the identified state standard for content, context, and cognition, except for a 33% alignment in context for mathematics. Although alignment between cognitive demand of "I Can" statements and related state standards exceeded 70%, the overall cognitive demand of both was at the lower end of Webb's Depth of Knowledge framework: Levels 1 (recall/ reproduction) and 2 (skill/concept). The auditors also found that teachers' regular use of the district's curriculum to guide instruction is marginal, and that the district has not established a process for the selection and implementation of interventions and programs, jeopardizing a "tightly-held" district-wide curriculum.

Quality planning for curriculum management (i.e., design, delivery, evaluation, revision) must be developed and implemented. High-quality, deeply aligned curriculum documents for all courses taught at all grade levels must be developed to reflect state standards and the district's expectations. Teachers must receive on-going training on how to use the district's curriculum and be held accountable for delivering it. A system of innovation and program selection, implementation, and evaluation must be established to protect board approved curriculum documents as the district's tightly held curriculum.

Standard 3: Consistency and Equity

The tightly held work accomplished in Standards One and Two is manifested in Standard Three: the delivery of the written curriculum in a tightly aligned and highly effective manner that promotes access and mastery of the curriculum by all students.

Effective delivery of the curriculum requires execution of effective teaching strategies that challenge and engage students and differentiate based on student needs; teaching resources, activities, and student work products (artifacts) tightly aligned to learning objectives; and on-going assessment. During classroom visits, the audit team found teacher-centered, whole group instruction to be the most common teacher behavior, and the cognitive demand of student thinking was at the Depth of Knowledge (DOK) Level 1 (recall/reproduction). Academic engagement and differentiation were infrequently observed, and most student work products (artifacts) were of low cognitive demand and did not match grade-level content. To promote fidelity to the written curriculum, the taught curriculum must be monitored on a regular basis with feedback provided to teachers for improvement. However, the auditors found the district has not established clear expectations, procedures, or specific focus for monitoring curriculum delivery.

In a high performing district, all student groups must have equal access to high quality curriculum and learning opportunities, and additional human and financial resources must be provided to students at greater risk for not mastering the curriculum (e.g., English learners, economically disadvantaged, and students with disabilities) to promote their success. The auditors found evidence that the district is concerned about unintended, de facto inequalities and inequities that threaten access to the curriculum and quality learning experiences for some students. Policies control for equality and equity, and Dr. Dixon has recently created a Chief of Equity position to provide leadership in preventing, monitoring, and eradicating inequalities and inequities. However, the auditors found multiple incidences of inequality and inequity at the district and campus levels, including inadequate planning and inconsistency of high-quality education services for English learners.

Systems to promote and monitor the delivery of rigorous, academically engaging, and differentiated instruction, tightly aligned to the written and taught curriculum, must be a priority goal for the district for increased mastery of the curriculum by all students. Further, proactive steps to prevent future and eliminate existing inequalities and inequities, as well as a well-designed, research-based English as a second language (ESL) program implemented with fidelity and consistency across the district must be developed and institutionalized.

Standard 4: Assessment—Feedback for Improvement

The primary functions of student assessment in any school district are to determine how well students are mastering the curriculum and to determine "what's working" to provide valid feedback for improvement of the teaching and learning process. To accomplish this goal, a district must have an assessment plan in operation that clearly communicates the "who, what, why, when, where, and how" of assessment.

Auditors found that the district does not have a comprehensive student assessment plan to guide decision making for improved student achievement, and few assessment planning elements were found in other documents. Since the district relies heavily on the state-mandated testing program as its formal testing program and has not developed comparable assessments in content areas at grade levels not assessed by the state accountability system, the district's scope of assessment is inadequate. The district uses *MAP* in lieu of district-developed benchmark or common assessments, yet alignment between *MAP* and state tests for content, context, and cognitive type has not been documented. The auditors also found that a systematic approach to the use of data for the improvement of instruction and student performance has not been established.

Student achievement data trends indicate that student performance remains well below the state level and slightly below comparison districts serving similar student populations. *MAP* data reveal students are increasing performance from fall to spring each year but are generally not making enough progress to improve their performance on state assessments.

The Columbus City Schools is charged with developing and implementing a comprehensive student assessment plan that clearly articulates the "who, what, when, where, why, and how" of assessment. This plan must include a process for developing tightly aligned assessments for all courses taught at all grade levels and clear expectations and for how assessment data will be used to promote learning by all students. Results of high stakes testing should never be a "surprise."

Standard 5: Productivity

Successful organizations consistently demonstrate improvement in output over time, even when resources are stagnant or declining, indicating evidence of *productivity*. The Columbus City Schools has not created reliable systems that promote increased productivity of human and financial capital.

In highly productive school districts, student learning continues to rise because district leadership has made strategic decisions regarding the allocation of human and financial resources toward efforts that have proven to be cost-effective in achieving the district's priorities. Another consideration of productivity is whether the district's facilities and learning environments meet quality standards and have been well maintained over time for the cost avoidance of expensive delayed maintenance efforts.

Increasing the knowledge and skill base of teachers and other employees via alignment between performance review and quality professional development is an example of productivity, essential in the people-intense work of teaching and learning. Auditors found linkage among performance review/evaluation, professional development, and improved performance to be weak and undocumented. Focused delivery of the written curriculum without detours to "squeeze-in" programs and innovations misaligned to the curriculum and the innovative use of technology to increase curriculum rigor and student engagement are also examples of increased human productivity. However, a process for evaluating the effectiveness of programs and innovations has not been institutionalized, and the use of technology in classrooms is perfunctory and fails to promote academic engagement, resulting in a negative cost-benefit of a large annual financial investment. The auditors also found that district budgeting does not have the benefit of cost-effectiveness data to verify program efficacy or results, and a systematic linkage between funding and board adopted priorities does not exist; thus, financial productivity is thwarted.

The district's instructional facilities, many of which are aging, are generally well maintained, but the auditors found several in serious need of repair. Although some are overcrowded, many are underutilized, and the assignment of portable buildings does not align with needed space. The district's long-range facility planning is inadequate to promote quality learning environments throughout the district.

As most non-profit organizations, the Columbus City Schools will never have enough revenue to layer new innovations, programs, people, and things on the existing stack. A system that promotes increased human and financial productivity to "do more with the same" or "do the same with less" is critical for continued financial viability and increased student learning.

The Columbus City Schools is in a period of great transition with a new superintendent and a board of education with a majority of new members. Undertaking the Curriculum Audit™ is evidence of the courage to take steps toward becoming a high-quality district in which all students on all campuses are demonstrating high levels of learning. The auditors are confident that this audit report will provide the foundation for such efforts. However, future progress will depend, in part, on the district leadership's efforts to make the tough decisions incorporated in the audit recommendations, including the willingness of the governing board to allocate additional resources necessary to implement the recommendations.

IV. FINDINGS

STANDARD 1: The School District Demonstrates Its Control of Resources, Programs, and Personnel.

Quality control is the fundamental element of a well-managed educational program. It is one of the major premises of local educational control within any state's educational system.

The critical premise involved is that, via the will of the electorate, a local board of education establishes local priorities within state laws and regulations. A school district's accountability rests with the school board and the public.

Through the development of an effective policy framework, a local school board provides the focus for management and accountability to be established for administrative and instructional staffs as well as for its own responsibility. It also enables the district to make meaningful assessments and use student learning data as a critical factor in determining its success.

Although educational program control and accountability are often shared among different components of a school district, ultimately, fundamental control of and responsibility for a district and its operations rests with the school board and top-level administrative staff.

What the Auditors Expected to Find in the Columbus City Schools:

A school system meeting PDK-CMSi Curriculum Management Audit <u>Standard One</u> is able to demonstrate its control of resources, programs, and personnel. Common indicators are:

- A curriculum that is centrally defined and adopted by the board of education;

- A clear set of policies that establish an operational framework for management that permits accountability;

- A clear set of policies that reflect state requirements and local program goals and the necessity to use achievement data to improve school system operations;

- A functional administrative structure that facilitates the design and delivery of the district's curriculum;

- A direct, uninterrupted line of authority from school board/superintendent and other central office officials to principals and classroom teachers;

- Organizational development efforts that are focused to improve system effectiveness;

- Documentation of school board and central office planning for the attainment of goals, objectives, and mission over time; and

- A clear mechanism to define and direct change and innovation within the school system to permit maximization of its resources on priority goals, objectives, and mission.

Overview of What the Auditors Found in the Columbus City Schools:

This section is an overview of the findings that follow in the area of <u>Standard One</u>. Details follow within separate findings.

The Columbus City Schools (CCS) board policies and administrative guidelines are inadequate to provide a foundation for sound local control of curriculum management and related functions. The auditors also found that the implementation and day-to-day use of board policies as guidance documents are mixed and, therefore, inadequate to operationalize governance control over curriculum management operations.

Planning is in transition and, therefore, not yet fully developed in the Columbus City Schools, concurrent with the change in top leadership within the last nine months. The district does not have a strategic plan to provide direction for the next few years, and key components in annual improvement are missing. Further, auditors found the sampling of campus plans provided to them to be inadequate in accomplishing the intended purpose of planning. Department plans were submitted only by those departments required by statute or board policy to have plans.

Organizational charts of the Executive Leadership Team and nine reporting offices to the superintendent do not meet five of the six principles of sound organizational management. Further, auditors found job descriptions for less than half of the positions on the analyzed charts. Only five of the 71 job descriptions were determined as adequate to communicate expectations. Several of the existing job descriptions do not align with the district's organizational chart in one or more elements (e.g., job title, supervisory relationships).

Finding 1.1: The Columbus City Schools board policies and administrative guidelines are inadequate to provide comprehensive local control over curriculum management and related functions.

Policy development and implementation oversight, one of the most important functions of a governing board, is the process through which boards establish and maintain fundamental control over all aspects of the school district, including the management of curriculum. Administrative guidelines are directions developed by the superintendent that clarify policies or provide detail for policy implementation. Together, these documents provide a framework for consistency to administrators and faculty and serve as a common reference for decision making in design and delivery of the written, taught, and tested curriculum. When policies and administrative guidelines are absent or vague, the content and quality of education decisions are left to the discretion of individuals, and outcomes may not be reflective of the board's intent.

To determine adequacy of the Columbus City Schools board policies and administrative guidelines, the auditors reviewed the Columbus City Schools board policy and administrative guidelines manual, board meeting minutes for the past 12 months, and the *Columbus City Schools and Columbus Education Association 2017-2019 Master Agreement*. They also interviewed governance board members and administrators regarding policy adoption and revision, development of guidelines, and the use of policies and guidelines as reference documents.

Overall, the auditors found the Columbus City Schools board policies and administrative guidelines inadequate at the individual standard level, as well as overall, to provide a foundation for sound local control of curriculum management. Several audit criteria were addressed in general terms and received partial credit, but few policies and regulations addressed the specificity required to meet audit criteria. The auditors also found that the district does not have an established process for distributing newly created and revised policies and administrative guidelines to promote awareness of expectation changes. Further, board policies and regulations are inconsistently followed and rarely used daily for direction in decision making.

District policy should establish direction for the adoption and revision of board policy and administrative guidelines. The Columbus City Schools PO 0131 LEGISLATIVE reflects the legal authority for Ohio governing bodies to adopt policies:

> "The Board of Education shall make such rules and regulations as are necessary for its governance and the governance of its employees and students of its grounds or premises by adopting bylaws and policies for the organization and operation of this Board and this School District and shall be bound to follow such bylaws and policies."

PO 0171 REVIEW OF POLICY requires the board to "evaluate how policies have been implemented and their general effectiveness," relying on internal and external stakeholders to provide evidence of policy effectiveness. As per PO 1210 BOARD SUPERINTENDENT RELATIONSHIP, the board shall not originate or change policy that has not been recommended by the superintendent. In PO 0118 PHILOSOPHY OF THE BOARD, the board reaffirms its intent to "establish policies and make decisions on the basis of declared educational philosophy and goals."

The superintendent is charged with creating administrative guidelines in PO 1230.01 DEVELOPMENT OF ADMINISTRATIVE GUIDELINES and PO 0132 EXECUTIVE. Such guidelines are an extension of the policy manual and binding upon all employees and students.

Columbus Education Association Agreement

Auditors learned that the district has a strong union contractual Agreement with the Columbus Education Association (CEA) that addresses the board's policy making and the superintendent's management authority. Chapter 100, Article 102 *Responsibility of the Board* clarifies the roles of the Columbus Board of Education's and the Columbus Education Association's authority over management and control of the district:

> "It is recognized by the parties that the Board is invested by the laws of the State of Ohio with the management and control of all the public schools in the Columbus City School District. The [Board's] authority shall include but shall not be limited to…the authority to make such rules and regulations, *subject to the terms of this agreement* and applicable law, as are necessary for the government of the public schools…"

Article 107 *Present Policies* clarifies the relationship between existing policies and terms of the Agreement:

> "To the extent that any provision of the Administrative Guide, other Board policy, regulation or procedure conflicts with the expressed provision of this Association-Board Agreement, the provisions of the Association-Board Agreement shall have precedence."

Concern over the CEA's control of district governance and management functions was expressed to the auditors during the on-site visit, as evidenced by the following comments:

- "[My problem with decision making] is with the teacher union, not the central office. I'll decide something and then find that I got in trouble with the teacher union." (School Administrator)

- "The union empowers teachers who don't deserve it." (School Administrator)

- "That is the greatest challenge [to change]—the union." (School Administrator)

- "We've got a major equity issue in instruction because teachers [as per the CEA Agreement] can select their schools." (Board Member)

Policy and Administrative Guideline Development, Revision, and Adoption

The Columbus City School district subscribes to the NEOLA Policy Services. Draft policies, almost all of which reflect statutory and/or case law, are submitted to the district for leadership and board review and adoption. The "process owners" (leadership positions responsible for the specific topic) first review drafts, and the final draft is submitted to the Board Policy Committee for review via the superintendent's office. The last step of the policy adoption process is approval by the governing board via a two-meeting process. Adoption at a single meeting is allowed in emergencies.

NEOLA also submits draft administrative guidelines to the district for consideration. The Supervisor of Policy and Governmental Affairs office personnel submits drafts to the member of the superintendent's cabinet member responsible for the policy topic. If the district chooses to accept an administrative guideline draft as written or revise it to meet the district's specific needs, the final draft is presented to the full cabinet and superintendent for consideration and approval. Auditors learned that the district has not written administrative guidelines that have not been recommended by NEOLA.

Adequacy of Board Policies and Administrative Guidelines

Ohio school board policies are nested under 10 major classifications, each identified by a four-digit numerical code. Sub-classification of related topics under each heading is based on logical sequence and numerical sub-coding.

- 0000—Bylaws
- 1000—Administration
- 2000—Program
- 3000—Professional Staff
- 4000—Classified Staff
- 5000—Students
- 6000—Finances
- 7000—Property
- 8000—Operations
- 9000—Relations

Exhibit 1.1.1 displays the number of policies and administrative guidelines by category, displayed in the Columbus City Schools official policy manual.

Exhibit 1.1.1

School Board Policies and Administrative Guidelines
Columbus City Schools
December 2019

Category	0000—Bylaws	1000—Administration	2000—Program	3000—Professional Staff	4000—Classified Staff	5000—Students	6000—Finances	7000—Property	8000—Operations	9000—Relations	Total
Policies	50	43	41	43	44	80	49	31	43	16	440
Guidelines	0	0	22	0	0	58	49	31	43	16	219
Total	50	43	63	43	44	138	98	62	86	32	659

As indicated in Exhibit 1.1.1, the Columbus City Schools was currently governed by 440 policies and 219 administrative guidelines at the time of the on-site visit.

By using the board policy title index and the search engine incorporated within the online policy service, auditors selected 34 of the district's 440 board policies and four of the 219 administrative guidelines for in depth review and analysis. Exhibit 1.1.2 displays the selected curriculum management related board policies and administrative guidelines, by title and date adopted or last revised.

Exhibit 1.1.2

Curriculum Management Board Policies and Guidelines Reviewed by the Audit Team
Columbus City Schools
December 2019

Policy/ Guideline	Title	Date Adopted/ Last Revised
PO 0131	LEGISLATIVE	8/19
PO 0118	PHILOSOPHY OF THE BOARD	2/15
PO 0132	EXECUTIVE	2/15
PO 0171	REVIEW OF POLICY	2/15
PO 1210	BOARD SUPERINTENDENT RELATIONSHIP	2/15
PO 1230	RESPONSIBILITIES OF THE SUPERINTENDENT	2/15
PO 1230.01	DEVELOPMENT OF ADMINISTRATIVE GUIDELINES	2/15
PO 1530	EVALUATION OF SCHOOL ADMINISTRATORS	11/17
PO 1530.03	EVALUATION OF OTHER ADMINISTRATORS	11/17
PO 2114	MEETING STATE PERFORMANCE INDICATORS	5/15
PO 2120	SCHOOL IMPROVEMENT	5/15
PO 2250	INNOVATIVE PROGRAMS	5/15

Policy/ Guideline	Exhibit 1.1.2 (continued) Curriculum Management Board Policies and Guidelines Reviewed by the Audit Team Columbus City Schools December 2019 Title	Date Adopted/ Last Revised
PO 2260	NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY	9/16
PO 2260.01	SECTION 504 ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY	9/16
PO 2271	COLLEGE CREDIT PLUS PROGRAM	8/18
PO 2330	HOMEWORK	5/15
PO 2370	EDUCATIONAL OPTIONS	5/15
PO 2510	ADOPTION OF TEXTBOOKS	5/15
PO 2520	SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT	5/15
PO 2605	PROGRAM ACCOUNTABILITY AND EVALUATION	5/15
PO 2623	STUDENT ASSESSMENT AND ACADEMIC INTERVENTION SERVICES	4/18
PO 2623.01	INTERVENTION	5/15
PO 2623.02	THIRD GRADE READING GUARANTEE	5/15
PO 3120.01	JOB DESCRIPTIONS	4/15
PO 3220	STANDARDS-BASED TEACHER EVALUATION	11/17
PO 3242	PROFESSIONAL DEVELOPMENT AND LICENSURE	4/15
PO 4242	STAFF DEVELOPMENT	4/15
PO 5410	PROMOTION, PLACEMENT, AND RETENTION	6/16
PO 6210	FISCAL PLANNING	8/15
PO 6220	TAX BUDGET PREPARATION	8/15
PO 7100	FACILITIES PLANNING	6/15
PO 7440.01	VIDEO SURVEILLANCE AND ELECTRONIC MONITORING	6/15
PO 8300	CONTINUITY OF ORGANIZATIONAL OPERATIONS PLAN	8/18
PO 8410	CRISIS INTERVENTION	6/15
AG 2210A	CURRICULUM DEVELOPMENT	8/16
AG 2230	COURSE ADOPTION	8/16
AG 2605	EVALUATION OF PROGRAM PURPOSE	1/16
AG 2623A	TESTING PROGRAM	8/16

As indicated in Exhibit 1.1.2, board policy and administrative guideline adoption and recent revision dates range from 2015 to 2019.

Auditors analyzed the documents listed in Exhibit 1.1.2 for congruence with audit standards for good curriculum management using 26 criteria, each with specific points of analysis. The criteria are organized into five categories that mirror the five standards of the audit: control, direction, connectivity and equity, feedback, and productivity. For each criterion, a score of "0" to "3" points was awarded based on the characteristics of an individual policy or several policies considered together. To be considered adequate, 70% of the total possible points assigned to a standard are required. The criteria and results of these analyses, by standard, are provided in Exhibits 1.1.3 through 1.1.8.

Exhibit 1.1.3

**Auditors' Analysis of Board Policy and Administrative Guidelines
On Audit Standard One to Determine Quality and Degree of Adequacy
Columbus City Schools
December 2019**

Standard One—Provides for Control Directs the superintendent or designee to oversee the development of board policy to ensure:		
Audit Criteria and Characteristics	**Relevant Policies and Regulations**	**Auditors' Rating**
1.1 A taught and assessed curriculum that is aligned to the district written curriculum		
• Requires the taught and assessed curriculum to be aligned to the district's written curriculum	PO 2120 PO 2623 AG 2210A	0
• Addresses the alignment of the district's written curriculum with state and national standards for all subject areas and grades (includes electives)		0
• Directs the district's written curriculum documents to be more rigorous than state and national standards to facilitate deep alignment in all three dimensions with current and future high-stakes tests		0
1.2 Philosophical statements of the district instructional approach		
• Has a general philosophical statement of curriculum approach, such as standards-based, competency-based, outcome-based, etc.	PO 2330 AG 2623A	0
• Directs adherence to mastery learning practices for all content areas and grades involved in local, state, and national accountability		0
• Directs adherence to mastery learning practices for all grade levels and content areas, including electives		0
1.3 Board adoption of the written curriculum		
• Requires the annual review of new or revised written curriculum prior to its adoption	AG 2210A	1
• Directs the annual adoption of new or revised written curriculum for all grade levels and content areas		1
• Directs the periodic review of all curriculum on a planned cycle over several years		0
1.4 Accountability for the design and delivery of the district curriculum through roles and responsibilities		
• Directs job descriptions to include accountability for the design and delivery of the aligned curriculum	PO 3120.01 PO 3220 PO 1530 PO 1530.03	0
• Links professional appraisal processes with specific accountability functions in the job descriptions of central office administrators, building administrators, and regular classroom teachers		0
• Directs professional appraisal processes to evaluate all staff in terms of gains in student achievement		0
1.5 Long-range, system-wide planning		
• As part of the district planning process, policy requires that the superintendent and staff think collectively about the future and that the discussion take some tangible form (this allows for flexibility without prescribing a particular template)	PO 1230 PO 2114 PO 2120 PO 2370 PO 2623.01 PO 4242 PO 6210 PO 6220 PO 7100 PO 8410	1
• Requires the development of a system-wide, long-range plan that is updated annually; incorporates system-wide student achievement targets; and is evaluated using both formative and summative measures		0
• Expects school improvement plans to be congruent with the district long-range plan, to incorporate system-wide student achievement targets, and to be evaluated using both formative and summative measures		0

Exhibit 1.1.3 (continued)
Auditors' Analysis of Board Policy and Administrative Guidelines
On Audit Standard One to Determine Quality and Degree of Adequacy
Columbus City Schools
December 2019

Standard One—Provides for Control Directs the superintendent or designee to oversee the development of board policy to ensure:		
Audit Criteria and Characteristics	**Relevant Policies and Regulations**	**Auditors' Rating**
1.6 Functional decision-making structure		
• Expects an organizational chart that is annually reviewed, presented to the board, and approved by the superintendent	PO 1230.01	1
• Requires that job descriptions for each person listed on the organizational chart be present and updated regularly to ensure that all audit criteria, such as span of control, logical grouping of functions, etc., are met		0
• Directs and specifies the processes for the formation of decision-making bodies (e.g., cabinet, task forces, committees) in terms of their composition and decision-making responsibilities, to ensure consistency, non-duplication of tasks, and product requirements		0
Standard One Rating (number of points for the six criteria with a possibility of 18)		**4**
Percentage of Points Met (points divided by the number of possible points—18)		**22%**
Note: One point was awarded for every characteristic met under each criterion for a maximum of three points. No points are awarded when policies fail to meet any characteristics.		
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As indicated in <u>Exhibit 1.1.3</u>, the Columbus City Schools board policies supporting <u>Standard One: Control</u> received an adequacy rating of 22%. An explanation of the auditors' ratings for each criterion follows:

Criterion 1.1: A taught and assessed curriculum that is aligned to the district written curriculum

The auditors found no policy that directly relates to curriculum development or alignment between the written, taught, and tested curriculum. PO 2120 SCHOOL IMPROVEMENT vaguely implies alignment between assessment and state standards in the board's expectations for "grade-level benchmarks aligned with academic content standards for all students." PO 2623 STUDENT ASSESSMENT also indirectly references expected alignment between assessment and state standards in the board's expectation that "achievement test" means "a test, aligned with the Ohio academic content standards and model curriculum." AG 2210A CURRICULUM DEVELOPMENT addresses the process for curriculum development and evaluation but does not reference alignment. The auditors found no board policies that address alignment to national standards. No points were awarded for this criterion.

Criterion 1.2: Philosophical statements of the district instructional approach

PO 2330 HOMEWORK references an expectation that homework should promote students' "mastery of skills," and AG 2623A TESTING PROGRAM addresses testing as a means of determining "mastery of related skills for the relevant subject area." However, the auditors found no board policies or administrative guidelines that express the board's or administration's philosophy regarding a specific instructional approach, including mastery learning in all content areas at all grade levels. No points were awarded for this criterion.

Criterion 1.3: Board adoption of the written curriculum

AG 2210A CURRICULUM DEVELOPMENT requires that "new or revised programs, courses of study, and/ or course guides will be forwarded to the Chief Academic Officer and then to the Board for final approval." However, the auditors found no board policies or administrative guidelines that address an expectation of a planned curriculum review cycle. Two points were awarded for this criterion.

Criterion 1.4: Accountability for the design and delivery of the district curriculum through roles and responsibilities

PO 3120.01 JOB DESCRIPTIONS requires the superintendent to develop and maintain a coordinated set of job descriptions for all personnel. However, the auditors found no board policy that requires job descriptions to include accountability for the design and delivery of an aligned curriculum. PO 3220 STANDARDS-BASED TEACHER EVALUATION states that the "Ohio Teacher Evaluation System (OTES) shall constitute the process, criteria and standards used" to evaluate CCS teachers. PO 1530 EVALUATION OF SCHOOL ADMINISTRATORS reflects the Ohio Principal Evaluation System (OPES). Auditors confirmed that student growth measures comprise 50% of the current OTES and OPES frameworks. PO 1530.03 EVALUATION OF OTHER ADMINISTRATORS addresses the evaluation of other (including central office) administrators, but no reference is made to considering student achievement gains in the evaluation process. Further, the auditors found no requirement of linkage between evaluation processes and accountability functions within job descriptions. No points were awarded for this criterion.

Criterion 1.5: Long-range, system-wide planning

In PO 1230 RESPONSIBILITIES OF THE SUPERINTENDENT**,** the board charges the superintendent with responsibility to "establish and implement an educational plan for the schools of the District consistent with the goals adopted by the Board" and to provide leadership for the "development, implementation, and assessment of the Strategic Plan's vision, mission, and initiatives." However, an annual update, the incorporation of student achievement targets, or formative and summative evaluation are not addressed for the district or school plans. PO 2120 SCHOOL IMPROVEMENT requires district and campus leadership teams to engage in quality planning for "improving instructional practice and student performance." The auditors also found plans and planning referenced in several board policies, including the remaining policies referenced in Exhibit 1.1.3. One point was assigned to this criterion.

Criterion 1.6: Functional decision-making structure

PO 1230.01 DEVELOPMENT OF ADMINISTRATIVE GUIDELINES requires the Superintendent to "maintain a current organizational chart to which immediate reference can be made by the Board or any employee of the Board." However, auditors found no policies that require job descriptions of positions on the organizational chart to meet the principles of sound organizational management. Further, the auditors did not find policies or administrative guidelines detailing decision-making responsibilities. One point was assigned to this criterion.

Exhibit 1.1.4

**Auditors' Analysis of Board Policy and Administrative Guidelines
On Audit Standard Two to Determine Quality and Degree of Adequacy
Columbus City Schools
December 2019**

Standard Two—Provides for Direction		
Directs the superintendent or designee to oversee the development of board policy to ensure:		
Audit Criteria and Characteristics	**Relevant Policies and Regulations**	**Auditors' Rating**
2.1 Written curriculum with aligned, criterion-referenced formative assessments for all subject areas at all grade levels		
• Requires enough specificity so that all teachers can consistently describe how students will demonstrate mastery of the intended objective	AG 2210A AG 2230	0
• Requires formative assessment instruments that align to specific curriculum objectives		0
• Directs that suggestions be provided to teachers for differentiating curriculum to meet students' needs as diagnosed by formative assessments		0

Exhibit 1.1.4 (continued) Auditors' Analysis of Board Policy and Administrative Guidelines On Audit Standard Two to Determine Quality and Degree of Adequacy Columbus City Schools December 2019		
Standard Two—Provides for Direction **Directs the superintendent or designee to oversee the development of board policy to ensure:**		
Audit Criteria and Characteristics	**Relevant Policies and Regulations**	**Auditors' Rating**
2.2 Periodic review/update of the curriculum and aligned resources and assessments		
• Requires the development of procedures to both formatively and summatively review the written curriculum for all grade levels and content areas	PO 2623 AG 2210A	0
• Requires the annual review of test banks, benchmark assessments, and other assessment instruments for alignment with the district or state accountability system		0
• Evaluates assessment instruments for alignment to the district curriculum in all three dimensions: content, context, and cognitive type		0
2.3 Textbook/resource alignment to curriculum and assessment		
• Requires textbooks/resources to be regularly reviewed and the resource revision/ adoption cycle to align with the curriculum revision cycle	PO 2510 PO 2520	0
• Directs review of all new instructional resource materials for content, context, and cognitive type alignment to the district curriculum and assessment		0
• Directs district staff to identify discrete areas where alignment is missing and provide teachers with supplementary materials to address gaps in alignment (missing content, inadequate contexts, etc.)		0
2.4 Content area emphasis		
• Directs the yearly identification of subject areas that require additional emphasis based on a review of assessment results	AG 2623A	0
• Within subject areas, requires identification by administration of specific objectives, contexts, cognitive types, and instructional practices to receive budgetary support		0
• Requires focused professional development and coaching to support the instructional delivery of the identified priorities within the content areas		0
2.5 Program integration and alignment to the district's written curriculum		
• Directs that all subject-related (e.g., reading, Title I) and school-wide (e.g., tutoring, DARE, AVID) programs be reviewed for alignment to the written and assessed curriculum	PO 2605 AG 2210A AG 2605	0
• Requires written procedures for both formative and summative evaluation of all new subject-related and school-wide programs before submission to the board for approval		0
• Directs administrative staff to prepare annual recommendations for subject-related and school-wide program revision, expansion, or termination based on student achievement		Partial*
Standard Two Rating (number of points for the five criteria with a possibility of 15)		**0**
Percentage of Points Met (points divided by the number of possible points—15)		**0%**
*Partial ratings are tallied as not met.		
Note: One point was awarded for every characteristic met under each criterion for a maximum of three points. No points are awarded when policies fail to meet any characteristics.		
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As indicated in <u>Exhibit 1.1.4</u>, the Columbus City Schools board policies supporting <u>Standard Two: Direction</u> received an adequacy rating of 0%. An explanation of the auditors' ratings for each criterion follows:

Criterion 2.1: Written curriculum with aligned, criterion-referenced formative assessments for all subject areas at all grade levels

General references to an expectation for sample formative and summative assessments, suggested teaching strategies, and learning activities in all new course guides are provided in AG 2230 COURSE ADOPTION and AG 2210A CURRICULUM DEVELOPMENT. However, auditors found no reference to alignment of formative assessments to curricular objectives nor expectation of differentiation based on feedback from formative assessments. No credit was awarded to this criterion.

Criterion 2.2: Periodic review/update of the curriculum and aligned resources and assessments

Auditors found a vague reference to the development of procedures for "evaluating" the curriculum in AG 2210A CURRICULUM DEVELOPMENT, but the policy lacked specificity. PO 2623 STUDENT ASSESSMENT AND ACADEMIC INTERVENTION SERVICES requires performance-based (criterion-referenced) tests at appropriate grade levels in the four core content areas, but not all subjects taught at all grade levels. The auditors found no policies that address other elements of this criterion, including alignment of assessment instruments. No points were awarded to this criterion.

Criterion 2.3: Textbook/resource alignment to curriculum and assessment

In PO 2510 ADOPTION OF TEXTBOOKS, the board recommends (but does not require) 10 factors that should be considered in approval of textbooks. Two indirectly address alignment to the district's curriculum: relationship to the course of study; extent to which the content will make it possible for the student to achieve the learning objectives of the course of study and the educational outcomes of the district.

The policy does not mention alignment to the curriculum revision cycle. PO 2520 SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT requires the superintendent to develop administrative guidelines related to the selection and maintenance of instructional materials that includes a plan for staff and parents' review of instructional materials and periodic review by the board to ensure appropriateness to the educational program. The auditors were not provided with the respective administrative guidelines. No points were awarded this criterion.

Criterion 2.4: Content area emphasis

The auditors found no board policies or administrative guidelines that address identification of priority content areas based on assessment data. AG 2623A TESTING PROGRAM lists the purposes of tests and use of assessment data, but establishing budgetary priorities was not included. No points were awarded to this criterion.

Criterion 2.5: Program integration and alignment to the district's written curriculum

The auditors found a board policy and a related administrative guideline that specifically address program evaluation. PO 2605 PROGRAM ACCOUNTABILITY AND EVALUATION requires ongoing program evaluation from a broad-based perspective, referencing "program" as the total instructional program, not a specific program (e.g., Title 1, Math Counts, Reading Renaissance). The policy also requires the superintendent to "recommend improvements in the educational program annually, based on District evaluation," but no further details are provided. AG 2605 EVALUATION OF PROGRAM PURPOSE provides guidelines for program operation and evaluation. Further, AG 2210A CURRICULUM DEVELOPMENT requires the Director of Curriculum to establish procedures for effectively evaluating courses of study. Collectively, these three documents do not provide adequate direction for the review of programs prior to selection to ensure alignment to the district's written and assessed curriculum. Partial credit was awarded to one indicator in this criterion.

Exhibit 1.1.5

**Auditors' Analysis of Board Policy and Administrative Regulations
On Audit Standard Three to Determine Quality and Degree of Adequacy
Columbus City Schools
December 2019**

Standard Three—Provides for Consistency and Equity Directs the superintendent or designee to oversee the development of board policy to ensure:		
Audit Criteria and Characteristics	**Relevant Policies and Regulations**	**Auditors' Rating**
3.1 Predictability of written curriculum from one grade and/or instructional level to another		
• Requires the vertical articulation and horizontal coordination of the curriculum within schools	AG 2210A	0
• Requires vertical articulation across grade levels and horizontal coordination among schools at a given level for all content areas		0
• Directs the identification of prerequisite skills and their placement in the written curriculum at the appropriate grade/instructional level		0
3.2 Training for staff in the delivery of the curriculum		
• Directs the development and implementation of a district professional development plan focused on effective curriculum delivery that is congruent with the district long-range plan and annual goal priorities	PO 3242 AG 2210A	0
• Requires a process whereby staff are coached over time in the implementation of professional development initiatives		0
• Directs the regular evaluation of the impact of professional development on student achievement, using both formative and summative measures		0
3.3 Delivery of the adopted district curriculum		
• Requires all staff to deliver the curriculum as approved by the board	PO 2623A	0
• Requires building principals and all central office staff with curriculum responsibilities to review disaggregated assessment results and identify areas where curriculum delivery may be ineffective		1
• Requires an annual report for the board regarding the status of curriculum delivery		0
3.4 Monitoring the delivery of the district curriculum		
• Directs building principals to develop and implement a plan to monitor the delivery of the district curriculum on a weekly basis	PO 2120 AG 2210A	Partial*
• Directs central office curricular staff to assist the principal in monitoring the delivery of the district curriculum		0
• Requires periodic school and classroom data-gathering reports from administrators detailing the status of the delivery of the curriculum across the district, with recommendations for the creation of professional development activities or curricular revisions		0
3.5 Equitable student access to the curriculum, instructional resources, and learning environment		
• Requires equal student access to the curriculum, appropriate instructional materials for a variety of learning levels and modes, and appropriate facilities to support the learning environment necessary to deliver the district curriculum	PO 2260 PO 2260.01 PO 2271	1
• Directs the development of procedures for fast-tracking students who lack sufficient prerequisite skills for courses such as AP, honors, etc., but need more challenging content		0
• Requires an annual review of equity data (such as access, racial isolation, rigor), the subsequent reporting to the board of those data, and the development of a plan for correcting equity issues		0
Standard Three Rating (number of points for the five criteria with a possibility of 15)		**2**
Percentage of Points Met (points divided by the number of possible points—15)		**13%**
*Partial ratings are tallied as not met.		
Note: One point was awarded for every characteristic met under each criterion for a maximum of three points. No points are awarded when policies fail to meet any characteristics.		
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As indicated in Exhibit 1.1.5, the Columbus City Schools board policies supporting Standard 3: Consistency and Equity received an adequacy rating of 13%. An explanation of the auditors' ratings for each criterion follows:

Criterion 3.1: Predictability of written curriculum from one grade and/or instructional level to another

AG 2210A CURRICULUM DEVELOPMENT outlines the steps to be followed in developing district curriculum; however, no direct or indirect reference is made to vertical articulation, horizontal coordination, or prerequisite skills. No points were assigned to this criterion.

Criterion 3.2: Training for staff in the delivery of the curriculum

PO 3242 PROFESSIONAL DEVELOPMENT AND LICENSURE provides direction related to establishing a Professional Development Committee charged with several duties, including developing the criteria that will be used to determine if a professional development plan will be approved. However, no other details of a plan are mentioned. Auditors found the most focused direction regarding professional development for curriculum delivery in AG 2210A CURRICULUM DEVELOPMENT: "[I]t is essential that teachers are properly oriented and prepared to make effective use of the course. In-service programs, provided by District personnel or outside consultants, should include activities related to both the use of the course and the criteria and standards required for proper evaluation of both student outcomes and course utilization." The auditors found no reference to coaching over time or evaluation of the effectiveness of professional development in any policies. No points were assigned to this criterion.

Criterion 3.3: Delivery of the adopted district curriculum

The auditors found no board policies or administrative guidelines that require teachers to deliver the district's adopted curriculum or a required annual report to the board regarding the status of curriculum delivery. In PO 2623A TESTING PROGRAM, the Board provides expectations for item analysis and disaggregation of assessment results, stating that "such analysis will aid in designing appropriate [student] learning activities or intervention strategies." One point was assigned to this criterion.

Criterion 3.4: Monitoring the delivery of the district curriculum

AG 2210A CURRICULUM DEVELOPMENT provides the board's clear expectations that the primary responsibility for "instructional supervision" rests with the building principal and that "other supervisory personnel" are also responsible for monitoring how teachers are "using the courses of study." In PO 2120 SCHOOL IMPROVEMENT, monitoring for changing instructional practice is directed as a step in the improvement process. However, development of a monitoring plan or if supervisory personnel include central office curricular staff is not clarified. Further, the auditors found no reference to a requirement for periodic reports regarding monitoring and pursuant professional development recommendations. Partial credit (but no points) was awarded to one indicator in this criterion.

Criterion 3.5: Equitable student access to the curriculum, instructional resources, and learning environment

In compliance with Section 504 of the Rehabilitation Act of 1973 ("Section 504"), the Americans with Disabilities Act of 1990, and related amendments and revisions, the district's PO 2260.01 SECTION 504/ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY provides assurance that the district will not discriminate against students with disabilities and will "make accessible to qualified individuals with disabilities its facilities, programs, and activities." Equal access is expanded to include all students in PO 2260 NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY with the directive:

> "Equal educational opportunities shall be available to all students, without regard to the Protected Classes, age (unless age is a factor necessary to the normal operation or the achievement of any legitimate objective of the program/activity), place of residence within the boundaries of the District, or social or economic background, to learn through the curriculum offered in this District. Educational programs shall be designed to meet the varying needs of all students."

PO 2271 COLLEGE CREDIT PLUS PROGRAM outlines eligibility requirements for student participation in courses for college credit prior to high school graduation, but the auditors found no reference to accommodating students without prerequisites for enrollment nor other board policies and administrative regulations. Further, auditors did not find a requirement for the annual review of equity data and the subsequent development of a plan for inequities. One point was awarded to this criterion.

Exhibit 1.1.6

Auditors' Analysis of Board Policy and Administrative Guidelines
On Audit Standard Four to Determine Quality and Degree of Adequacy
Columbus City Schools
December 2019

Standard Four—Provides for Feedback		
Directs the superintendent or designee to oversee the development of board policy to ensure:		
Audit Criteria and Characteristics	**Relevant Policies and Regulation**	**Auditors' Rating**
4.1 A student assessment process		
• Requires the development and implementation of a district student assessment process that goes beyond the state accountability assessment system and includes both formative and summative measures	PO 2623	1
• Requires the development and implementation of a district student assessment process that is differentiated to address variations in student achievement (both above and below grade level) and includes both formative and summative assessment measures		0
• Requires assessment instruments to be more rigorous in content, context, and cognitive type than external, high stakes assessments		0
4.2 A program assessment process		
• Directs the development and implementation of a district program evaluation process	PO 2250	1
• Requires each proposed program to have an evaluation process (the process includes both formative and summative evaluations) before that program is adopted and implemented	PO 2605 AG 2605	0
• Directs the program assessment process to link with district planning initiatives, including site improvement plans and the strategic/long-range plan		0
4.3 Use of data from assessments to determine program and curriculum effectiveness and efficiency		
• Requires the disaggregation of assessment data at the school, classroom, student subgroup, and student level to determine program and curriculum effectiveness and efficiency	PO 2623 AG 2623A	Partial*
• Requires classroom teachers to track and document individual student mastery in core content areas		0
• Requires the development of modifications to the curriculum and/or programs as needed in response to disaggregated assessment data to bring about effectiveness and efficiency		Partial*
4.4 Reports to the board about program effectiveness		
• Requires yearly reports to the board regarding program effectiveness for all new programs for the first three years of operation	PO 2605	0
• Requires reports to the board every three years for long-term programs		0
• Requires summative reports to the board every five years for all content areas before any curriculum revisions or major materials acquisition, with the reports delivered prior to the curricular adoption cycle		0
Standard Four Rating (number of points for the four criteria with a possibility of 12)		**2**
Percentage of Points Met (points divided by the number of possible points—12)		**17%**
*Partial ratings are tallied as not met.		
Note: One point was awarded for every characteristic met under each criterion for a maximum of three points. No points are awarded when policies fail to meet any characteristics.		
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As indicated in <u>Exhibit 1.1.6</u>, the Columbus City Schools board policies supporting <u>Standard Four: Feedback</u> received an adequacy rating of 17%. An explanation of the auditors' rating for each criterion follows:

Criterion 4.1: A student assessment process

PO 2623 STUDENT ASSESSMENT AND ACADEMIC INTERVENTION SERVICES requires the superintendent to develop an assessment program that includes state-mandated tests, performance-based tests, and norm-referenced achievement tests. However, expansion of the require assessment program to include differentiation and increased rigor in content, context, and cognitive type was not found in this nor other board policies and administrative guidelines. One point was awarded for this criterion.

Criterion 4.2: A program assessment process

PO 2605 PROGRAM ACCOUNTABILITY AND EVALUATION codifies the board's belief that "effective education includes proper evaluation of the results produced from the educational resources provided by the community and government" and provides general guidance for program evaluation. AG 2605 EVALUATION OF PROGRAM PURPOSE provides additional program evaluation details, including a checklist and evaluation guidelines. The policy also recommends (but does not require) that an evaluation plan be developed concurrently when the program is planned (not prior to adoption). PO 2250 INNOVATIVE PROGRAMS requires methods for evaluation in the design of innovative programs**.** The auditors found no policies nor administrative guidelines that require the program assessment process to be linked with planning or plans. One point was awarded to this criterion.

Criterion 4.3: Use of data from assessment to determine program/curriculum effectiveness and efficiency

In PO 2623A TESTING PROGRAM, disaggregation is listed as the second step for the effective use of assessment data/test results to identify student strengths and weaknesses and to determine curriculum effectiveness. However, the policy stops short of requiring disaggregation at multiple levels and does not address specific action to be taken after disaggregation. AG 2623 STUDENT ASSESSMENT AND ACADEMIC INTERVENTION SERVICES requires the superintendent to develop a plan "for the design of classroom-based intervention services to meet the instructional needs of individual students as determined by the results of diagnostic assessments" but does not require differentiation of the results. The auditors found no directives referencing teachers' tracking of student objective mastery. Partial credit was awarded to two indicators in this criterion.

Criterion 4.4: Reports to the board about program effectiveness

PO 2605 PROGRAM ACCOUNTABILITY AND EVALUATION directs the superintendent to "maintain a calendar of assessment activities and…make periodic evaluation reports to the Board [on findings of the assessment program]." The auditors were unable to find reference in any board policies and administrative guidelines regarding reports to the board about program effectiveness at designated intervals. No credit was awarded to this criterion.

Exhibit 1.1.7

**Auditors' Analysis of Board Policy and Administrative Guidelines
On Audit Standard Five to Determine Quality and Degree of Adequacy
Columbus City Schools
December 2019**

Standard Five—Provides for Productivity Directs the superintendent or designee to oversee the development of board policy to ensure:		
Audit Criteria and Characteristics	**Relevant Policies and Regulations**	**Auditors' Rating**
5.1 Program-centered budgeting		
• Directs development of a budget process that requires program evaluation, identification of specific measurable program goals before the budget process begins, and documented costs to ensure that expenditures are aligned within revenues and cost-benefit analysis is facilitated	PO 6210	0
• Requires adherence to a program-centered budgeting process that includes incremental budgeting based on different program types, delivery, and quality for all curriculum areas (the process provides evidence of tangible connections between allocations and anticipated program outcomes or accomplishments)		0
• Directs full implementation of a program-centered budgeting process that includes incremental funding possibilities, a process for evaluating options, and the use of program evaluation data linked to budget allocations (this process enables program budget decisions to be based upon documented results and performance)		0
5.2 Resource allocation tied to curriculum priorities		
• Requires a budget that allocates resources according to documented needs, assessment data, and established district curriculum and program goals and priorities	PO 2114	0
• Requires a budget that may be multi-year in nature, provides ongoing support for curriculum and program priorities, and connects costs with program expectations and data-based needs		0
• Directs a budget that provides resources needed to achieve system priorities over time and demonstrates the need for resources based on measurable results and/or performance of programs and activities		0
5.3 Environment to support curriculum delivery		
• Directs facilities that enable teachers to work in an environment that supports adequate delivery of the curriculum	PO 2260 PO 7100	1
• Directs consideration of multi-year facilities planning efforts to adequately support the district curriculum and program priorities	PO 7440.01 PO 8300	1
• Directs facilities planning linked to future curriculum and instructional trends and to the teaching-learning environment incorporated in the documented system mission and vision statements		1
5.4 Support systems focused on curriculum design and delivery		
• Provides a clear connection between district support services and the achievement of the district curriculum design and delivery, and evidence of optimization within the system	None	0
• Requires formative and summative evaluation practices for each support service to provide data for improving these services and documented evidence of improvement over time		0
• Requires periodic reports to the board with recommendations for continuing, revising, and/or developing new support services to enhance fulfillment of the mission, including needs-based data		0

Exhibit 1.1.7 (continued)
Auditors' Analysis of Board Policy and Administrative Guidelines
On Audit Standard Five to Determine Quality and Degree of Adequacy
Columbus City Schools
December 2019

Audit Criteria and Characteristics	Relevant Policies and Regulations	Auditors' Rating
Standard Five—Provides for Productivity **Directs the superintendent or designee to oversee the development of board policy to ensure:**		
5.5 Data-driven decisions for the purpose of increasing student learning		
• Directs the development of specific requirements for data analysis that lead to improved student learning for the core curriculum areas and electives	PO 2120 PO 2623.02	Partial*
• Directs the development of specific requirements for data analysis that lead to improved student learning for all curriculum areas and grade levels (including electives)	PO 5410 AG 2605 AG 2623A	Partial*
• Directs the development of specific requirements for data analysis that lead to improved student learning for all operations of the district		0
5.6 Change processes for long-term institutionalization of district priority goals		
• Requires the identification of strategies, grounded in documented assessment of program success or efficacy, to be used by the district to ensure long-term institutionalization of change	None	0
• Directs the development of school improvement plans that address the use of specific change strategies at the building level to ensure the institutionalization of change and improved results or performance		0
• Directs that all district, department, and program plans incorporate procedures for change strategies to ensure the institutionalization of change for improvement and include procedures with formative and summative practices that provide data about change implementation and effectiveness		0
Standard Five Rating (number of points for the six criteria with a possibility of 18)		**3**
Percentage of Points Met (points divided by the number of possible points—18)		**17%**
*Partial ratings are tallied as not met.		
Note: One point was awarded for every characteristic met under each criterion for a maximum of three points. No points are awarded when policies fail to meet any characteristics.		
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As indicated in <u>Exhibit 1.1.7</u>, the Columbus City Schools board policies supporting <u>Standard Five: Productivity</u> received an adequacy rating of 17%. An explanation of the auditors' rating for each criterion is provided as follows:

Criterion 5.1: Program-centered budgeting

PO 6210 FISCAL PLANNING provides five goals for discharging financial responsibilities to the district. The third goal is "to use the best available techniques for budget development and management," but no further details about the budget process is provided. The auditors found no guidance in other documents related to program-centered budgeting. Therefore, no credit was awarded to this criterion.

Criterion 5.2: Resource allocation tied to curriculum priorities

In PO 2114 MEETING STATE PERFORMANCE INDICATORS, the superintendent is directed to estimate the resources needed to implement an annual plan that will facilitate all campuses meeting or exceeding "the performance levels established by the State Board of Education for each of the performance indicators." The superintendent is also directed to incorporate the estimated costs for implementing the plan into the annual budget proposals submitted to the board. Although this direction links resource allocation to instructional priorities, adequate detail in how this process will occur is missing. Since the auditors found no other board policies or administrative guidelines addressing resource allocation tied to curriculum priorities, no credit was awarded to this criterion.

Criterion 5.3: Environment to support curriculum delivery

Provision of a safe learning environment that supports curriculum delivery is referenced in several board policies. PO 7100 FACILITIES PLANNING communicates the board's commitment to ensure a "student-centered, efficient and stable" learning environment to "carry out the [district's] educational program." The board commits to develop a Facilities Master Plan, based on accurate data and revise the plan "periodically thereafter." The policy also requires that the plan consider the physical requirements of educational programs and reflect local and regional demographic factors in future facility modifications and additions. PO 8300 CONTINUITY OF ORGANIZATIONAL OPERATIONS PLAN protects the ongoing operation of teaching and learning by requiring a plan to restore the district's learning environment as quickly as possible after a crisis or threat event. PO 7440.01 VIDEO SURVEILLANCE AND ELECTRONIC MONITORING authorizes the district to provide electronic monitoring systems on district property "to promote and foster a safe and secure teaching and learning environment for students and staff." PO 2260 NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY assures equal access to facilities to all students. Three points were awarded to this criterion.

Criterion 5.4: Support systems focused on curriculum design and delivery

The auditors were unable to find board policies or administrative guidelines that communicate an expectation that the overarching goal of district support services is to support and optimize teaching and learning. No points were awarded to this criterion.

Criterion 5.5: Data-driven decisions for the purpose of increasing student learning

The first paragraph of AG 2605 EVALUATION OF PROGRAM sets the stage for data-based decision making in the teaching and learning process from a broad perspective: "Staff needs to be able to monitor a given situation in such a way that the District or a school has appropriate data about the current status on which to base decisions and actions." The policy provides a sequence of tasks to be performed in program evaluation. Task Four is "gather data," and subsequent tasks address using the data to evaluate the specific program, but details regarding follow-up actions are not provided. PO 2120 SCHOOL IMPROVEMENT lists the use of data in identifying areas of greatest need as the first step in the improvement process. Subsequent steps include developing, implementing, and evaluating a plan to address identified areas of need. Much of AG 2623A TESTING PROGRAM is devoted to the purposes of testing, summarized in a statement toward the end of the policy, "The purpose for giving a test is to use the results to improve learning and to communicate with those concerned about how well a student or group of students are learning." Item analysis and disaggregation of results are recommended as specific actions in the use of data. PO 2623.02 THIRD GRADE READING GUARANTEE requires a diagnostic assessment of third-grade students' reading skills in determining promotion to fourth grade. PO 5410 PROMOTION, PLACEMENT, AND RETENTION requires analysis of various social and educational data in determining promotion in kindergarten-grade 12. Although the board policies and administrative guidelines cited clearly present the board's expectations for data-driven decision making in teaching and learning, individually and collectively, they lack the specificity required for credit in the first two elements of this criterion. The auditors found no reference to data analysis for improved teaching and learning in support departments and other operations within the district. Partial credit was awarded for two elements in this criterion.

Criterion 5.6: Change processes for long-term institutionalization of district priority goals

The auditors found no board policies or administrative guidelines that directly address the changes process for long-term institutionalization. Therefore, no points were awarded to this criterion.

Exhibit 1.1.8 provides a summary of the auditors' ratings of the Columbus City Schools board policies and administrative guidelines, by standard:

Exhibit 1.1.8

Summary Ratings of the Auditors' Analysis of Board Policy
And Administrative Guidelines to Determine Quality and Degree of Adequacy
Columbus City Schools
December 2019

Standard	Number of Criteria	Number of Possible Points	Points Given	Percentage of Points Relative to 70% Standard for Adequacy
One: Control	6	18	2	22%
Two: Direction	5	15	0	0%
Three: Consistency and Equity	5	15	2	13%
Four: Feedback	4	12	2	17%
Five: Productivity	6	18	3	17%
Overall Rating For All Criteria	**26**	**78**	**9**	**12%**
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As indicated in Exhibit 1.1.8, the overall adequacy rating of the Columbus City Schools board policies and administrative guidelines was 12%, below the 70% required for adequacy.

Policy Distribution and Implementation

After board action is taken on new/revised policies and/or the cabinet approves administrative guidelines, the supervisor of policy and governmental affairs submits the new or revised documents for posting on the NEOLA website. The district has not institutionalized a practice for notifying internal users of new and revised policies and administrative guidelines. However, policies and guidelines are accessible to internal and external stakeholders via the district's website. Topics can be researched in both document categories via a word-search engine.

The final issue to be addressed regarding whether board policies and administrative guidelines are providing adequate control over curriculum management functions in the Columbus City Schools is whether they are being followed. The auditors determined that the frequency in which policies and guidelines are followed is rare and, at best, inconsistent. For example, several board policies require administrative guidelines to be developed (e.g., PO 2240, PO 2280, PO 2370, PO 2520, and 3120.01). However, the auditors were unable to find any of these required administrative guidelines. Further, PO 3120.01 JOB DESCRIPTIONS requires the superintendent to develop and maintain a coordinated set of job descriptions for all personnel; however, the auditors did not find job descriptions for many organizational chart positions (see Finding 1.2). Few administrators noted the value of policies and administrative guidelines in their use as guidance in day-to-day decisions, as supported by the following comments:

- "People don't read and follow policy. A lot of people don't even realize that policy and administrative guidelines exist." (District Administrator)

- "Most people don't even know where to find policy." (District Administrator)

- "Policy often gets overlooked." (District Administrator)

- "Sometimes people don't understand that policy really moves the work." (District Administrator)

- "The inability of administration to implement district policy is a liability for our students. The board needs to have the political will to push back to ensure implementation." (Board Member)

Overall, the auditors found that the use of policies and administrative guidelines as valuable documents for routine reference and decision making is inadequate to establish control over district resources and programs and provide guidance for accomplishing the board's expectations.

Summary

The Columbus City Schools has a comprehensive set of board policies and administrative guidelines that conveys state and federal expectations (via constitutional guarantees, state and federal statutes, and case law). However, these important guidance documents are inadequate in quality to establish control over district-wide curriculum management and related functions by communicating the board's expectations for what is to be done, under what conditions, and who is to assume responsibility and accountability for successful implementation. A process for communicating revised and new policies and administrative guidelines has not been institutionalized, and these important documents are rarely used to guide decision making.

Finding 1.2: The district's organizational charts and job descriptions do not provide adequate control over human resources for maximum productivity in meeting the district's mission and priority goals.

Human capital is a school district's most valuable asset. An organizational chart gives district stakeholders an at-a-glance visual of how the district's human capital is structured. With a well-designed organizational chart, leaders can determine if the workforce is strategically deployed to accomplish the educational mission and can monitor and maintain the structure toward that end. Job descriptions give substance to the information on the organization chart. Well-written job descriptions give leaders a basis for ensuring that each position in the district is strategically defined to play a unique and necessary role in the overall educational mission. Alignment of position titles on job descriptions and the organizational chart is critical for clarity in communication and accountability.

To determine the adequacy of the Columbus City Schools control of its human capital, auditors reviewed board policies and administrative guidelines, 2019-20 organizational charts, job descriptions, and related documents. They also interviewed staff about their roles and job descriptions. The information gathered was rated against Curriculum Management Audit™ standards for control of human capital.

Overall, auditors found 10 of the district's organizational charts and most of the related job descriptions inadequate to provide control over the deployment of human resources. The Executive Leadership Team chart and those of nine positions reporting directly to the superintendent failed to meet five of the six principles of sound organizational management. Auditors found job descriptions for only 45% of the unduplicated positions depicted on the 10 organizational charts reviewed, and only 7% of those met all criteria for adequacy. Under direction of the new superintendent, many leadership positions have recently been created, eliminated, and/or revised, resulting in inconsistencies between position titles on job descriptions and organizational charts.

Organizational Charts

As indicated in Finding 1.1, PO 1230.01 DEVELOPMENT OF ADMINISTRATIVE GUIDELINES requires the superintendent to "maintain a current organizational chart to which immediate reference can be made by the Board or any employee of the Board." However, policies and administrative guidelines do not further address this topic.

The auditors were provided 15 organizational charts that depict the district's 2019-20 governance and upper management line and staff positions and reporting relationships. The auditors learned that the district is in the first year of leadership transition, and the new superintendent has made several changes in the central office personnel infrastructure. Thus, the 2019-20 organizational charts are much different than the preceding ones. Names of the charts given to the auditors and dates of revision are provided in Exhibit 1.2.1:

Exhibit 1.2.1

Organizational Charts Provided to the Auditors
Columbus City Schools
December 2019

Organizational Chart	Date Revised
Superintendent's Cabinet	8/12/19
*Executive Leadership Team	10/9/19
*Department of Academic Achievement Support Services	9/6/19
*Department of Accountability & Other Support Services	9/23/19
*Department of Administrative Services	10/11/19
*Department of Business & Operations	8/12/10
*Department of Communications	10/7/19
*Department of Engagement	10/7/19
*Department of Human Resources	10/8/19
*Department of Transformation and Leadership	9/5/19
*Office of Budget and Financial Management	10/7/19
Office of College and Career Readiness	9/4/19
Office of Special Education and Support Services	9/6/19
Office of Teaching and Learning	9/6/19
Office of Technology	8/26/19
*Offices represented within the Superintendent's Cabinet and chosen for evaluation by the auditors	

As indicated in Exhibit 1.2.1, all organizational charts presented were revised during the first three months of the 2019-20 academic year. The auditors were unable to find any of the 15 organizational charts on the district's website to fulfill the board's direction that organizational charts be available for "immediate reference…by the Board or any employee of the Board."

Auditors chose to evaluate the Executive Leadership Team, seven Chief Officer, the Budget and Financial Management, and the Administrative Services organizational charts directly against the CMSi six principles of sound organization management. Offices representing the five remaining organizational charts are nested within a chart chosen for evaluation. An organizational chart for the Office of Equity (a new office with a vacant leadership position) was not provided to the auditors, nor was a chart for the Special Assistant to the Superintendent, a non-supervisory position.

The 10 organizational charts evaluated by the auditors are provided in Exhibit 1.2.2, and the remaining five organizational charts are provided in Appendix C.

Exhibit 1.2.2

Organizational Charts Evaluated by the Auditors
Columbus City Schools
December 2019

COLUMBUS CITY SCHOOLS

Executive Leadership Team
2019-2020 Organizational Chart

Updated October 9, 2019

- Treasurer/CFO — Stan Bahorek
- Superintendent/CEO — Dr. Talisa Dixon
- Internal Auditor/CAE — Carolyn Smith

Special Assistant to the Superintendent/CEO — Monique Jacquet

Executive Director, Budget and Financial Management — Scott Goodling

Deputy Superintendent, Administrative Services — Dr. John Stanford
- Chief Information Officer — TBD
- Supervisor of Policy & Government Affairs — Dr. Erik Roush
- General Counsel — TBD

Chief Operations Officer — Maurice Oldham
- Sr. Executive Director, Business & Operations — Annette Morud
- Executive Director, Business & Operations and Transportation — Steve McElroy

Chief Human Resources Officer — Mira Wright
- Executive Director, HR Operations — Michael De Fabbo

Chief Equity Officer — TBD

Chief Communications Officer — Scott Wortman

Chief Engagement Officer — Alesia Gillison
- Executive Director, Engagement — Scott Varner

Chief Accountability Officer — Dr. Machelle Kline
- Executive Director, Accountability — Felisha Lyons

Chief Transformation and Leadership Officer — Dr. Angela Chapman
- Area Superintendent Region 1 — Scott Nelson
- Area Superintendent Region 2 — Corey D. Grubbs
- Area Superintendent Region 3 — Dr. Sandy D. Womack, Jr.
- Area Superintendent Region 4 — Dr. Keith Harris
- Area Superintendent Region 5 — Diane Agnes
- Area Superintendent Region 6 — Luther E. Johnson, Jr.

Chief Academic Officer — Dr. Tracy Ocasio
- Executive Director, Teaching & Learning — Sandee Donald
- Executive Director, Student Support Services — Kathy Leffler
- Executive Director, College and Career Readiness — Pegeen Cleary Potts

Exhibit 1.2.2 (continued)
Organizational Charts Evaluated by the Auditors
Columbus City Schools
December 2019

Department of Academic Achievement Support Services

Table of Organization
Revised: September 6, 2019

Dr. Tracy Ocasio — Chief Academic Officer

Regina DeLoach — Executive Secretary II

Pegeen Cleary Potts — Executive Director — *Office of Career and College Readiness*
— Vacant — Executive Secretary I

- **Ed O'Reilly** — Director — *Division of Workforce Development & Adult & Community Education*
- **Danielle Bomar** — Supervisor — *Division of Alternative Pathways, VCAP and Options for Success*
- **VACANT** — *Director of CTE Programs — Perkins Funded — Salary/Benefits — General Fund*
- **Tanya McClanahan** — Supervisor of Higher Education Partnerships
- **Bill Mitchell** — Supervisor — High School Counselors

Kathy Leffler — Executive Director — *Office of Student Support Services*
— **Parri Salano** — Executive Secretary I

- **Dr. Keisha Fletcher Bates** — Director — *Division of Academics*
- **Kate King** — Director — *Division of Health Family & Community Services*
- **Jill Lausch** — Director — *Division of Special Education Policy & Programming Services*
- **Cheryl Ward** — Director — *Division of Social Emotional & Student Support Services*
- **VACANT** — *Director of Opportunity Options*

Sandee Donald — Executive Director — *Office of Teaching & Learning*
— Vacant — Executive Secretary I

- **Alyse Clark** — Director — *Division of High School Curriculum*
- **Leslie Kelly** — Director — *Division of Grades 1-8 ELA*
- **Dr. Colleen Boyle** — Director — *Division of Gifted & Talented*
- **Michael Sain** — Director — *Division of ESL Services*
- **Ann Lockett** — Director — *Division of Pre-K-Kindergarten*
- **VACANT** — Director — *Division of Grades 1-8 Math (Transfer FTE)*

Department of Accountability & Other Support Services

Table of Organization
Revised: September 23, 2019

Dr. Machelle Kline — Chief Accountability Officer

Janice Blocher — Executive Secretary II

Felisha Lyons — Executive Director

Office of Information Management

Janet Gibson — Secretary II (.50)
Greg Wisniewski — Director

- **Division of EMIS**
  - **Meka Barringer** — Ed Systems Support Analyst
  - **Ilir Thaci** — Ed. Systems Data Analyst I
  - **Ivelina Atanasova**
  - **Jelena Djeric**
  - **Cheri Foster** — Ed. Systems Administrators
- **Division of SOES/Ed. Choice**
  - **Kayla Hancock**
  - **Julia McDevitt** — Student Data Assistants

Division of Student Information
Jason Vance — Supervisor B

- **Division of Student Information Systems**
  - **Rachel Kelly** — Data Reporting Specialist
  - **Jared Carr**
  - **Carol Kohn** — Ed. Systems Data Analyst I
  - **Randy Ziemba** — Ed. Systems Administrator
- **Division of Student Data Support**
  - **Nicole Beyer**
  - **Quiana Brickerson**
  - **Lourdes Castillo**
  - **Anne Dale**
  - **Debby Descheneau**
  - **Amber Eddy**
  - **Angela James**
  - **LeTreese Jones**
  - **Judith Knape**
  - **Brandi Meyers**
  - **Laura Parkinson**
  - **Cheryl Sturms**
  - Student Data Specialists

Office of Testing & Program Services

Ronda Welch — Director
Beth DeWitt — Secretary II

- **Division of Testing**
  - **Anissa Holtsberry**
  - **Rachel Hopewell** — TOSAs
  - PT Hourly (as needed)
- **Division of Program Evaluation**
  - **Goble Blankenship**
  - **Dante Golsby**
  - **Brenda Ruch**
  - Data Reporting Specialists
  - **Mark Foor**
  - **Brian Harden**
  - **Chris Kell**
  - Ed. Systems Data Analysts II
  - **Sarah Andreas**
  - **Dr. Michael Eicher**
  - **Amanda McCallister**
  - **Rosalind Ray**
  - **Lindsey Serve´**
  - **Shatoya Wilbum**
  - Academic Performance Analysts

Office of Enrollment

Tonya Freeman — Director — Central Enrollment
Janet Gibson — Secretary II (.50)

- **Division of the Registrar**
  - **Bonny Durr**
  - **Lisa Locklear**
  - **Sue Pliska**
  - **Jennifer Priest** — Secretary II — Registrar Specialists
  - **Maritta Komula** — Student Data Specialist
- **Division of Enrollment**
  - **Michael Taylor** — Supervisor A — Central Enrollment
  - **Ingrid Gilbert** — Student Data Specialist
  - **Summer Brown**
  - **Michele Conley**
  - **Sheree Dunn**
  - **Edyth Hardy**
  - **Jessica Householder**
  - **Briona Irving**
  - **Cynthia Keys**
  - **Cheryl Poindexter**
  - **Stephanie Simmons** — Enrollment Specialists
  - **Awilda Aquino**
  - **Mairame Daff**
  - **Venera Zuqolli** — EL Instructional Assistant Assessors
  - **Tony Brown** — Concierge/Receptionist
- **Division of School Choice**
  - **Mindy Kindall** — Secretary II
  - **Isabelle Moreland** — Secretary II
  - **OPEN** — Secretary I
  - **Digitization/Home School Compliance**
    - **OPEN** — Secretary I
  - **Division of Youth and Families In Transition**
    - **Kevin Boehm**
    - **Barbara Cleveland**
    - **Janice Davis**
    - **Val Harmon**
    - **OPEN**
    - **Carolyn Taylor**
    - **Foster Ugbana**
    - Project Connect

Columbus City Schools Audit Report Page 38

Department of Administrative Services

COLUMBUS CITY SCHOOLS

Table of Organization
Revised: October 11, 2019

Dr. John Stanford
Deputy Superintendent

Tina Wilson-McClure
Executive Secretary II

Scott Gooding
Executive Director
Office of Budget & Financial Management

Vacancy
Chief Information Officer

VACANT
Professional I
Board Liaison

Dr. Erik Roush
Supervisor
Policy & Government Affairs

Vacancy
General Counsel
Office of Legal Services

Jeenah Trout
Legal Assistant

Andrea Richardson
Director
Division of State & Federal Programs

Michele VanDyke
Director
Office of Technology

Chris Campbell
Supervisor B-260
Infrastructure Mgr.

Vacancy
Supervisor A-260
Application Mgr.

Wanda Lillis
Director
Office of Legal Services

Patricia Brown
Yvonne Jones
Robert Murphy
PT Hearing Officers

Victoria Frye
Director
Division of Diversity, Equity & Inclusion

Reggie Smith
Compliance Officer
(ESC)

Franklyn Duffy
PT Compliance Officer

Department of Business & Operations

COLUMBUS CITY SCHOOLS

Table of Organization
Revised: August 12, 2019

Maurice Oldham
Chief Operating Officer

Deborah Roelle
Executive Secretary II

Annette Morud
Senior Executive Director
Department of Business & Operations

Steve McElroy
Executive Director
Department of Business & Operations & Office of Transportation

Cheryl Cain
Executive Secretary II

Vincent Clarno
Director
Office of Student Activities & Athletics

Alex Trevino
Director
Office of Capital Improvements

Vacancy
Director
Office of Real Estate & Shared Facilities

DeJuan Hood
Director
Office of Buildings & Grounds

Lawrence Barnett
Director
Office of Custodial Services

Joe Brown
Director
Office of Food Services

Chris Ward
Director
Office of Safety & Security

Rich McCormick
Contract Manager

Terri Wise
Outreach
Supervisor

Gary Bright
Manager
Supervisor B-260

Alyssa Downey
Assistant Director

Linda Ergeson
Annslee Stevenson
Kurt Keaton
Lori Seeger
Professional III
Project Managers

Jeff Roe
Supervisor
A-260
Energy Management

Anthony Ligon
Assistant Director

Robin Chapman
Assistant Director

Robert E. Collins
Assistant Director

Patrick Davis
Kendell Madison
Procurement Specialists

G Jamal Ford
Supervisor B-260

16
Athletic Directors

Brandie Bronston
Construction
Contract Manager

Arthur Brown
David Howell
Gail Lewis
Supervisors

Brenda Klein
Lynn Maistros
Edith Murphy
Liz Solomon
Jodena Beale
Professional II-260
Supervisors

Don Jackson
Warehouse
Services
Supervisor

Brian Reigle
Sub. Admin.
Compliance Officer

Sam Georgas
Delivery Services
Professional III-260

Stephen Andrews
Supervisor A-260
Fleet Services

Steve Georgas
Printing & Duplicating
Professional III-260

Ronald Tumblin
Asst. Supervisor
A-260
Fleet Services

Exhibit 1.2.2 (continued)
Organizational Charts Evaluated by the Auditors
Columbus City Schools
December 2019

Department of Communications

Table of Organization
Revised: October 7, 2019

Scott Wortman
Chief of Communications

Stephanie E. Jones
Executive Secretary II

Jacqueline Bryant
Director of Communications

Paul Brown
Supervisor
Media Technologies

Steve Hoffman
Supervisor
Customer Relations

Ryan Schwepfinger
Communications
Manager

Kim Castaneda
Secretary

Terry Anderson
Print Communications
Specialist

Patricia Adams
Linda Cameron
Karen Gudger
Cathy Stevenson
Customer Relations Service
Coordinators

Tyler Carter
Multimedia Journalist

Charlotte Carter
Customer Relations Service
Coordinator at
Central Enrollment

Barb Reed
Fact Line
Coordinator

Micki Cornell
Minnie Singletary
Transportation
Call Center Supervisors

Donisha Amison
Antasha Bradley
Desiree Bristol
Latonia Burke
Marchane Childs
Pannell
Julia Morris
Eboni Rembert
Transportation Call Center
Representatives

Department of Engagement

Table of Organization
Revised: October 7, 2019

Alesia Gillison
Chief Engagement Officer

Felicia Sinkler
Executive Secretary II

Scott Varner
Executive Director
Community &
Stakeholder Engagement

Family Ambassador Program
109 Family Ambassadors

Seneca Bing
Gherima Woldemariam

Family & Community
Engagement Coordinators
(FACE)

Keisha Hunley-Jenkins
Senior Director of
Mentoring Initiatives

Krista Bower
Business Partnership
Coordinator

Greg Gillum
Director of Mentoring
Initiatives

Caitlin Farkas
Interim WCBE
General Manager

Steve Stevenson
Director of Mentoring
Initiatives

Mike Foley
Allison Holm
Jim Letizia
Host/Producer

Greg Moebius
Host/Producer
(Traffic Director)

Johnny DiLoretto
TBD
Underwriting &
Marketing Associate

Maggie Brennan
Radio Station
Operator

Melony Wells
Office Manager

Department of Human Resources

Table of Organization
Revised: October 8, 2019

Mira Wright
Chief Human Resources Officer

Sonia McClendon
Executive Secretary II

Mike De Fabbo
Executive Director
Human Resources Operations

Terri Trigg
Director
Talent Acquisition

Courtney Hale
Director
HR Administration (HRA)

Rhonda Rice
Director
Organizational Learning

John Dean
Director
Labor Management &
Employee Relations

Ebony McShan
Manager
Talent Acquisition
Classified

LaMeika Robinson
Manager
Talent Acquisition
Certificated

Shawntel Lewis-Smith
Manager
HR Data & Systems

Vacancy
Manager
Employee Benefits
Administration

Eric Ulas
Manager
HRA

Christine Fagan
Prof. Learning &
Licensure Specialist

Mary Anne Baum
Manager
Labor Management &
Employee Relations

Amanda Hill
HR Rep

Leslie Butler
HR Rep

Anita Ward
Personnel Info.
Systems Coordinator

Mesha Bostic
Employee Benefits
Analyst

Penny Roth
Worker's Comp
Coordinator

Wendy Jones
TOSA

William Alverson
PT Investigator

Rita Fisher
HR Asst. II

Anthony Crawford
HR Asst. II

Ashley Lynch
HR Asst. II

Jovanni Jeter
Employee Benefits
Analyst

Janet McCoy
HR Asst. II

Karmen McCaslin
TOSA

Phyllis Barrett Williams
PT Investigator

Nick Steyer
HR Asst. II

Traci Cox
HR Asst. I

Alexandre Meldaus-Crockett
HR Asst. I

Michelle Jones
HR Rep

Christina Ayers
HR Asst. I

Greg Mild
TOSA

Andrea Barrett
PT Investigator

Allison Begue
HR Asst. I

Juwana Steele
HR Asst. I

Twilla Cole
Wellness Secretary

Rosa Cornelius
HR Asst. II
SEMS

Sara Lowery
HR Asst. II

Maxine Eggleston
PT Investigator

Natosha Hardin
HR Asst. I

Recruiters
8 PT Hourly
Administrators

Maribel Richardson
HR Asst. I
SEMS

Becky Davis
HR Asst. I

Dianne McLinn
Officer
Labor Management &
Employee Relations

Vacancy
HR Asst. I

James Sangster
HR Asst. I

David Taylor
Officer
Labor Management &
Employee Relations

Jean Slaughter
HR Asst. I

22 PAR Consulting Teachers

Terri Ellis
HR Asst. II

Vacancy
HR Generalist

Charlie Ellis
HR Asst. I

Department of Transformation & Leadership

Table of Organization
Revised: September 5, 2019

Dr. Angela Chapman
Chief of Transformation & Leadership

Lydia Wiggins
Executive Secretary II

Region I
Scott Nelson, Area Sup
Vicky Walters, Ex. Secretary I

Region II
Corey Grubbs, Area Sup
Vicky Walters, Ex. Secretary I

Region III
Dr. Sandy Womack, Area Sup
Vacancy, Ex. Secretary I

Region IV
Dr. Keith Harris, Area Sup
Vacancy, Ex. Secretary I

Region V
Diane Agnes, Area Sup
Nichelle Elder, Ex. Secretary I

Region VI
Luther Johnson, Area Sup
Nichelle Elder, Ex. Secretary I

Kathryn Moser
Director of Leadership
Development

18 School Principals

19 School Principals

19 School Principals

19 School Principals

20 School Principals

16 School Principals

Gilda Battle Taylor
LI Program
Administrator

Leadership
Interns
(13)

Stephanie Gregory
School
Improvement
Coordinator

School
Transformation
TOSA (22)

Teacher Clarity
TOSA (3)

Created 8/16/2019 LRW

Exhibit 1.2.2 (continued)
Organizational Charts Evaluated by the Auditors
Columbus City Schools
December 2019
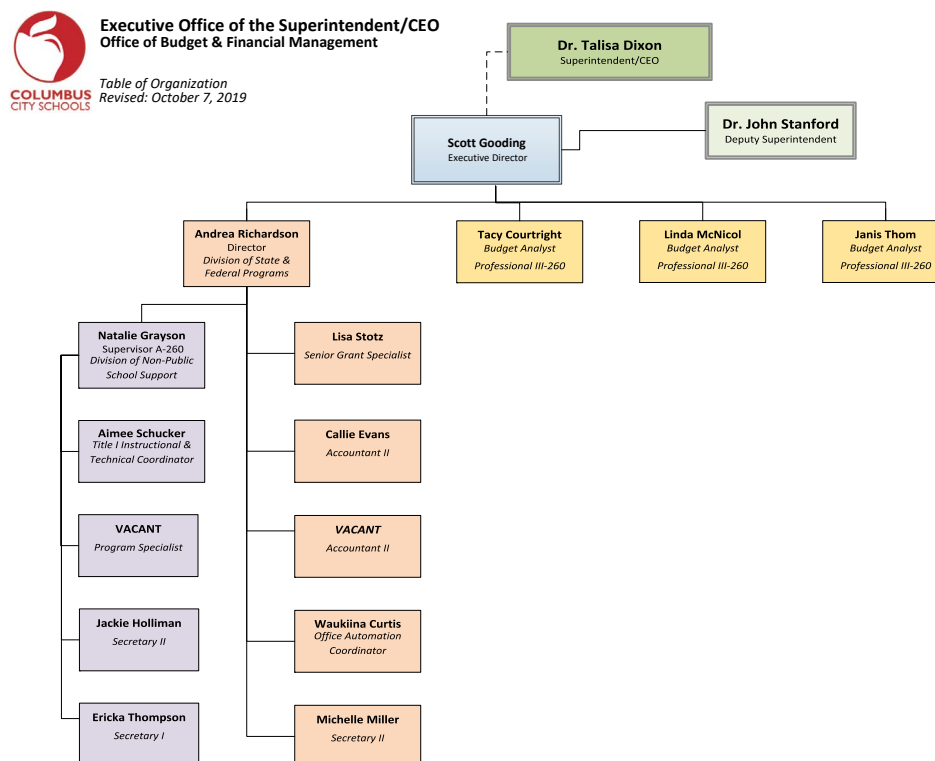
The auditors chose to analyze and rate the 10 organizational chart against the Curriculum Management Audit™ principles of sound organization management, provided in Exhibit 1.2.3.

Exhibit 1.2.3

Principles of Sound Organizational Management

Principle	Explanation
Span of Control	The range of superiors to subordinates should be 7-12 as a maximum number of persons who are supervised on a daily face-to-face-basis.
Chain of Command	A person should have only one supervisor to avoid being placed in a compromised decision-making situation.
Logical Grouping of Functions	The clustering of similar duties/tasks is employed in order to keep supervisory needs to a minimum (ensuring economy of scale).
Separation of Line and Staff Functions	Those administrators carrying out the primary mission of the district are not confused with those supporting it. Also, note that in reporting relationships, line administrators report only to other line administrators, never staff administrators. This keeps the line of accountability for the primary mission of the district uncomplicated.
Scalar Relationships	Roles of the same title and remuneration should be depicted graphically on the same general horizontal plane.
Full Inclusion	All persons working within the district carrying out its essential functions should be depicted on the table of organization.
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The auditors' assessment of the district's organizational charts based on the six criteria presented in <u>Exhibit 1.2.2</u> is provided below:

Span of Control

To assess the span of control principle, auditors counted the number of reporting relationships shown for each position represented on the 10 organizational charts. The auditors found two organizational charts in which supervisory relationships exceeded the maximum number of 12: Executive Leadership Team and the Department of Transformation and Leadership. The Superintendent is shown to supervise 11 positions; however, auditors consider the board President (not displayed on the chart) to be among the Superintendent's supervisory roles because of the time commitment to maintain an effective governance and management relationship. Further, auditors found two clerical positions (not reflected on the organizational chart) report to the superintendent. Collectively, these reporting relationships total 14, exceeding the maximum of 12. The six Area Superintendents each supervise from 16-20 school principals, all exceeding the maximum of 12 positions. The span of control principle was rated as not met.

Chain of Command

The Executive Director for Budget and Financial Management is shown to report to the Deputy Superintendent on the Department of Administrative Services chart, to the Superintendent on the Executive Leadership Team chart, and indirectly via a broken line to the Superintendent on the Budget and Financial Management chart. The auditors confirmed that the accurate reporting relationship is to the Superintendent. Indirect and inaccurately depicted reporting relationships can promote confusion and micromanagement. Supervisory relationships for the positions of Treasurer and Internal Auditor and the upward reporting relationship of the Superintendent (i.e., Board) are not indicated on the Executive Leadership Team chart. The supervisory relationship of the Director of Opportunity Options on the Department of Academic Achievement Services chart is not indicated. The chain of command principle was not met.

Logical Grouping of Functions

The auditors found breaches of logical grouping of functions on three organizational charts based on alignment of job title, job description (where available), and/or clarification of responsibility by the person currently in the position. Results of this analysis are provided below:

- The General Counsel currently reports to the Deputy Superintendent; however, employees responsible for legal and governmental issues should have immediate access to the chief executive officer of an organization.

- The vacant Board Liaison position currently resides in the Administrative Services department but is more logically placed directly in the General Counsel's office or assigned to the Superintendent since the position job description clearly indicates that this position is the liaison between the Superintendent and governance.

- The Supervisor of Policy and Governmental Affairs, currently reporting to the Deputy Superintendent, is more logically placed within the General Counsel's office.

- The Executive Director of Budget and Financial Management is shown to report to the Superintendent on the Executive Leadership Team chart and to the Deputy Superintendent on the Administrative Services chart. Since the district, by law, must have a position of Treasurer that reports to the Board, with the responsibility of determining revenue parameters, placing the position responsible for budget planning and development in the same office is a more logical grouping of financial functions.

- The Director, Division of Diversity, Equity and Inclusion currently resides within the General Counsel office but more logically fits within the newly created Equity department, since the primary function of the position is to promote and manage equity-related assurances and services.

The principle of logical grouping of functions was not met.

Separation of Line and Staff

Line authority holding responsibility for the core business and mission of the school district (teaching and learning) is shown to report up the chain of command without disruption of staff authority. Although line authority is not depicted in the center of the Executive Leadership Team organizational chart, the auditors determined the principle of separation of line and staff to be met.

Scalar Relationships

Multiple breaches of the scalar relationships principle were found in all ten of the organizational charts reviewed by the auditors. Examples are noted below:

- Executive Leadership Team: The Deputy Superintendent, paid on a higher salary schedule than the Chief Officers, and the Executive Director of Budget and Financial Management and the Special Assistant to the Superintendent, both paid on a lower salary schedule than the Chief Officers, are on the same vertical plane as the Chief Officers. The Chief Information Officer position is placed at a lower vertical point than the other nine Chief positions.

- Department of Human Resources: The Executive Secretary II position, reporting directly to the Chief Human Resources Officer, is placed above the department leadership positions (i.e., Executive Director and Director positions).

- Department of Administrative Services: Three positions, each on a different salary schedule (i.e., Executive Director of Budget and Financial Management, Chief Information Officer, and Legal Counsel) are placed on the same vertical plane.

- Department of Accountability & Other Support Services: Several clerical positions are on the same vertical plane as their supervisors.

This principle was rated as not met.

Full Inclusion

The auditors found exceptions to the principle of full inclusion on two organizational charts. The Board of Education, with overall governance authority, is not displayed on the Executive Leadership Team chart. Teachers, who play a major accountability role in line authority, are not displayed on the Department of Transformation and Leadership chart. The full display of the line authority (i.e., Board, Superintendent, Chief of Transformation and Leadership, Principals and Teachers) are not presented on any single organizational chart. The principle of full inclusion was not met.

In summary, the Columbus City Schools organizational charts reviewed by the auditors did not meet five of the six principles of sound organizational management. The separation of line and staff principle was met on all charts; however, breaches of multiple principles were identified on several charts.

Job Descriptions

To analyze job descriptions, auditors reviewed policies, existing job descriptions, and other related documents. They also interviewed staff regarding their job descriptions, responsibilities, and the supervision/reporting structure. PO 3120.01 JOB DESCRIPTIONS requires the superintendent to develop and maintain a coordinated set of job descriptions for all personnel.

Auditors focused their job description analysis on the 155 unduplicated positions depicted on the 10 organizational charts chosen for analysis.

Exhibit 1.2.4 displays a summary of available job descriptions for unduplicated positions illustrated on the 10 organizational charts analyzed by the auditors. A complete listing of positions on the ten organizational charts and available job descriptions by position is provided in Appendix D.

Exhibit 1.2.4

Alignment of Unduplicated Job Descriptions to Positions
On the Organization Charts Evaluated by the Auditors
Columbus City Schools
December 2019

Organizational Chart	# With JD	% With JD	# Without JD	% Without JD
Executive Leadership Team	13	50	13	50
Department of Academic Achievement Support Services	3	17	15	83
Department of Accountability & Other Support Services	13	68	6	32
Department of Administrative Services	2	18	9	82
Department of Budget and Financial Management	1	12.5	7	87.5
Department of Business and Operations	20	71	8	29
Department of Communications	4	50	6	50
Department of Engagement	1	9	10	91
Department of Human Resources	14	70	6	30
Department of Transformation and Leadership	0	0	4	100
Totals	**71**	**46%**	**84**	**54%**

As indicted in Exhibit 1.2.4, job descriptions for 46% of the positions depicted on the 10 organizational charts were presented to the auditors, with percentage of availability ranging from 0% in Transformation and Leadership to 71% in Business and Operations.

Job descriptions for the Superintendent and Internal Auditor positions were not found by the auditors. However, due to the prominence of these positions, auditors chose to include responsibilities provided in board policy for review. (See PO 1230 RESPONSIBILITIES OF THE SUPERINTENDENT and PO 1720 RESPONSIBILITIES OF INTERNAL AUDITOR.) The auditors did not find job descriptions for Principal and Teacher positions, key in curriculum delivery and management.

The auditors chose to evaluate the 71 documents against the following elements:

- Qualifications;
- Links to chain of command;
- Functions, duties, and responsibilities; and
- Links to the curriculum (where relevant)

The five possible ratings for each element are shown in Exhibit 1.2.5.

Exhibit 1.2.5

Curriculum Management Audit Rating Indicators for Job Descriptions

Rating	Explanation
Missing	No statement made.
Inadequate	A statement is made but is incomplete and missing sufficient detail.
Adequate	A more or less complete statement usually missing curricular linkages or sufficient detail regarding curricular linkages/alignment.
Strong	A clear and complete statement, including linkages to curriculum where appropriate or, if not appropriate, otherwise quite complete.
Exemplary	A clear, complete statement with inclusive linkages to curriculum indicated in exemplary scope and depth.
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All four of the elements must be rated adequate or higher for a job description to be considered adequate. Exhibit 1.2.6 lists the job descriptions, in alphabetical order by title, chosen for rating and the auditors' assessment of their overall adequacy.

Exhibit 1.2.6

Quality Ratings of Job Descriptions
Columbus City Schools
December 2019

Job Description	Developed/ Last Revised	Qual.	Chain of Command	Duties	Curricular Linkage	Adequate
Academic Performance Analyst (Professional I)	07/2018	Inadequate	Missing	Adequate	Adequate	
Accountant	06/2018	Adequate	Missing	Adequate	N/A	
Administrative Supervisor, Food Services (Professional II)	05/2018	Adequate	Missing	Adequate	N/A	
Area Superintendent	05/2019	Adequate	Adequate	Adequate	Adequate	X
Assistant Director, Custodial Services	09/2016	Adequate	Adequate	Adequate	Adequate	X
Assistant Director, Student Activities (Extra-Curricular)	11/2018	Adequate	Missing	Adequate	Adequate	
Board Liaison	06/2019	Adequate	Missing	Adequate	Inadequate	
Chief Academic Officer	06/2019	Strong	Inadequate	Adequate	Adequate	
Chief Equity Officer	09/2019	Adequate	Inadequate	Adequate	Inadequate	
Chief Financial Officer (CFO)/Treasurer [Draft]	No Date	Adequate	Adequate	Strong	Inadequate	
Chief Human Resources Officer	05/2019	Strong	Missing	Adequate	Adequate	
Chief Information Officer	06/2019	Strong	Missing	Adequate	Inadequate	
Chief Operating Officer	02/2014	Inadequate	Adequate	Adequate	Adequate	
Communications Manager	07/2019	Adequate	Missing	Adequate	Adequate	
Concierge/Receptionist (Receptionist)	06/2013	Adequate	Missing	Adequate	N/A	
Construction Contract Manager	12/2016	Inadequate	Missing	Adequate	N/A	
Contract Manager	06/2018	Inadequate	Missing	Adequate	N/A	
Custodial Services Supervisor	06/2017	Adequate	Missing	Adequate	Adequate	
Data Reporting Specialist	06/2018	Adequate	Missing	Adequate	N/A	
Director, Building and Grounds	No Date	Adequate	Inadequate	Adequate	Adequate	
Director, Capital Improvements	07/2014	Adequate	Inadequate	Adequate	Adequate	
Director, Career-Technical Programs	10/2019	Adequate	Inadequate	Adequate	Strong	
Director, Custodial Services	06/2014	Adequate	Inadequate	Adequate	Adequate	
Director, Employee Relations	05/2019	Adequate	Missing	Adequate	N/A	
Director, Food Services	02/2011	Adequate	Inadequate	Adequate	Adequate	
Director, Human Resources (Administration)	05/2019	Inadequate	Missing	Adequate	Inadequate	
Director, Human Resources (Employment and Staffing)	05/2019	Inadequate	Missing	Adequate	Adequate	
Director, Safety and Security	No Date	Inadequate	Inadequate	Adequate	Inadequate	
Director, Student Activities (Athletics)	01/2011	Adequate	Adequate	Adequate	Adequate	X
Director, Testing & Program Evaluation (Testing and Program Services)	07/2019	Adequate	Inadequate	Adequate	Adequate	
Educational Systems Administrator	16/2016	Adequate	Missing	Adequate	N/A	
Educational Systems Data Analyst I	06/2016	Adequate	Missing	Adequate	N/A	
Educational Systems Data Analyst II	06/2016	Adequate	Missing	Adequate	N/A	
Educational Systems Support Analyst	06/2016	Adequate	Missing	Adequate	N/A	

Job Description	Developed/ Last Revised	Qual.	Chain of Command	Duties	Curricular Linkage	Adequate
Employee Benefits Analyst	06/2018	Adequate	Missing	Adequate	N/A	
Employment and Staffing Manager (Classified)	05/2019	Inadequate	Missing	Adequate	N/A	
Enrollment Specialist	04/2017	Adequate	Missing	Adequate	N/A	
Executive Director, Business and Operations	No Date	Adequate	Inadequate	Adequate	Adequate	
Executive Secretary I	11/2018	Adequate	Adequate	Adequate	N/A	X
Executive Secretary II	11/2018	Adequate	Adequate	Adequate	N/A	X
Fleet Services Assistant Supervisor	11/2018	Adequate	Missing	Adequate	N/A	
General Counsel	10/2019	Adequate	Adequate	Adequate	Missing	
Human Resource Assistant I	07/2019	Adequate	Missing	Adequate	N/A	
Human Resource Assistant II	07/2019	Adequate	Missing	Adequate	N/A	
Human Resource Generalist	07/2019	Adequate	Missing	Adequate	Adequate	
Human Resources Manager – HRIS, Data and Projects (Supervisor B 260)	10/2018	Adequate	Missing	Adequate	N/A	
Human Resources Representative	11/2017	Inadequate	Missing	Adequate	N/A	
Internal Auditor^	02/2015	Adequate	Inadequate	Adequate	N/A	
Legal Assistant	10/2018	Adequate	Missing	Adequate	Adequate	
Manager Employee Benefits Administration (Supervisor B)	06/2017	Adequate	Missing	Adequate	N/A	
Manager, Energy (Supervisor A-260)	10/2017	Adequate	Missing	Adequate	Adequate	
Manager, Human Resources Administration	08/2019	Adequate	Inadequate	Adequate	N/A	
Manager, Transportation Operations (Supervisor B)	06/2018	Adequate	Missing	Adequate	Adequate	
Print Media Communications Specialist (Print Communications Specialist)	02/2019	Adequate	Missing	Adequate	N/A	
Procurement Specialist	06/2018	Inadequate	Missing	Adequate	N/A	
Professional Learning Licensure Specialist	08/2019	Adequate	Inadequate	Adequate	Adequate	
Project Manager, Capital Improvements (Professional III)	05/2018	Adequate	Missing	Adequate	Adequate	
Secretary I	03/2016	Adequate	Missing	Adequate	Adequate	
Secretary II	10/2011	Adequate	Missing	Adequate	N/A	
Senior Executive Director, Business and Operations	08/2014	Inadequate	Inadequate	Strong	Adequate	
Special Assistant to the Superintendent	16/2019	Inadequate	Missing	Adequate	Inadequate	
Student Data Assistant	07/2018	Adequate	Missing	Adequate	N/A	
Student Data Specialist	06/2019	Adequate	Missing	Adequate	N/A	
Superintendent^	05/2019	Missing	Inadequate	Adequate	Adequate	
Supervisor, Fleet Services	06/2018	Adequate	Missing	Adequate	N/A	
Supervisor, Outreach (Supervisor A-260)	No Date	Adequate	Inadequate	Adequate	N/A	
Transportation Call Center Representative	08/2018	Adequate	Missing	Adequate	N/A	

Exhibit 1.2.6 (continued)
Quality Ratings of Job Descriptions
Columbus City Schools
December 2019

<table>
<tr><td colspan="7">Exhibit 1.2.6 (continued)
Quality Ratings of Job Descriptions
Columbus City Schools
December 2019</td></tr>
</table>

Job Description	Developed/ Last Revised	Qual.	Chain of Command	Duties	Curricular Linkage	Adequate
Transportation Call Center Supervisor	08/2018	Adequate	Missing	Adequate	N/A	
Underwriting /Marketing Associate	10/2019	Adequate	Missing	Adequate	N/A	
Warehouse Services Supervisor	12/2016	Adequate	Missing	Adequate	N/A	
Workers' Compensation Coordinator	07/2017	Adequate	Inadequate	Adequate	N/A	
Total Adequate or Above		**58**	**8**	**71**	**27/35**	**5**
Percent Adequate		**82%**	**11%**	**100%**	**77%**	**7%**
^ Taken from policy						
Data Source: Job descriptions were provided online and on-site from district officials.						

As indicated in <u>Exhibit 1.2.6</u>, the auditors rated five (7%) of the 71 job descriptions as adequate or higher on all applicable elements. All (100%) job descriptions were rated adequate for duties and responsibilities. Of the job descriptions reviewed, 57 (79%) were created or revised since 2016. Five (7%) were not dated. Observations made by auditors related to the ratings are provided below:

Qualifications

In assessing qualifications for district positions, the auditors assumed a lenient perspective to avoid substituting their opinions for district leaders' opinions regarding the education and experience required to fulfill the designated job responsibilities at a high-quality level. However, when industry expectations and logical assumptions regarding education, knowledge, and skill sets needed were considered, 12 of the job descriptions were rated as "Inadequate" and one rated as "Missing." The 12 rated as inadequate did not include minimum requirements for the position. Overall, auditors found 58 (82%) of the job descriptions rated at least adequate for qualifications.

Chain of Command

Almost all job descriptions were rated as either "Missing" or "Inadequate" on the chain of command criterion. Auditors found that most job descriptions were created in one of two formats. The position's supervisor was listed at the top of one form but was missing in the other. By reading the definition of the position, auditors were able to find information regarding to whom some of the position reported but rarely found those the position supervised. In some instances, general descriptions of positions supervised were included but were too vague to indicate who would be supervised. A common example of this vagueness can be found in the first bullet under essential duties that indicated: "Duties include hiring, training, counseling, and evaluating staff performance and when necessary disciplining and/or discharging staff." These statements were found in job descriptions for Director, Custodial Services; Director, Food Services; Director, Human Resources; Manager, Transportation Operations; Supervisor, Fleet Services; and, Director, Career-Technical Education to name a few. Overall, auditors found eight (11%) of the job descriptions rated adequate or higher for chain of command.

Duties and Responsibilities

Auditors found all job descriptions either "Adequate" or "Strong" regarding duties and responsibilities. Further, clear distinctions in the level of work were evident among job descriptions that support others or are step increases from one level to the next. For example, the auditors found clear distinctions between the duties and responsibilities of directors and supervisors and between positions labeled as I and those labeled as II.

Curricular Linkage

Of the 71 job descriptions reviewed, auditors determined 36 did not require curricular linkage. Of the remaining 35, auditors determined two (General Counsel and Director of Human Resources) should have a linkage to curriculum, but none was reported. Seven other job descriptions had references to curricular linkages, but the

references were not developed. Overall, 27 of the 35 job descriptions (77%) requiring curricular linkage rated at least adequate for this criterion.

In addition to conducting the job description analysis reflected in <u>Exhibit 1.2.6</u>, the auditors also identified several inconsistencies and/or concerns related to the reviewed job descriptions:

- Although all job descriptions included a section entitled " Job Description," many of these sections were long and not well organized. Only a few "Job Description" sections included separate "required" and "preferred" sections. Most descriptions mixed a few preferred items with the required. Although not required in the job description quality criteria, separating "required" and "preferred" education and experiences facilitates a distinction between the absolutely <u>essential</u> and <u>desired</u> qualifications and, in doing so, may eliminate excluding an applicant who could potentially perform the job at a high level of quality.

- Some job descriptions allow work experience to substitute for degrees or years of college. These sections were very confusing, including multiple exceptions in very few sentences.

- Duties and responsibilities were not nested in categories (e.g., Personnel Management, Instructional Leadership). Doing so adds organization and clarity to expectations.

Several titles on job descriptions were inconsistent with those on the Executive Leadership Team organizational chart. Such inconsistency promotes confusion regarding the number of positions that exist, who is currently seated in positions, and the overall responsibilities of said positions. Examples are provided in <u>Exhibit 1.2.7</u>:

Exhibit 1.2.7

Inconsistent Job Titles on the Organizational Chart and Job Descriptions
Columbus City Schools
December 2019

Job Titles	
Organizational Chart	**Job Description**
Executive Director Community & Stakeholder Engagement	Executive Director, Engagement
Executive Director of Special Education, Student Support	Executive Director, Student Support Services
Senior Executive Director Department of Business & Operations	Senor Executive Director, Business & Operations
Director Labor Management & Employee Relations	Director Employee Relations
Director Talent Acquisition	Director Human Resource Employment & Staffing
Assistant Supervisor A-260, Fleet Services	Fleet Services Assistant Supervisor
Outreach Supervisor	Supervisor Outreach (Supervisor A-260)

Summary

Auditors determined that the Columbus City Schools does not have adequate control over its most valuable asset—human resources—through organizational charts and job descriptions. Organizational charts, visual depictions of line and staff positions and their respective reporting relationships, serve as important communication documents for internal and external stakeholders. The 10 organizational charts reviewed by the auditors did not meet five of the six principles of sound organizational management. Job descriptions were found for less than half of the positions depicted on the 10 charts, and only 7% of those met all quality criteria. Discrepancies in some job titles for the same positions were noted on job descriptions and respective organizational charts.

Finding 1.3: Planning activities have been intermittent over recent years and have resulted in a fragmented system with no unified, clear direction guiding the Columbus City Schools. District leaders are in the process of creating a new strategic plan. Although the district improvement plan and campus improvement plans contain some characteristics of effective planning, auditors found them inadequate in design, deployment, and delivery to guide planning efforts.

Planning is the process school districts use to connect their day-to-day work with their vision of the future of the district and for high level student achievement. To reach their vision, district leaders need a picture of the future that is clear and shared by all, a well-defined and coordinated planning process, and a system-wide focus of human material resources. When the planning process generates written long-range and annual plans that are focused on the vision, manageable in scope, and supported by relevant data, the district is able to move intentionally and systematically toward fulfillment of its vision. Without quality planning, a district's resources will be used less efficiently, and achievement of district goals will be less likely.

To gain a comprehensive understanding of how planning is conducted with the Columbus City Schools and to assess the quality of district, campus, and department plans, the auditors interviewed board members, district administrators, campus administrators, and teachers. Auditors also conducted online surveys of campus administrators, teachers, and parents. In addition, they examined board policies and job descriptions and analyzed plans and other planning-related documents.

Overall, auditors found that the Columbus City Schools is in the beginning stages of developing a strategic plan to guide the district for the next few years. District level planning is just beginning with the new superintendent in place. As a result, the district improvement plan, missing key components, does not have the input necessary to develop into an adequate plan for guiding the district. Campus improvement plans (the sample analyzed) were more detailed than the district improvement plan but collectively did not meet all quality audit standards. Department plans were lacking and only submitted by those departments that were required by statute or board policy to have plans. Key department plans (e.g., curriculum management plan, student assessment plan, professional development plan) were not provided to the auditors (see Findings 2.1, 4.1, and 5.1).

Exhibit 1.3.1 lists the documents reviewed by auditors for this finding:

Exhibit 1.3.1

Planning Documents Reviewed by Audit Team
Columbus City Schools
December 2019

Document	Date
Board Policies	Various
Budget Planning Document	2017-18
Campus Improvement Plans (63)	2019-20
CTE FY20 Comprehensive Continuous Improvement Plan	2019-20
The Columbus City Schools Five Year Strategic Plan 2018-2023 (Draft)	September 2019
District Improvement Plan	2019-20
Facilities Planning Documents	2002 and 2016
Job Descriptions	Various
DRAFT K-12 Technology Roadmap	August 2016
Special initiative Plan – Crisis Prevention/Response	Various Dates

Several job descriptions include responsibilities for district and/or departmental planning. All positions listed on the Executive Leadership Team are assigned duties to develop short- and long-term plans in some general form for their respective departments and to assist in the development of district strategic planning. Positions immediately under the Executive Leadership Team (e.g., Executive Director) typically have duties to fulfill the departmental plans. PO 1230 RESPONSIBILITIES OF THE SUPERINTENDENT gives the primary duty of establishing and implementing planning to the superintendent.

As indicated in <u>Finding 1.1</u>, several board policies address planning at multiple levels in the district. In addition to the board policy dealing with the responsibilities of the superintendent, other board policies address planning and specifically assign planning duties to the board, the treasurer, and the superintendent. Through a combination of board policies and job descriptions, the expectations for planning in the Columbus City Schools begins with the board members, the superintendent, and the treasurer and then flows down through the system by way of the Executive Leadership Team (see <u>Finding 1.2</u>).

Auditors conducted three levels of analysis to determine the quality of the district's planning processes and planning documents:

- Level I: Analysis of the overall planning process and system factors that support quality planning

- Level II: Analysis of a comprehensive district-wide plan document

- Level III: Analysis of a sample of campus and department/program improvement plans

Each level of analysis involves quality ratings based on a comparison to Curriculum Audit™ criteria.

Level I: Quality of Planning Processes

The auditors found the district leadership is beginning the process to unify district planning. Previous planning initiatives at the district level were conducted with little input, and campus administrators had grown accustomed to a site-based management format.

To determine the quality of the district's planning processes, the auditors used the Curriculum Audit™ characteristics of quality planning for design, deployment, and delivery. For the overall planning process to be rated as adequate, six of the eight (75%) characteristics must be met. <u>Exhibit 1.3.2</u> lists the characteristics for examining the Columbus City Schools planning and the auditors' ratings.

Exhibit 1.3.2

Level I: Characteristics of Quality Planning Audit Criteria
Design, Deployment, and Delivery
Columbus City Schools
December 2019

There is evidence that…	Auditors' Rating	
	Met	**Not Met**
1. **Policy Expectations:** The governing board has placed into policy the expectation that the superintendent and staff collectively discuss the future and that this thinking should take some tangible form without prescribing a particular template, allowing for flexibility as needed.	X	
2. **Vision/Direction:** Leadership has implicit or explicit vision of the general direction in which the organization is going for improvement purposes. That vision emerges from having considered future changes in the organizational context.	Partial*	
3. **Data-driven:** Data influence the planning and system directions/initiatives.		X
4. **Budget Timing:** Budget planning for change is done in concert with other planning, with goals and actions from those plans driving the budget planning.		X
5. **Day-to-Day Decisions:** Leadership makes day-to-day decisions regarding the implicit or explicit direction of the system and facilitates movement toward the planned direction.	X	
6. **Emergent/Fluid Planning:** Leadership is able to adjust discrepancies between current status and desired status, facilitates movement toward the desired status, and is fluid in planning efforts (emergent in nature).		X

Exhibit 1.3.2 (continued) Level I: Characteristics of Quality Planning Audit Criteria Design, Deployment, and Delivery Columbus City Schools December 2019		
There is evidence that…	**Auditors' Rating**	
	Met	**Not Met**
7. **Deliberate Articulated Actions:** Staff are involved in a purposeful way through such efforts as school/unit improvement planning, professional development councils, and district task forces that are congruent with the articulated direction of the system or system initiatives.		X
8. **Aligned Professional Development:** Professional development endeavors are aligned to system planning goals and initiatives.		X
Total	2	8
Percentage Met	25%	
*Partial ratings are tallied as not met.		
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As noted in Exhibit 1.3.2, district-level planning received two points with 25% of criteria met . One additional characteristic received a partial rating.

The following comments clarify the auditors' ratings.

Characteristic 1: Policy Expectations

As discussed in Finding 1.1, policy requires various aspects of planning. In PO 1230 RESPONSIBILITIES OF THE SUPERINTENDENT, the superintendent is charged with development of an educational plan and a strategic plan and to do what is needed to pursue the goals adopted and approved by the board. PO 2120 SCHOOL IMPROVEMENT requires district and campus leadership teams to engage in quality planning for "improving instructional practice and student performance."

This characteristic was met.

Characteristic 2: Vision/Direction

The district has engaged in working to create shared vision and provide direction for the district in the creation of a new strategic plan. Through interviews with district administrators, auditors learned district leaders will be using the audit report to help guide the development of a new strategic plan. The following comments from interviews illustrate this point:

- "Dr. Dixon was given the plan [last strategic plan] as a draft and to finalize it. After a while, we realized she needed to start over and develop her own plan." (Board Member)

- "Planning is very important. We have to know where we are heading. It is important to capture what the board wants and the superintendent who is the professional educator in the mix, and also, to a great extent, the community as it is reflected through the board." (Board Member)

- "We are working on a strategic plan. We have eight meetings scheduled throughout the city this year [to gain input]." (District Administrator)

The planning that is occurring under the new administration is currently reactive, seeking to remedy identified needs, rather than aiming toward the vision by describing the attributes of students who are prepared to excel in post-secondary life, and then focusing planning efforts on creating those attributes. Related concerns were identified during interviews with auditors:

- "It used to be silos—it was 'us and them.' Dr. Dixon has done a great job of breaking down those silos. People had on blinders." (District Administrator)

- "We need to be at the ground level in the planning stage." (District Administrator)

This characteristic was partially met.

Characteristic 3: Data-Driven

Although the current district improvement plan and campus improvement plans include data as a baseline measurement, auditors were not provided with information regarding the use of data to guide the current planning activities. Auditors reviewed board minutes for the past year and noted the annual presentation of data to the board, but auditors did not see any other follow-up discussions regarding those data and decisions based upon them. Teachers stated they use data in their daily planning, but auditors were not presented with evidence concerning the process for the data use or the quality of assessments from which the data are derived. Minutes from the assessment committees indicate few decisions based on data, rather they are more for the presentation of data (see Finding 4.3).

This characteristic was rated as not met.

Characteristic 4: Budget Timing

Auditors found that the budget cycle is not timed with the improvement planning process. The budget cycle follows the calendar, is based on previous year budgets, and is created with Enterprise Resource Program software that facilitates development of five-year budgets. District administrators noted they were heavily involved in creating the budget for the 2020-21 academic year at the time of the on-site visit. The district budget for fiscal year 2020 was discussed during May and June 2019 board meetings and approved at the June 12, 2019 board meeting. The district improvement plan was approved during the June 25, 2019, board meeting. The budget process does not follow the performance-based budget process recommended by the Curriculum Audit™ (see Finding 5.2).

This characteristic was not met.

Characteristic 5: Day-to-Day Decisions

Leadership at the campus level use the district improvement plan as a template to create their own campus improvement plans. The freedom to make the necessary day-to-day decisions is evident through the online survey for campus administrators. Exhibit 1.3.3 displays responses from 42 administrators when asked how aware they were of the district improvement plan and how that plan drives the work of the district and their individual schools.

Exhibit 1.3.3

Administrator Use of District Improvement Plan in Planning
Columbus City Schools
December 2019
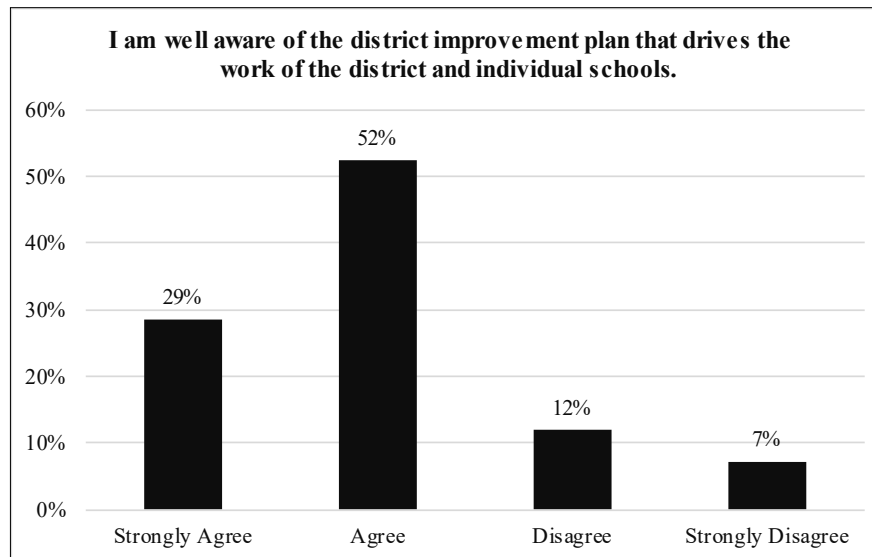
Data Source: Online School Administrator Survey

As noted in Exhibit 1.3.3, 81% of the administrators who responded to the survey indicated they either *Strongly Agree* or *Agree* that the district improvement plan drives their individual school plans. The detail included in the campus improvement plans indicate campus administrators can make the day-to-day decisions needed to carry out their plans. Through interviews with district administrators, auditors were not presented with any reason to believe this practice is not pervasive at the district level as well.

This characteristic was met.

Characteristic 6: Emergent/Fluid Planning

The district is undergoing the development of a strategic plan. As indicated earlier, the district has operated without a strategic plan since 2018. The only district level planning document used for this analysis was the annual district improvement plan. Auditors reviewed board minutes from the previous year to gain insight on time spent discussing planning. The board minutes illustrated specific meetings tied to budget and strategic planning, but these meetings were very limited with evidence. The board minutes referenced Dr. Dixon's 100 Day Entry Plan and updates to that plan but did not provide detail. The district improvement plan and board minutes did not provide detail for auditors to understand the fluidity of the planning process.

This characteristic was rated as not met.

Characteristic 7: Deliberate Articulated Actions

Even though district leadership is beginning to take strides to involve all stakeholders in the current planning meetings for the new strategic plan, this practice is not pervasive in all district planning initiatives. Auditors reviewed board minutes for the past year and found limited evidence on planning other than Dr. Dixon's periodic presentation of her 100 Day Entry plan as the new superintendent. Auditors did not review the plan, nor were details provided in the board minutes. Auditors were not provided with any other meeting minutes.

This characteristic was rated as not met.

Characteristic 8: Aligned Professional Development

Auditors were not presented with a professional development plan (see Finding 5.1), and the incomplete district improvement plan does not address professional development from a systemic approach.

This characteristic was rated as not met.

In summary, the Columbus City Schools is undergoing a new planning process with the recent employment of a new superintendent. Limited evidence did not allow auditors to evaluate key characteristics of district planning, such as data-driven decision making and budget planning process timed with district planning activities. Anecdotal evidence suggested the new planning process will include more stakeholders, but auditors did not receive evidence to validate these suggestions. Finally, the planning products currently being created are in their infancy and characteristics such as fluidity, actions, and necessary professional development have not been fully realized.
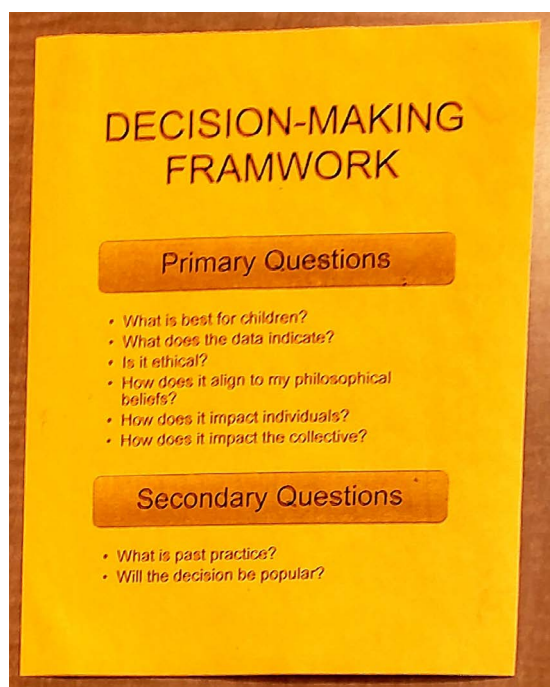
Stuart Elementary principal decision-making protocol

Level II: Quality of Long-Range District-wide Planning

Auditors viewed the draft of the *Columbus City Schools Five-Year Strategic Plan, 2018-2023* (Draft) and the *CCS District Improvement Plan, 2019-2020* to understand the long-range planning process at the district level. The Columbus City Schools was led by an interim superintendent before Dr. Dixon was hired during the current year. During the interim period, a strategic plan was developing, but the board of education, along with the interim superintendent, chose to postpone adoption of the strategic plan until the new superintendent was in place. As a result, the district has operated without a strategic plan since 2018. Because the *Columbus City Schools Five-Year Strategic Plan, 2018-2023* (Draft) was not formally adopted, auditors did not analyze it as part of the district planning level of analysis.

The *CCS District Improvement Plan 2019-2020* and the *Columbus City Schools Five-Year Strategic Plan, 2018-2023* (Draft) were provided to auditors and gave insight district-wide planning. Through reading board minutes, auditors were made aware of Dr. Dixon's 100 Day Entry Plan but were not provided with a copy of the plan; therefore, the plan was not a part of this analysis. The *CCS District Improvement Plan 2019-2020* document serves as an annual plan submitted to the state. Through interviews with board members and district administrators, auditors learned district-wide planning initiatives are beginning anew for long-range planning with the placement of the new superintendent.

To determine the quality of the district improvement plan, auditors used the Curriculum Audit™ characteristics for quality of a long-range district-wide plan. To receive an overall adequate rating, five of the seven (71%) characteristics must be met. Exhibit 1.3.4 shows the characteristics and the auditors' ratings.

Exhibit 1.3.4

Level II: Characteristics of District-wide Plan Quality
For Design, Deployment, and Delivery
Columbus City Schools
December 2019

Characteristics	Auditors' Rating	
	Met	Not Met
1. **Reasonable and Clear:** The plan is reasonable; it has a feasible number of goals and objectives for the resources (financial, time, people) available. Moreover, the goals and objectives are clear and measurable.		X
2. **Emergent/Fluid:** The plan allows for emergent thinking, trends, and changes that impact the system both internally and externally.		X
3. **Change Strategies:** The plan incorporates and focuses on those action strategies/ interventions that are built around effective change strategies (e.g., capacity building of appropriate staff).		X
4. **Deployment Strategies:** The plan clearly delineates strategies to be used to support deploying the steps and tasks outlined in the plan (e.g., orientation to the change, staff development on the proficiencies needed to bring about the change, communication regarding planned change).		X
5. **Integration of Goals and Actions:** All goals and actions in the plan are interrelated and congruent with one another.	Partial*	
6. **Evaluation Plan and Implementation:** There is a written plan to evaluate whether the objectives of the plan have been met (not to evaluate whether the activities have taken place). Evaluation components of plans are actions to be implemented; plans are evaluated for their effects or results, and they are then modified as needed. There is both frequent formative evaluation and annual summative evaluation, so that plans are revised as needed.		X
7. **Monitoring:** Systems are in place and are being implemented for assessing the status of activities, analyzing the results, and reporting the outcomes that take place as the plan is designed and implemented.		X
Total	**0**	**7**
Percentage Met	**0%**	

*Partial ratings are tallied as not met.

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As noted in Exhibit 1.3.4, auditors found that 0% of the characteristics met audit standards for a district-wide plan.

The following comments are intended to clarify the auditors' ratings:

Characteristic 1: Reasonable, Clear, and Measurable

The district improvement plan contains two sections, with the first having three sub-sections:

- Academics

  ○ Literacy

  ○ Numeracy

  ○ Matriculation & Graduation

- Climate/Culture

The format for creating the plan is established with a template. The academic section and sub-sections follow the same steps in the template asking for data, analysis of data, student groups impacted, needs of schools, and goals. The climate/culture section has sections for data, goals, and strategies/action steps. All four of the sections are missing key aspects in the plan. Although data sources are listed for all areas, each section is missing data analysis. Some areas have data, but key areas mentioned including trends in matriculation, discipline and the district-wide Positive Behavior Intervention Support (PBIS) system do not contain data. All areas have goals, but the climate/culture area does not have baseline data. Both sections of the plan include strategies and action steps, but they are formatted as though they are goals and do not actually state how the strategies will be carried out within the system.

This characteristic was rated as not met.

Characteristic 2: Emergent and Fluid

The auditors did not find evidence that any aspects of the plan had been modified in response to any internal or external changes. As mentioned in Characteristic 1, the goals/action steps were broad statements and did not provide actual action steps.

This characteristic was rated as not met.

Characteristic 3: Change Strategies Change strategies address resources (time and finances) for supporting the planning process and providing staff with the capacities they need to participate in writing and managing the plan. This includes the necessary training needed to promote an understanding of the change process desired. The district improvement plan contains no resources needed due to the vagueness of the strategies/action steps within the plan. Although the plan lists members of the district leadership team and indicates one member of the team as the key person, no duties were assigned to this person.

This characteristic was rated as not met.

Characteristic 4: Deployment Strategies

Deployment strategies address the abilities needed to execute the planned actions. The plan contains two specific places that mention professional development needs: literacy and numeracy. The overall action steps for the two larger sections of the plan begin to address deployment strategies with steps that could lead to change, but they are too vague in their limited approach. Rather, the current strategies should be viewed as establishing a foundation upon which to build an effective deployment plan once completed.

This characteristic was rated as not met.

Characteristic 5: Integration of Goals and Actions

Each of the sections of the plan contain goals and action steps. The goals of the academic section provide academic performance on various scales along with graduation rates. The action steps that accompany the academic section, although broad in nature, address the goals and would lead to fulfillment of the goals if they came to fruition. The same is true of the climate/culture section, but the goals stated for the climate/culture section are not complete. The goals within the climate/culture section address the Positive Behavior Intervention Support (PBIS) program, but the goals do not have any baseline data, making them too vague.

This characteristic was rated as partially met.

Characteristic 6: Evaluation Plan and Implementation

The improvement plan does not contain any mechanisms for evaluation. A schedule is attached to the plan showing the district leadership team will meet to monitor the plan four times during the year. The first meeting occurred mid-way through the first semester and the other three meetings are scheduled during the second semester. Auditors were not provided with minutes from the first meeting to gauge on-going evaluation of the plan. With the second team meeting scheduled more than half-way through the school year, limited opportunities remain to monitor implementation of the plan for fidelity and adjust for improved impact during the academic year.

This characteristic was rated as not met.

Characteristic 7: Monitoring

As stated in Characteristic 6, a monitoring schedule is included in the plan, but the dates chosen to discuss the plan make monitoring and adjustments, if needed, impractical as they would occur in the seventh month of the academic year. Auditors did not receive any evidence that the fall meeting occurred or what type of activities were conducted as a result of the meeting.

This characteristic was rated as not met.

In summary, the auditors found the long-range district-wide planning is inadequate due to minimal plans used for evaluation. Without a strategic plan in place, the only plan used for analysis was the current district improvement plan. Auditors learned of the 100 Day Entry Plan through a review of board minutes, but they did not receive a copy of this plan. The District Improvement plan is not complete and does not contain all elements of audit expectations.

Level III: Quality of Campus and Department Plans

Auditors requested copies of all campus improvement plans but received only 63 (58%) plans. The plans are created using a similar template to the district improvement plan and contain the following sections and subsections:

   I.   Academics (Reading and Math)

      a.   Needs Assessment

      b.   Goals

      c.   Action Steps

   II. Climate and Culture

      a.   Needs Assessment

      b.   Goal

      c.   Action Steps

   III. Two-way Communication with Families

      a.   Action Steps

Auditors also requested departmental plans, but they received few. Statutory requirements mandate the creation of a long-range facilities plan and a crisis intervention plan (see Finding 5.3). PO 6210 FISCAL PLANNING requires a budget plan. Auditors were not told of any requirements for what constitutes these plans. District leaders undertook a technology planning initiative in 2016, with the resulting draft document presented to auditors as a technology plan (see Finding 5.1). Auditors received no other departmental plans, including a curriculum management plan (see Finding 2.1), professional development plan (see Finding 5.1), or student assessment plan (see Finding 4.1).

Auditors randomly chose one elementary and one middle or high school from each of the six regions for analysis as listed below:

- Region I
  - Binns Elementary School
  - West High School
- Region II
  - Easthaven Elementary School
  - Independence High School

- Region III
  - South High School
  - Ohio Avenue Elementary School
- Region IV
  - Clinton Elementary School
  - Ridgeview Middle School
- Region V
  - Mifflin Middle School
  - Devonshire Elementary School
- Region VI
  - Oakland Part Traditional Alternative School (ES)
  - Fort Hayes High School

To maintain the focus on the overall pattern of campus plans rather than on specific campuses, the 12 campuses are referenced by randomly assigned names "Campus A" through "Campus L" in the remainder of this finding. In addition to the campus plans, auditors were presented with the following five department plans:

- Budget Methodology (see Finding 5.2 for further analysis)
- Facilities (see Finding 5.3 for further analysis)
- Technology Roadmap [DRAFT] (see Finding 5.1 for further analysis)
- Special Initiative Crisis Plan
- CTE F20 Comprehensive Continuous Improvement Plan

To determine the quality of the Columbus City Schools 2019-20 campus and department improvement plans, auditors used the Curriculum Audit™ characteristics for quality improvement plans. For the quality of the plans to be considered adequate, six of the eight (75%) characteristics must be met. The aggregate ratings for the campus plans and department plans are shown in Exhibit 1.3.5.

Exhibit 1.3.5

Level III: Characteristics of Department and School Improvement Plan Quality
For Design, Deployment, and Delivery
Columbus City Schools
December 2019

Characteristics	Auditors' Rating	
	Met	Not Met
1. **Congruence and Connectivity:** Goals and actions are derived from, explicitly linked to, and congruent with the district plan's goals, objectives, and priorities.	X	
2. **Reasonable and Clear:** The plan is reasonable; it has a feasible number of goals and objectives for the resources available (finances, time, people). The goals and objectives of the plan are clear and measurable.	Partial*	
3. **Emergent/Fluid:** The plan allows for emergent thinking, trends, and changes that impact the system both internally and externally.	Partial*	
4. **Change Strategies:** The plan incorporates and focuses on those action strategies/interventions that are built around effective change strategies (e.g., capacity building of appropriate staff).	Partial*	

Exhibit 1.3.5 (continued) Level III: Characteristics of Department and School Improvement Plan Quality For Design, Deployment, and Delivery Columbus City Schools December 2019		
Characteristics	**Auditors' Rating**	
	Met	**Not Met**
5. **Deployment Strategies:** The plan clearly delineates strategies to be used to support deploying the steps and tasks outlined in the plan (e.g., orientation to the change, staff development on the proficiencies needed to bring about the change, communication regarding planned change).	Partial*	
6. **Integration of Goals and Actions:** All goals and actions in the plan are interrelated and congruent with one another.		X
7. **Evaluation Plan and Implementation:** There is a written plan to evaluate whether the objectives of the plan have been met (not to evaluate whether the activities have taken place). Evaluation components of plans are actions to be implemented; plans are evaluated for their effects or results and modified as needed. There is both frequent formative evaluation and summative evaluation, so that plans are revised as needed.		X
8. **Monitoring:** Systems are in place and are being implemented for assessing the status of activities, analyzing the results, and reporting outcomes that take place as the plan is designed and implemented.		X
Total	1	7
Percentage Met	**13%**	
*Partial ratings are tallied as not met.		
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As noted in <u>Exhibit 1.3.5</u>, auditors rated one (13%) of the characteristics as adequate. Four of the seven characteristics received partial ratings.

The following comments are intended to clarify the auditors' ratings.

Characteristic 1: Congruence and Connectivity

Each campus improvement plan (CIP) is built on the same content sections as the district improvement plan with the addition of a third section for two-way communication with families, not included on the district improvement plan. The two sections of the district improvement plan—academics, climate and culture—also appear in each of the campus plans. In all aspects, except for the third section, the CIPs were developed using the same format as the district improvement plan.

This characteristic was met.

Characteristic 2: Reasonable and Measurable

The CIPs reviewed have similar academic goals. All plans contain one goal for each reading and mathematics section, and one goal for the climate and culture section. In general, the goals are reasonable and measurable. The reading and mathematics goals contain two metrics; *Measures of Academic Progress* (*MAP*) data and AIR (*Ohio State Test*) data. Some plans simply state students will achieve a one-year growth in either reading or mathematics, while others give specific measurements, such as all students will be at the 55th percentile in reading by the end of the year (Campus J), or all students will have a 5% growth in reading by the end of the year (Campus F). The elementary and middle schools had climate/culture goals that tended to address the Positive Behavior Intervention Support (PBIS) levels and the percentage of students at the Tier I level. High schools tended to have goals that were centered around matriculation and graduation or discipline actions. The levels desired for these goals were all within reason, usually an increase or decrease, depending on the goal, of

only a few percentage points from the baseline data. The section for two-way communication generally does not address goals, but rather lists strategies to increase communication and does not provide metrics for how these strategies will be measured.

School administrators were asked in an online survey if their CIPs contained less than four overall goals to guide their decision making. Exhibit 1.3.6 displays the results of the 42 respondents.

Exhibit 1.3.6

Administrator Survey Response to Goals of Their Plans
Columbus City Schools
December 2019
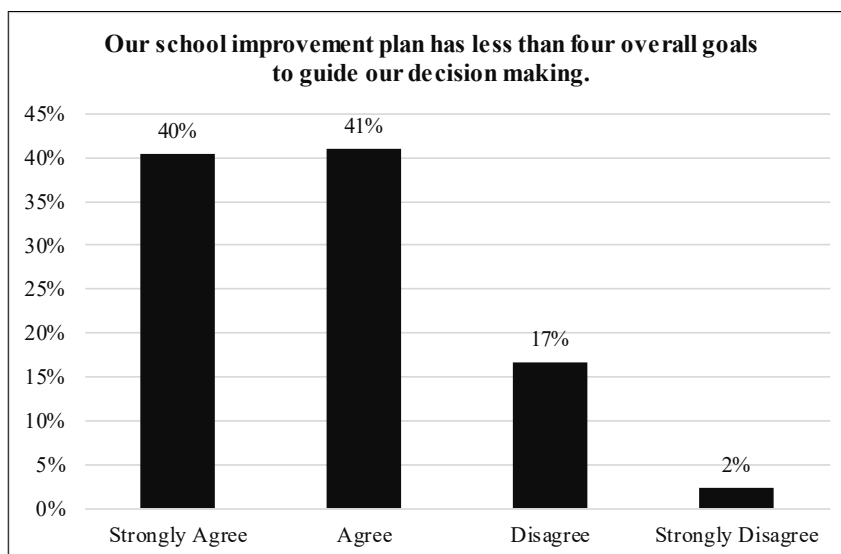
Data Source: Online School Administrator Survey

As noted from Exhibit 1.3.6, 81% of the school administrators stated they either *Strongly Agree* or *Agree* that their improvement plans contain less than four goals to guide their decision making.

Department plans did not generally contain goals, rather they were steps to be taken within the departments or broad statements. For example, the *CTE FY20 Comprehensive Continuous Improvement Plan* (Career and Technical Education) discusses how dollars will be allocated and has two broad goals: that students will be provided with career technical skills needed or be provided with a civic education. The technology plan was created by Meeks Professional Services. This plan contains 17 goals that are categorized as either high (4), medium (7), or low impact (6). Many of the goals are not measurable, but rather state generalizations, such as "digital learning environments will be introduced," "untether teacher computing devices," or "provide professional development as needed." Some of the goals contained multiple goals within each primary goal.

This characteristic was rated as partially met.

Characteristic 3: Emergent/Fluid

Emergent and fluid indicate that personnel involved with activities associated with the planning process would have opportunities to discuss ongoing activities of the action steps within the plans and adjust as needed. All campus plans follow the same template and list the Building Leadership Team (BLT) members, the BLT schedule (required to meet 120 minutes per month), and the Teacher Based Team (TBT) schedule (required to meet 40 minutes per week). All campus plans had the BLT and TBT schedules complete except two (Campus C and Campus H). Auditors did not receive minutes from any campus BLT or TLT meetings to determine if the meetings have occurred or, if they have, if plans have been adjusted based on data and discussion.

Emergent and fluid indicates the strategies and actions steps are not so concrete that they cannot be adjusted to meet changes that may arise during the year through the implementation and monitoring processes. The strategies and action steps within the CIPs are open enough to allow for this to occur; however, the auditors found no evidence to indicate this has happened.

School administrators were asked in an online survey if they use their CIP as a road map for decision making and planning. The results of the 41 respondents are displayed in <u>Exhibit 1.3.7</u>.

Exhibit 1.3.7

Administrator Survey Response to Using CIPs to Guide Decision Making
Columbus City Schools
December 2019

To what degree do you use the school improvement plan as your road map for decision making and planning?

Response	Percentage
Rarely do we refer to the CIP.	5%
Other factors are sometimes used more.	15%
It drives decision making to a large degree.	46%
It is the primary driver for decision making.	34%
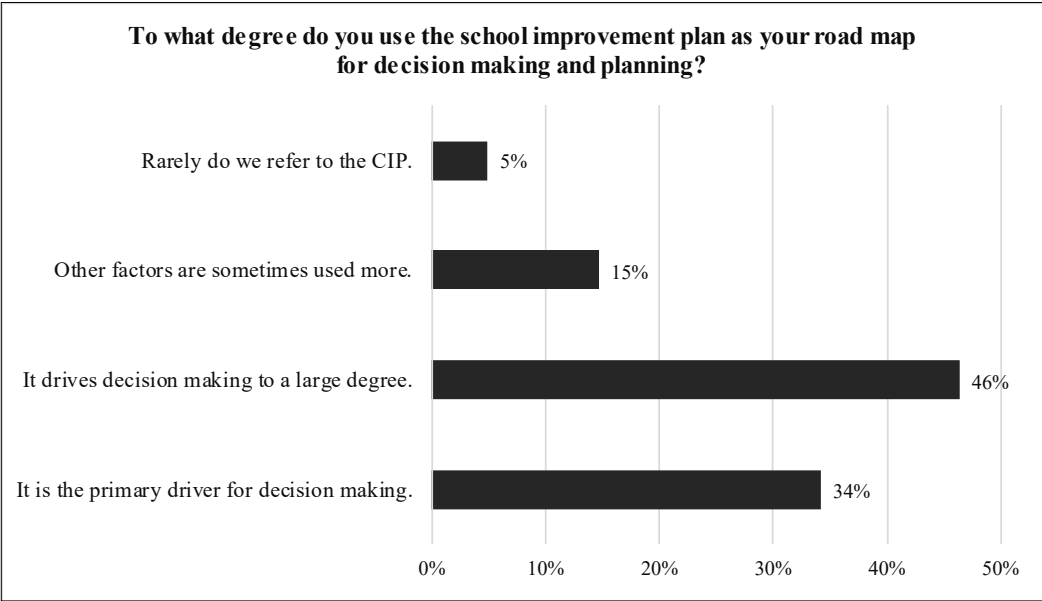
As noted in <u>Exhibit 1.3.7</u>, 80% of the respondents indicated they use their CIPs as a road map for decision making and planning. More details on training provided to accomplish the goals of the plans are provided in the CIPs than were found in the district improvement plan, possibly remnants of the site-based management style district leaders had followed in prior years.

Departmental plans reviewed did not meet this characteristic; therefore, it received a partially met rating.

Characteristic 4: Change Strategies

The professional development addressed in the CIPs provide opportunities for teachers and administrators to gain an understanding of the need for change and how to work toward specific goals in the plans. About half of the CIPs reviewed included change strategies that directly addressed building teacher capacity to improve teacher instruction. Some examples include:

- "[Instructional strategies to be used include] Collaborative Group work, Writing to Learn, Scaffolding, Questioning, Classroom Talk, and Literacy Group." (Campus F)

- "Guided Practice. Our practice is to provide real-time feedback while students write; full feedback during one-on-one conferencing; revision feedback as designed by textual evidence-driven rubrics, and prewriting feedback." (Campus A)

- "Focused instruction is characterized by explicitly teaching concepts and skills based on grade-level standards, modeling and providing anchors or exemplars." (Campus B)

These strategies all focus on instructional delivery and building teacher capacity. Other strategies did not give detail or were not directed to building capacity.

This characteristic was rated as partially met.

Characteristic 5: Deployment Strategies

The plans list frequent meetings of the Building Leadership Teams (BLTs) and Teacher Based Teams (TBTs) along with professional development that will be used to support the strategies. With the frequent meetings held by the two different teams, input can be taken into consideration as the plans are implemented. Campus A provided very extensive details on what are considered deployment strategies for the CIP. The CIPs exhibit a clear link between goals, strategies, and actions steps. The professional development included addresses the strategies, and the frequent meetings, if held, will allow for deployment to be maximized. This detail is not as clear in all campus plans and auditors did not receive any agendas or meeting minutes from these campus meetings.

Department plans reviewed did not contain the detail on deployment as the CIPs.

This characteristic was rated as partially met.

Characteristic 6: Integration of Goals and Actions

This characteristic addresses the actions to accomplish the goals attached to them and whether some actions address multiple goals. The goals within each of the CIPs follow the same pattern by listing the goal followed by:

- Strategies
- Interventions/Supports
- Professional Development
- Monitoring Implementation

Although some plans (e.g., Campus A's) give specific descriptions on each of these steps, detail is not evident in all plans. Some plans only list names of interventions or professional development to be delivered and do not provide any detail. Where information is provided, the link between the goals and action steps to achieve those goals is clear.

The technology plan is a lengthy review of the technology program, like a technology audit. The last part of the document provides numerous goals and strategies to meet those goals. These are congruent with each other and meet this characteristic. The other plans reviewed did not meet this characteristic.

This characteristic was rated as not met.

Characteristic 7: Evaluation Plan and Implementation

Each section of the CIPs includes a monitoring/implementation area for leaders to include implementation strategies. None of the reviewed plans include metrics for evaluation. Rather, the strategies are typically programs or professional development to be delivered. The monitoring/implementation section includes sections for dates/time/frequency of implementation and the person responsible, but no information on what this person will look for to gauge implementation is provided. Auditors did not receive any information regarding the meetings listed in each of the CIPs.

The other plans analyzed for this finding do not contain any aspects of evaluation or implementation. For these reasons, auditors rated this characteristic as not met.

Characteristic 8: Monitoring

The CIPs reviewed include a section for monitoring all sections of the plans except for the two-way communications in the family section. The Building Leadership Teams (BLTs) are listed in the plans and the meetings dates for both BLTs and Teacher Based Teams (TBTs) are also listed. There is no indication of what participants will review at each meeting to monitor implementation of the plans.

The other plans analyzed for this finding do not contain any aspects of monitoring.

This characteristic was rated as not met.

Summary

Overall, auditors found that planning is taking on a renewed role in the Columbus City Schools. During the interim superintendency, a strategic plan was created, but not approved by the board. Therefore, the district has been operating without a strategic plan since 2018. The new administration has renewed the efforts for district planning and will be using the audit to help guide that process. The district improvement plan was the only district-level plan analyzed and found inadequate according to audit standards. Department plans presented to auditors were mandated by either statutes or board policy except for the technology plan, which was labeled as a draft and dated 2018. Auditors chose a random sample of campus improvement plans representing each region of the district. Although the plans contained many of the characteristics used to analyze design, deployment, and delivery, they are missing key parts of these characteristics to be considered adequate.

STANDARD 2: The School District Has Established Clear and Valid Objectives for Students.

A school system meeting this audit standard has established a clear, valid, and measurable set of standards for pupil learning and has set the objectives into a workable framework for their attainment.

Unless objectives are clear and measurable, there cannot be a cohesive effort to improve pupil achievement in the dimensions in which measurement occurs. Lack of clarity and focus denies to a school system's educators the ability to concentrate scarce resources on priority targets. Instead, resources may be spread too thin and be ineffective in any direction. Objectives are, therefore, essential to attaining local quality control via the school board.

What the Auditors Expected to Find in the Columbus City Schools:

Common indicators the PDK-CMSi auditors expected to find are:

- A clearly established, board-adopted system-wide set of goals and objectives for all programs and courses at all grade levels;

- Demonstration that the system is contextual and responsive to national, state, and other expectations as evidenced in local initiatives and curriculum documents;

- Operations, processes, and tasks set within a framework that carries out the system's vision, goals, and objectives;

- Evidence of comprehensive, detailed, short- and long-range curriculum management planning;

- Knowledge, local validation, and use of current best practices and emerging curriculum trends;

- Written curriculum that addresses both current and future needs of students related to content, contexts, pacing, and cognitive challenge;

- Major programmatic initiatives designed to be cohesive;

- Provision of explicit direction for the superintendent and professional staff; and

- A framework that exists for systemic curricular change.

Overview of What the Auditors Found in the Columbus City Schools:

This section is an overview of the findings that follow in the area of Standard Two. Details follow within separate findings.

The auditors found various documents, including board policy, job descriptions, district level meeting minutes, and district level documents that refer to some curriculum management functions. However, the Columbus City Schools do not have a comprehensive curriculum management plan to provide direction for the design and delivery of curriculum.

Auditors found that the scope of the written curriculum in the core content areas is not adequate at any level, K-12, to guide teaching and learning. The scope of non-core content areas in grades K-5 is adequate, but the scope for non-core courses in grades 6-12 is not adequate. Further, the district has not developed and implemented a process for selecting supplemental programs and innovations to ensure their alignment to the district curriculum and state standards. Auditors found through interview/survey data and classroom observations that the Columbus City Schools district-developed curriculum is used for teaching and learning by only a small percentage of teachers.

Auditors analyzed the written curriculum using criteria for curriculum guide quality and specificity. Although curriculum documents are available in the core content area for many courses, the quality of the curriculum documents does not meet audit standards for adequacy, and, therefore, curriculum does not provide teachers with the written support and direction needed to deliver consistently high-quality instruction for increased student achievement. The existing curriculum documents vary in their adequacy in addressing objectives, assessment, prerequisites, instructional resources, instructional strategies, and student work.

All components of the district's written, taught, and assessed curriculum must be congruent to maximize student achievement. Auditors determined that learning strategies found in curriculum documents are generally aligned to the Ohio Learning Standards. Student "I Can" statements, however, are at low levels of cognitive complexity, based on Webb's Depth of Knowledge.

Finding 2.1: The district does not have a curriculum management plan to direct the design, implementation, evaluation, and delivery of the curriculum; planning is not adequate to direct curriculum management functions.

A school district with a strong focus on improving student learning has a comprehensive plan with guidelines and procedures that facilitate the design and delivery of curriculum. The plan directs the who, what, why, where, when, and how of curriculum development, review, and evaluation and is the only plan that focuses on the most critical work of the district—teaching and learning. A written curriculum that is comprehensive, useful, and up to date to serves as the foundation for a school system where growth in student learning is the norm. A planning process secured in policy institutionalizes district philosophy, ensuring that personnel changes will not affect the curriculum management system.

To determine the quality of curriculum management planning in the Columbus City Schools, auditors examined district documents, including board policies and job descriptions, and interviewed board members, district administrators, school administrators, instructional support staff, and teachers. They visited classrooms in 61 schools and conducted online surveys of school administrators and teachers with questions related to curriculum management.

As indicated in Finding 1.1, auditors were not presented with board policy that requires a curriculum management plan, nor any policy that requires the district to have board-adopted written curriculum. Auditors found reference to responsibilities for providing leadership and coordination for development, implementation, and monitoring of curriculum in job descriptions; however, due to the constraints of job descriptions, they cannot serve as a plan.

Overall, auditors did not find a comprehensive written plan to coordinate the development, implementation, monitoring, evaluation, and revision of curriculum. In the absence of a plan, auditors reviewed various documents provided by the district for characteristics of a quality curriculum management plan. Although they found some elements that provide direction and specificity; collectively, they are inadequate to comprehensively direct the design, delivery, implementation, monitoring, evaluation, and revision of curriculum.

The documents listed in Exhibit 2.1.1 were reviewed to assess elements of curriculum planning in the Columbus City Schools.

Exhibit 2.1.1

Documents Reviewed by Auditors
Columbus City School District
December 2019

Name of Document	Date
Board Policy	Various
Administrative Guidelines	Various
Job Description Chief Academic Officer	Unknown
Job Description Director Career and Technical Education	Unknown
Job Description Director Elementary Curriculum	Unknown
Job Description Area Superintendent	Unknown
Job Vacancy Postings—Principal and Teacher	Varied
CCS District Strategic Plan 2018-2023	2018

Exhibit 2.1.1 (continued) Documents Reviewed by Auditors Columbus City School District December 2019	
Name of Document	**Date**
District Continuous Improvement Plan	2019
Common Instructional Framework	2018
Teacher Clarity Documents	Unknown
Elementary Resource Binder for Core Courses (ELA, Math, Social Studies, Science, World Languages)	Unknown
Secondary Resource Binder for Core Courses (ELA, Math, Social Studies, Science, World Languages)	Unknown
Agendas and Minutes of Curriculum Meetings	Varied
Professional Development Presentations	Varied
Content Area Newsletters	Varied

To rate the adequacy of the Columbus City Schools approach to curriculum management planning, auditors compared the district's written direction to the Curriculum Management Improvement Model's (CMIM) 15 characteristics of a comprehensive curriculum management plan. These characteristics and the auditors' ratings of the district's documents are shown in Exhibit 2.1.2. Because this finding examines the district's directives for curriculum planning rather than district practices, the auditors' ratings are based on evidence that the district has established an official expectation in writing for each of the 15 characteristics, not on evidence that the characteristic is found in practice. To meet the audit standard, the district's planning process must demonstrate 11 or more of the 15 characteristics, or 70%.

Exhibit 2.1.2

Curriculum Management Planning Characteristics And Auditors' Assessment of District Approach Columbus City Schools December 2019

Characteristics:	Auditors' Rating	
	Met	**Not Met**
1. Describes the philosophical framework for the design of the curriculum, including such directives as standards-based, results-based, or competency-based; the alignment of the written, taught, and tested curriculum; and the approaches used in delivering the curriculum.		X
2. Directs how state and national standards will be considered in the curriculum. This includes whether or not to use a backloaded approach, in which the curriculum is derived from high stakes tested learnings (topological and/or deep alignment), and/or a frontloaded approach, which derives the curriculum from national, state, or local learnings.		X
3. Defines and directs the stages of curriculum development.		X
4. Specifies the roles and responsibilities of the board, central office staff members, and school-based staff members in the design and delivery of curriculum.	Partial*	
5. Presents the format and components of all curriculum, assessments, and instructional guide documents.		X
6. Requires for every content area a focused set of precise student objectives/student expectations and standards that are reasonable in number, so the student has adequate time to master the content.		X

Exhibit 2.1.2 (continued)		
Curriculum Management Planning Characteristics		
And Auditors' Assessment of District Approach		
Columbus City Schools		
December 2019		
Characteristics:	**Auditors' Rating**	
	Met	**Not Met**
7. Directs that curriculum documents not only specify the content of the student objectives/student expectations, but also include multiple contexts and cognitive types.		X
8. Directs curriculum to be designed so that it supports teachers' differentiation of instructional approaches and selection of student objectives at the right level of difficulty. This ensures that those students who need prerequisite concepts, knowledge, and skills are moved ahead at an accelerated pace, and that students who have already mastered the objectives are also moved ahead at a challenging pace.		X
9. Identifies the timing, scope, and procedures for a periodic cycle of review of curriculum in all subject areas and at all grade levels.		X
10. Specifies the overall beliefs and procedures governing the assessment of curriculum effectiveness. This includes curriculum-based diagnostic assessments and rubrics (as needed). Such assessments direct instructional decisions regarding student progress in mastering prerequisite concepts, skills, knowledge, and long-term mastery of the learning.	X	
11. Describes the procedures teachers and administrators will follow in using assessment data to strengthen written curriculum and instructional decision making.	Partial*	
12. Outlines procedures for conducting formative and summative evaluations of programs and their corresponding curriculum content.	X	
13. Requires the design of a comprehensive staff development program linked to curriculum design and its delivery.		X
14. Presents procedures for monitoring the delivery of curriculum.		X
15. Establishes a communication plan for the process of curriculum design and delivery.		X
Total	**2**	**13**
Percentage Met	**13%**	
*Partial ratings are tallied as not met.		
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Exhibit 2.1.2 shows that two (13%) of the characteristics for curriculum management planning were fully met, less than the 70% required for adequacy.

Characteristic 1: Describes the philosophical framework for the design of curriculum

As noted in the introduction to Finding 2.1, auditors did not find policy nor district documents describing the philosophical framework for curriculum design. Two policies reference varying aspects of curriculum design. PO 2000 GIFTED EDUCATION AND IDENTIFICATION includes the need for a differentiated curriculum, and PO 5000 PROMOTION, PLACEMENT, AND RETENTION requires "a clear academic focus with well-defined high standards, expectations, and a challenging curriculum." Neither policy, however, directs whether the curriculum is standards-based, results-based, or competency-based, nor do they address the alignment of the written, taught, and tested curriculum.

This characteristic was rated as not met.

Characteristic 2: Directs how state and national standards will be considered in the curriculum

Auditors found that PO 2120 SCHOOL IMPROVEMENT requires the implementation of state standards, and PO 5421 MIDDLE AND HIGH SCHOOL DETERMINATION OF GRADES states that students "will achieve mastery as defined by local, state, and national standards." They did not, however, find direction in policy or district plans for the inclusion of how standards will be considered in the written curriculum (backloaded or frontloaded approach). All curriculum documents presented to the auditors for review included the Ohio Learning Standards. Documents did not, however, cite a linkage to national standards.

This characteristic was rated as not met.

Comments from staff affirm the district's standards-based approach to curriculum:

- "We developed and revised our curriculum based on the state standards and frameworks. The curriculum did not come directly from the state website. We added things to the state standards and framework." (District Administrator)

- "[Our teachers use] the Ohio state standards to guide day-to-day instruction." (School Administrator)

- "Teachers start with the standards and pacing guides that some follow and some shift around." (School Administrator)

Auditors confirmed the district's standards-based approach.

Characteristic 3: Defines and directs the stages of curriculum development

Auditors did not find policy or other governing documents that addressed all stages of curriculum development. AG 2210A CURRICULUM DEVELOPMENT identifies the Director of Curriculum as the person who will manage curriculum development but does not define and direct the stages of curriculum writing and supports auditors' findings regarding the need for development.

A comment from an instructional support staff member endorses the absence of deliberate practices for curriculum development: "We need more intentional planning for curriculum. *Clarity* was a push for us last year. We need leaders to plan intentionally."

This characteristic was rated as not met.

Characteristic 4: Specifies roles and responsibilities for the design and delivery of curriculum

Auditors found direction in board policy concerning the role of district and school leadership related to the educational system. PO 1230 RESPONSIBILITIES OF THE SUPERINTENDENT directs the superintendent to implement an educational plan consistent with board goals, provide leadership for development, implementation, and assessment of the Strategic Plan, and lead continuous improvement efforts. PO 2120 SCHOOL IMPROVEMENT directs district and school leadership to be responsible for planning, implementing, monitoring, and reporting to improve student performance and instructional practice. No specific guidance is provided in policy or in any other governing documents regarding roles and responsibilities for the design or delivery of curriculum. Auditors found the following job descriptions that address aspects of curriculum management; however, individually or collectively, none represent coordinated work related to curriculum design, development, or delivery.

- Chief Academic Officer
- Area Superintendent
- Director of Elementary Curriculum
- Director, Career and Technical Education

Although auditors did not find job descriptions for principal and assistant principal, they found a job posting for an elementary principal that includes a job summary statement, "Provides strategic direction and oversees execution of all plans and activities of the district's curriculum ensuring student learning experiences consistent with the mission statement and instructional goals of the district." Middle and high school assistant principal job postings include a statement that identifies responsibility to promote improvement of curriculum and instruction.

Auditors did not find job descriptions for teachers but did conduct a review of various teacher vacancy job postings. The postings were inconsistent regarding requirements to follow the district curriculum or use instructional strategies aligned with Ohio State Standards.

This characteristic was rated as partially met.

Characteristic 5: Presents the format and components of all curriculum, assessment, and instructional guide documents

Auditors did not find evidence of any written expectations for the format or components of curriculum, assessment, and instructional guide documents.

This characteristic was rated as not met.

Characteristic 6: Requires for every content area a focused set of content objectives

Auditors did not find documentation that required a set of content objectives for every content area. However, auditors did find evidence of content objectives in most of the core curriculum documents reviewed in the online elementary and secondary resource binders for English language arts, mathematics, science, and social studies.

This characteristic was rated as not met.

Characteristic 7: Directs that curriculum documents not only specify the content of the student objectives/ student expectations, but also multiple contexts and cognitive types.

To meet this criterion, documents must not only specify the content of the student objectives/expectations, but also include multiple contexts (formats) and cognitive types. Although student objectives were clearly outlined in the curriculum, no documents referenced the use of multiple contexts, which requires understanding of the types of situations in which the learnings or objectives occur, or cognitive types.

This characteristic was rated as not met.

Gables 5th grade science class working on velocity

Characteristic 8: Directs curriculum to be designed to support teacher differentiation

The CIF High Impact Strategies component states, "The teacher clearly identifies and articulates the intended learning, measurable goals of a given lesson, and success criteria students may use to self-monitor progress and standards mastery." The *Teacher Clarity* document further states under the "Success Criteria" sub-heading, "Allows for differentiation (challenging yet attainable)."

Auditors did not find district documentation that requires curriculum to be designed to support teacher differentiation for how students practice their learning and demonstrate content mastery.

This characteristic was rated as not met.

Characteristic 9: Identifies, timing, scope and procedures for curriculum review of all content areas and grade levels

Auditors did not find evidence in board policy or other district documents that identified district expectations for a regular review of curriculum, including the timing, scope, and procedures for all content areas and grade levels.

Comments from two administrators indicate that curriculum reviews occurred in the past, but the review process was subject to leadership changes. However, one interviewee observed the curriculum review process is beginning to take place again.

- "There are no curriculum review committees in place, but they are starting to come back now." (District Administrator)

- "At one time there was a lot of time and effort put in by the curriculum department, but as leadership changed and they had different styles, that went away." (School Administrator)

The auditors did not find any written direction for this work.

This characteristic was rated as not met.

Characteristic 10: Specifies the overall beliefs and procedures governing the assessment of curriculum effectiveness

Board Policy PO 2623 STUDENT ASSESSMENT AND ACADEMIC INTERVENTION SERVICES states the purpose of assessment, "To determine the progress of students and to assist them in attaining student performance objectives and the educational achievement goals of this District." Auditors did not find any written procedures to guide teachers and administrators in how to evaluate the curriculum's effectiveness in improving student learning.

This characteristic was rated as not met.

Characteristic 11: Describes the procedures teachers and administrators will follow in using assessment data to strengthen written curriculum and instructional decision making

Board Policy PO 2623 STUDENT ASSESSMENT AND ACADEMIC INTERVENTION SERVICES charges the superintendent with the task to develop procedures for the regular collection of student performance data. Administrative Guideline AG 2623A TESTING PROGRAM specifies administrator responsibilities to teach staff how to use test results to refine curriculum, improve instructional practices and resources, and to diagnose and remediate. The job description for the Chief Academic officer includes responsibility to develop and implement a comprehensive feedback and assessment system to drive decision making regarding student learning. However, auditors did not find a description of procedures for how administrators will fulfill this responsibility in district documentation.

The CIF and *Teacher Clarity* documents provide a framework to help teachers with instructional decision making based on student formative and summative assessments. The documents do not provide explicit procedures on how to use assessment data to strengthen the curriculum nor to inform instructional decision making.

This characteristic was rated as not met.

Characteristic 12: Outlines procedures for conducting formative and summative evaluations of programs

Board Policy PO 2605 PROGRAM EVALUATION AND ACCOUNTABILITY outlines procedures for program evaluation, "by establishing a means for the continued evaluation of results which shall be systematic and specific." The policy further states that the superintendent will maintain a calendar of assessment activities, provide periodic evaluation reports to the board, and provide an annual educational improvement report to the board.

Administrative Guideline AG 2605 EVALUATION OF PROGRAM PURPOSE delineates a sequence of seven tasks for program evaluation, inclusive of an evaluation checklist with focus questions targeting analysis of

learning outcomes, attitudes, and program operation. The administrative guidelines also suggest procedures to establish criteria and standards for program evaluation as well as protocols to judge effectiveness based on evidence of learning results. However, the auditors determined the district has not institutionalized a program/ innovation evaluation system (see Finding 5.1).

This characteristic was met.

Characteristic 13: Requires the design of a comprehensive staff development program

Board policy PO 3242 PROFESSIONAL DEVELOPMENT AND LICENSURE directs the superintendent to establish a professional development committee but does not attend to planning, nor does it require a comprehensive professional development plan linked to curriculum design and delivery (see Finding 5.1).

This characteristic was rated as not met.

Characteristic 14: Presents procedures for monitoring the delivery of curriculum

Some job descriptions, such as the Chief Academic Officer, Area Superintendent, and Director of Career and Technical Education, mentioned monitoring responsibilities. Auditors found several *Snapshot of Success* documents for the core subject areas that described classroom look-fors. Auditors did not find documentation that expressly presents procedures for monitoring the delivery of curriculum (see Findings 1.1 and 3.1).

This characteristic was rated as not met.

Characteristic 15: Establishes a communication plan for the process of curriculum design and delivery

Auditors did not find district documents that establish a communication plan for the process of curriculum design and delivery.

This characteristic was rated as not met.

Summary

The Columbus City Schools has insufficient direction in governance documents for the critical functions of curriculum design, development, delivery, and assessment. The district's policies, Common Instructional Framework, Teacher Clarity tool, and core curriculum documents found in the elementary and secondary digital binders provide some direction and specificity regarding curriculum design and guidance for implementation; however, collectively, they do not provide adequate direction for curriculum management functions.

Finding 2.2: The scope of the Columbus City Schools written curriculum is not adequate to direct teaching of core subjects at any level (elementary, middle or high school), or is it adequate to direct teaching of non-core subjects at the middle and high school levels. The written curriculum documents lack the minimum necessary quality components for directing instruction at all levels. Teachers use the written curriculum less frequently than other resources for planning, resulting in reduced district control of consistent curriculum delivery.

Clear, comprehensive, and current curriculum documents provide direction for teachers concerning the specific objectives to be taught, align the objectives with the tested curriculum, and identify the context for evaluation of student attainment of the objectives. The documents also include prerequisite skills necessary for student learning, instructional tools and resources that are closely aligned with the objectives to be taught, instructional classroom approaches for key concepts, and suggestions that student work include activities and projects. Quality curriculum documents also provide connectivity within the district to allow all students equal access to learning and eliminate gaps and inconsistencies among grade levels, campuses, and student groups. A complete written curriculum includes documents for every course taught at every school and grade level in the district. This is known as the scope of the curriculum. When high quality curriculum documents do not exist, are incomplete, or are difficult to access, instruction may not be focused on the most important concepts, skills, and knowledge students need to learn. The district's vision and expectations for student engagement and cognitive rigor are less likely to be met if teachers do not have a high quality curriculum to rely on when planning their lessons. In such cases, teachers may turn to resources that are not adequately aligned to the content or to the

district's vision for engagement and rigor, and may result in unequal access to programs and learning and inconsistencies in student achievement.

To determine the scope and quality of the district's written curriculum documents and how they have been used for the delivery of instruction, auditors examined curriculum documents presented for courses in grades K-12 for 351 courses. The district curriculum consists of multiple documents per subject area located in multiple places on the website. The documents represent the four core content areas (English language arts, mathematics, science, and social studies) and most non-core content areas. In addition, auditors reviewed board policies, job descriptions, district planning documents, and goals and expectations related to curriculum and instruction. Auditors also observed classrooms on more than half the campuses; interviewed district and school administrators, teachers, and school board members; and surveyed school administrators, teachers, and parents.

Board policies were reviewed for reference to requirements and direction for written curriculum in the Columbus City Schools. Auditors found general references in several policies and administrative guidelines, but did not find requirements for an aligned curriculum for all courses at all grade levels (see Finding 1.1). The following policies and administrative guidelines include some reference to curriculum but do not address an aligned curriculum: PO 2120 SCHOOL IMPROVEMENT references instruction and the learning process; PO 2464 GIFTED EDUCATION AND IDENTIFICATION requires the superintendent to develop a plan that includes a differentiated curriculum; and AG 2210A CURRICULUM DEVELOPMENT includes responsibilities and guidelines for curriculum development (see additional explanation following Exhibit 2.2.9).

The auditors then reviewed planning documents presented by district personnel for expectations related to curriculum design. These planning documents also included the district improvement plan and minutes for various subject area meetings. Auditors found no planning documents that set forth requirements related to the written curriculum; nor did interview data indicate written expectations or guidelines for the written curriculum. Many of the curriculum documents shared with the auditors, however, did have a common format that includes the following components:

- State Standard
- Essential Understanding
- Learning Targets
- Common Misconceptions
- Academic Vocabulary
- Classroom Snapshot
- Ohio Department of Education Model Curriculum
- Connections Across Standards
- Prior/Future Grade Standard

Finally, the auditors reviewed job descriptions to determine roles and responsibilities related to an aligned, written curriculum. The superintendent is charged with "establishing an educational plan consistent with Board goals;" the Chief Academic Officer has "direct supervision of a team that includes curriculum development;" Area Superintendents "supervise principals and their adherence to instructional standards;" and the Curriculum Director "serves as the expert on curriculum and instructional design." Though no job descriptions specify the contents or the format for curriculum documents, it is clear that the district has a broad general expectation for the existence of written curriculum documents.

Overall, the auditors found that the scope of the district curriculum does not meet audit standards for core subject areas where 100% of the taught courses grades K-12 must have a written curriculum; nor does it meet audit standards of 70% for non-core courses grades 6-12. Grades K-5 exceed the scope standard for non-core courses, however. Further, the quality of the district's written curriculum documents for the core and non-core content areas does not meet the audit standard for adequacy for K-5 or 6-12 in the Columbus City Schools. Only the social studies curriculum documents meet or exceed the required standard.

The remainder of this finding is divided into three sections:

   I.   **Scope of the Written Curriculum**
   II. **Quality of the Written Curriculum**
   III. **Use of the Written Curriculum**

I. Scope of the Written Curriculum

In determining whether the scope of the Columbus City Schools written curriculum meets Curriculum Audit™ standards, auditors reviewed documents that were presented by the district as adopted curriculum in use by teachers to guide instruction. For the scope of curriculum to meet the audit standard, 100% of core courses and at least 70% of non-core courses must have a written curriculum document available to teachers. When the scope of curriculum meets the standard, it is considered sufficient to guide teachers in delivering instruction that achieves the district's curricular goals.

The scope of the written curriculum analysis examines whether or not a written curriculum document exists for each course, without regard to the content or quality of the documents.

The following four exhibits show the scope of the written curriculum for the elementary, middle, and high school grade ranges. Appendix E lists the district's courses in grades K-12 and indicates which courses have a written curriculum that was provided to the auditors.

Exhibit 2.2.1 shows the scope of curriculum for elementary courses in grades K-5.

Exhibit 2.2.1

Scope of the Written Curriculum in Kindergarten through Grade 5
Columbus City Schools
December 2019

Courses Offered	Courses Offered by Grade Level						Courses Requiring Curriculum	Courses with Curriculum
	K	1	2	3	4	5		
Core Courses								
Language Arts	2	2	2	4	5	5	20	18
Mathematics	1	1	1	1	1	1	6	6
Science	1	1	1	1	1	1	6	6
Social Studies	1	1	1	1	1	1	6	6
Totals for Core Courses							**38**	**36**
Percent of Core Courses with Written Curriculum								**95%**
Non-Core Courses								
Fine Arts	3	3	3	3	5	5	22	22
World Language	3	3	3	3	3	3	18	18
Health & Phys. Educ.	3	3	3	3	3	3	18	15
Totals for Non-Core Courses							**58**	**55**
Percent of Non-Core Courses with Written Curriculum								**95%**
Note: See Appendix D for course details								
Data Sources: Elementary Digital Resource Binder; the Columbus City Schools website; curriculum documents provided by district personnel								

As noted in Exhibit 2.2.1:

- Although 95% of the core content courses have some form of curriculum, the curriculum documents for language arts, mathematics, science, and social studies do not meet audit standards of 100% required for adequacy.

- Curriculum documents were present for all courses in mathematics, science, and social studies. Language arts, however, does not have curriculum documents to provide direction for some courses.

- Audit standards require a district to have curriculum documents for 70% of the non-core courses to be considered adequate. Grades K-5 met audit standards with 95% of all courses having some form of written curriculum.

- Health and physical education was the only non-core area that lacked written curriculum for all courses.

Exhibit 2.2.2 shows the scope of curriculum for middle school courses in grades 6-8.

Exhibit 2.2.2

Scope of the Written Curriculum in Grades 6-8
Columbus City Schools
December 2019

Courses Offered	Courses Offered by Grade Level			Courses Requiring Curriculum	Courses with Curriculum
	6	7	8		
Core Courses					
English Language Arts	5	6	7	18	6
Mathematics	3	2	4	9	3
Science	1	1	1	3	3
Social Studies	2	1	2	5	3
Totals for Core Courses				**35**	**15**
Percent of Core Courses with Written Curriculum					**43%**
Non-Core Courses					
Fine Arts	10	10	*	20	16
World Language	4	4	*	8	8
Health & Phys. Educ.	3	3	6	12	7
Technology	2	3	2	7	0
Career Technical	0	2	2	4	0
Other Electives	1	1	3	5	0
Totals for Non-Core Courses				**56**	**31**
Percent of Non-Core Courses with Written Curriculum					**55%**
Note: 1) see Appendix D for course details; 2) *Eighth grade fine arts and world language courses are included in the scope for grades 9-12 as per the list of courses provided by the district					
Data Sources: Secondary Digital Resource Binder; the Columbus City Schools website; curriculum documents provided by district personnel					

Exhibit 2.2.2 shows that grades 6-8 core and non-core courses did not meet audit standards for adequacy.

- Only 43% of core courses have written curriculum documents to direct teaching, leaving 57% of the courses with no district direction.

- Science is the only subject area to have written curriculum for all courses taught in grades 6-8; English language arts, mathematics, and social studies have some courses with no curriculum documents.

- Fifty-five percent of the non-core courses have some form of written curriculum. No curriculum documents were presented to the auditors for technology, career technical, and other elective courses.

Exhibit 2.2.3 shows the scope of curriculum for high school courses in grades 9-12.

Exhibit 2.2.3

Scope of the Written Curriculum in Grades 9-12
Columbus City Schools
December 2019

Courses Offered	Courses Offered by Grade Level				Courses Requiring Curriculum	Courses with Curriculum
	9	**10**	**11**	**12**		
Core Courses						
Science	2	2	12	1	17	7
Social Studies	5	3	18	2	28	7
English Language Arts	12	3	11	4	30	5
Mathematics	5	2	10	4	21	5
Totals for Core Courses					**96**	**24**
Percent of Core Courses with Written Curriculum						**25%**
Non-Core Courses						
Career Technical Education	148				148	78
Fine Arts	92				92	64
World Language	98	Grades 9-12			98	19
Health & Physical Education	24				24	9
Technology	34				34	0
Other Electives	45				45	0
Totals for Non-Core Courses					**441**	**170**
Percent of Non-Core Courses with Written Curriculum						**39%**
Note: Non-core courses were primarily listed as grades 9-12 on the course list provided by the district; Fine Arts and World Language were listed for some courses as grades 8-12 as noted in Exhibit 2.2.2 and included in this 9-12 scope count.						
Data Sources: Secondary Digital Resource Binder; the Columbus City Schools website; curriculum documents provided by district personnel						

As noted in Exhibit 2.2.3:

- Only 25% of all core courses have a written curriculum to direct teaching. None of the core subject areas have written curriculum documents for all subjects taught.

- Sixty-one percent of all non-core courses have no written curriculum for teachers to use in planning.

- Although 34 technology courses and 45 other elective courses are offered, no curriculum documents were presented to the auditors for review.

- The core and non-core courses do not meet the minimum audit scope requirement of 100% for core courses and 70% for non-core courses to be considered adequate.

Exhibit 2.2.4 summarizes the information in the previous three exhibits.

Exhibit 2.2.4

Scope of Core and Non-Core Written Curriculum Documents by Grade Span
Columbus City Schools
December 2019

Grade Levels	Courses Requiring Curriculum	Courses with Curriculum	Total Scope by Level (%)
Core Courses			
Elementary (K-5)	38	36	95%
Middle School (6-8)	35	15	43%
High School (9-12)	96	24	25%
Total K-12 (Core Courses)	**169**	**75**	**44%**
Non-Core Courses			
Elementary (K-5)	58	55	95%
Middle School (6-8)	56	31	55%
High School (9-12)	441	170	39%
Total K-12 (Non-Core Courses)	**555**	**256**	**46%**

The noted in Exhibit 2.2.4:

- The district-wide scope of curriculum for core courses is 44%, which is not sufficient to support teachers' instruction and provide clarity on student learning.

- The district-wide scope of curriculum for non-core courses is 46%, which is likewise inadequate to support teachers' instruction and provide direction for student learning.

- The only area that had adequate scope is elementary non-core courses, for which 95% had a corresponding written curriculum.

In summary, the scope of the written curriculum in the Columbus City Schools does not meet audit standards at any grade level span where 100% of core courses taught have a written curriculum. Elementary non-core courses for grades K-5 meets audit criteria for adequacy with 95% of the courses having a written curriculum, exceeding the 70% audit standard; however, grade spans 6-8 and 9-12 non-core courses do not meet audit standards. The lack of district curriculum for more than half of the core and non-core courses creates an environment where teachers and campuses operate independently as they plan instruction for students; thus increasing the chance for inconsistencies in instructional delivery and student learning and growth.

II. Minimum Quality of the Written Curriculum

To determine minimum quality of the written curriculum, the auditors evaluated all available documents presented by the district and located on the district website. Auditors considered all materials shared by the district, including the *Elementary and Secondary Digital Resource Binders* and other documents found on the district website and provided by district personnel. Each subject area was found to have multiple documents per grade level, although documents differed by subject area (see Finding 2.3). The auditors found learning targets and Ohio Learning Standards for each of the four core subject areas; *I Can Statements* and testing resources were found for three of four core subject areas; various other resources were found in individual core and non-core subject areas. Since multiple documents exist for a subject and grade level, all were analyzed as one document to determine the adequacy of the curriculum. The auditors reviewed each document using six criteria for the minimal basic components of quality and specificity as seen in Exhibit 2.2.5. A curriculum document may receive a rating of 0 to 3 on each criterion, with a 3 representing the highest rating possible. Based on the six criteria, a document may receive an overall rating of up to 18 points. To be considered of minimum quality to guide teachers in effectively delivering instruction that meets the district's curriculum goals, a document must receive at least 14 points. The auditors' ratings of 351 curriculum documents presented for review are shown in Appendix D.

Exhibit 2.2.5

**Curriculum Management Improvement Model Frame One Analysis:
Minimal Basic Components for Curriculum Document Quality and Specificity**

Criterion Descriptors	Value
Criterion One: Clarity and validity of standards	
No standards present	0
Vague delineation of standards	1
States tasks to be performed or skills/concepts to be learned	2
States for each instructional objective the what, when (sequence within course/grade), how actual standard is performed, and the amount of time to be spent learning (requires re-write or refining of the original language of the standard). The number of instructional objectives is feasible.	3
Criterion Two: Congruence of the curriculum to the testing and evaluation program	
No evaluation approach	0
Some approach of evaluation stated	1
States skills, knowledge, concepts which will be assessed	2
Each instructional objective or cluster of objectives has a corresponding formative and summative assessment, with rubric if required (as with performance-based assessment)	3
Criterion Three: Delineation by grade of the essential skills, knowledge, and attitudes	
No mention of required skill	0
States general knowledge students should have acquired in prior grades/courses	1
States prior general experience needed for the specified grade level	2
States specific documented prerequisite or description of discrete skills/concepts required prior to this course (may be a scope and sequence across grades/courses)	3
Criterion Four: Delineation of the major instructional tools in the form of [multiple] textbooks and supplementary materials	
No mention of instructional resources	0
Names instructional resources for some instructional objectives (less than 50%)	1
Names instructional resources for most instructional objectives (more than 50% but less than 100%)	2
States for each instructional objective or cluster* of objectives the "match" between the basic resources and instructional objectives (100%)	3
Criterion Five: Suggested strategies and approaches for classroom use	
No approaches cited for classroom use	0
Overall, vague statements on how to approach the content in the classroom (address less than half of the content objectives)	1
Provides general suggestions for approaches; gives general suggestions for at least half of the learner objectives	2
Provides specific examples, by instructional objective or cluster* of objectives, on how to teach, model, or engage students with key concepts/skills in the classroom	3
Criterion Six: Suggested Student Work/Activities classroom use	
No inclusion of suggestions for student practice activities, projects, or work	0
Suggests student practice activities or assignments for some instructional objectives (less than half); activities may be the same for all students or allow for differentiation	1
Suggests some student practice activities or assignments (same or differentiated) for most instructional objectives (more than half but not all)	2
Suggests for all instructional objectives in the guide, by objective or cluster* of objectives, student practice activities, assignments, or projects that can be differentiated for content, process, and product	3
* In the case of assessments, instructional tools and resources, and suggested strategies and approaches, these may be clusters. For example, one suggested approach may in fact address multiple objectives, such as a cluster of objectives.	
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After rating the 351 curriculum documents provided by the Columbus City Schools, auditors summarized the results in several ways. Exhibits 2.2.6 through 2.2.8 show ratings for each subject area in the elementary, middle school, and high school grade ranges. Exhibit 2.2.9 summarizes the ratings for each grade range with all subject areas combined. Appendix E shows the ratings by course for grades K-12.

Exhibit 2.2.6 summarizes the auditors' ratings of curriculum documents for elementary subject areas, grades K-5.

Exhibit 2.2.6

Summary of Auditors' Ratings of Curriculum Documents in Grades K-5
On the Minimum Basic Guide Components and Specificity Criteria
Columbus City Schools
December 2019

Department	Number of Documents	Average Ratings						Overall Rating
		1	**2**	**3**	**4**	**5**	**6**	
		Obj	Asmt	Preq	Res	Appr	Work	
Core Subjects								
Social Studies	6	3	3	3	3	3	3	18
Language Arts	18	2	1.3	2	3	2	2	12.3
Mathematics	6	2	1	3	2	3	0	11
Science	6	2	0.2	1.7	1.7	1.3	0.7	7.5
Average (Core)	**36**	**2.3**	**1.4**	**2.4**	**2.4**	**2.3**	**1.4**	**12.2**
Non-Core Subjects								
Health/Physical Educ	15	1.2	0.6	0.8	0.8	0.8	0	4.2
Fine Arts	22	1	0	1	0	0	0	2
World Language	18	1	0	0	0	1	0	2
Average (Non-Core)	**55**	**1.1**	**0.2**	**0.6**	**0.3**	**0.6**	**0**	**2.7**
All Subjects								
Average (All)	**91**	**1.7**	**0.8**	**1.5**	**1.3**	**1.5**	**0.7**	**7.5**

Data Sources: Elementary Digital Resource Binder; the Columbus City Schools website; curriculum documents provided by district personnel

As noted in Exhibit 2.2.6:

- The average quality rating for core subject area curriculum documents was 12.2, below the required 14 points for adequacy.

- Social studies curriculum documents were awarded maximum points for all six criteria, resulting in a score of 18 for the six documents. Science received the lowest quality rating for the four core areas with 7.5 points.

- The average quality rating for non-core subject area curriculum documents was 2.7, well below the required 14 points to be adequate.

- Health and physical education documents received the highest rating with 4.2 points, while fine arts and world languages both averaged 2 points.

- The average quality rating for all subjects, core and non-core documents, was 7.5.

- Delineation by grade of essential skills/prerequisite knowledge and delineation of major instructional tools were the strongest criteria for core subjects, each with an average score of 2.4. Clarity and validity of standards was the strongest criterion for non-core subjects with an average score of 1.1; this was also the strongest criterion for both core and non-core with an average score of 1.7.

Exhibit 2.2.7 summarizes the auditors' ratings of curriculum documents for middle school subject areas, grades 6-8.

Exhibit 2.2.7

Summary of Auditors' Ratings of Curriculum Documents in Grades 6-8
On the Minimum Basic Guide Components and Specificity Criteria
Columbus City Schools
December 2019

Department	Number of Documents	Average Ratings						Overall Rating
		1	2	3	4	5	6	
		Obj	Asmt	Preq	Res	Appr	Work	
Core Subjects								
Social Studies	3	3	3	3	3	3	3	18
English Language Arts	6	2	2	2	2	2	2	12
Mathematics	3	2	1	3	2	1.3	0	9.3
Science	3	2	0	2	2	1	0	7
Average (Core)	**15**	**2.3**	**1.5**	**2.5**	**2.3**	**1.8**	**1.3**	**11.7**
Non-Core Subjects								
Health & Physical Educ	7	1.4	1.4	0.9	1	0.9	0.4	6
World Language	8	1.3	0.3	0	0.5	1	0	3.1
Fine Arts	16	1	0	0.8	0	0	0	1.8
Technology	0							
Career Technical Education	0							
Other Electives	0							
Average (Non-Core)	**31**	**1.2**	**0.6**	**0.5**	**0.5**	**0.6**	**0.1**	**3.5**
All Subjects								
Average (All)	**46**	**1.7**	**1**	**1.5**	**1.4**	**1.2**	**0.7**	**7.5**

Data Sources: Secondary Digital Resource Binder; the Columbus City Schools website; curriculum documents provided by district personnel

As noted in Exhibit 2.2.7:

- The middle school curriculum documents earned an overall average of 7.5, less than the 14 points required for adequacy.

- Social studies written curriculum documents earned the maximum points for each criterion, resulting in an overall score of 18. Science documents received the least number of quality points, resulting in an average of 7. English language arts and mathematics averaged 12 and 9.3 points, respectively.

- Health and physical education documents received the highest average points (6) for non-core subject areas; World language earned an average of 3; and fine arts documents averaged less than 2 points for quality.

- Overall, the strongest criterion was clarity and validity of standards with an average score of 1.7 for core and non-core subjects.

- No curriculum documents were provided for technology, career technical education, and other elective courses in grades 6-8.

Exhibit 2.2.8 summarizes the auditors' ratings of curriculum documents for the high school subject areas.

Exhibit 2.2.8

**Summary of Auditors' Ratings of Curriculum Documents in Grades 9-12
On the Minimum Basic Guide Components and Specificity Criteria
Columbus City Schools
December 2019**

Content Area	Number of Documents	Average Ratings						Overall Rating
		1	2	3	4	5	6	
		Obj	Asmt	Preq	Res	Appr	Work	
Core Subjects								
Social Studies	7	3	3	3	3	3	3	18
English Language Arts	5	1.8	2	1.8	2	2	2	11.6
Mathematics	5	1.8	0.4	0.8	2.4	1.8	0	7.2
Science	7	1.9	0.1	1.4	1.3	0.4	0	5.1
Average (Core)	**24**	**2.1**	**1.4**	**1.8**	**2.2**	**1.8**	**1.3**	**10.6**
Non-Core Subjects								
World Language	19	1.9	1.8	1.4	2	2	1.3	10.5
Career Technical Education	78	2	0	0	0	1	1	4
Health & Physical Education	9	1.1	0.2	0.6	0.6	0.1	0	2.6
Fine Arts	64	1	0	0.1	0	0	0	1.1
Technology	0							
Other Electives	0							
Average (Non-Core)	**170**	**1.5**	**0.5**	**0.5**	**0.6**	**0.8**	**0.6**	**4.5**
All Subjects								
Average (All)	**194**	**1.8**	**1.0**	**1.1**	**1.4**	**1.3**	**0.9**	**7.5**
Data Sources: Secondary Digital Resource Binder; the Columbus City Schools website; curriculum documents provided by district personnel								

As noted in Exhibit 2.2.8:

- The high school curriculum documents earned an overall average of 7.5, less than the 14 points required for adequacy.

- Separately, the only subject area that met the audit standard for adequacy was social studies with an average score of 18, the maximum score possible.

- Science had the weakest overall rating of 5.1 for core courses, while fine arts had the weakest overall rating of 1.1 for non-core courses.

- The average rating for all four core subject areas was 10.6; the average rating for all non-core subject areas was 4.5, less than half the rating of the core subjects.

- Clarity and validity of standards received the highest average for core and non-core subjects with a score of 1.8. Congruence of curriculum to student work was the weakest criterion, averaging 0.9.

Exhibit 2.2.9 compares the ratings for core and non-core courses at each grade-level span.

Exhibit 2.2.9

**Summary of Auditors' Ratings of Core and Non-Core Curriculum
Document Quality by Grade Span
Columbus City Schools
December 2019**

Grade Span	Number of Documents	Average Ratings						Overall Rating
		1	2	3	4	5	6	
		Obj	Asmt	Preq	Res	Appr	Work	
Core Courses								
Elementary	36	2.3	1.4	2.4	2.4	2.3	1.4	12.2
Middle School	15	2.3	1.5	2.5	2.3	1.8	1.3	11.6
High School	24	2.1	1.4	1.8	2.2	1.8	1.3	10.5
Average K-12	**95**	**2.2**	**1.4**	**2.2**	**2.3**	**2**	**1.3**	**11.5**
Non-Core Courses								
High School	170	1.5	0.5	0.5	0.6	0.8	0.6	4.5
Middle School	31	1.2	0.6	0.5	0.5	0.6	0.1	3.6
Elementary	55	1.1	0.2	0.6	0.3	0.6	0	2.7
Average K-12	**256**	**1.3**	**0.4**	**0.5**	**0.5**	**0.7**	**0.2**	**3.6**
All Courses								
Average (All)	**351**	**1.8**	**0.9**	**1.4**	**1.4**	**1.3**	**0.8**	**7.6**

As noted in Exhibit 2.2.9:

- None of the ratings meet the audit standard of 14 points.

- In every grade span, documents for non-core courses earned fewer than half the points earned by core course documents.

- The curriculum documents for all subjects in all grade level spans averaged less than 2 points.

- The strongest elements overall was objective (1.8).

The following summaries provide further information about the ratings for each criterion in the previous exhibits:

Criterion 1: Clarity and Specificity of Objectives

District-wide, this criterion received an average rating of 1.8 points, higher than any other criterion. The consistency with which the objectives were specified in core content courses was due, in large part, to the Clear Learning Targets, coupled with the Ohio Learning Standards. Fewer documents specified the context in which the objectives are demonstrated, which is required for a rating of 3 points. Objectives found in many of the non-core courses provided only a vague delineation of the standards, resulting in lower ratings than the core subjects and a lower average for core and non-core courses combined.

Criterion 2: Congruity of the Curriculum to the Assessment Process

District-wide, this criterion received an average rating of 0.9. Core courses averaged a rating of 1.4, while non-core averaged a rating of 0.4. Assessment is not mentioned in some course documents, both core and non-core. Documents that do mention assessment primarily include only a general approach or links to the Ohio State release tests; fewer documents actually state the skill, knowledge, or concept to be assessed with linkage to a corresponding formative and summative assessment. Less than 20 of the 351 documents reviewed demonstrated a correspondence between the objective or cluster of objectives with a formative and summative assessment (see Appendix E for details).

Criterion 3: Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes

This criterion received a district-wide rating of 1.4, with a gap between the core and non-core ratings. Clear Learning Target documents include prior grade standards and future grade standards, showing the progression of a skill from one grade to the next, earning an average core rating of 2.2. However, the curriculum template was not populated with information in all subjects at all grade levels. Mathematics and some secondary social studies courses received the highest rating (3), with descriptions of discrete skills/concepts included. Non-core courses overall made no mention of required skills or referred only to general knowledge from previous courses.

Criterion 4: Delineation of the Major Instructional Tools

Overall, this criterion received an average rating of 1.4 points. To earn 3 points, the resources offered in the curriculum documents must be specifically linked to learning objectives. While this linkage was found to be present in a number of the elementary core curriculum documents, it was less present in grades 6-12. The combined rating for grades K-12 core courses was 2.3, indicating most of the guides named the resources for most instructional objectives (more than 50% but less than 100%). Non-core courses generally listed instructional resources for less than 50% of the instructional objectives, resulting in a lower rating. The Elementary and Secondary Digital Binders also provide resources and instructional tools, but are found in varying locations within the binders. Therefore, the auditors were not able to determine the specific objectives the resources are intended to support, as supported by a teacher's comment related to instructional tools: "We need curriculum resources, training, and consistency in both."

Criterion 5: Clear Approaches for Classroom Use

This criterion received a district-wide rating of 1.3 points. Core courses earned an average rating of 2, indicating that many of the curriculum documents provide general suggestions for approaches. Non-core courses earned an average rating of 0.7, indicating that either no approaches for classroom use were cited or only vague statements for how to approach the content were present.

Criterion 6: Suggested Student Work/Activities for Classroom Use

To earn a rating of 3 for this criterion, the curriculum documents must include suggestions for student practice activities, assignments, or projects that can be differentiated for content, process, and product. This criterion received an overall rating of 0.8 for core and non-core courses, with core courses averaging 1.3 points and non-core courses averaging 0.2 points. Most curriculum documents include student practice activities for less than half of the instructional objectives and may or may not allow for differentiation.

In summary, the quality of the written curriculum for the Columbus City Schools does not meet minimum audit standards for adequacy. At every grade span, the core content curriculum documents averaged higher ratings than the non-core documents, indicating the presence of greater specificity for each of the six quality criteria found in Exhibit 2.2.5. Although the core content ratings were higher, no grade span for core or non-core courses met the requirement of 14 points for adequacy.

III. Use of the Written Curriculum

Consistent utilization of quality curriculum documents to support teaching and learning in classrooms is critical to establishing quality control of the educational program of a school district. In order for students to have equal access to the state standards and district-adopted curriculum resources with comparable opportunities for achievement, teachers at all district campuses and all grade levels should provide instruction to support student mastery of state and district goals and objectives. Further, all teachers should have access to and use high quality adopted primary and supplemental resources, all of which are a critical part of quality written curriculum.

Auditors reviewed board policies as well as available planning and curriculum documents to determine district expectations for the use of the district written curriculum. Auditors also interviewed district and school level personnel, and conducted on-line surveys for responses from school level administrators and classroom teachers. Additionally, auditors visited a representative sampling of campuses in the district (see Finding 3.1). Student work samples were also collected and evaluated (see Finding 3.2).

The auditors found that the department-developed websites for curriculum include myriad documents intended for teacher use to support teaching and learning. Some of the standards-based documents posted on the website and within the Elementary and Secondary Digital Binders include the Ohio Learning Standards in various forms, curriculum maps, scope and sequence documents, links to Ohio State testing support materials, Clear Learning Targets, which include a link to the *Ohio Model Learning Curriculum* document, and various other documents. The auditors also found that not all documents are common across all subject areas and that many non-core subject areas are not found within the digital binders.

Survey data provide insight into teacher and school administrator perceptions related to the district curriculum. Both school administrator (75%) and teacher (69%) respondents indicate that the district curriculum has a reasonable number of learning objectives (see Finding 2.1, Exhibit 2.1.4). Exhibit 2.2.10 shows teacher and administrator perceptions of the written curriculum.

Exhibit 2.2.10

Teacher and Administrator Perceptions of the District Curriculum
Columbus City Schools
December 2019
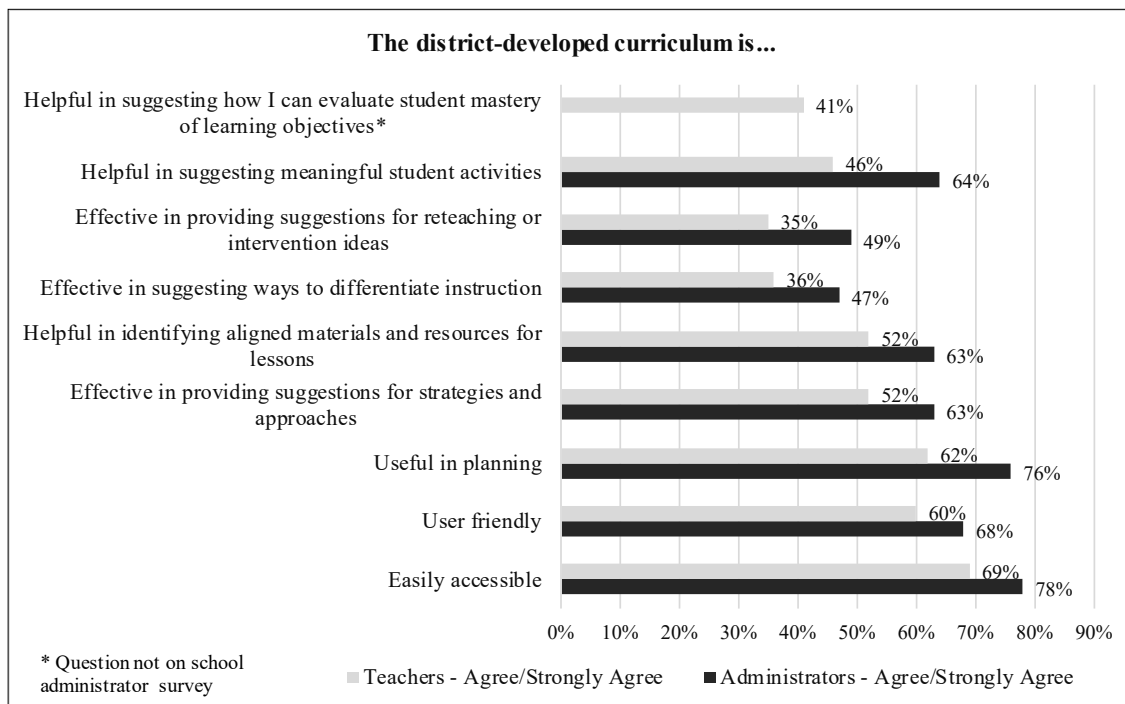
Data Sources: Teacher and School Administrator Online Surveys

As noted in Exhibit 2.2.10:

- At least 60% of school administrators and teachers indicated the district curriculum is *Easily accessible*, *User friendly*, and *Useful in planning*.

- Over 50% of teacher respondents and over 60% of school administrator respondents agreed or strongly agreed that the curriculum is *Effective in providing suggestions for strategies and approaches* and is *Helpful in identifying aligned materials and resources for lessons*.

- Teachers and school administrators reported finding the curriculum less helpful in suggestions for differentiation and/or reteaching.

However, the auditors found that although the curriculum is available online, actual utilization of the district curriculum requires:

1. Knowledge of how to navigate the system;

2. The understanding that in addition to the Elementary and Secondary Digital Binders, other resources exist outside the binders;

3. The use of a menu to access a particular subject area, if available;

4. Repeated scrolling and clicking to find and select the appropriate district objectives, assessment documents, scope and sequence information, materials and resources, and approaches to classroom instruction from multiple documents; and

5. Adequate time to explore and utilize the various documents to facilitate the planning process for classroom instruction.

As noted above, however, auditor perceptions and the teacher/administrator survey data do not agree about the ease of use and access of the district-developed curriculum.

To further determine the extent to which teachers use the district curriculum for lesson planning purposes, teachers were asked to select the instructional resources they use most frequently. Exhibit 2.2.11 summarizes the responses of 663 teachers. Teachers were able to select multiple responses.

Exhibit 2.2.11

Teacher Survey Data: Frequently Used Resources to Plan and Deliver Instruction
Columbus City Schools
December 2019
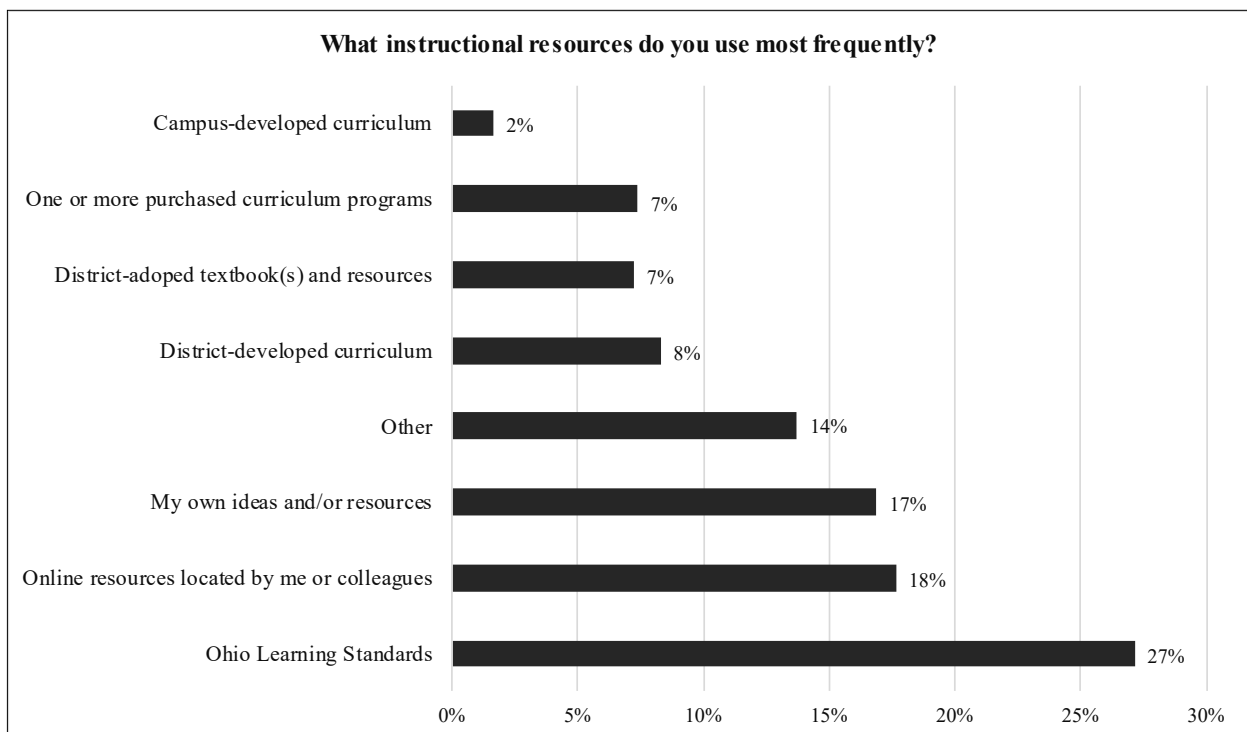
Data Source: Teacher Online Survey

As noted in Exhibit 2.2.11:

- The *District-developed curriculum* was selected as a frequently used instructional resource by only 8% of the teachers who responded to the survey.

- *Ohio Learning Standards* were selected as a frequently used instructional resource by 27% of the teachers who responded.

- *My own ideas and/or resources* and *Online resources located by me or colleagues* were selected as a frequently used resource by 17% and 18% of teachers, respectively.

- Fourteen percent of teacher respondents indicated the use of *Other* resources as a frequently used instructional resource. Examples include: old textbooks bought online, Edulastic, 50/50 mix of district purchased materials and personal materials…

Over 50% of teacher respondents indicate they have not had adequate training in the use of the district curriculum (see Finding 2.1, Exhibit 2.1.4), and only 30% of school administrators believe teachers have had adequate training in the use of the curriculum documents. Very few teachers, as noted above, acknowledged frequent use of the district's curriculum.

The auditors found that the district does not have an institutionalized process for program selection or evaluation (see Finding 5.1).Without a process to ensure alignment to the district's written curriculum, program selection may inadvertently introduce another or secondary curriculum into what should be a "tightly-held" curriculum. Without a program evaluation process, district personnel cannot determine the cost-effectiveness of supplemental programs and innovations (see Finding 5.2).

The auditors also found during school visits that at least one school has developed its own campus curriculum, complete with frameworks for English language arts and mathematics. While not a complete curriculum, it is separate from the district-developed curriculum. When individual schools have the autonomy to select supplemental programs and/or write their own curriculum, the scope, quality, and use of the district-developed curriculum is affected. As time goes by and leadership changes occur at the district and school levels, determining what is district-developed curriculum and what is not becomes more difficult. Consequently, teachers begin to depend more frequently on outside sources for "what to teach," and students who move within the district may be faced with an ever-changing course of study, resulting in inconsistent learning across the district.

Guided reading library at North Linden Elementary

The following interview data speak to the use or lack of use of the district-developed curriculum.

Comments related to the current state of district curriculum:

- "We don't have a curriculum; we need a curriculum." (District Administrator)

- "We are lacking consistent curriculum." (Teacher)

- "Curriculum is all over the place. I, as the administrator, can't even put any teeth into it, it's whatever the teachers feel most comfortable with. It would be horrible if you're a new teacher." (School Administrator)

- "There is no follow through with programs. The curriculum doesn't always follow an order that makes sense developmentally." (Teacher)

Comments related to lack of district control and expectations:

- "We don't have guides anymore and people are lost. We went to site-based and now there's no guidance." (School Administrator)

- "We need a reliable, manageable curriculum that gives education freedom to the teacher." (Teacher)

Comments related to the use of district curriculum for planning purposes:

- "Teachers Pay Teachers is better than using the curriculum on the district website." (School Administrator)

- "I challenge you to even find lesson plans. I would say one-fourth might have lesson plans." (District Administrator)

- "Our school district provided curriculum is VERY outdated and does not engage our current students. This NEEEDs to change." (Teacher)

- "We need access to digital curriculum." (Teacher)

Use of the district-developed curriculum is inconsistent and unfocused throughout the district. The lack of curriculum management planning with clear expectations for the implementation of an adopted curriculum noted in <u>Finding 2.1</u> allows teachers to operate in isolation, teaching what and as they choose, resulting in inconsistent instruction and learning by all students..

Summary

The Columbus City Schools district administrators recognize the need for a standardized, tightly-held, high-quality written curriculum for all courses at all grade levels across the district in order to meet the learning needs and increase achievement for all students. However, the scope and quality of the current curriculum do not meet audit standards for adequacy. Written curriculum documents do not exist for all core courses, grades K-12. The scope of the curriculum for non-core courses meets audit standards for adequacy only in grades K-5. Overall, the quality of the district's curriculum documents is not sufficient to guide teachers in planning instruction, although core courses across the district have higher-quality documents than non-core courses. Only social studies has curriculum documents that meet audit standards for quality. Survey and interview data indicate the current curriculum does not meet the planning needs of the teachers or the academic needs of the students.

Finding 2.3: Many English language arts, mathematics, and social studies learning strategies align in content and cognition to the Ohio Learning Standards. Mathematics aligns less frequently than other subject areas in context. Most student "I Can" statements align for content but require less complexity, as evidenced by Depth of Knowledge levels.

Quality written curriculum is the most critical tool district leaders can provide teachers. In addition to having minimum components of objectives, assessments, prerequisite skills, suggested instructional approaches, materials and resources, and student activities (see <u>Finding 2.2</u>), the content of those components must align in multiple dimensions with state standards. These dimensions include content, context, and cognitive type. Content refers to the skills, processes, knowledge, concepts, or vocabulary students must learn. Context refers to how they are to practice or demonstrate that learning, such as in a real-life situation or with pencil and paper. Cognitive type refers to the nature of the cognitive engagement the learning demands. Looking at all three dimensions gives teachers and administrators a specific picture of the extent, nature, and degree of alignment.

A component of importance to most school districts is the alignment of the core content area curriculum (English language arts, mathematics, science, and social studies) in the dimensions of content, context, and cognitive type to the state standards. In order to provide the Columbus City Schools district leaders with information about curriculum alignment with the Ohio Learning Standards, sample analyses were conducted. The analyses involve using resources that all teachers in the district utilize for lesson planning. Since interview and survey data indicate that teachers and individual schools in the district have great latitude with regard to the planning resources they utilize, the auditors looked for materials that are <u>available</u> to all teachers via the district website and included in all core subject area curriculum documents, regardless of their actual use. Use of the district-developed curriculum is addressed in depth in <u>Finding 2.1</u>.

Auditors first examined samples of learning strategies found in the Clear Learning Targets documents. Learning strategies were addressed in all four core subject area curriculum documents, but with varying titles (ELA–Question Ideas; mathematics–Classroom Snapshot and/or Descriptions/Examples; science–Instructional Strategies and Resources; social studies–Question Stems and Performance Tasks). The learning strategies were analyzed in all three dimensions of content, context, and cognition level and compared with the Ohio Learning Standards for English language arts, mathematics, and social studies. Science documents were not analyzed for the three dimensions since the Instructional Strategies and Resources were primarily generic references to resources (e.g., guest speaker, field trip, The Annenberg Media Series, Project Wild, NSTA, BBC interactive simulations, etc.). The auditors then examined district-developed "I Can" statements found in various curriculum documents for all four core subject areas for three purposes: 1) to determine content alignment of the "I Can" statements to the associated standard, 2) to determine the level of complexity of the learning standard using Webb's Depth of Knowledge, and 3) to determine the level of complexity using Depth of Knowledge for each individual "I Can" statement.

Although auditors often conduct an analysis of district-developed assessments to ensure curriculum alignment to high-stakes tests, they were unable to do so in the Columbus City Schools due to the lack of available assessments (see Finding 4.2).

The auditors present the analyses of the Columbus City Schools curriculum in the following order:

I. **Alignment analysis of ELA, mathematics, and social studies learning strategies from the Clear Learning Targets documents with the Ohio Learning Standards**

II. **Content alignment and Depth of Knowledge levels for "I Can" statements for ELA, mathematics, science, and social studies**

Auditors found that more than half of the ELA, mathematics, and social studies learning strategies selected for analysis were aligned for content and cognition with the identified standard. They further found that most "I Can" statements were aligned with the stated standard content. The cognitive demand of most "I Can" statements selected for analysis in this finding were at the lower end of Webb's Depth of Knowledge framework, while almost 60% of the learning standards were at a higher level of cognitive complexity, Level 3.

I. **Alignment analysis of ELA, mathematics, and social studies learning strategies from the Clear Learning Targets documents with the Ohio Learning Standards**

The intent of the first analysis is to determine how well the district student learning strategies align with the Ohio Learning Standards in the dimensions of content, context, and cognition. The auditors selected district-developed strategies from representative grade levels for an in-depth analysis. For each strategy, the auditors determined if there was a match to the identified Ohio Learning Standard. If the learning strategy aligned to the standard for content, further analysis was conducted for context and cognition. If the content, context, or cognitive type of the learning strategy fully matched the content, context, or cognitive type of the standard, it was considered topologically aligned ("Yes" denotes alignment in the following Exhibits). If the content, context, or cognitive type of assessment item did not fully match the Ohio Learning Standard, it was classified as inadequately aligned ("No" denotes inadequate alignment). If the content of the learning strategy was not a match to the learning standard, the auditors did not analyze for context or cognitive alignment.

To perform the analyses of cognitive demand, auditors used the framework based on Webb's Depth of Knowledge Levels as described in Exhibit 2.3.1.

Exhibit 2.3.1

Webb's Depth of Knowledge (DOK) Levels

DOK 1	DOK 2	DOK 3	DOK 4
Recall/Reproduction Recall a fact, information, or procedure. Process information on a low level. **Evidence of Depth of Knowledge** • Explain simple concepts or routine procedures • Recall elements and details • Recall a fact, term or property • Conduct basic calculations • Order rational numbers • Identify a standard scientific representation for simple phenomenon • Label locations • Describe the features of a place or people • Identify figurative language in a reading passage	**Skill/Concept** Use information or conceptual knowledge, two or more steps **Evidence of Depth of Knowledge** • Solve routine multiple-step problems • Describe non-trivial patterns • Interpret information from a simple graph • Formulate a routine problem, given data and conditions • Sort objects • Show relationships • Apply a concept • Organize, represent and interpret data • Use context clues to identify the meaning of unfamiliar words • Describe the cause/effect of a particular event. • Predict a logical outcome • Identify patterns in events or behavior	**Strategic Thinking** Requires reasoning, developing a plan or a sequence of steps, some complexity **Evidence of Depth of Knowledge** • Solve non-routine problems • Interpret information from a complex graph • Explain phenomena in terms of concepts • Support ideas with details and examples • Develop a scientific model for a complex situation • Formulate conclusions from experimental data • Compile information from multiple sources to address a specific topic • Develop a logical argument • Identify and then justify a solution • Identify the author's purpose and explain how it affects the interpretation of a reading selection	**Extended Thinking** Requires an investigation, time to think and process multiple conditions of the problem. Most on-demand assessments will not include Level 4 activities. **Evidence of Depth of Knowledge** • Design and conduct an experiment that requires specifying a problem; report results/solutions • Synthesize ideas into new concepts • Critique experimental designs • Design a mathematical model to inform and solve a practical or abstract situation. • Connect common themes across texts from different cultures • Synthesize information from multiple sources

The auditors randomly selected three standards from each of grade levels 5, 8, and 10 for English language arts, mathematics, and social studies. Standards and learning strategies were found in the Clear Learning Targets documents for each subject area in the digital binders found on the district website. Although multiple strategies were often present for a single standard, they were analyzed as one, with one rating per standard. This was intentional because multiple questions, activities, and approaches may be required to fully teach a standard.

Exhibit 2.3.2 shows the congruency of the selected strategies from the Clear Learning Targets for content, context, and cognition level with the Ohio Learning Standards for English language arts.

Exhibit 2.3.2

Congruency of Clear Learning Target Suggested Strategies
With English Language Arts Ohio Learning Standards
Grades/Courses 5, 8, and English II
Columbus City Schools
December 2019

Ohio Learning Standard	Suggested Strategies from Clear Learning Targets	Congruency		
		Content	Context	Cognition
Grade 5	**Question Ideas**			
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	• How would you sequence the progression of the ___ event in the nonfiction article? • How did an individual evolve with the elaboration of the passage? • Explain why it was important for the author to introduce the individual/event/idea in paragraph of the text? • When and how did the character change?	**No** Question Ideas do not address relationships or interactions between two or more events, individuals, ideas, or concepts.	---	---
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.	• What is the author's point of view? • What is the author's purpose? • What is the point of view being used in the text? How does the author convey his point of view? • How is the objective point of view conveyed? • How is the subjective point of view conveyed?	**Partial** Question Ideas primarily address the author's point of view, while the standard includes multiple accounts of an event or topic.	**No** Question Ideas do not include multiple accounts or similarities and differences.	**No** Question Ideas ask learners to identify points of view (DOK 2). The standard asks learners to analyze and support with details (DOK 3).
RL.5.6 Describe how a narrator's or speaker's point of view and perspective influence how events are described.	• From whose point of view is the text written? • Who is the narrator? How does the author develop the narrator's point of view? • Does the speaker's point of view differ from the author's? How do you know? • What details from the text help develop the narrator's point of view?	**Yes**	**Partial** Only the learning standard requires the learner to describe how the point of view influences event descriptions.	**Yes**

Exhibit 2.3.2 (continued): Congruency of Clear Learning Target Suggested Strategies
With English Language Arts Ohio Learning Standards Grades/Courses 5, 8, and English II
Columbus City Schools
December 2019

Ohio Learning Standard	Suggested Strategies from Clear Learning Targets	Congruency		
		Content	Context	Cognition
Grade 8	**Question Ideas**			
L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	• Change each of the following sentences from the passive voice to the active voice. • The verb in each sentence expresses the indicative mood. Rewrite the sentence to express the imperative mood. (Questions Ideas also include references to sentence fragments, misplaced modifiers, and helping verbs.)	Yes	Yes	Yes
RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	• How do key concepts in the text develop? • How does the structure of paragraph one help with the development of the main idea? • Analyze the topic sentences in each paragraph. Do they add to or detract from the key concept being conveyed? • How does the sentence fit into the overall structure of the paragraph? • How does the paragraph help develop or refine the key concept in the article? • What types of sentences does the author use in this paragraph? How do they help with idea development? • Describe the syntax of the paragraph. How does the author's syntactical choices affect the overall meaning?	Yes	Yes	Yes
RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	• How does the character's diction help you understand that character? What is revealed by his/her word choice? • How did the character evolve with the plot of the story or drama? • An example of how the plot is shaped by dialogue is ___. • What is the relationship between the ___ incident and the plot line? How was the plot line affected by the incident? • How did the ___ incident cause the character to change? What was the ultimate result of this change?	Yes	Yes	Yes

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Exhibit 2.3.2 (continued): Congruency of Clear Learning Target Suggested Strategies With English Language Arts Ohio Learning Standards Grades/Courses 5, 8, and English II
Columbus City Schools
December 2019

Ohio Learning Standard	Suggested Strategies from Clear Learning Targets	Congruency		
		Content	Context	Cognition
English II	**Question Ideas**			
L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	• What does the word/phrase _____ mean in this selection? • Why would _____ not be an acceptable replacement for the word/phrase? • Without changing the meaning of the sentence, which similar word/phrase can best be used to replace the underlined part? • For each of the following sentences, change the harshness of the tone by using an appropriate euphemism. • Write a brief narrative using the word _____ five times. Each time use a different denotative, figurative, or conative meaning of the word in its context. • Highlight each figure of speech you used in your essay. Tell why you chose that figurative language and what role you intended it to have in the overall context of the text.	Yes	Yes	Yes
RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	• What is the main argument made in the essay? What claims support the argument in the article? • What data, evidence, or reasoning is presented to support claim #1? #2? #3? Which of the claims has the most relevant and sufficient evidence? • Delineate one of the claims made in the argument: List the claim made, the reasons given, and the evidence provided in support of the claim. Decide if the reasoning is sound. Decide if the reasoning is sufficient and relevant. • Delineate one of the claims made in the argument that has fallacious reasoning. Identify the fallacy/fallacies that occurred and evaluate their effect on the overall argument.	Yes	Yes	Yes

Exhibit 2.3.2 (continued): Congruency of Clear Learning Target Suggested Strategies
With English Language Arts Ohio Learning Standards Grades/Courses 5, 8, and English II
Columbus City Schools
December 2019

Ohio Learning Standard	Suggested Strategies from Clear Learning Targets	Congruency		
		Content	Context	Cognition
RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	• Why did the author choose a narrative structure for this poem? How does the author use that structure to produce mystery? • Why did the author choose to have two narrators? How does this effect the tension of the story? • Analyze the asides in each play. How do they affect the tension of the acts in which they reside? Which author was more successful in creating tension? • Analyze how each author uses structure to produce a comedic effect. • How does the author manipulate time in this work? Why does he do it? What effect does it have? • How does the author create mystery in this short story? Include text structures, storytelling techniques, and any other literary elements that help produce the effect of mystery.	Yes	Yes	Yes
Totals		**Content**	**Context**	**Cognition**
	Number Aligned	**7 of 9**	**6 of 9**	**7 of 9**
	Percent Aligned	**78%**	**67%**	**78%**

Data Source: Elementary & Secondary Digital Binders – Clear Learning Targets; Ohio Learning Standards

As noted in Exhibit 2.3.2:

- Strategies for seven of nine (78%) ELA learning standards were aligned for content and cognition level.
- Strategies for six of nine (67%) learning standards were aligned for context.
- Strategies for all standards (100%) for grade 8 ELA and English II were aligned for content, context, and cognition level.
- Only grade 5 included strategies that were not aligned to the stated standards for content, context, and/or cognition level.

Exhibit 2.3.3 shows the congruency of the selected strategies for content, context, and cognition levels with the Ohio Learning Standards for mathematics.

Exhibit 2.3.3

Congruency of Clear Learning Target Suggested Strategies with Mathematics
Ohio Learning Standards
Grades/Courses 5, 8, and Integrated Mathematics II
Columbus City Schools
December 2019

Ohio Learning Standard	Suggested Strategies from Clear Learning Targets	Congruency		
		Content	Context	Cognition
Grade 5	**Classroom Snapshot**			
5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	• Write the expression for "add 8 and 7 and then multiply by 2". • How many times is $3 \times (35 + 57)$ than $35 + 57$? Justify.	Yes	No Classroom Snapshot does not require the learner to interpret a numerical expression without evaluating it first (Ex. 2).	Yes
5.NBT.4 Use place value understanding to round decimals to any place, millions through hundredths.	What two numbers is 3.2 between? A. 3.20 and 3.21 B. 3.1 and 3.2 C. 3.1 and 3.3 D. 3.2 and 3.3 E. 3.0 and 3.1	Yes	No The example does not require rounding through millions.	Yes
5.MD.2 Display and interpret data in graphs (picture graphs, bar graphs, and line plots) to solve problems using numbers and operations for this grade, e.g., including U.S. customary units in fractions ½, ¼, 1/8, or decimals.	• Measure the head circumference of all the students to the nearest ¼ inch and display the results on a line plot. • Given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.	Yes	No Example 1 utilizes a line plot; example 2, however, does not require that data be displayed in a graph.	Yes
Grade 8	**Description/Examples**			
8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	Given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.	Yes	Yes	Yes

Exhibit 2.3.3 (continued): Congruency of Clear Learning Target Suggested Strategies with Mathematics
Ohio Learning Standards Grades/Courses 5, 8, and Integrated Mathematics II
Columbus City Schools
December 2019

Ohio Learning Standard	Suggested Strategies from Clear Learning Targets	Congruency		
		Content	Context	Cognition
8.G.9 Solve real-world and mathematical problems involving volumes of cones, cylinders, and spheres.	Anne works at the Tasty Yogurt shop. She is able to scoop yogurt into perfectly round scoops that have a radius of 4 cm. If Mary buys a triple scoop of yogurt in a cup, how much yogurt will Anne give Mary? Use 3.14 for Pi and round answer to the nearest whole cm. Include units written out such as inches, square feet or cubic meters.	Yes	Yes	Yes
8.SP.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.	Collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?	Yes	No The example does not require learners to construct & interpret a two-way table and describe possible associations between the variables as required by the standard.	No The example requires learners to use information in two or more steps and identify patterns (DOK 2); the standard requires reasoning and interpretation of a complex graph (DOK 3).
Integrated Mathematics II	**Instructional Strategies**			
F.LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically.	No examples included. (Cites references to activities found on *Illustrative Mathematics*)	---	---	---
G.C.1 Prove that all circles are similar using transformation arguments.	• Show how any two circles in a plane are related by dilation – find center and scale factor of the dilation and make a conjecture about all dilations of circles. • Construct tangents to a circle from a point outside the circle, resulting in the angle inscribed in a semicircle is a right angle. • Use properties of congruent triangles and perpendicular lines to prove theorems about diameters, radii, chords, and tangent lines.	Yes	Yes	Yes

Exhibit 2.3.3 (continued): Congruency of Clear Learning Target Suggested Strategies with Mathematics Ohio Learning Standards Grades/Courses 5, 8, and Integrated Mathematics II
Columbus City Schools
December 2019

Ohio Learning Standard	Suggested Strategies from Clear Learning Targets	Congruency		
		Content	Context	Cognition
G.GPE.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	No examples included. (Cites one video on educreations.com. Also states, "This standard is not specifically covered in the textbook.")	No	---	---
Totals		**Content**	**Context**	**Cognition**
Number Aligned		**7 of 9**	**3 of 9**	**6 of 9**
Percent Aligned		**78%**	**33%**	**67%**

Data Source: Elementary & Secondary Digital Binders – Clear Learning Targets; Ohio Learning Standards

As noted in <u>Exhibit 2.3.3</u>:

- Strategies for seven of nine (78%) learning standards were aligned for content; three of nine (33%) were aligned for context; and six of nine (67%) were aligned for cognition level.

- Strategies for all standards (100%) for grades 5 and 8 were aligned for content; and strategies for all standards for grade five were aligned for cognition level.

- Learning strategies for two standards found in Integrated Mathematics II did not provide enough information for evaluation, indicating that, for teacher planning purposes, there are no immediately accessible strategies available.

Exhibit 2.3.4 shows the congruency of the selected strategies for content, context, and cognition level with the Ohio Learning Standards for social studies.

Exhibit 2.3.4

Congruency of Clear Learning Target Suggested Strategies with Social Studies
Ohio Learning Standards
Grades/Courses 5, 8, and American History
Columbus City Schools
December 2019

Ohio Learning Standard	Suggested Strategies from Clear Learning Targets	Congruency		
		Content	Context	Cognition
Grade 5	**Question Stems and Performance Tasks**			
EC.14 Explain the present and future consequences of an economic decision.	• Students match economic choice scenario cards with consequence cards; then match similar cards that represent present consequences and future consequences. • Identify a well-known choice in history, such as European exploration of the Americas; research and report on the consequences of that decision, including economic consequences.	Yes	Yes	Yes
GE.4 Use appropriate maps, globes and geographic tools to gather, process and report information about people places and environments.	• Explain the benefits of each geographic tool: map, globe, diagram, aerial photograph. • Students work in groups to create a set of questions for class to complete using a given map or maps (e.g., physical features, population density, economic activity, political climate).	Yes	Yes	Yes
HI.1 Construct a multiple-tier timeline and analyze the relationships among events.	• Learners create a multiple-tier timeline covering their life since birth that includes events that occurred at the local, state and national levels. Have students identify relationships among local, state and national events and their lives. • Learners use biographies of famous people to create multiple-tier timelines that compare events in the biography with world events. How may world events have impacted by the actions of the famous people?	Yes	Yes	Yes
Grade 8	**Question Stems and Performance Tasks**			
HI.2 Explain the economic and religious reasons for the exploration and colonization of North America by Europeans.	• Explain three religious reasons for European exploration of North American. • Decide which reasons show economic reasons for European exploration and which boxes show religious reasons. Explain. • Read the primary source excerpt. Which reasons for European exploration are given in this source?	Yes	Yes	Yes

Exhibit 2.3.4 (continued): Congruency of Clear Learning Target Suggested Strategies with Social Studies
Ohio Learning Standards Grades/Courses 5, 8, and American History
Columbus City Schools
December 2019

Ohio Learning Standard	Suggested Strategies from Clear Learning Targets	Congruency		
		Content	Context	Cognition
GE.15 Analyze the ways in which historical events are shaped by geography using modern and historical maps and other geographic tools.	• Look at the map below. How did location affect the type of economy in northern, middle, and southern colonies? • Look at the map below. How were the sectional interests of the North, West, and South shaped by the geography of the region?	Yes	Yes	Yes
EC.24 Analyze how choices made by individuals, businesses, and governments have both present and future consequences.	• Identify four historical decisions that were based in part on economic choices and consequences. • Suppose you are a government leader. When making an important economic choice, what consequences do you have to consider? How will you arrive at a decision? • Explain two choices that businesses must make and the potential consequences of those decisions.	Yes	Yes	Yes
American History	**Question Stems and Performance Tasks**			
HI.5 Explain a grievance listed in the Declaration of Independence in terms of its relationship to Enlightenment ideas of natural rights and the social contract.	• Explain one development that led to ____ in the U.S. • Read the passage. Explain a long-term casual relationship between ____ and ____ based on the information provided. • Complete the chart by matching causes with effects. • Create a time line to demonstrate the long-term and short-term causes of ____. • Using the graphing organizer, group events that relate to one another with their common factors. • Explain two effects of the following development in American History: ____.	No The examples were generic in nature and did not address the Declaration of Independence, Enlightenment, natural rights, and/ or social contract.	---	---
HI.16 Explain why and how the United States moved to a policy of isolationism following World War I.	• Which was a cause behind the United States' move to a policy of isolationism after World War I? • Complete the chart to show evidence of U.S. isolationism after World War I. • Explain how post-World War I conditions influenced the U.S. to maintain a policy of isolationism.	Yes	Yes	Yes

Exhibit 2.3.4 (continued): Congruency of Clear Learning Target Suggested Strategies with Social Studies
Ohio Learning Standards Grades/Courses 5, 8, and American History
Columbus City Schools
December 2019

Ohio Learning Standard	Suggested Strategies from Clear Learning Targets	Congruency		
		Content	Context	Cognition
HI.32 Analyze how the American economy has been impacted by improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries.	• Identify two communication technologies that have contributed to changes in the U.S. economy since the end of the Cold War. • How has global communication changed the American economy since the early 1990s? • What is one effect of increased overseas competition on U.S. businesses? • In the graphic organizer match the consequence with each change in the U.S. economy since 1990.	No The examples address only the topics of global communications and overseas competition. The standard also includes international trade, trans-national business organizations, and the shift from manufacturing to service industries.	---	---
Totals		**Content**	**Context**	**Cognition**
Number Aligned		**7 of 9**	**7 of 9**	**7 of 9**
Percent Aligned		**78%**	**78%**	**78%**

Data Source: Elementary & Secondary Digital Binders – Clear Learning Targets; Ohio Learning Standards

As noted in <u>Exhibit 2.3.4</u>

- Strategies for seven of nine (78%) learning standards were aligned for content, context, and cognition level.

- Only American History, grade 10, had strategies that were not aligned for content.

The auditors did not continue with the analysis for context and cognition when a content match was not found.

Exhibit 2.3.5 provides a summary of the congruency of the selected strategies for content, context, and cognition level with the Ohio Learning Standards.

Exhibit 2.3.5

**Summary of Congruency of Clear Learning Target Suggested Strategies
With Ohio Learning Standards
English Language Arts, Mathematics, Social Studies—Grades 5, 8, 10
Columbus City Schools
December 2019**
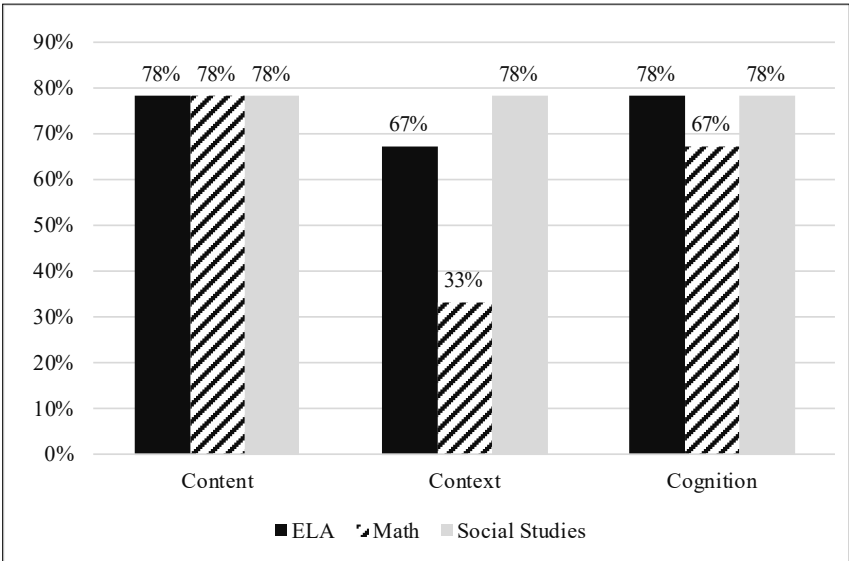
As noted in Exhibit 2.3.5:

- *Content* alignment was the most consistent for all subject areas at 78%.

- *Context* alignment had the greatest variation, with a high of 78% for social studies and a low of 33% for mathematics.

- No subject area was 100% aligned for *Content*, *Context*, and *Cognition* at all three grade levels.

The auditors found that over 65% of the learning strategies found in the Clear Learning Target documents were aligned to the standards for *Content* and *Cognition* in all subjects analyzed, as were ELA and social studies for *Context*. However, only 33% of mathematics strategies were aligned for *Context*.

English students at Briggs HS identifying characteristics of government types

II. Content alignment and Depth of Knowledge levels for "I Can" statements for ELA, mathematics, science, and social studies

The intent of the second analysis is to determine how well the student "I Can" statements align with the Ohio Learning Standards in the dimension of content; and to determine the cognitive demand of the both the Learning Standards and "I Can" statements based on the Depth of Knowledge levels (see Exhibit 2.3.1). The auditors utilized the same standards from the Clear Learning Targets found in the previous analyses (Exhibits 2.3.2-2.3.4). Since science was not included in the previous analysis, science standards and "I Can" statements were selected randomly for grades 5 and 8. High school level Biology curriculum documents include only four main topics with associated "I Can" statements for the topic, rather than by individual standard and, therefore, were not included in the analysis.

For each group of "I Can" statements, the auditors determined a match to the associated Ohio Learning Standard for content. They then analyzed each learning standard to determine its Depth of Knowledge (DOK) level and finally, analyzed individual student "I Can" statements for DOK levels. Science standards were not analyzed for DOK levels since they are written as statements with no indication of complexity of thought (e.g., The sun is one of many stars that exist in the universe; Light and sound are forms of energy…). Using the verbs in multiple "I Can" statements for a particular standard, auditors followed the scaffolding to the higher level of cognition and used that statement to assign the ultimate cognitive demand, as designated "LS" in the exhibits.

Standards and "I Can" statements were found in the Clear Learning Targets and/or the "I Can" documents for each subject area in the digital binders found on the district website. Auditors utilized the following documents found on the Ohio Department of Education website to support the analyses: *A Guide for Using Webb's Depth of Knowledge With Common Core State Standards,* Karin K. Hess, Ed.D; *Applying Webb's Depth-of-Knowledge (DOK) in Social Studies,* K. Hess; *Math Descriptors – Applying Depth of Knowledge Levels for Mathematics (Webb, 2002) & NAEP 2002 Mathematics Levels of Complexity*, M. Petit, Center for Assessment 2003, K. Hess, Center for Assessment, updated 2006).

Exhibit 2.3.6 shows the congruency of the "I Can" statements to the associated ELA standard for content, the DOK level for each learning standard, and the DOK level for each "I Can" statement. The following key will be used for Exhibits 2.3.6 through 2.3.9: "Yes" = the presence of content alignment of "I Can" statements to Ohio Learning Standard; "LS" = Ohio Learning Standard DOK level; "X" = "I Can" statement DOK level.

Exhibit 2.3.6

Congruency of "I Can" Statements with English Language Arts
Ohio Learning Standards and Depth of Knowledge Levels
Grades/Courses 5, 8, and English II
Columbus City Schools
December 2019

Ohio Learning Standard	"I Can" Statements	Congruency				
		Content	Cognition – DOK Levels			
			1	2	3	4
Grade 5						
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	I can explain the relationships or interactions between two or more individuals in a historical, scientific, or technical text based on specific information in the text.	Yes			X	
	I can explain…between two or more events…(see above)				X	
	I can explain…between two or more ideas…(see above)				LS X	
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.	I can analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.	Yes			LS X	
RL.5.6 Describe how a narrator's or speaker's point of view and perspective influence how events are described.	I can describe how a narrator's or speaker's point of view and perspective influences how events are described.	Yes			LS X	
Grade 8						
L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I can identify and understand verbs and verbals (gerunds, participles, infinitives), and explain their functions in sentences.	Yes	X			
	I can identify and understand active and passive voice.		X			
	I can identify and understand verbs in the indicative, imperative interrogative, conditional, and subjunctive mood.		X			
	I can identify strategies for correcting inappropriate shifts in verb voice and mood.			X		
	I can form, use, and distinguish between active and passive voice, and among indicative, imperative, interrogative, conditional, and subjunctive mood.				X	
	I can correct inappropriate shifts in verb voice and mood.				LS X	
RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	I can identify the structures and types of paragraphs and sentences in a text.	Yes	X			
	I can determine the role of particular sentences in a paragraph.			X		
	I can identify key concepts in an informational text and determine how they are developed.			X	LS	

Exhibit 2.3.6 (continued)
Congruency of "I Can" Statements with English Language Arts
Ohio Learning Standards and Depth of Knowledge Levels
Grades/Courses 5, 8, and English II
Columbus City Schools
December 2019

Ohio Learning Standard	"I Can" Statements	Congruency				
		Content	Cognition – DOK Levels			
			1	2	3	4
RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	I can identify incidents, character types/traits, and dialogue in a story/drama that affect plot, characterization, and/or provoke decisions.	Yes		X		
	I can analyze the relationships between dialogue/ incidents and characterization/plot.				LS X	
Grade 10 – English II						
L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I can identify and understand figures of speech, (e.g., euphemism, oxymoron) in a text.	Yes	X			
	I can recognize nuances in the meanings of words with similar denotations.			X		
	I can determine the figurative, denotative, and connotative meanings of words and phrases in context.			X		
	I can analyze the role of figurative language in a text.			X		
	I can determine the meaning of words with similar denotations.		X			
	I can analyze the nuances in the meaning of words with similar denotations.			X	LS	
RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	I can define arguments, warrants, claims, and counterclaims made in a text.	Yes		X		
	I can identify reasoning and evidence in a text.			X		
	I can identify false statements and fallacies in a text.			X		
	I can distinguish between valid and fallacious reasoning, relevant and irrelevant evidence, and sufficient and insufficient evidence to evaluate claims.				LS X	
RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	I can identify types and structures of chapters, paragraphs, and sentences.	Yes	X			
	I can identify and understand varied literary effects, such as mystery, tension or surprise.		X			
	I can recognize when author's use text structures and storytelling techniques to produce a desired effect.			X	LS	
TOTAL – Content Alignment		9 of 9		100%	
Cognition – DOK Levels		**1**	**2**	**3**	**4**
Number – "I Can"		8	12	9	0
Percentage – "I Can"		28%	41%	31%	0%
Number – Learning Standard		0	0	6/9	0
Percentage – Learning Standard				67%	

Data Sources: Data Source: Elementary & Secondary Digital Binders – Clear Learning Targets and "I Can Statements;" Ohio Learning Standards; Webb's Depth of Knowledge

As noted in Exhibit 2.3.6:

- One hundred percent of the English language arts "I Can" statements associated with the standards were aligned for content.

- All "I Can" statements fell within DOK Levels 1-3, distributed at 28%, 41%, and 31%, respectively. No "I Can" statements were evaluated at the highest DOK Level 4, extended thinking, indicating low profundity and complexity of learning tasks.

- Although the cognitive demand of the nine learning standards were at DOK Level 3, they were matched with only 67% of the respective top cognitive level "I Can" statements.

Exhibit 2.3.7 shows the congruency of the "I Can" statements to their associated mathematics standard and the DOK level for each statement. "Yes" = the presence of content alignment of "I Can" statements to Ohio Learning Standard; "LS" = Ohio Learning Standard DOK level; "X" = "I Can" statement DOK level.

Exhibit 2.3.7

Congruency of "I Can" Statements with Mathematics
Ohio Learning Standards and Depth of Knowledge Levels
Grades/Courses 5, 8, and Integrated Mathematics II
Columbus City Schools
December 2019

Ohio Learning Standard	"I Can" Statements	Congruency				
		Content	Cognition – DOK Levels			
			1	2	3	4
Grade 5						
5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	I can write and explain numerical expressions.	Yes	X			
	I can change a simple word expression into mathematical expression.		X			
	I can explain the relationship between two number expressions without calculating the answers.			LS X		
5.NBT.4 Use place value understanding to round decimals to any place, millions through hundredths.	I can round numbers to the millions and explain the reasoning (not just a rule)	Yes		X		
	I can round decimals to any give place value.		LS X			
5.MD.2 Display and interpret data in graphs (picture graphs, bar graphs, and line plots) to solve problems using numbers and operations for this grade, e.g., including U.S. customary units in fractions 1/2 , 1/4, 1/8, or decimals.	I can display data with a line plot, picture graph and bar graph.	Yes		X		
	I can create a line plot, picture graph and bar graph with fractional scales and solve problems with this data.			X		
	I can use grade level fraction operations to solve problems involving information from a line plot, picture graph or bar graph.			LS X		

Exhibit 2.3.7 (continued)
Congruency of "I Can" Statements with Mathematics
Ohio Learning Standards and Depth of Knowledge Levels
Grades/Courses 5, 8, and Integrated Mathematics II
Columbus City Schools
December 2019

Ohio Learning Standard	"I Can" Statements	Congruency				
		Content	Cognition – DOK Levels			
			1	2	3	4
Grade 8						
8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal description).	I can recognize the equation $y=mx+b$ is the equation of a function whose graph is a straight line where m is the slope and b is the y-intercept.	**Yes**	X			
	I can provide examples of nonlinear functions using multiple representations (tables, graphs, and equations).			X		
	I can compare the characteristics of linear and nonlinear functions using various representations.			X		
	I can determine the rate of change (slope) and initial value (y-intercept) from two (x,y) values, a verbal description, values in a table or graph.			X		
	I can construct a function to model a linear relationship between two quantities.				X	
	I can relate the rate of change and initial value to real world quantities in a linear function in terms of the situation modeled and terms of its graph or a table of values.				LS X	
8.G.9 Solve real-world and mathematical problems involving volumes of cones, cylinders, and spheres.	I can recognize formulas for volume of cones, cylinders, and spheres.	**Yes**	X			
	I can compare the volume of cones, cylinders, and spheres.		X			
	I can determine and apply appropriate volume formulas in order to solve mathematical and real world problems for the given shape.			X		
	I can, given the volume of a cone, cylinder, or sphere, find the radii, height, or approximate for Pi.			LS X		
SP.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.	I can recognize patterns shown in comparison of two sets of data.	**Yes**		X		
	I can show how to construct a two-way table.			X		
	I can interpret the data in the two-way table to recognize patterns.				X	
	I can use relative frequencies of the data to describe relationships (positive, negative, or no correlation).				LS X	

Exhibit 2.3.7 (continued)
Congruency of "I Can" Statements with Mathematics
Ohio Learning Standards and Depth of Knowledge Levels
Grades/Courses 5, 8, and Integrated Mathematics II
Columbus City Schools
December 2019

Ohio Learning Standard	"I Can" Statements	Congruency				
		Content	Cognition – DOK Levels			
			1	2	3	4
Integrated Mathematics II						
F.LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically.	I can informally define the concept of "end behavior".	Yes		X		
	I can compare tables and graphs of linear and exponential functions to observe that a quantity increasing exponentially exceeds all others to solve mathematical and real-world problems.				LS X	
G.C.1 Prove that all circles are similar using transformational arguments.	I can compare the ratio of the circumference of a circle to the diameter of the circle.	Yes		X		
	I can discuss, develop and justify this ratio for several circles.			X		
	I can determine this ratio is constant for all circles.			X		
	I can identify inscribed angles, radii chords, central angles, circumscribed angles, diameter, tangent.		X			
	I can recognize that inscribed angles on a diameter are right angles.		X			
	I can define inscribed and circumscribed circles of a triangle.		X			
	I can recall midpoint and bisector definitions.		X			
	I can define a point of congruency.		X			
	I can construct the tangent line.			X		
	I can construct the perpendicular bisector of the line segment between the center C to the outside point P.			X	LS	
G.GPE.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	I can recall the definition of ratio.	Yes	X			
	I can recall previous under-standings of coordinate geometry.		X			
	I can, given a line segment (including those with positive and negative slopes) and ratio, find the point on the segment that partitions the segment into the given ratio.			LS X		
TOTAL – Content Alignment		**9 of 9**		**100%**		
Cognition – DOK Levels			**1**	**2**	**3**	**4**
Number – "I Can"			13	19	5	0
Percentage – "I Can"			35%	51%	14%	0%
Number – Learning Standards			1/1	4/4	3/4	0
Percentage – Learning Standards			100%	100%	75%	

Data Source: Elementary & Secondary Digital Binders – Clear Learning Targets and "I Can Statements"; Ohio Learning Standards; Webb's Depth of Knowledge

As noted in <u>Exhibit 2.3.7</u>:

- As with ELA, 100% of the mathematics "I Can" statements were aligned in content to the associated standard.

- All "I Can" statements fell within DOK Levels 1-3, distributed at 35%, 51%, and 14%, respectively. No "I Can" statements were evaluated at the highest DOK Level 4, extended thinking, indicating lack of complexity and high cognitive demand.

- The top cognitive demand of the nine learning standards fell between DOK Level 1-3. "I Can" percentages at Levels 1 and 2 were 100% matched, with a 75% match at Level 3.

Exhibit 2.3.8 shows the congruency of the "I Can" statements to the associated science standard for content and the DOK level for each statement. As noted in the introduction to this section, only grades 5 and 8 were analyzed; learning standards were not analyzed for DOK level. "Yes" = the presence of content alignment of "I Can" statements to Ohio Learning Standard; "X" = "I Can" statement DOK level.

Exhibit 2.3.8

Congruency of "I Can Statements" with Science Ohio Learning Standards
And Depth of Knowledge Levels Grades 5 and 8
Columbus City Schools
December 2019

Ohio Learning Standard	"I Can" Statements	Congruency				
		Content	Cognition – DOK Levels			
			1	2	3	4
Grade 5						
5.ESS.2 The sun is one of many stars that exist in the universe.	I can compare and contrast the stars to our closest star, the sun.	Yes		X		
	I can research current and new discoveries about the stars and sun.			X		
	I can explore star patterns called constellations.		X			
	I can show the difference in size between the sun and Earth.		X			
5.PS.2 Light and sound are forms of energy that behave in predictable ways.	I can produce sound by vibrating objects.	Yes	X			
	I can change the pitch of the sound as it relates to the rate of vibration.		X			
	I can explore how sound travels through different mediums.			X		
	I can understand that light travels in a straight line until it interacts with an object or moves from one substance to another.			X		
	I can experiment to determine the difference between light that is absorbed, reflected, and refracted.			X		
	I can experiment with temperature changes caused by light striking different surfaces.			X		
	I can explain that light is faster than sound.			X		

<table>
<tr><td colspan="7">Exhibit 2.3.8 (continued)
Congruency of "I Can Statements" with Science Ohio Learning Standards
And Depth of Knowledge Levels Grades 5 and 8
Columbus City Schools
December 2019</td></tr>
<tr><td rowspan="3">Ohio Learning Standard</td><td rowspan="3">"I Can" Statements</td><td colspan="5">Congruency</td></tr>
<tr><td rowspan="2">Content</td><td colspan="4">Cognition – DOK Levels</td></tr>
<tr><td>1</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td rowspan="9">5.LS.1 Organisms perform a variety of roles in an ecosystem.</td><td>I can identify producers, consumers and de-composers in an ecosystem.</td><td>Yes</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>I can identify herbivores, carnivores and omnivores.</td><td></td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>I can diagram energy flow through an ecosystem.</td><td></td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>I can investigate a locally threatened or endangered species.</td><td></td><td></td><td>X</td><td></td><td></td></tr>
<tr><td>I can create a remediation program based on investigations of a locally threatened or endangered species.</td><td></td><td></td><td></td><td>X</td><td></td></tr>
<tr><td>I can simulate predator-prey relationships.</td><td></td><td></td><td>X</td><td></td><td></td></tr>
<tr><td>I can observe satellite imaging and determine the relationship between the producers and consumers within an ecosystem.</td><td></td><td></td><td>X</td><td></td><td></td></tr>
<tr><td>I can explain symbiotic relationships, commensalism, mutualism, and parasitism.</td><td></td><td></td><td>X</td><td></td><td></td></tr>
<tr><td>I can identify animals that live within each of the three main types of symbiotic relationships.</td><td></td><td>X</td><td></td><td></td><td></td></tr>
<tr><td colspan="7" align="center">Grade 8</td></tr>
<tr><td rowspan="3">8.ESS.1B The composition and properties of Earth's interior are identified by the behavior of seismic waves.</td><td>I can compare and contrast the speed and movement of different seismic waves.</td><td>Yes</td><td></td><td>X</td><td></td><td></td></tr>
<tr><td>I can evaluate seismic data and relate it to how scientists have determined the layers of Earth's interior.</td><td></td><td></td><td>X</td><td></td><td></td></tr>
<tr><td>I can model and explain how S and P waves move through the Earth.</td><td></td><td></td><td>X</td><td></td><td></td></tr>
<tr><td rowspan="3">8.LS.1 Diversity of species, a result of variation of traits, occurs through the process of evolution and extinction over many generations. The fossil records provide evidence that changes have occurred [to a] number and type of species.</td><td>I can explain how diversity can result from sexual reproduction.</td><td>Yes</td><td></td><td>X</td><td></td><td></td></tr>
<tr><td>I can describe how variations may allow for survival when the environment changes.</td><td></td><td></td><td>X</td><td></td><td></td></tr>
<tr><td>I can use data and evidence from geologic and fossil records to infer what the environment was like at the time of deposition.</td><td></td><td></td><td>X</td><td></td><td></td></tr>
<tr><td>8.PS.3 (A search of the Ohio Department of Education website indicates there is no standard by this number included in the 2018-19 Ohio Learning Standards.)</td><td>I can explore and investigate various types of potential energy.</td><td>No</td><td>---</td><td>---</td><td>---</td><td>---</td></tr>
<tr><td colspan="2" align="right">TOTAL – Content alignment</td><td colspan="2" align="center">5 of 6</td><td colspan="3" align="center">83%</td></tr>
<tr><td colspan="2" align="right">Cognition – DOK Levels</td><td>1</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td colspan="2" align="right">Number – "I Can"</td><td>8</td><td>17</td><td>1</td><td>0</td></tr>
<tr><td colspan="2" align="right">Percentage – "I Can"</td><td>31%</td><td>65%</td><td>4%</td><td>0%</td></tr>
<tr><td colspan="7"><i>Data Source: Elementary & Secondary Digital Binders – Clear Learning Targets and "I Can Statements"; Ohio Learning Standards; Webb's Depth of Knowledge</i></td></tr>
</table>

As noted in Exhibit 2.3.8:

- Five of six, or 83%, of the "I Can" statements were aligned to the content of the associated Ohio Learning Standard.

- Almost two-thirds (65%) of the "I Can" statements were at DOK Level 2, skill/concept; 31% were at DOK Level 1, recall/reproduction; and only one statement, or 4%, was at DOK Level 3, strategic thinking, indicating limited cognitive rigor in state standards.

- As with ELA and mathematics, no "I Can" statements were evaluated at the highest DOK Level 4, extended thinking.

Exhibit 2.3.9 shows the congruency of the "I Can" statements to the associated social studies standard and the DOK level for each standard and statement. "Yes" = the presence of content alignment of "I Can" statements to Ohio Learning Standard; "LS" = Ohio Learning Standard DOK level; "X" = "I Can" statement DOK level.

Exhibit 2.3.9

Congruency of "I Can" Statements with Social Studies Ohio Learning Standards
And Depth of Knowledge Levels
Grades/Courses 5, 8, and American History
Columbus City Schools
December 2019

Ohio Learning Standard	"I Can" Statements	Congruency				
		Content	Cognition – DOK Levels			
			1	2	3	4
Grade 5						
EC.14 Explain the present and future consequences of an economic decision	I can explain present consequences of an economic decision.	Yes		X		
	I can explain future consequences of an economic decision.			LS X		
	I can define scarcity.		X			
	I can explain economic costs.		X			
	I can explain economic benefits.		X			
	I can analyze economic costs and benefits of an economic decision.			X		
	I can justify an economic decision.				X	
GE.4 Use appropriate maps, globes and geographic tools to gather, process and report information about people, places and environments.	I can identify various land forms represented on maps and globes.	Yes	X			
	I can identify cardinal direction.		X			
	I can explain the basic properties of maps, globes, diagrams and aerial photographs.		X			
	I can explain the purpose for which the cartographer creates a map and how they decide which information to include in maps.			X		
	I can use the process of mental mapping to understand spatial relationships to locate places on maps.			X		
	I can draw conclusions about people, places, and environments using different features of a map.				X	
	I can use geographic tools to gather information about people places and environments.			X		
	I can use geographic tools to process information about…			X		
	I can use geographic tools to report information about…			LS X		

Exhibit 2.3.9 (continued)
Congruency of "I Can" Statements with Social Studies Ohio Learning Standards
And Depth of Knowledge Levels
Grades/Courses 5, 8, and American History
Columbus City Schools
December 2019

Ohio Learning Standard	"I Can" Statements	Congruency				
		Content	Cognition – DOK Levels			
			1	2	3	4
HI.1 Construct a multiple-tier timeline and analyze the relationships among events.	I can differentiate time span using years, decades and centuries.	Yes	X			
	I can explain relationships among events.			X		
	I can list events in historical order.		X			
	I can arrange events from a timeline in order.		X			
	I can create evenly spaced intervals.		X			
	I can write a title for a given time line.			X		
	I can construct a time line with two or more rows based on given information.			LS X		
Grade 8						
HI.2 Explain the economic and religious reasons for the exploration and colonization of North America by Europeans.	I can identify reasons for European exploration from primary sources.	Yes	X			
	I can define economic.		X			
	I can define religious.		X			
	I can identify the original inhabitants of North America.		X			
	I can explain economic reasons for the European exploration of North America.			X		
	I can give examples of goods found in North America that had a market in Europe.		X			
	I can explain religious reasons for European exploration of North America.			LS X		
GE.15 Analyze the ways in which historical events are shaped by geography using modern and historical maps and other geographical tools.	I can identify types of maps and geographic tools.	Yes	X			
	I can explain how maps and geographic tools show sectionalism, unification, or movement.			X		
	I can use maps and geographic tools to draw conclusions about how distribution of natural resources has influenced historical events.				X	
	I can use maps and geographic tools to draw conclusions about how location has influenced historical events.				LS X	
EC.24 Analyze how choices made by individuals, businesses and governments have both present and future consequences.	I can explain why economic choices are made.	Yes		X		
	I can identify the choices and consequences that business must weigh to make decisions.		X			
	I can identify the choices that governments must weigh to make decisions.		X			
	I can identify historical decisions made based on economic choices.		X			
	I can analyze a specific economic choice based on potential consequences.				LS X	

Exhibit 2.3.9 (continued)

Congruency of "I Can" Statements with Social Studies Ohio Learning Standards
And Depth of Knowledge Levels
Grades/Courses 5, 8, and American History
Columbus City Schools
December 2019

Ohio Learning Standard	"I Can" Statements	Congruency				
		Content	Cognition – DOK Levels			
			1	2	3	4
American History						
HI.5 Explain a grievance listed in the Declaration of Independence in terms of its relationship to Enlightenment ideas of natural rights and the social contract.	I can list grievances in the Declaration of Independence.	Yes	X			
	I can describe key ideas of the Enlightenment.		X			
	I can explain the concept of natural rights.		X			
	I can explain the concept of the social contract.		X			
	I can read and interpret information from the Declaration of Independence.			X		
	I can make connections between the Declaration of Independence and natural rights theory.			X		
	I can make connections between the Declaration of Independence and social contract theory.			LS X		
HI.16 Explain why and how the United States moved to a policy of isolationism following World War I.	I can define isolationism.	Yes	X			
	I can explain why the U.S. did not join the League of Nations.		X			
	I can give examples of actions taken by the U.S. to avoid another major war in the 1920s.		X			
	I can cite the terms of the Kellogg-Briand Pact.		X			
	I can describe ways the U.S. sought to limit its involvement in international affairs.		X			
	I can draw connections between World War I and post-war U.S. Isolationism.			LS X		
HI.32 Analyze how the American economy has been impacted by improved global communications international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries.	I can give examples of new technologies in global communication.	Yes	X			
	I can give examples of the growth of international business.		X			
	I can analyze the impact of improved global communication.				X	
	I can analyze the impact of transnational business organizations.				LS X	
	I can explain how overseas competition has challenged American producers and local communities.			X		
TOTAL – Content Alignment		9 of 9		100%		
Cognition – DOK Level			1	2	3	4
Number – "I Can"			30	20	7	0
Percentage – "I Can"			53%	35%	12%	0%
Number – Learning Standard			0	6/6	3/3	0
Percentage – Learning Standard				100%	100%	

Data Source: Elementary & Secondary Digital Binders – Clear Learning Targets and "I Can Statements;" Ohio Learning Standards; Webb's Depth of Knowledge

As noted in Exhibit 2.3.9:

- One hundred percent of the "I Can" statements were aligned for content to the associated Ohio Learning Standards for social studies.

- All "I Can" statements fell within DOK Levels 1-3, distributed at 53%, 35%, and 12%, respectively. No "I Can" statements were evaluated at the highest DOK Level 4, extended thinking, indicating limited cognitive demand in social studies standards.

- The cognitive requirements of the nine learning standards were DOK Levels 2-3 and were matched with 100% of the respective top cognitive level "I Can" statements.

As seen in Exhibits 2.3.6 through 2.3.9, the "I Can" statements were aligned 100% to the Ohio Learning Standards for content in all subjects except science (83%). Exhibit 2.3.10 shows a summary of the Depth of Knowledge levels for English language arts, mathematics, science, and social studies statements.

Exhibit 2.3.10

Summary of Congruency of "I Can" Statements and DOK Levels
English Language Arts, Mathematics, Science, and Social Studies – Grades 5, 8, 10
Columbus City Schools
December 2019
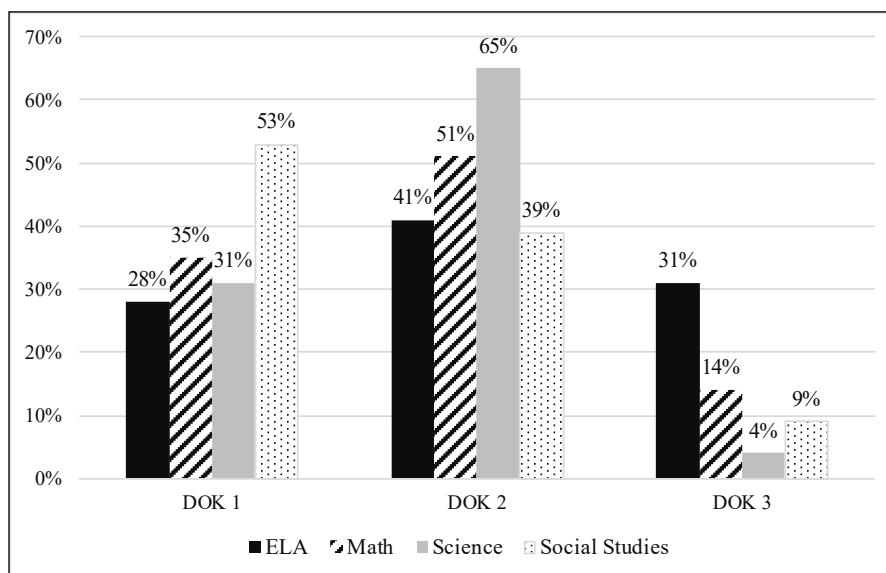
As noted in Exhibit 2.3.10, more "I Can" statements were at DOK Level 2, skill/concept, than at other levels for all subject areas except social studies. DOK Level 3, strategic thinking, had the least number of associated "I Can" statements.

The auditors found that the "I Can" statements, although aligned to the standards for content in most cases, were at the lower Depth of Knowledge levels, and they found no statements at the highest level of complexity, Level 4. Learning standards, however, were found to require a higher cognitive complexity with 59% of the 27 standards analyzed for ELA, mathematics, and social studies at DOK Level 3.

Summary

The auditors found that more than half of the ELA, mathematics, and social studies learning strategies selected for analysis were aligned for content and cognition with the identified standard. Only about one-third of the mathematics learning strategies were aligned for context. In addition, they found that most "I Can" statements were aligned with the stated standard. The cognitive demand, however, of most "I Can" statements selected for analysis in this finding were at the lower end of Webb's Depth of Knowledge framework, Levels 1 (recall/reproduction) and 2 (skill/concept), even though 59% of the associated learning standards were at a higher level of complexity, Level 3 (strategic thinking). The lack of state standards at DOK Level 4 in any of the four content areas analyzed reflects limited expectations and cognitive demand for student learning.

STANDARD 3: The School District Demonstrates Internal Consistency and Rational Equity in Its Program Development and Implementation.

A school system meeting this Curriculum Audit™ standard is able to show how its program has been created as the result of a systematic identification of deficiencies in the achievement and growth of its students compared to measurable standards of pupil learning.

In addition, a school system meeting this standard is able to demonstrate that it possesses a focused and coherent approach to defining curriculum and that, as a whole, it is more effective than the sum of its parts, i.e., any arbitrary combinations of programs or schools do not equate to the larger school system entity.

The purpose of having a school system is to obtain the educational and economic benefits of a coordinated and focused program for students, both to enhance learning, which is complex and multi-year in its dimensions, and to employ economies of scale where applicable.

What the Auditors Expected to Find in the Columbus City Schools:

The PDK-CMSi auditors expected to find a highly-developed, articulated, and coordinated curriculum in the school system that was effectively monitored by the administrative and supervisory staffs at the central and site levels. Common indicators are:

- Documents/sources that reveal internal connections at different levels in the system;

- Predictable consistency through a coherent rationale for content delineation within the curriculum;

- Equality of curriculum/course access and opportunity;

- Allocation of resource flow to areas of greatest need (Equity);

- A curriculum that is clearly explained to members of the teaching staff and building-level administrators and other supervisory personnel;

- Specific professional development programs to enhance curricular design and delivery;

- A curriculum that is monitored by central office and site supervisory personnel; and

- Teacher and administrator responsiveness to school board policies, currently and over time.

Overview of What the Auditors Found in the Columbus City Schools:

This section is an overview of the findings that follow in the area of Standard Three. Details follow within separate findings.

The audit team found that current instructional practices do not reflect the district's expectations. Teaching practices observed classroom visits revealed the most common teacher behavior was teacher-centered whole group instruction. The dominant level of student thinking was at the Depth of Knowledge level 1, and most student activities were limited to either whole group or individual student work, which provided little opportunity for language-rich environments. Although the auditors found evidence of instructional monitoring, the district has not established clear expectations, procedures, or a specific focus for monitoring curriculum delivery. Therefore, monitoring is not accomplishing its intended outcome of providing feedback for the improvement of instruction.

In order to determine the degree to which classroom resources and materials were aligned to the written curriculum, auditors reviewed student artifacts selected and provided by district personnel in the Columbus City Schools. Auditors found that 61% of the Columbus City Schools K-8 English language arts, mathematics, science, and social studies artifacts examined were calibrated at grade level. Twenty-two percent of all K-8 artifacts examined were content mismatches, meaning these artifacts did not correspond with the intent of the standard cited or no other standard at any grade level were a match. Sixty-nine percent of high school artifacts analyzed measured mastery of the identified standard. The majority of artifacts for all core content areas and grade levels analyzed generated lower order thinking skills. Most K-12 artifact contexts were of the least engaging type.

Although the district has developed goals and action steps as part of their improvement plan to eliminate achievement gaps for English learners and special education students, little if any resolution toward achievement parity for these students has been accomplished. Hispanic, African American, and male students, as well as those from families with limited financial means, were over-represented in data sets known to deter success (e.g., disciplinary actions, grade retention, absenteeism) and under-represented in those programs considered academically advantageous (e.g., gifted and talented). Not all students enjoyed equal access to programs and services, nor were they provided the appropriate resources necessary to be academically successful. An intentional, equitable allocation of human and financial resources that could promote an even learning trajectory has not been institutionalized.

Auditors found little direction for the delivery of instructional services to English learner (EL) students. Most of the documentation presented to auditors was compliance-based (e.g., *Ohio English Language Proficiency Assessment* [*OELPA*] requirements and documentation required by the state. The English as a second language (ESL) Department in the Columbus City Schools has committed substantial effort in developing an ESL handbook and an ESL plan; however, there is no specific mention of curriculum and how to provide it to teachers. The district does not have board policy nor administrative guidelines requiring services to students for whom English is a second language. Without board direction of programming, the result may be that decisions are made at the discretion of individuals and may not be consistent with district expectation. Consequently, the ESL program educational outcomes may not reflect the intent of the board.

Finding 3.1: Instructional practices do not reflect district expectations for rigorous and engaging instruction. Monitoring practices are inadequately defined and do not promote effective delivery of the written curriculum.

Quality classroom instruction is the key to a district's ability to positively influence student achievement. Engaging instructional strategies motivate students, encouraging them to think critically and solve problems, to increase their pursuit of high-level thinking skills, and to consistently progress in their academic maturity. Diversity in approaches to the delivery of the curriculum and the wide use of research-based instructional strategies, active student engagement, and varied cognitive types promote increased student achievement for all students, regardless of ethnicity or socioeconomic status. It is the responsibility of district and school leaders to establish and communicate the desired classroom practices for quality instruction and then monitor that instruction for effective implementation. Effective school systems communicate explicit expectations for instructional practices and develop the skills of both teaching and administrative staff in using and identifying effective classroom activities that are proven to engage students in learning. Principals, assistant principals, instructional coaches, and district curriculum personnel typically monitor the use of expected teaching practices and classroom activities in curriculum delivery and translate the observed findings into professional development and school improvement efforts (see also <u>Finding 5.1</u>).

This finding focuses on two critical elements that affect student learning: 1) classroom instructional practices observed during the auditors' brief classroom visits to 61 campuses across the district and 2) district expectations and practices related to instructional monitoring.

To determine district expectations for classroom instructional practices and curriculum monitoring, the auditors examined board policies, job descriptions, district and school improvement plans, and related documents posted on the district web site for public viewing. The auditors also conducted interviews with board members, district administrators, school administrators, and teachers to gather information about the nature of expected teaching practices to be used in all classrooms and the monitoring practices and processes in place to ensure alignment of the written and taught curriculum. Additional feedback was collected through surveys of classroom teachers, school administrators, and parents.

Overall, the auditors observed that current instructional practices do not reflect the district's expectations. Teaching practices observed during site visits revealed the most common teacher behavior was teacher-centered whole group instruction. The dominant level of student thinking was at the Depth of Knowledge Level 1 and most student activities were limited to either whole group or individual student work, which provided little opportunity for language rich environments. Although the auditors found evidence of instructional monitoring, the district has not established clear expectations, procedures, or a specific focus for monitoring curriculum

delivery. Therefore, monitoring is not accomplishing the intended outcome of providing feedback for the improvement of instruction.

As indicated in Finding 1.1, the auditors found no board policies or administrative guidelines that express the board or administration's philosophy regarding a specific instructional approach. The auditors found no board policies nor administrative guidelines that require teachers to deliver the district's adopted curriculum or a required annual report to the board regarding the status of curriculum delivery.

Student presenting her story to classmates using the Elmo projector at Forest Park Elementary

Auditors also examined job descriptions supporting curriculum and instruction to determine the extent to which clear expectations with respect to instructional practices or the monitoring of the delivery of instruction were communicated. Few job descriptions at the district level included any expectations for supporting instruction or monitoring instructional delivery. Two such job descriptions were found:

- Area Superintendent: Supports and supervises the establishment and sustainability of high performing instructional programs that ensure learning for all by emphasizing, monitoring, and supporting:

  ○ collaborative processes for developing, implementing, and promoting a shared vision, mission, and instructional program focused on quality teaching and learning for all;

  ○ systematic practices for ensuring implementation of explicit and rigorous curriculum standards in all aspects of the instructional program; and

  ○ collaborative processes for engaging instructional staff in implementation of evidence-based, innovative practices that support effective teaching, learning, and assessment for all."

- Director, Elementary Curriculum: "Provides consulting to school-based administrators and curriculum developers in the development of teaching & learning strategies that improve the quality of curriculum & instruction within Columbus City Schools."

At the school level, one job description was provided that included expectations for supporting instruction:

- Assistant Principal: "Assists in overseeing the successful delivery of academic instruction ensuring learning experiences consistent with the mission statement and instructional goals of the building and district. In addition, duties include aiding and guidance to staff who are engaged in student instruction and promoting improvement of curriculum and instruction within the building."

Overall, job descriptions lack specificity in district expectations for instructional delivery as well as district expectations for monitoring the delivery of curriculum in the classroom.

District Expected Instructional Practices

Since instructional practices are loosely held (determined by campus personnel with direction from the board and district leadership), the audit has no bias toward specific instructional strategies beyond what is effective in promoting mastery of the curriculum by all students. Therefore, the intention of this section is to provide a snapshot in time of observed teaching strategies during the classroom visits and to compare observations to the district's expressed expectations for instruction. (Note: The date and approximate time of the auditors' classroom visits were provided to campus principals in advance.)

While reviewing district documents, auditors found expectations for classroom instructional practices in numerous documents located on the district website for public view or provided to auditors prior to and during the site visit. Exhibit 3.1.1 provides a list of district expectations for instructional practices and the documents in which the auditors found them.

Exhibit 3.1.1

District Instructional Expectations and Sources
Columbus City Schools
December 2019

Document	Expectation
CCS Common Instructional Framework	• Opportunities for students to read, write, understand, interpret, and discuss multiple grade-level complex texts across content areas • Integrate blended learning strategies to personalize learning • Personalize use of digital tools in the classroom. • Differentiate instruction • Develop and implement further reading intervention plans for every student struggling to master reading in grades K-3 • State standard drives the lesson: instruction and activities align to the clearly posted/displayed, articulated, and assessed state standard to be mastered • Teacher clearly identifies and articulates the intended learning, measurable goals, and success criteria • Assessments and activities align with the vocabulary and rigor of state standards • Teacher incorporates varied instructional materials including the integration of technology • Using multiple media such as text, physical manipulatives, video, audio, text to speech and assistive technologies • Mastery oriented feedback that emphasizes effort and improvement • Student choices in how they demonstrate knowledge and monitor student progress in multiple methods such as assessment checklists, rubrics, annotated student work, exit tickets, and using questions • Addresses, teaches, and supports the development of students' collaboration skills
CCS Intermediate Literacy Block	• Language and Word Study • Reading Workshop • Writing Workshop • Mini Lessons • Assess students' reading levels • Interactive read-alouds • Individual conferences • Anchor charts • Response journal • Guided reading groups • Writing projects

Document	Expectation
CCS Primary Literacy Block	• Language and Word Study • Reading Workshop • Writing Workshop • Mini Lessons • Assess students' reading levels • Reading centers • Writing centers • Interactive read-alouds • Shared reading and writing • Individual conferences • Anchor charts • Reader's notebook • Guided reading groups
Curriculum Map Grade 6	• "Read, write, and discuss every day." • Writing workshop • Response writing (quick summary, graphic organizer, blog, chart, journal)
Guidebook for Teaching High School Social Studies	• History Alive strategies (visual discovery, skill-builder, experiential exercise, writing for understanding) • Concept maps • Column notes • History Frame • Problem-solution chart • Summarizing • RAFT • Inquiry • Four Reads • Structured Academic Controversy • Test prep (focus on learning targets, go beyond the cognitive rigor required for state tests, maximize student engagement by using games, learning stations, interactives, simulations, artistic/creative representations, limit lecturing and textbook reading) • Differentiate based on student needs • Technology-enhanced question
Guidebook for Teaching Middle School Social Studies	• History Alive strategies (visual discovery, skill-builder, experiential exercise, writing for understanding) • Concept maps • Column notes • History Frame • Problem-solution chart • Summarizing • RAFT • Inquiry • Four Reads • Structured Academic Controversy
Language and Word Study Document	• Interactive Read Aloud every day • Community writing • Shared reading • Phonics • Word study • Readers' theater • Mini Lessons

Document	Expectation
Literacy Collaborative K-8 Framework	• Three blocks: Language and word study, reading workshop, writing workshop • Interactive read aloud • Interactive writing • Interactive vocabulary • Interactive editing • Poetry sharing/response • Test reading and writing • Choral reading • Word study/spelling • Handwriting • Storytelling • Guided reading • Guided writing • Independent reading • Literature study • Independent writing
Reading Workshop Document	• Small group instruction • Independent Literacy Workstations • Independent reading – teacher selected and self-selected, students reading for extended periods • Literature study • Book Club • Comprehension strategies • Mini Lessons • Book talk
School Improvement Plans (random sample of 15 plans)	• Combine graphical presentations that illustrate key processes and concepts with verbal • Descriptions of those processes and concepts in order to facilitate student learning • Ask thought provoking questions • Explicit Vocabulary Instruction • 5 Step Writing Process • Use Close Reading strategies • Reading complex texts • Research-based Blended Learning instructional strategies • Engage in meaningful and purposeful tasks in collaboration with others • Increase DOK 2 and DOK 3 lessons and assessments • Writing across the curriculum • ICE strategies (Introduce, Cite, Explain) • Common Instructional Framework (collaborative group, literacy groups, questioning, scaffolding, writing to learn) • Learning intentions, I Can statements, Learning objectives • Use graphic organizers across content • Summarizing and note taking • Small group instruction • Classroom discussion and intentional talk • Conference and feedback • Teacher clarity-teachers and students have clear learning targets and objectives • Respond to text-dependent questions • Increase comprehension through multiple exposures to non-fiction reading across all contents (Science, Social Studies, Mathematics and Unified Arts) • Differentiation – specific focus on AIR assessment preparation

Document	Expectation
	Exhibit 3.1.1 (continued) **District Instructional Expectations and Sources** **Columbus City Schools** **December 2019**
School Improvement Plans (random sample of 15 plans) (continued)	• Literacy Collaborative components • Flexible grouping • Identify/Share Exemplary Student Work Samples
Snapshot of a Successful Secondary English Language Arts Classroom	• Integrate reading, writing, listening, speaking, language, and vocabulary in every unit • Reading complex texts • Reading lexile-leveled informational articles & novels • Reading primary and secondary documents • Close reading • Analysis of complex text • Composing and answering text-dependent questions • Citing text when answering questions orally and in writing • Writing routinely over extended and short time frames • Research projects • Summarizing and synthesizing • Comparing and contrasting • Sourcing and contextualizing • Integrating and evaluating • Clear learning targets • Reading daily/writing weekly • Reading and writing workshop • Literature circles • Socratic seminar • Writer's seminar • Close reading strategies • Interactive notebooks and graphic organizers • Carousels and stations • Student-led discussions/scored discussions • Making speeches • Making presentations
Snapshot of a Successful Secondary Social Studies Classroom	• Grade-level appropriate maps • Student-friendly learning targets • Social studies vocabulary word wall • Desks arranged in clusters for group work or semicircle for discussion • Review games and activities • Technology tools and activities • Reading and discussing current events articles, content-rich nonfiction • Analyzing primary sources, maps, tables, vocabulary, nonfiction text, multiple perspectives, cause and effect • Writing and creating extended constructed responses, evidence-based arguments and essays, research papers and projects, technology/multimedia presentations • Working in cooperative groups on project-based learning and to solve problems or historical inquiries

Exhibit 3.1.1 (continued)
District Instructional Expectations and Sources
Columbus City Schools
December 2019

Document	Expectation
Strategies that Engage Minds Classroom Look Fors	• Student engagement • Students are challenged and enthusiastic • Blend of individual, team, and large group work • Teams and large groups are collaborative (communicating) • Students using technology: personal devices and/or school devices to do research and create products • Students share and present their ideas to the class • Multiple forms of assessments and feedback • Students demonstrate learning in a variety of ways • Students working with relevant, real world situations • Evidence of project-based learning
Ten Principles for Teaching English Language Arts	• Make close reading of text central to lesson • Provide scaffolding that does not preempt or replace text • Ask text-dependent questions • Research and writing • Opportunities for students to share ideas, evidence, and research • Systematic instruction in vocabulary • Explicit instruction in grammar and conventions
Writer's Workshop Document	• Mini lesson • Independent writing • Conferring • Sharing

As shown in <u>Exhibit 3.1.1</u>, the district has communicated numerous expectations regarding desired instructional strategies and classroom activities through various documents and sources. District expectations clearly reflect:

- Student-centered learning;

- Rigorous instruction;

- Research-based instructional strategies;

- Differentiated instruction;

- Culturally responsive instruction (see <u>Finding 3.4</u>); and

- Technology use (see <u>Finding 5.1</u>).

If teachers are to implement instructional practices aligned with district expectations, they must first be aware of those expectations. The auditors queried teachers regarding their understanding of district expectations through the online teacher survey. Their responses are illustrated in <u>Exhibit 3.1.2</u>.

Exhibit 3.1.2

Teacher Awareness of District Expectations for Classroom Instruction
Columbus City Schools
December 2019
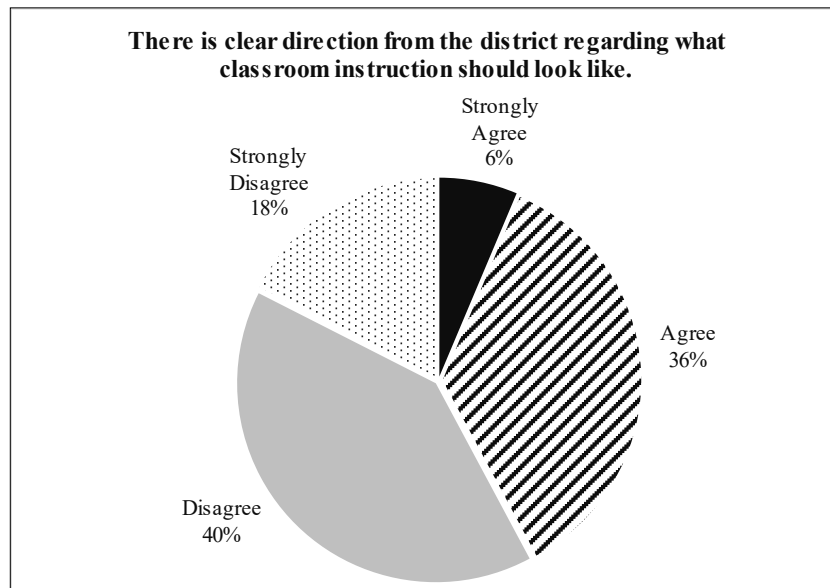
Data Source: Online Teacher Survey

As indicated in Exhibit 3.1.2:

- Less than half (42%) of the teachers who responded to this question either *Agreed* (36%) or *Strongly Agreed* (6%) that the district expectations regarding classroom instruction were communicated with clear direction.

- Most teachers who responded (58%) either *Disagreed* (40%) or *Strongly Disagreed* (18%) indicating a lack of clear direction from the district regarding expectations for classroom instruction.

Teachers also responded to the survey question with written comments. Typical comments regarding clear district expectations for instruction included:

- "Expectations are mixed on what a classroom should look like."

- "If there is a model encouraged by the district for teachers to use, I have never seen it or heard of it."

- "There is no clear model for delivering instruction to our students, which makes it difficult when so many students move often."

- "The direction from the district may seem clear but there are so many interpretations that we are not on the same page for instruction."

- "Across the district, schools have different frameworks for classroom instruction. Individual schools have set different guidelines for what instruction should look like, or how the day should be structured."

- "Even within my own building, we have made a big change in our structure of how lessons should be delivered- and I do not know what the district expectation(s) is and how our building fits into that framework."

- "This is where inconsistency comes into play. Expectations are not clearly communicated nor followed through."

District administrator interviews also yielded comments regarding instructional expectations:

- "Defining effective instruction is the biggest challenge this year."

- "We don't have a strong, articulated common instructional framework."

Expected Instructional Practices and Classroom Observations

To complete their analysis of curriculum delivery and determine the level of alignment between the district's expectations for instructional delivery and current instructional practices, the auditors conducted brief classroom observations to determine the general teaching and learning practices used to deliver the curriculum in the district across content areas and grade levels. The auditors visited 836 classrooms at 61 of the district's schools. A standardized observation form was used to collect data on the predominant student and teacher activities at the time of the classroom visits, proportion of students engaged or compliant, cognitive depth of knowledge levels, differentiation, effective instructional strategies, effective culturally responsive strategies, and technology use. Culturally responsive strategies are exhibited in Finding 3.4, and technology use is exhibited in Finding 5.1. This finding will detail the observations related to the district expectations of student-centered learning, rigorous instruction, research-based instructional strategies, and differentiated instruction.

Analysis of these data is not intended to be evaluative, but to reflect what was observed and compare the observations with the district expectations for expected instructional practices presented in Exhibit 3.1.1. The validity of the auditors' observations and analysis assumes that what they observed in classrooms was representative of "typical" instruction on a day-to-day basis.

District Expectation: Student-Centered Learning

Auditors observed teachers' articulation of learning targets and objectives, levels of student engagement, and predominant teacher and student groupings and activities to determine alignment between district expectations and classroom observations. In the exhibits to follow, the data provide information relevant to the percentage of time students are engaged in student-centered learning opportunities and activities.

Learning Targets/Objectives

Well-defined and articulated learning targets/objectives aligned to state standards provide students with a clear purpose on which to focus their learning efforts. The content of learning targets/objectives are the "what" students should be learning. Language objectives reflect learning targets that provide students with opportunities to read, write, speak, and listen to enhance their language acquisition and growth. Exhibit 3.1.3 displays the data collected in classroom observations regarding the percentage of classrooms where content or language objectives were stated or posted.

Exhibit 3.1.3

Intended Objective Stated or Posted
Columbus City Schools
December 2019
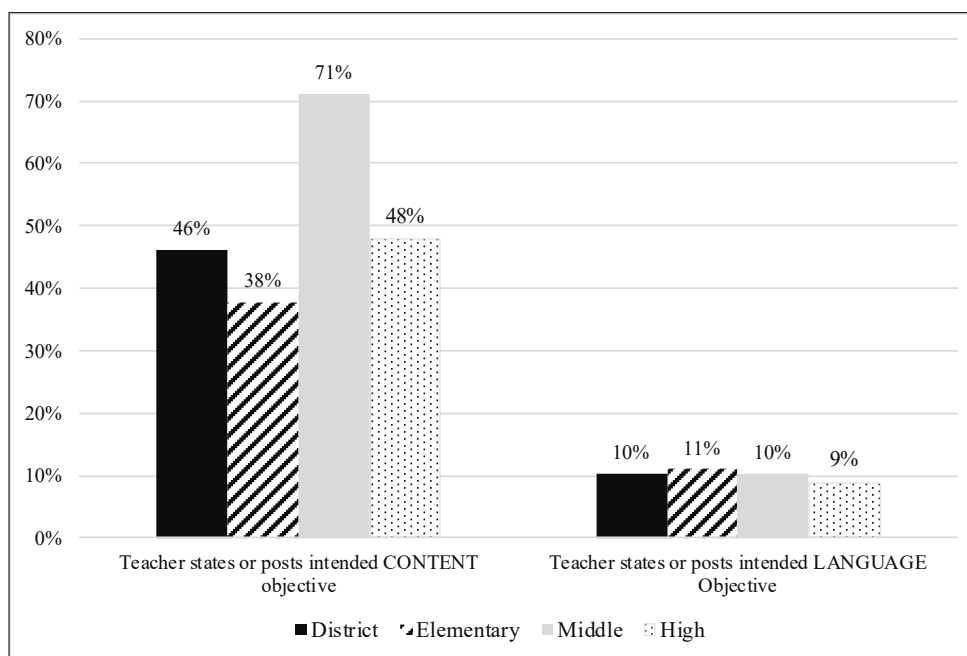
Data Source: Classroom Observation Data

As displayed in Exhibit 3.1.3:

- Content objectives were posted more often than language objectives.

- Content objectives were posted most often in middle school classrooms (71%).

- Content objectives were posted least often in elementary classrooms (38%).

- Overall, content objectives were observed in 46% of district classrooms, and language objectives were observed in 10% of district classrooms.

During interviews, administrators also expressed comments regarding the use of objectives and learning targets:

- "Teachers are not teaching the standards." (District Administrator)

- "We don't know what we are teaching. What are we teaching them and how do we know they are learning?" (District Administrator)

- "Lesson plans? I challenge you to find any consistent lesson plans – much less those referencing state standards." (District Administrator)

- "Our campus focus is teacher/student clarity; knowing what they are learning and why." (School Administrator)

Student Engagement

The auditors looked for engaged learning environments throughout the school during classroom observations. To determine the level of student engagement, auditors used the descriptions for levels of engagement within the learning environment as displayed in Exhibit 3.1.4.

Exhibit 3.1.4

Descriptions of Levels of Student Engagement
Columbus City Schools
December 2019

Level of Student Engagement	Descriptions
Academically Engaged	Students are actively involved in the learning process. They are having conversations about learning with others, answering questions, using hands-on learning resources, working cooperatively in groups, etc.
Compliant	Students are attentive and following directions, however, they are passively involved in learning. Their behavior is good; however, they are more likely to be listening to lecture, watching a video, etc.
Not Oriented to Work	Students are not disruptive, but they are not focused on a learning activity.
Disruptive	Students are behaving inappropriately and may be reprimanded for their actions. Students are behaving inappropriately, and the behavior is not addressed by the teacher.

Auditors' observations of student engagement are recorded in Exhibit 3.1.5.

Exhibit 3.1.5

Student Engagement Observed in Classrooms
Columbus City Schools
December 2019
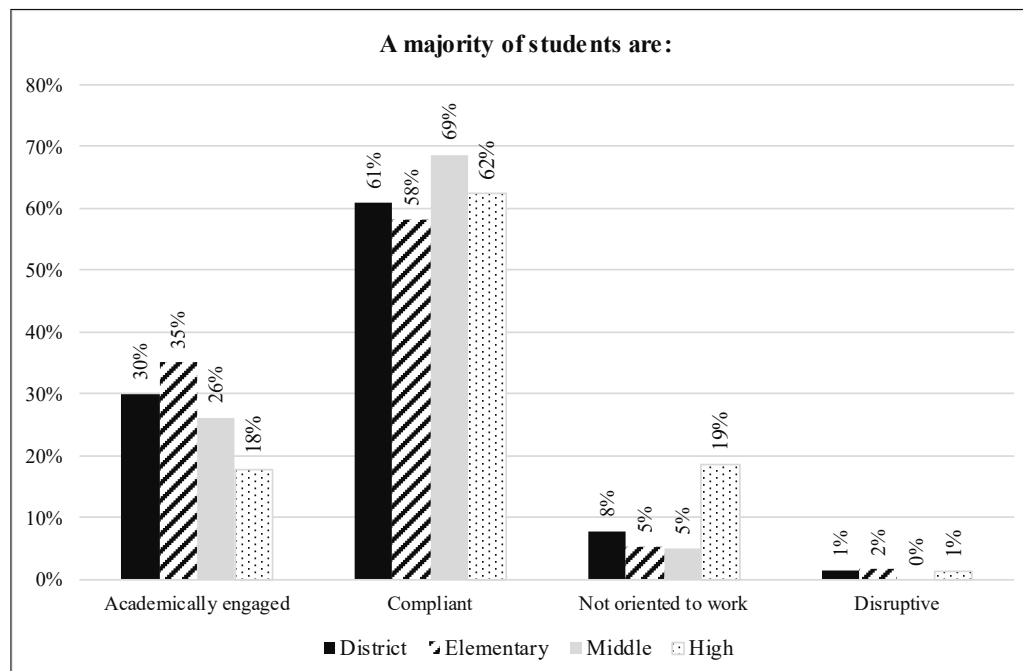
Data Source: Classroom Observation Data

As indicated in Exhibit 3.1.5:

- In 61% of the classrooms visited, most of the students were *Compliant*.

- The highest percentage of classrooms observed where students were *Academically engaged* was at the elementary level (35%).

- Students were *Not oriented to work* most often in classrooms at the high school level (19%).

- Students were rarely *Disruptive* (in 2% or less classrooms).

It should be noted that, although auditors saw disruptive students in only 2% of classrooms, on the teacher survey, discipline was listed most often as one of the primary concerns and areas in need of improvement. Interviews also revealed some comments regarding student engagement:

- "You'll see some very engaged students, some chaos, a lack of routine and procedures, and a lack of engagement." (School administrator)

- "We may have a kid that's difficult to get going, for most part they are paying attention and engaged in the lesson." (School Administrator)

- "Chronic absenteeism—the reason they're not in class is because they aren't engaged in their learning." (District Administrator)

As part of each classroom visit, auditors recorded the predominant student group arrangements observed. District expectations (see Exhibit 3.1.1) include small group instruction, literacy centers, and flexible grouping. Exhibit 3.1.6 identifies and defines student group arrangements observed by auditors during the brief classroom visits.

Exhibit 3.1.6

Audit Criteria for Student Group Arrangements
Columbus City Schools
December 2019

Dominant Student Arrangement/Grouping	Description
Large Group	Refers to students involved as a whole class in a common activity.
Small Group	Refers to students working with a group that is less than approximately one-third of the total number of students in the classroom.
Pair Work	Refers to students working together as partners.
Individual Work	Refers to students working at their desks individually.
Centers (Elementary)	Refers to students working individually or in small groups independently at centers while the teacher is working with a small group. Examples include writing centers, math centers, technology-assisted centers, or reading centers.

The student group arrangements observed by the audit team were categorized in accordance with the definitions above.

Exhibit 3.1.7 displays the results of the predominant student group arrangements observed during classroom visits.

Exhibit 3.1.7

Predominant Student Arrangement
Columbus City Schools
December 2019
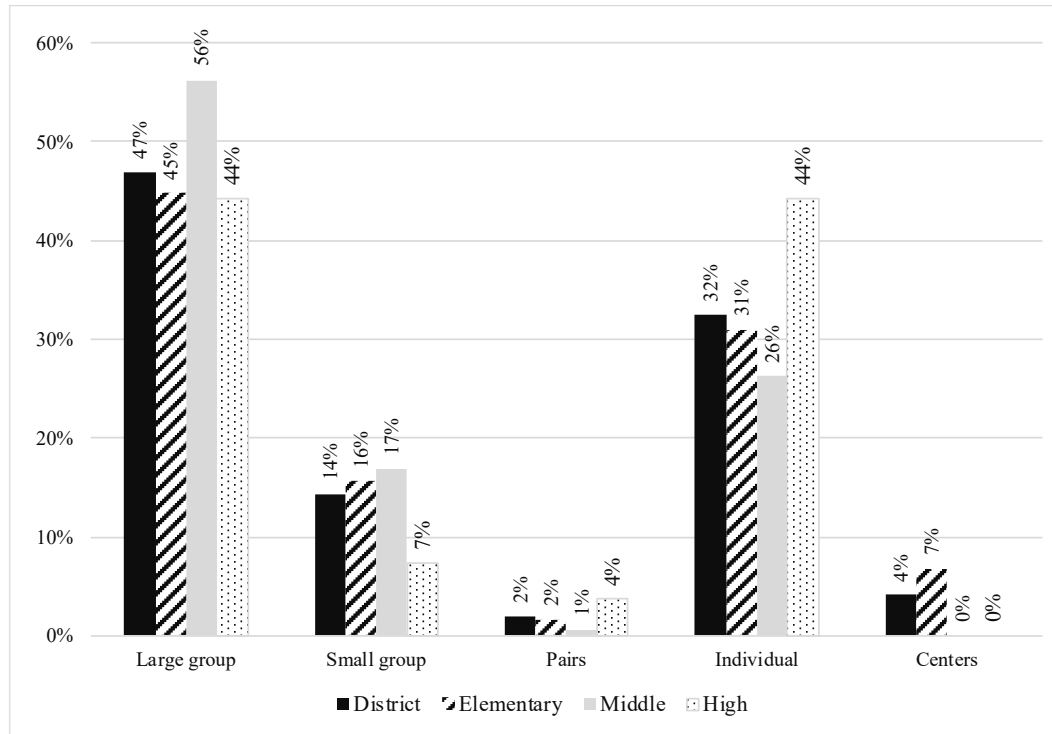
Data Source: Classroom Observation Data

As seen in Exhibit 3.1.7:

- The most predominant student arrangement district-wide was *Large group* (47%), with the highest percentage of *Large group* arrangements seen at the middle school level (56%).

- The least observed student arrangement was *Pairs* at all levels.

- *Centers* were observed in 7% of elementary classrooms visited.

- At the high school level, *Large groups* and *Individual* work arrangements were seen equally in 44% of classrooms.

<u>Exhibit 3.1.8</u> lists and defines the teacher activity classifications used during classroom observations.

Exhibit 3.1.8

Audit Criteria for Teacher Activity Classification
Columbus City Schools
December 2019

Dominant Teacher Activity	Description
Large Group Direct Instruction: Teacher-Centered	Teacher is presenting a lesson or engaging with students on same concept/task in a whole group format with little student interaction.
Large Group Direct Instruction: Student-Centered	Teacher is serving as facilitator with students actively engaged in discussion, asking/answering high-level questions.
Teaching a small group/pair	Teacher is engaged in direct instruction with a small group while other students are completing a different task, such as stations, peer tutoring, etc.
Individual Instruction	Teacher intervenes with individual student to reteach, clarify, redirect.
Monitoring	Teacher is observing and visible, but not interacting with students.
Assisting Students	Teacher is interacting with one or more students through guiding questions, modeling or clarifying information.
Giving Directions	Teacher is providing instructions or directions to students regarding how to complete a task (not content driven).
Not Engaged with Students	Teacher is disengaged from students, sitting at desk, taking attendance, on phone, etc.

The teacher activities observed by the audit team were categorized in accordance with the definitions above. Exhibit 3.1.9 displays the results of the predominant teacher activities observed during classroom visits.

Exhibit 3.1.9

Predominant Teacher Activity Observed During Classroom Visits
Columbus City Schools
December 2019
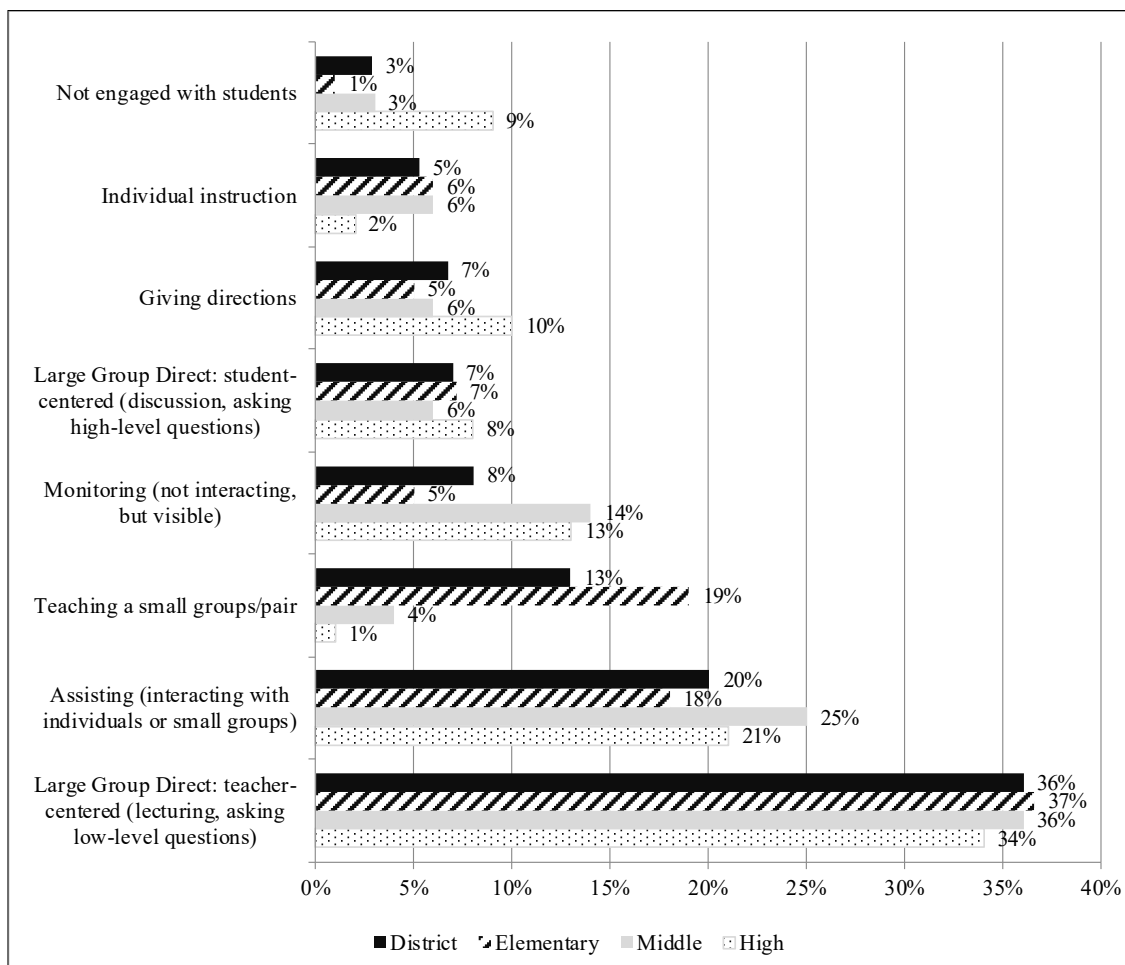
Data Source: Classroom Observation Data

As indicated in Exhibit 3.1.9:

- Auditors observed *Large group, teacher-centered* instruction in the largest percentage (36%) of the district classrooms visited.

- *Teaching a small group or pair* was observed in 13% of the classrooms, with the smallest percentage occurring at the high school level (1%) and the largest percentage occurring at the elementary level (19%).

- *Individual instruction* was observed in 6% of the elementary and middle classrooms and in 2% of high school classrooms.

- *Student centered learning in large group settings* was observed in 7% of the classrooms visited.

- Teachers were observed *Giving directions* or *Not engaged with students* more at the high school level than at the middle or elementary levels.

In addition to student arrangements and teacher activities, auditors also documented observed activities that students were involved in while visiting classrooms. Exhibit 3.1.10 displays the predominant student activities observed by auditors.

Exhibit 3.1.10

Student Activities Observed During Classroom Observations
Columbus City Schools
December 2019

Speaking
- District: 2%
- Elementary: 3%
- Middle: 0%
- High: 2%

Project: high level (open-ended)
- District: 2%
- Elementary: 1%
- Middle: 4%
- High: 3%

Watching video
- District: 2%
- Elementary: 2%
- Middle: 2%
- High: 4%

Transition
- District: 3%
- Elementary: 4%
- Middle: 1%
- High: 2%

Playing academic game
- District: 4%
- Elementary: 5%
- Middle: 1%
- High: 1%

Small group collaborative work
- District: 4%
- Elementary: 5%
- Middle: 2%
- High: 6%

Reading: individual choice (differentiated)
- District: 4%
- Elementary: 6%
- Middle: 3%
- High: 1%

Worksheet: high level (open-ended)
- District: 5%
- Elementary: 5%
- Middle: 6%
- High: 4%

Warm-up/review
- District: 5%
- Elementary: 3%
- Middle: 10%
- High: 6%

Working with manipulatives or models
- District: 6%
- Elementary: 8%
- Middle: 1%
- High: 3%

Writing: high level (open ended)
- District: 6%
- Elementary: 7%
- Middle: 8%
- High: 4%

Writing: low level
- District: 7%
- Elementary: 8%
- Middle: 6%
- High: 5%

Reading: all same text
- District: 7%
- Elementary: 7%
- Middle: 6%
- High: 6%

Lab/hands-on activity
- District: 9%
- Elementary: 10%
- Middle: 6%
- High: 8%

Practice activity (problems algorithms)
- District: 10%
- Elementary: 10%
- Middle: 15%
- High: 9%

Listening (actively engaged)
- District: 11%
- Elementary: 14%
- Middle: 4%
- High: 9%

Computer work
- District: 12%
- Elementary: 13%
- Middle: 13%
- High: 6%

Listening (passive)
- District: 15%
- Elementary: 15%
- Middle: 16%
- High: 17%

Worksheet: low level
- District: 18%
- Elementary: 17%
- Middle: 19%
- High: 20%

■ District ▨ Elementary ▦ Middle ▢ High

Data Source: Classroom Observation Data (Note that more than one activity may have been observed during any classroom observation.)

As indicated in Exhibit 3.1.10:

- At the district level, the highest percentage of student activity observed was completing a *Low-level worksheet* (18%). That activity was observed most at the high school level (20%), followed by middle school at 19% and elementary at 17%.

- Auditors observed students *Listening to the teacher passively* in 15% of the district classrooms.

- Students were observed in *Small group collaborative work* in 4% of the classrooms visited across the district.

- Opportunities for *Speaking* (i.e., discussing with a partner, group discussions, presentations, etc.) were observed in 2% of the classrooms.

- Students were engaged in *Reading all the same text* in 7% and *Reading individual choice* books in 4% of the classrooms.

- Students were observed more often at the elementary level *Working with manipulatives* (8%) and *Hands-on activities* (10%) than at the middle or high school levels.

- Elementary students were more *Actively engaged when listening* (14%) than middle (4%) or high school students (9%), while high school students were *Listening passively* in more classrooms (17%) than at the other levels.

Although the district has clear expectations for student-centered learning, observations showed that whole group, teacher-centered instruction was observed more frequently during classroom visits. Students were in whole group or individual arrangements and listening passively or completing worksheets in more classrooms than those where students were actively engaged. If the teacher and student classroom observation data are representative of classroom instruction, students are more likely to be engaged in whole group, teacher-centered instruction versus student-centered learning activities. The district expectation for student-centered learning as the predominant classroom activity was not met.

District Expectation: Rigorous Instruction

The Columbus City Schools documents in Exhibit 3.1.1 indicate an expectation that "Assessments and activities align with the vocabulary and rigor of state standards," a goal to "increase DOK 2 and DOK 3 lessons and assessments," and to "go beyond the cognitive rigor required for state tests." To determine the level of rigorous instruction, the auditors collected classroom observation data on Depth of Knowledge dimensions that reflect rigor. Exhibit 3.1.11 displays the descriptions the auditors used to categorize the levels of cognition in classrooms at the time of the auditors' visits.

Exhibit 3.1.11

Depth of Knowledge Cognitive Levels
Used in Auditors' Analysis of Cognition During Classroom Observations
Columbus City Schools
December 2019

DOK-1: Recall and Reproduction: Tasks require recall of facts or rote application of simple procedures (copying, computing, defining, and recognizing).
DOK-2: Skills and Concepts: A student must make some decisions about his or her approach. Tasks require more than one mental step (comparing, organizing, summarizing, predicting, and estimating).
DOK-3: Strategic Thinking: Students must use planning and evidence, and thinking is more abstract. A task has multiple valid responses, where students must justify their choices (solving non-routine problems, designing an experiment, or analyzing characteristics of a genre).
DOK-4: Extended Thinking: Requires the most complex cognitive effort. Students synthesize information from multiple sources, often over an extended period, or transfer knowledge from one domain to solve problems in another (designing a survey and interpreting the results, analyzing multiple texts to extract themes, original writing, problem-based learning).

The cognitive levels observed by the audit team were categorized in accordance with the definitions above. Exhibit 3.1.12 displays the results of the level of cognition auditors observed during classroom visits.

Exhibit 3.1.12

Depth of Knowledge Cognition Types Observed in Classrooms
Columbus City Schools
December 2019
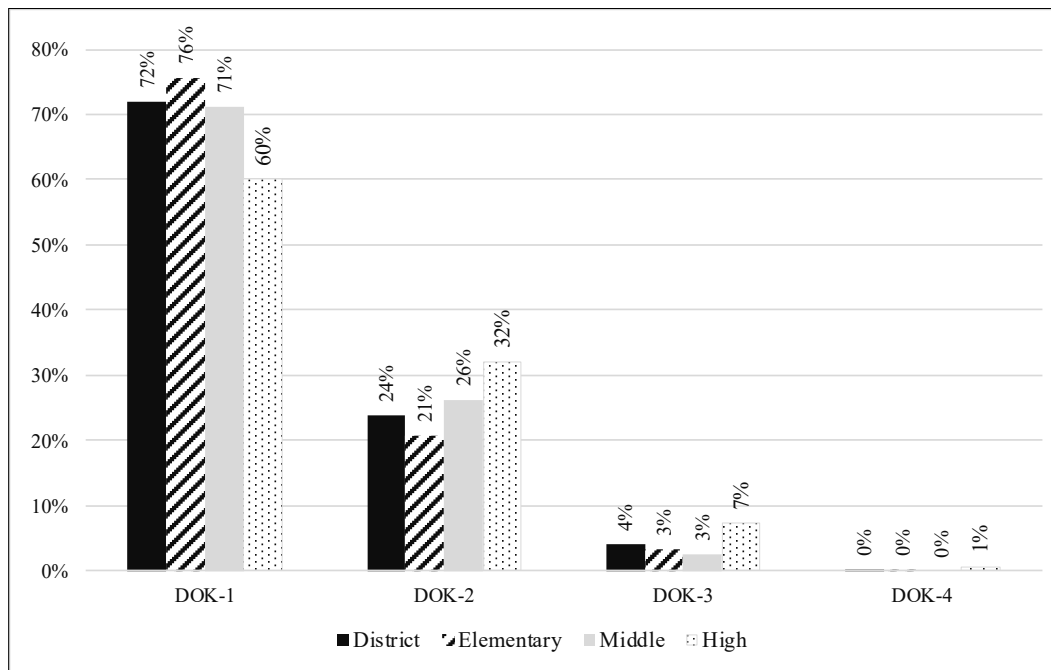
Data Source: Classroom Observation Data

As indicated in Exhibit 3.1.12:

- Most classrooms across the district reflected the lowest level, *DOK-1,* (72%) during auditors' visits.

- *DOK Level 1* was observed most often at the elementary level (76%), followed by middle (71%) and high (60%).

- Twenty-eight percent of classrooms across the district were engaged in *DOK Levels 2* and *3* activities, with the greatest percentage of both levels in high school classrooms (39%), followed by middle (29%) and elementary (24%).

- There were no students observed in activities at the highest level of *DOK-4*, except in one high school classroom (1%).

Auditors also collected interview and survey comments regarding rigorous instruction:

- "Academic rigor is one area that needs to be improved." (Teacher)

- "School has low expectations in terms of general academic outcomes from students." (Teacher)

- "[We need to improve] reaching the gifted students, preparing students for college expectations in a classroom, teaching on grade level for all students, higher expectation of ALL students." (Teacher)

- "I haven't gone in one classroom where I have seen grade level work yet." (District Administrator)

- "A lot of districts are ahead of us in STEM [Science, technology, engineering, math]." (District Administrator)

- "We have a K-12 feeder pattern that is designated as a STEM group—but it is no secret we aren't functioning as STEM." (District Administrator)

If the teacher and student classroom observation data are representative of classroom instruction during a typical day of learning, students are more likely to be engaged in low level cognitive activities at the Depth of Knowledge Level 1. The district expectation for rigorous instruction was not met. This observation is corroborated by the student artifact analysis provided in Finding 3.2.

District Expectation: Research-Based Instructional Strategies

Effective instructional strategies are critical to improving student achievement and attaining district expectations. When a variety of strategies are used regularly, then it is more likely that the learning needs of a diverse student population will be met. Auditors found district expectations for the use of research-based instructional strategies in documents displayed in Exhibit 3.1.1.

The auditors collected data on effective research-based instructional strategies shown in Exhibit 3.1.13:

Exhibit 3.1.13

**Research-Based Instructional Strategies Observed by Auditors
During Classroom Visits
Columbus City Schools
December 2019**
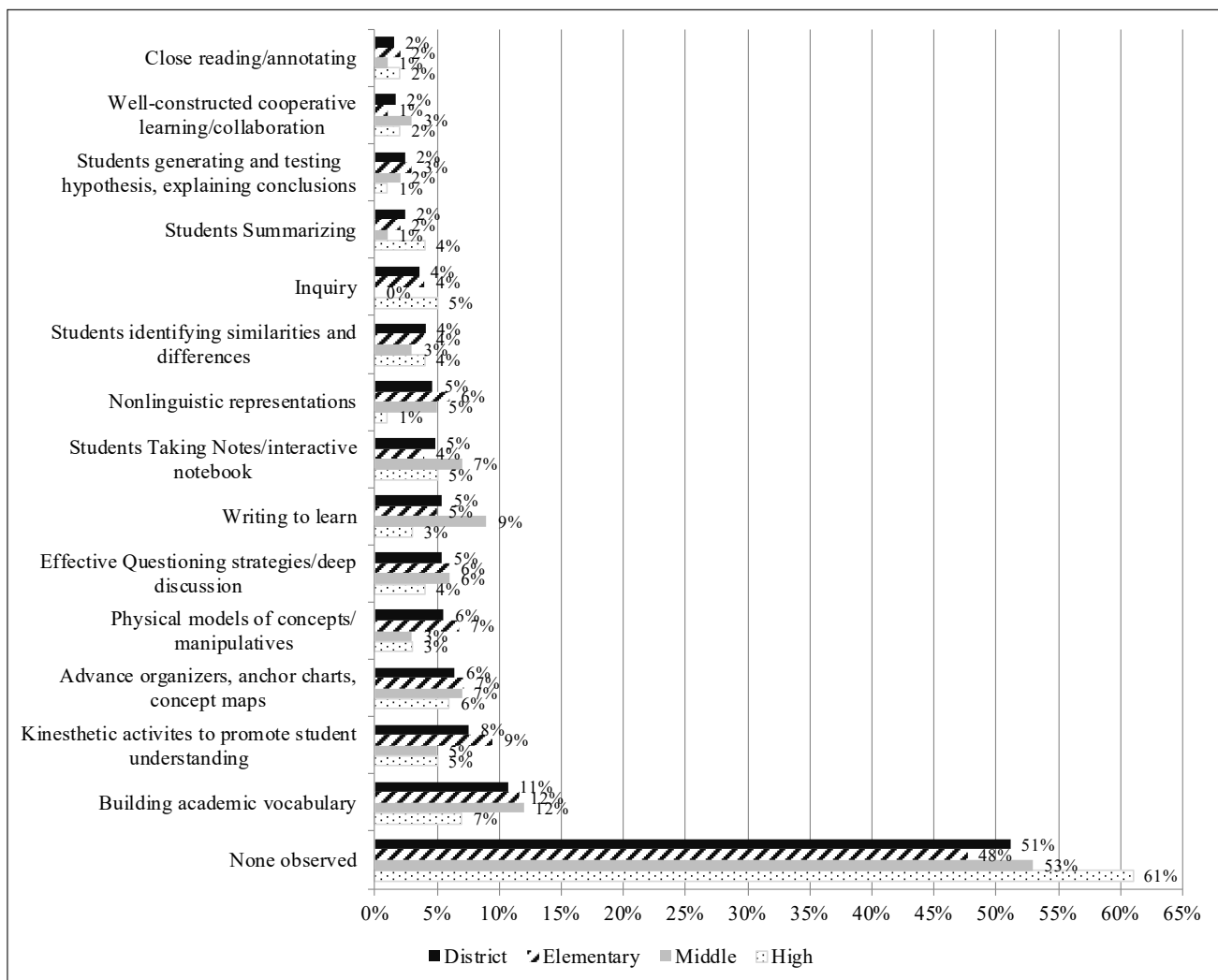
As shown in Exhibit 3.1.13:

- Research-based instructional strategies listed were each observed in less than 12% of classrooms visited across the district, although collectively, at least one strategy was observed in 49% of district classrooms.

- The most frequent instructional strategies observed by auditors were *Building academic vocabulary* (11%) and using *Kinesthetic activities* (8%).

- No research-based instructional strategies listed were observed in 61% of high school classrooms, 53% of middle school classrooms, and 48% of elementary classrooms visited.

Interview comments revealed that, although research-based instructional strategies were referenced in district documents (see <u>Exhibit 3.1.1</u>), implementation of those strategies is not happening effectively in classrooms. Some typical comments were:

- "Implementation is a weak area here." (District Administrator)

- "I don't believe it [curriculum] is a knowledge gap, I believe it [curriculum] is an implementation gap." (District Administrator)

- "Whether guided reading is done depends on the teacher's skill level." (School Administrator)

- "I haven't seen guided reading; they haven't been able to institutionalize that." (District Administrator)

- "The documents online are not used. Those are aspirational." (District Administrator)

- "They don't have lesson plans and teachers don't write lesson plans; they fly by the edge of their seat." (School Administrator)

- "This district has, for a long time, failed to implement new ideas, strategies, curriculum, etc. with fidelity." (Teacher)

- Some would say it [literacy collaborative] wasn't implemented with fidelity." (District Administrator)

If the classroom observation data are representative of classroom instruction during a typical day of learning, students are not consistently engaged in active learning using effective research-based instructional strategies. The district expectation for the consistent implementation of research-based instructional strategies during teaching and learning was not met.

Westmoor 8th graders seeing how much power it takes to burn different types of light

District Expectation: Differentiated Instruction

The district expectation for differentiation can also be found in Exhibit 3.1.1. Differentiation of instruction can be observed in the content students are learning, the products students are creating to demonstrate their learning, and in the processes by which they do their work.

Exhibit 3.1.14 provides information on what auditors observed during classroom visits regarding differentiated instruction. The auditors determined whether any differentiation of Content, Product, or Process was evident.

Exhibit 3.1.14

Evidence of Differentiation in Content, Product and Process
Observed During Classroom Visits
Columbus City Schools
December 2019
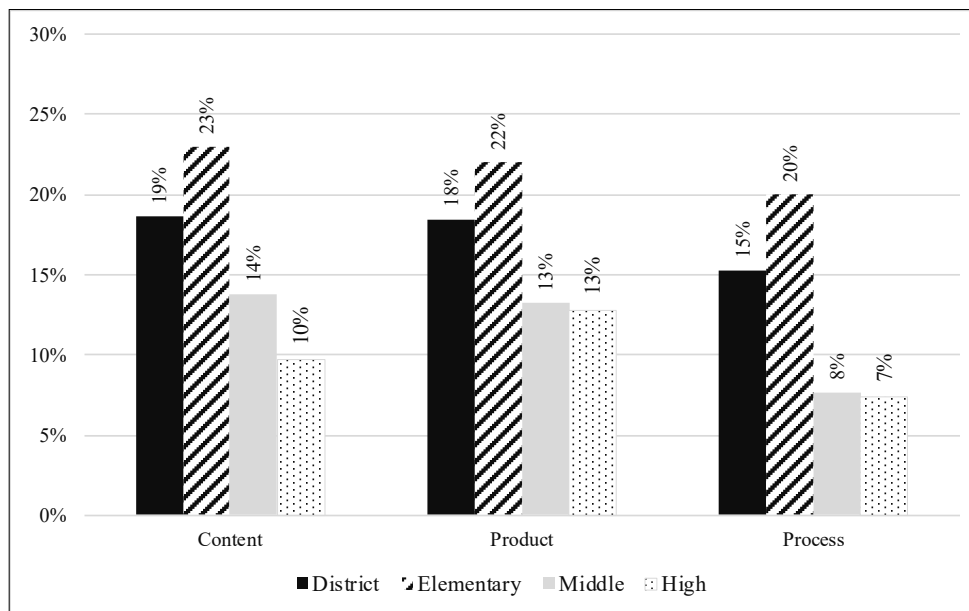
Data Source: Classroom Observation Data

As noted in Exhibit 3.1.14:

- Differentiation of *Content* was evident in 19%, of *Product* in 18%, and of *Process* in 15% of the classrooms visited by the auditors.

- The highest percentage of differentiation was found in *Content* at the elementary level (23%).

- The least percentage of differentiation was found in *Process* at the high school level (7%).

- Elementary classrooms had the most evidence of differentiation in all three areas.

- High school classrooms had the least evidence of differentiation in all three areas.

- Elementary and middle school classrooms had more differentiation of *Content* than they did of *Product* or *Process*, while high school classrooms had more differentiation of *Product* than *Content* or *Process*.

In addition to classroom observations, the district administered an online survey to all classroom teachers in the Columbus City Schools to determine their use and knowledge of differentiated learning activities. Their responses (approximately 654) are shown in Exhibit 3.1.15.

Exhibit 3.1.15

Instructional Differentiation
Teachers' Levels of Knowledge and Need
Columbus City Schools
December 2019
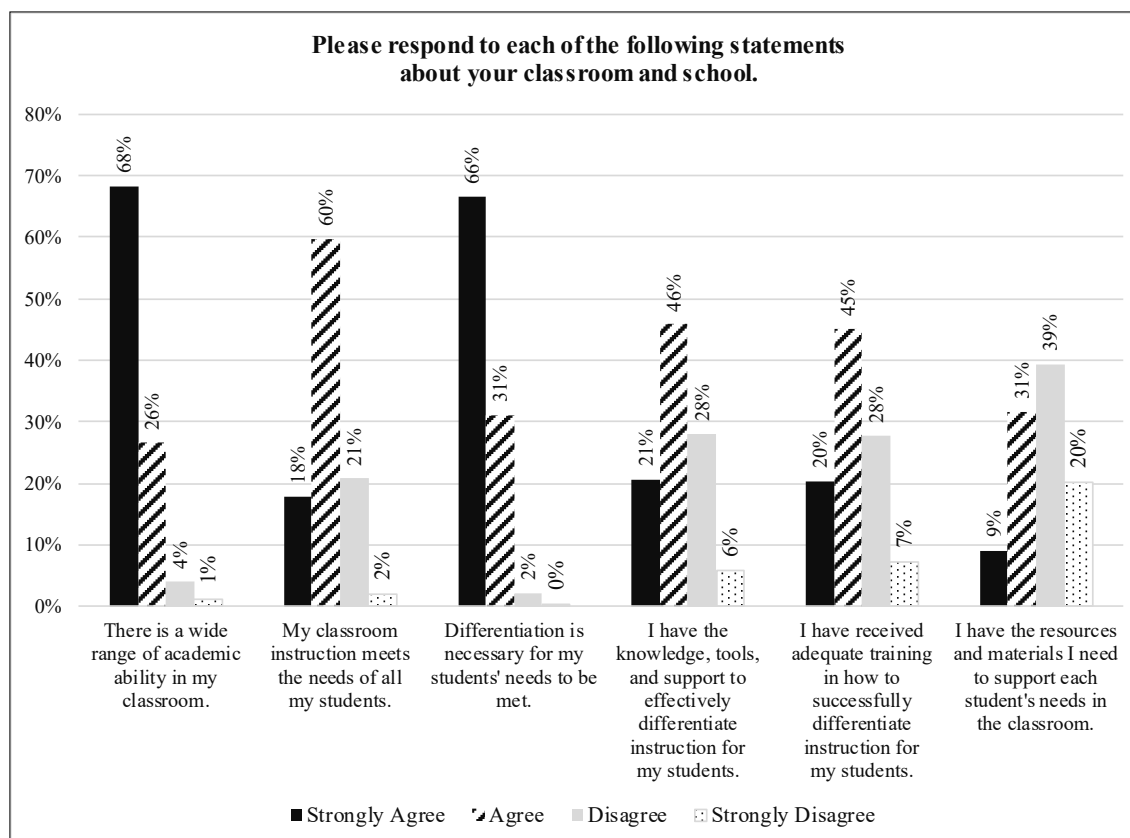
As indicated in Exhibit 3.1.15:

- Ninety-four percent of the 654 teachers responding to the survey question strongly agree or agree that they have a wide range of academic ability in their classroom.

- Seventy-eight percent of the teachers who responded to the survey strongly agree or agree that their instruction meets the needs of all students, and 97% strongly agree or agree that differentiation is necessary for their students' needs to be met.

- Only 9% of the teachers strongly agree, and 31% agree that they have the resources and materials needed to support each student's needs in the classroom. Fifty-nine percent disagree that they have the materials and resources needed.

- Only 21% of the teachers strongly agree that they have the knowledge needed to effectively differentiate instruction.

Administrators were also surveyed regarding the degree to which teachers in their building are effective at differentiating instruction. Results are displayed in Exhibit 3.1.16:

Exhibit 3.1.16

School Administrators' Rating
Degree of Effective Differentiation by Teachers
Columbus City Schools
December 2019

Teachers in my building are effective at differentiating instruction.

Strongly Disagree 6%
Strongly Agree 5%
Agree 43%
Disagree 46%
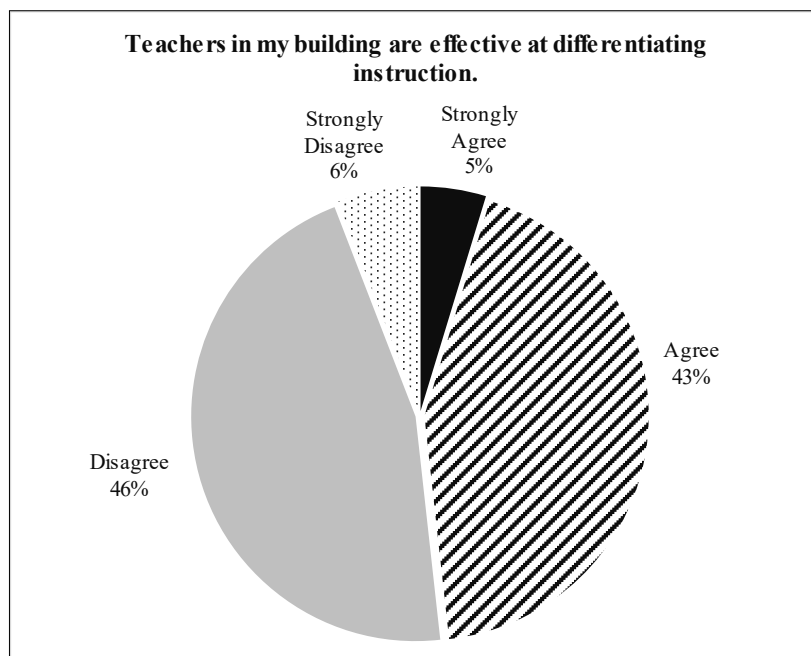
As displayed in Exhibit 3.1.16, more school administrators *Disagreed* or *Strongly Disagreed* (52%) than *Agreed* or *Strongly Agreed* (49%) that teachers are effective at differentiating instruction, even though differentiation is a district expectation (see Exhibit 3.1.1).

Although a majority of the classroom teachers who responded to the survey either strongly agree or agree that their classroom instruction meets the needs of all students, that differentiation is necessary for students, and that they have the knowledge needed to effectively differentiate instruction, a majority disagreed that they have the materials and resources needed to differentiate. School administrators were mixed in their rating of how effective teachers are at differentiating instruction. Auditors observed differentiation of instruction either by content, product, or process in less than 20% of classrooms overall during the classroom visits.

Interview and survey comments also reflected district staff members' views about differentiation:

- "Effective instructional practices come down to how do we differentiate based on student data." (School Administrator)

- Assessment data is the basis for differentiation, but teachers are just learning to do that." (School Administrator)

- "In order to differentiate effectively for my classroom, I need to look outside of the resources provided from the district to find effective strategies and materials." (Teacher)

- "We have far too many students in the classrooms to do right by differentiation." (Teacher)

- "I have the ability to differentiate instruction. However, I don't have the resources." (Teacher)

If the teacher and student classroom observation data are representative of the level of differentiated instruction during a typical day of learning, the use of instructional differentiation by content, product, or process is not

being effectively implemented or included in lesson delivery. The district expectation for differentiated instruction was not met, a conclusion supported in the artifact analysis provided in Finding 3.2.

Overall, auditors found that the district's expected instructional practices that incorporate student-centered learning, rigorous instruction, research-based instructional strategies, and differentiated instruction did not match what the auditors observed while visiting campuses and classrooms. If the teacher and student classroom observation data are representative of a typical day of teaching and learning in the Columbus City Schools, effective instructional practices expected by the district are not being utilized or implemented consistently.

Monitoring

Schools succeeding in improvement of student learning and achievement not only have a quality written curriculum that aligns with the intended external resources and student assessments (see Finding 2.2), but they also have systemic measures in place for monitoring the delivery of this curriculum. To ensure effective delivery of a high-quality curriculum, how well that delivery is aligned to state standards, and that teaching is being differentiated to meet individual student needs, instruction must be monitored on a consistent basis throughout the district. As instructional leaders, school administrators are the first line of accountability and support for the effective and aligned delivery of curriculum. To monitor instruction, administrators need a clearly defined curriculum aligned to state standards at the appropriate depth and complexity and a specific instructional model as a guide. Administrators should monitor according to these tools. Monitoring and oversight of curriculum implementation assists schools in ensuring consistency and congruence to support students' equal access to intended learning.

Monitoring is more than observing interactions and daily activities of teachers and students during classroom visits. It involves multiple practices that work together to support students' academic growth. Lesson planning should be monitored to ensure linkage to curriculum guides at the appropriate instructional levels and alignment to the district's curriculum for the subject and grade level taught. Instruction should be monitored to verify that the appropriate objectives are being taught, and that research-based instructional strategies and aligned formative assessments are being used to purposefully guide instruction and improve student achievement. Resources should be calibrated to ensure content is on level and students are cognitively engaged in learning that promotes critical and higher-level application of knowledge, utilizing a variety of delivery modes designed to differentiate instruction for diverse learners.

In order to determine expectations for monitoring the district's curriculum and delivery of instruction, auditors examined board policies, essential job duties, and walk-through forms provided by various school administrators. As indicated, in Finding 1.1, Exhibit 1.1.5, Criteria 3.4, existing board policies do not adequately address monitoring of curriculum delivery.

Although auditors did not find a comprehensive plan for monitoring, elements for direction of monitoring were found. Although monitoring is occurring to some degree throughout the district, expectations for the "what, why, who, how, and when" of monitoring are undefined, inconsistent, and lack enough clarity to achieve the intended outcome of monitoring—improved curriculum delivery—and to establish accountability.

The "What, Why, Who, How, and When" of Monitoring

The "What"

Monitoring the delivery of curriculum can represent a multitude of components and, therefore, is often defined differently in school districts. Answering the two related questions, "What represents monitoring in this school district?" and "What are we going to monitor (e.g., objective written on board, socratic questioning, use of emerging technology)" is a key beginning in establishing and institutionalizing a monitoring system that accomplishes its intent—improved instruction. Clearly defining monitoring and the required components within the district context establishes clarity and direction and sets the stage for expectations and accountability.

The second part of the "what" is what will be monitored. Auditors did find a list of instructional strategies on the district website (see Exhibit 3.1.1) but could find no indication of a plan to monitor these strategies. The auditors were given 20 different monitoring forms (see *"The How")* and found that although each form represented the focus of the corresponding campus, the contents of the monitoring forms clearly indicate a wide variety of what is being monitored.

On the open-ended survey administered to school administrators, responses varied regarding what they hope to see when they visit classrooms. Examples of typical responses are:

- "Student engagement and alignment to the standards."

- "Small groups, differentiation, quality instruction."

- "Alignment to school-wide goals."

- "Student engagement, teacher delivery, focus for learning."

Except for "student engagement," the comments above clearly indicate a wide variety of look-fors in the monitoring process, which indicates no specific guidelines exist at the district level. The lack of the specific "what" has resulted in a fragmented, unfocused approach to monitoring.

The "Why"

Auditors were unable to find specific details that addressed the "why" (rationale/purpose) of instructional monitoring formally defined in board policy, administrative guidelines, or other district documents. AG 2210A CURRICULUM DEVELOPMENT specifies that monitoring is done to determine how teachers are "using courses of study," and PO 2120 SCHOOL IMPROVEMENT indicates that monitoring is used for changing instructional practice as a step in the instructional process. However, the auditors were unable to determine the district leadership's expectations and desired process for "closing the loop" of monitoring—providing feedback to teachers for the improvement of instruction, providing professional development in areas of need, and monitoring to assess completion of the cycle. Almost all conversations with district and school administrators related to monitoring were focused on the frequency ("when") and process ("how"). In the online survey, teachers were asked to report the quality of feedback from classroom walk-throughs by district and school administrators. Results are provided in Exhibit 3.1.17.

Exhibit 3.1.17

Post-Monitoring Feedback to Classroom Teachers
Columbus City Schools
December 2019

Please indicate the usefulness of the feedback that observers in your classroom provide you after informally observed lessons.

	Principal	Assistant Principal	Content Coordinator	District Administrator
No feedback given	17%	24%	59%	73%
Feedback is always useful	49%	44%	17%	10%
Feedback is somewhat useful	23%	22%	11%	4%
Feedback is not useful	11%	9%	12%	13%
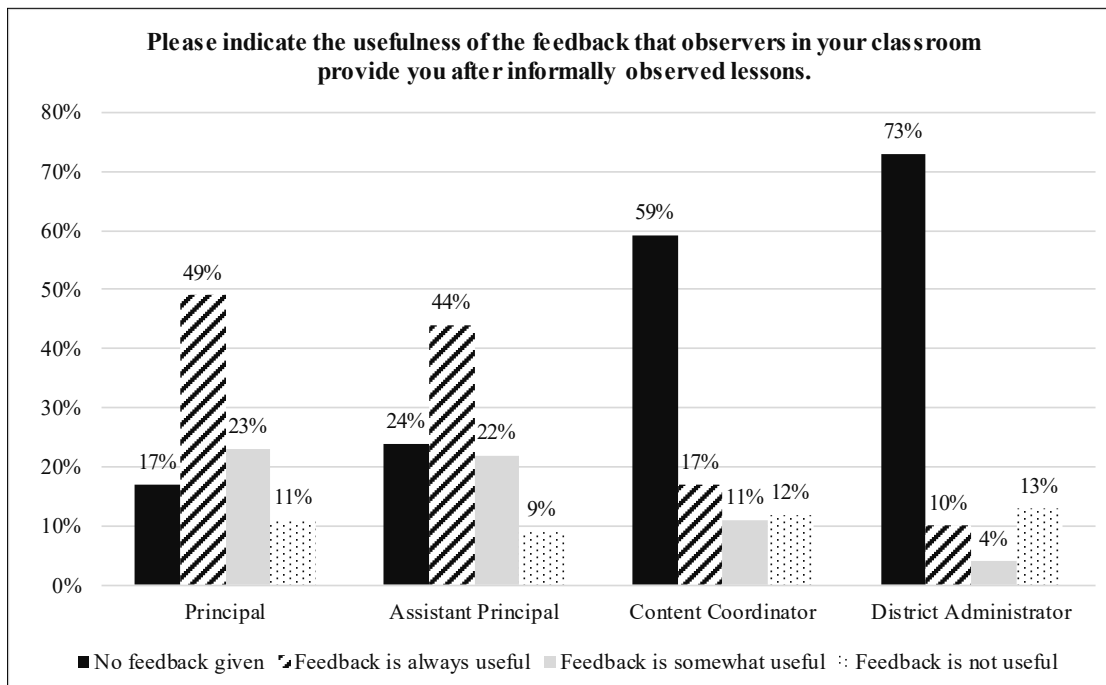
Data Source: Online Teacher Survey

As illustrated in Exhibit 3.1.17:

- Most teacher respondents reported that neither district administrators nor content coordinators provide feedback.

- Nearly half of the teachers reported that feedback from principals and assistant principals is always useful. Another fourth reported that feedback from these school administrators is somewhat useful.

The mixed findings from this survey question support the auditors' conclusion that the purpose for the monitoring process in the Columbus City Schools is inconsistently defined and followed.

The "Who"

Auditors were unable to find the "who" of instructional monitoring formally defined in policy, administrative guidelines, or other district documents. However, in PO 2120 and AG 2210A, partial reference is made to building principals developing and implementing a plan to monitor the delivery of the curriculum on a weekly basis. There was no mention, however, in policy or administrative guidelines, that central office curricular staff members assist in this process to ensure adequate delivery of the district curriculum. Building principals did report they conduct instructional walk-throughs when time is available, and it was reported by one campus administrator that the "BLT (Building Leadership Team) also does walk-throughs." The auditors were not provided with a job description for campus principals (see Finding 1.2), so they were unable to determine whether instructional monitoring is listed as one of their job responsibilities; however, auditors were able to find a job posting for an assistant principal that did indicate monitoring is part of the essential duties of this position. Specifically, this job posting includes, "assist the principal to oversee the delivery of academic instruction."

Even though the auditors found little formal direction regarding the "who" of monitoring, they determined that principals, assistant principals, and Building Leadership Teams (BLTs) periodically monitor instruction through classroom walkthroughs. The auditors found little evidence that district-level personnel monitor instruction on a regular basis.

On the open-ended survey administered to teachers, responses varied regarding who they think should offer monitoring feedback. Examples of responses are:

- "I never see anyone from the district in my classroom, so how will they know what is needed?"

- "Administrators and supervisors, at all levels, need to spend more time on a daily basis inside the classrooms, where instruction is happening in order to be in touch with the needs of population the district serves."

These comments support the result found in Exhibit 3.1.17, that teachers rarely receive useful feedback from Content Coordinators (59%) and District Administrators (73%).

The "When"

Auditors were unable to clearly find the "when" of instructional monitoring formally defined in policy, administrative guidelines, or other district documents, although some guidance is vaguely offered in PO 2120 and AG 2210A that instructs building principals to develop and implement a plan to monitor the delivery of the district curriculum on a weekly basis. Auditors reviewed the Ohio Teacher Evaluation System (OTES) found on the district website and determined that it requires an observation cycle of at least thirty minutes (along with a subsequent conference) by March 31st; however, the focus of this observation is more evaluative in nature, rather than formative.

Using the online survey, auditors asked classroom teachers about the frequency of administrator visits to classrooms. The results are displayed in Exhibit 3.1.18.

Exhibit 3.1.18

Frequency of Classroom Visits by School Administrators
As Reported by Classroom Teachers
Columbus City Schools
December 2019
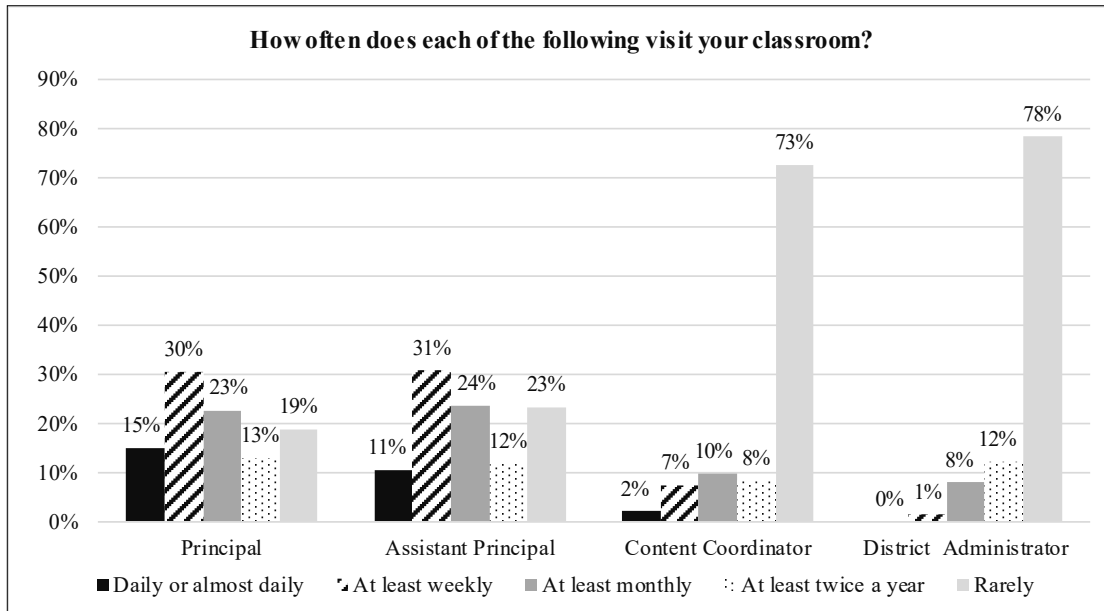
Data Source: Online Teacher Survey

As illustrated in Exhibit 3.1.18:

- Approximately 30% of teachers reported that principals and assistant principals, respectively, visit their classrooms on a *Weekly* basis.

- Approximately 23% of teachers reported principals visit their classrooms on a *Monthly* basis, while 24% reported that their assistant principals do so.

- Over 70% of teachers reported that content coordinators *Rarely* visit their classrooms, while an even larger number (78%) reported that district administrators *Rarely* do so.

Using the online survey, auditors also asked school administrators about the frequency of their visits to classrooms. The results are displayed in Exhibit 3.1.19.

Exhibit 3.1.19

Frequency of Classroom Visits by School Administrators
As Reported by School Administrators
Columbus City Schools
December 2019
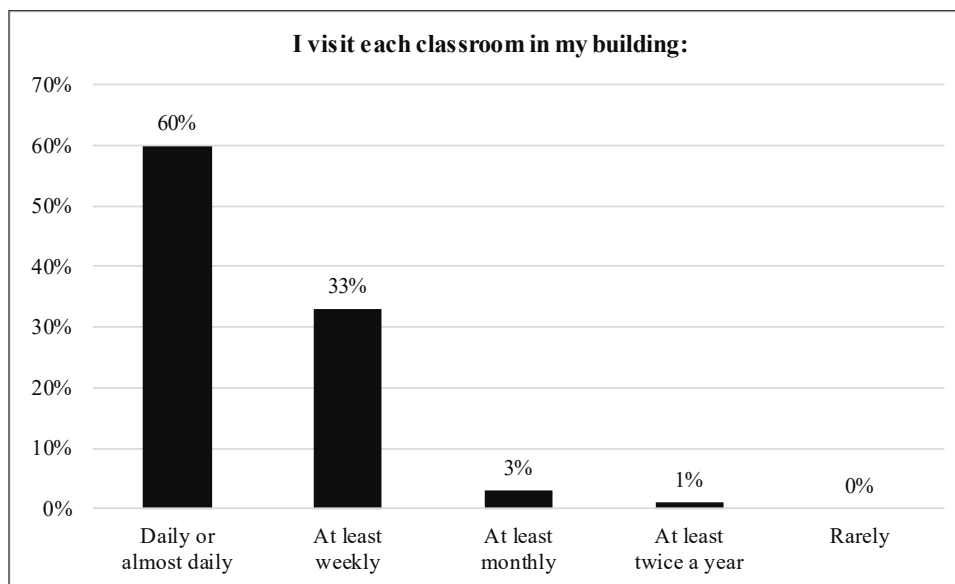
Data Source: Online School Administrator Survey

As illustrated in Exhibit 3.1.19:

- A majority (60%) of school administrators reported they visit each classroom in their building *Daily*, while 33% reported they visit on a *Weekly* basis. When these two categories are combined, 93% of school administrators reported they visit classrooms at least *Once per week*, a contradiction to what the teachers reported in Exhibit 3.1.18.

- Only 1% of school administrators reported visiting classrooms as rarely as *Twice each year*, while none reported they *Rarely* visited classrooms.

During interviews and campus visits, administrators expressed concern about not having adequate time to visit classrooms as much as they would like. Several school administrators expressed a desire to visit classrooms more often, but said other, more urgent things usually compete for their time. The following representative comments indicate the sporadic nature of instructional monitoring:

- "This is great you being here today…I've been in more classrooms today than I have all year." (School Administrator)

- "We do teacher rounds quarterly and look at the data trends. We look for the focus strategies we named in our campus plan." (School Administrator)

Auditors also reviewed a random sample of ten School Improvement Plans and found indication of plans related to "when" instructional monitoring by campuses principals, instructional coaches, and leadership team members takes place:

- Classroom Rounds/observations/walkthroughs to observe instructional practices and look for evidence of clear learning targets aligned to State Standards, student engagement, and student mastery (daily/ weekly);

- English department monitoring of implemented instructional strategies (weekly);

- Administrator classroom visits (weekly);

- Administrative walkthroughs using Gifted Look Fors as a monitoring tool (daily);

- OTES Observations and Walkthroughs (monitor consistent implementation of teacher clarity initiative and differentiation strategies for diverse learning groups at least one time per week);

- Principal walkthroughs (throughout the school year);

- Building Leadership Team walks (3 times);

- Monitoring of community writing using the Literacy Collaborative look fors (2 times quarterly);

- Walkthroughs with critical feedback (daily); and

- Lesson Delivery Observation check-in (bi-weekly).

Although the reviewed plans appear to lay out timeframes of when cycles of monitoring occur, the variations in these plans support what auditors were able to conclude: the monitoring process is fragmented, unfocused, and appears to have no comprehensive district plan of when monitoring across campuses takes place.

The "How"

Auditors were unable to find the "how" of instructional monitoring formally defined or described in policy, administrative regulations, or other district documents. Comments from building and district administrators indicated that walk-throughs are the most common method of monitoring instruction. Although the auditors heard different opinions regarding the protocol(s) to be used in classroom walk-throughs, auditors concluded the district does not have a specific protocol for how to systematically record these walk-through observations. Auditors collected over twenty checklists and forms from school administrators across elementary, middle, and high school campuses. These forms varied in not only what administrators look for in their instructional monitoring, but also how these data are collected. Further rationale for the auditors' conclusion is based on school administrators' responses to an online survey question, as reported in Exhibit 3.1.20.

Exhibit 3.1.20

School Administrators' Use of a Walk-through Protocol
Columbus City Schools
December 2019
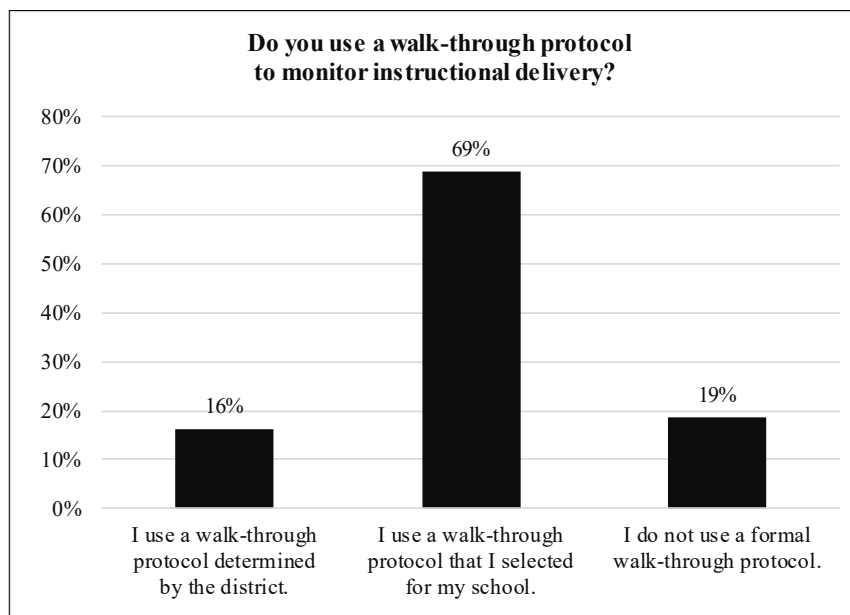
Data Source: Online School Administrator Survey
Note: Percentages total 104% because two administrators checked use of district and their own protocols.

As illustrated in <u>Exhibit 3.1.20</u>, school administrators reported inconsistent and fragmented practices regarding the use of walk-through protocols, with 69% reporting they use a formal walk-through protocol they designed for their respective campus. Although 16% reported they use a walk-through protocol determined by the district, auditors found no evidence that any formal district protocol exists.

The following comments made during interviews regarding the monitoring process support the rationale for the auditors' conclusion:

- "I send out a memo about one particular thing I'm looking for, like classroom management or one of the instructional strategies named in our improvement plan. I do daily walkthroughs, and feedback is mostly oral." (School Administrator)

- "When we do instructional rounds, we have look fors, but we don't have a form." (School Administrator)

- "The union doesn't allow walkthrough forms so I just write a narrative after I observe a teacher." (School Administrator)

Although the auditors found evidence of instructional monitoring in the Columbus City Schools, they determined the district does not have a plan or system for how monitoring should take place. Therefore, this critical component of curriculum alignment is fragmented, unfocused, and inconsistently implemented across campuses, thus limiting the potential for monitoring efforts to result in improved instruction, and ultimately, improved student achievement.

Summary

In summary, auditors found that the district's expected instructional practices did not match what the auditors observed while visiting campuses and classrooms. If the teacher and student classroom observation data are representative of a typical day of teaching and learning in the Columbus City Schools, effective instructional practices are not being utilized or implemented consistently. Instead of engaging and active learning environments, auditors observed compliant students participating according to teacher directions in a largely whole group teacher centered environment. Research has shown that students from low socioeconomic backgrounds and children still progressing with language development thrive when placed in environments rich in active learning and engaging instructional practices. Auditors saw very low levels of research-based instructional strategies, rigorous instruction, or engaging teacher and student activities.

Although principals, assistant principals, and some district administrators are engaged in monitoring the delivery of instruction, the district does not have a policy that directs expectations for monitoring or a plan to provide clarification of the "who, what, when, why, and how" of monitoring. Therefore, the monitoring process is fragmented, inconsistent, and incomplete to accomplish its intended goal of the improvement of teaching and learning. Although visibility and time spent in the classroom are important, visibility alone does not ensure alignment of instructional delivery with state standards, nor does it ensure instruction that is responsive to individual student needs. Auditors concluded that instructional practices and monitoring of curriculum delivery in the Columbus City Schools are ineffective to promote consistency and improvement in instructional practices that lead to increased student performance.

Finding 3.2: Most student work artifacts across all grade levels and subject areas examined require lower-order cognitive skills. Contexts of the artifacts are most frequently of the least engaging type in the core content areas. Grades K-8 English language arts artifacts are consistently below grade level, and high school artifacts do not always measure mastery of the identified standard.

Classrooms represent a critical juncture for school districts: The classroom is where the written curriculum is executed, and the work of the classroom is ultimately assessed to determine student achievement. What goes on in the classroom has repercussions for the entire system. If a district has high expectations for student learning but the classroom student work artifacts do not reflect these expectations, the district is unlikely to achieve its goals. Therefore, alignment between student artifacts and the written and assessed curriculum is critical. Further, the rigor of artifacts must embody the high expectations of the district and the demands of the high stakes tests in use.

In order to determine the degree to which classroom resources and materials were aligned to the written curriculum, auditors reviewed student artifacts selected and provided by schools selected by district personnel in the Columbus City Schools. Auditors requested the collection of at one completed student work sample/ project from each core subject area teacher. Artifacts were analyzed for three components:

- Content, are students working to master grade level standards?

- Context, how are students working with the content?

- Cognition, at what Depth of Knowledge (DOK) levels of cognition are students asked to work with the content?

This collection of artifacts is not intended to represent every event that takes place during a school year. However, the analysis can provide insight into possible areas of weakness in the three areas of analysis and can highlight gaps regarding expectations.

Overall, the auditors found that 61% of the Columbus City Schools K-8 English language arts, mathematics, science, and social studies artifacts examined were calibrated at grade level. Twenty-two percent of all K-8 artifacts examined were content mismatches, meaning these artifacts did not correspond with the intent of the standard cited or no other standard at any grade level were a match. Sixty-nine percent of high school artifacts analyzed measured mastery of the identified standard. Most artifacts for all core content areas and grade levels analyzed generated lower order thinking skills. Most K-12 artifact contexts were of the least engaging type.

Objective Content Calibration

Objective content refers to the knowledge, skills, processes, and attitudes to be taught as expressed by a student learning objective, in this case the state standards. In this analysis, auditors examined each artifact to determine if the content skill or concept to be mastered matched the districts' stated content objectives or Ohio state standards. For example, an artifact may be intended to measure mastery of a grade 4 standard, but because the artifact lacks the intended complexity of the grade 4 standard, it measures mastery of a grade 3 standard. Once all the artifacts have been calibrated for a content area at a specific grade level, an average of all the grade levels is calculated. For example, if there are six total artifacts intended to measure the mastery of grade 3 and three were determined to be at grade level, 50% would be determined at grade level; the remaining three artifacts were determined to be at one grade level below, so 50% are at the 3rd grade level.

This information is then placed in a table showing the distribution of the actual grade level of the artifacts, as determined by the analysis. Then, the calibrated grade levels are multiplied by the number of artifacts to determine the average level of difficulty for all artifacts in that grade level. For example, if grade 4 has six artifacts total and three are on grade level and three are at 3rd grade level, we multiply 3 by 3 for a score of 9 and 3 by 4 for a score of 12. These numbers are added together for a score of 21, then divided by the total number of artifacts for 4th grade: 21 divided by 6, for an average grade level score of 3.5. It is important to note that this is not a grade equivalent score; it merely reflects the average grade level that the artifacts represent. Additionally, it should be noted that it is the activity of the artifact that is evaluated, not a student's actual work. The student's actual work December represent an even lower, or higher, grade level than what the artifact itself expects.

Grade level standard calibration of artifacts collected from all district regions was conducted for the following content areas and grade levels: K-8 English language arts, K-8 mathematics, K-5 science, and K-5 social studies. A slightly different calibration was conducted for high school core content area artifacts from all regions and will be described later in this finding. For purposes of these calibration analyses, the following standards documents were used:

- Ohio Learning Standards for English Language Arts 2017;

- Ohio Learning Standards for Mathematics 2017;

- Ohio Learning Standards for Science, 2011 and 2018; and

- Ohio Learning Standards for Social Studies 2010 and 2018.

Ohio Standard Redundancy and Lack of Specificity

In many districts, the standards and benchmarks under which they operate must be adapted from documents provided by the state or some other, external agency. In such cases, it becomes important for districts to assess the adopted material for redundancy, specificity, logical sequencing of skills, and gaps so that they ensure appropriate spiraling of learnings through the grade levels and maximize student achievement. Adopting state standards without vetting them first can perpetuate inadequacies in the curriculum and leave the door open to multiple interpretations of the curriculum as teachers try to decide what mastery of any given standard might look like.

Exhibits 3.2.1 and 3.2.2 provide examples of appropriate spiraling of the curriculum as well as redundancy of the standards within the Ohio Learning Standards for English Language Arts.

Exhibit 3.2.1

Appropriate Spiraling of Ohio Standards—English Language Arts
Columbus City Schools
December 2019

Grade Level	Standard	Description
K	RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
1	RL.1.3	Describe characters, settings, and major events in a story, using key details.
2	RL.2.3	Describe how characters in a story respond to major events and challenges.
3	RL.3.3	Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

As noted in Exhibit 3.2.1:

- The learning here is clearly spiraled from one grade to the next. The kindergarten standard employs the injunction to "identify characters, settings and major events," which marks it explicitly as an introductory standard, as does the qualifying statement that students do these things "with prompting and support."

- First, second, and third grade all build upon the introduction in Kindergarten: they must describe what they've learned to identify, then they must extend that to describe how those elements interact with each other. Finally, they must describe how the characters and their actions drive the story.

- Standards written with this level of specificity make it easy for teachers to decide what to teach and how to teach and to determine what mastery of the standard looks like.

Exhibit 3.2.2 displays an example where the Ohio Standards are redundant across grade levels and lack specificity.

Exhibit 3.2.2

Standard Redundancy and Lack of Specificity Ohio Standards – Language Arts
Columbus City Schools
December 2019

Grade Level	Standard	Description
3	W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.
4	W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the response of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
5	W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
6	W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured events sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques such as dialogue, pacing, and description to develop experiences, events and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.

As noted in <u>Exhibit 3.2.2</u>:

- The basic objective of the standard is identical from grade level to grade level. The only difference between grades 3, 4, and 5 and grade 6 is the small change in the wording from "clear event sequences" to "well-structured event sequences." From a teaching standpoint, this distinction would be hard to quantify or assess. Without clear examples, a teacher would have to navigate this standard by "feel;" this leaves the door open for multiple interpretations, some of which do not conform to district expectations or align to district assessments.

- Sub point (a) does not differ materially from grade level to grade level. From a functional standpoint, there is no difference between "establish a situation" and "orient the reader by establishing a situation." The intent and outcome of both are identical. Sixth grade requires the student to "engage" the reader, which could represent an extension or refinement of skill, but it is not specific enough to clarify how the student is to accomplish this engagement, nor how it will be assessed to determine mastery.

- Sub point (b) is virtually identical from grade level to grade level. The only difference in the upper grades is the addition of the word "pacing," but how pacing is to manifest itself in the writing is not specifically addressed. In the absence of specific guidelines, teachers across schools may interpret differently what mastery should look like.

- Sub point (c) shows some specificity from grade 3 to grade 4, where students move from "temporal words and phrases" to "a variety of transitional words," but after that, the learning is functionally identical from grade level to grade level. Transitions are one of the most complex writing skills for students to master, so additional specificity here would be highly desirable. When are transitions used? What should they accomplish? How should the mandate of the writing assignment change so that greater complexity requiring the use of transitions is evident? What, in the end, will mastery of this look like?

- Sub point (d), which is not included in grade 3, is also functionally the same from grade level to grade level. In every case, it requires sensory detail and concrete words to convey events. Only in grade 6 does the student also have to make sure s/he uses "relevant descriptive detail;" however, sensory details and concrete words are also forms of descriptive detail, so the material distinction here is lost.

The standards for all grade levels in the exhibit above require the student to provide a conclusion. In grade 3, students must merely "provide a sense of closure," while in grades 4, 5, and 6 they must "provide a conclusion that follows from the narrated experiences or events." The standard is identical in grades 4-6. Conclusions, like transitions, are a more complex writing skill, which often take years to learn well. Greater specificity to indicate the increasing complexity of this skill as students move up the grades would be of great assistance to teachers. Otherwise, they will have to guess what mastery of this part of the standard looks like.

This sort of redundancy, where a standard is repeated from grade level to grade level without enough detail to distinguish between grades, makes it challenging for teachers to determine what specific skills they need to teach and how students need to demonstrate those specific skills to ensure their success on current and future tests, and how the learning is going to be mastered. It also creates a problem when calibrating student work artifacts. Because of the repetitive nature of the standard, a work artifact from grade 6 could easily calibrate to grade 4 or lower. Auditors found that the Ohio standards often do not provide enough specificity about discrete grade level objectives to ensure that mastery of the standards is clearly understood.

The redundancy and lack of specificity described in the Ohio Learning Standards for English Language Arts (ELA) often impacted the calibration of the artifacts that were submitted for analysis. Another issue that impacted calibration analysis was the number of standards associated with a given artifact. Many teachers identified more than one standard for a single artifact. In some cases, up to 12 standards were identified. While many ELA artifacts demonstrated mastery of more than a single standard, it is the rare artifact that can meet the mastery expectations of many standards. This over identification of standards can indicate a lack of understanding of what each standard means, which highlights the need for districts to clearly define and spiral the meaning of the given standards. For calibration purposes, in cases where more than one standard was identified, the auditor

examined each standard to determine whether the artifact measured mastery. If the artifact measured mastery of the standard, a calibration was conducted to determine the grade level. The grade level that was most frequently identified during the calibration was used to determine the grade level of the artifact. This included situations where many of the standards were not met and were identified as a content mismatch. For example, if a grade 4 teacher identified five standards, and the first three standards were a content mismatch, and the second two were calibrated at grade 4, then a content mismatch was recorded in the table.

While on site, auditors became aware of teacher and administrator concerns over lack of resources needed to provide quality instruction to all students. Exhibits 3.2.3 and 3.2.4 display teacher responses to questions on a district survey regarding resource availability. It is the expectation of the audit that all students in the district have access to the same quality curricular opportunities.

Exhibit 3.2.3

Teacher Responses to Survey Question about Availability of Resources
Columbus City Schools
December 2019
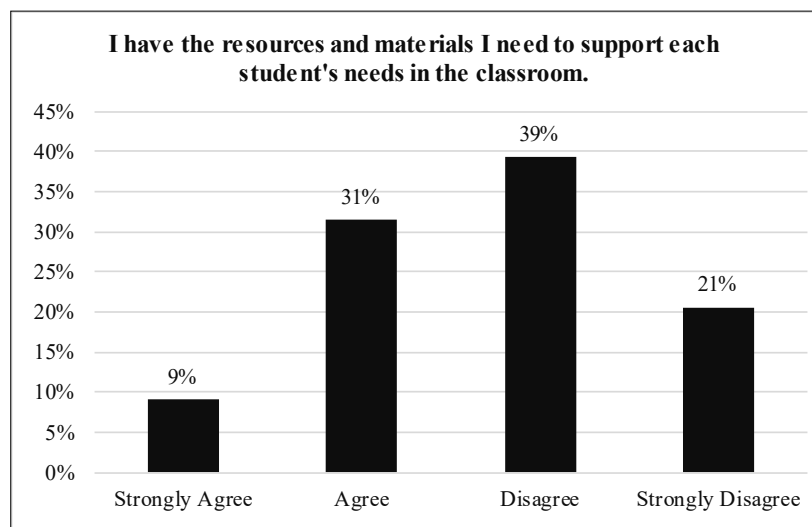
Data Source: Teacher Online Survey

Exhibit 3.2.3 shows the following:

- Sixty percent of teachers who responded to this survey question either *Disagreed* or *Strongly Disagreed* that the district provides the resources necessary to meet the needs of all students.

- Forty percent of teachers either *Agreed* or *Strongly Agreed* that the district provides the resources necessary to meet the needs of all students.

Exhibit 3.2.4 displays similar data regarding teacher perceptions of resource availability at their specific school.

Exhibit 3.2.4

Teacher Responses to Survey Question about Availability of Resources at the School
Columbus City Schools
December 2019
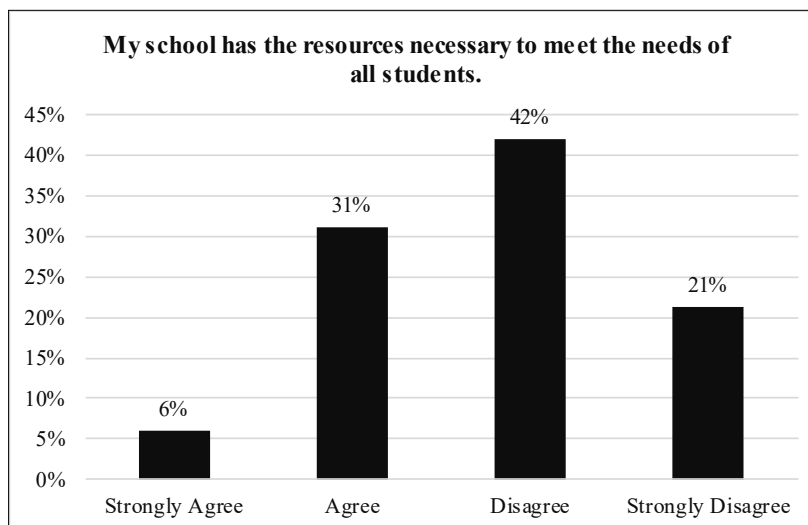
Data Source: Teacher Online Survey

Exhibit 3.2.4 shows the following:

- Sixty-three percent of teachers who responded to this survey question either *Disagreed* or *Strongly Disagreed* that their own school has the resources necessary to meet the needs of all students.

- Thirty-seven percent of teachers either *Agreed* or *Strongly Agreed* that their own school has the resources necessary to meet the needs of all students.

In a district survey, administrators were asked to respond to the statement, "Teachers have the necessary resources and materials to support each student's needs in classrooms." Fifty-three percent of respondents disagreed or strongly disagreed with the statement.

Survey and interview comments made by teachers and administrators are a further illustration of the perception that resources for delivering the curriculum are inadequate. In addition, many comments indicated that classroom resources were purchased and/or created by the teacher in the absence of district-provided resources.

- "I have adequate resources because I find them myself." (Teacher survey)

- "Essential resources and course material for students [are lacking.]" (Teacher survey)

- "Resources are needed [to aid instruction]." (Teacher survey)

- "[There is a] lack of resources for tier III students." (Administrator survey)

- "[There is a] Lack of resources (updated and aligned textbooks, technology, science supplies, online subscriptions to educational services)." (Teacher survey)

- "I use self-created resources created from my own ideas." (Teacher survey)

- "We don't have all the different resources and support to provide the necessary accommodations for the students we serve." (Administrator survey)

- "You have some educators at the table who are able to pull resources. How does the framework support the teachers who don't know how to do that?" (Teacher)

- "The resources are there. But I need to come up with resources to meet the needs of the lower students. I try to teach the 3rd grade stuff, but then also supplement." (Teacher)

- "[We should be] providing better resources for both students and educators to be more 21st century." (Teacher survey).

- "[There is a] lack of resources in the classroom." (Teacher survey)

- "The district needs more resources to support instruction in critical focus areas." (Teacher survey)

- "[The district should be] providing teachers the resources that allow them to be innovative in the classroom." (Teacher survey)

- "[Lack of] Resources for Special Education, specifically Multiple Disabilities." (Teacher survey)

- "Teachers are pulling from multiple resources for instruction, some teachers still have Storytown books, and some use online program." (School Administrator)

Given these comments made by teachers and administrators about availability of resources, auditors noted the types and probable origin of student artifacts provided by the Columbus City Schools personnel. Auditors found that many artifacts were teacher-created and/or documents from a variety of publisher sources other than those provided by the district.

The results of K-8 English language arts, mathematics, science, and social studies artifacts collected across the district for calibration with the standards are displayed in Exhibits 3.2.5 through 3.2.8. Auditors provide examples after exhibits of artifacts that are calibrated as content mismatch or are below grade level.

K-8 Artifact Calibration

Exhibit 3.2.5 displays the calibration analysis for K-8 English language arts artifacts collected from all regions of the district.

Exhibit 3.2.5

English Language Arts K-8 Grade Level Calibration
Columbus City Schools
December 2019

Grade Level from which Artifact was Collected	Percent of Student Artifacts compared with Grade Level Standards Distributed by Grade										Average Grade Level of Student Work
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	***CM**	
K	83%									17%	K
1	17%	83%									.8
2	8%	42%	42%							8%	1.4
3			25%	67%						8%	2.7
4				75%	25%						3.3
5			8%	25%	50%	8%				8%	3.6
6				8%	33%	8%	50%				5.0
7					17%	17%	50%	17%			5.7
8				8%		25%	17%	8%	42%		6.4

*Items considered a content mismatch (CM) are not included in the grade level average.

As noted in Exhibit 3.2.5:

- Except for in kindergarten (grade K), the average grade levels of English language arts student artifacts that were not considered a content mismatch were below the identified grade level.

- In grade 1, 83% of artifacts calibrated to grade 1 standards. Seventeen percent of grade K artifacts were a content mismatch. The remaining artifacts calibrated one grade lower.

- Forty-two percent of grade 2 artifacts calibrated to grade 2 standards. Forty-two percent of grade 2 artifacts were calibrated at the grade 1 level, and 8% were at grade K. Eight percent were content mismatches. An example of an artifact that calibrated below grade level was found with the standard RF2.3. This standard was a match to RF1.3, and therefore was calibrated at grade 1.

- Sixty-seven percent of grade 3 artifacts calibrated to grade 3 standards, 25% to grade 2 standards, and 8% were a content mismatch.

- Seventy-five percent of grade 4 artifacts reviewed were calibrated to grade 3 standards. Some artifacts did not meet the specific expectations of the grade level standard that were identified, primarily because of standard redundancy. For example, the standard W.4.3 given for one grade 4 artifact states, "Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences." The standard (W.3.3) for grade 3 states, "Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences." The standard for grade 3 was basically the same content as the grade 4 standard with some minor wording changes in the sub-topics, making it difficult for a teacher to quantify or assess what the standard should look like for a grade level. As a result, this grade 4 artifact calibrated to a grade 3.

- In grade 5, 83% of artifacts analyzed were calibrated below grade level with 8% content mismatches. As was the case for grade 4 artifacts, many of the grade 5 artifacts did not meet grade level expectations primarily because of standard redundancy. For example, the standard given (W.5.1) for one grade 5 artifact states, "Write opinion pieces on topics or texts, supporting a point of view with reasons and information." The standard for grade 4 (W.4.1) is basically a match, resulting in calibration to grade 4. Auditors also found that artifacts labeled with multiple standards did not always align with all the standards listed, resulting in a content mismatch. The average grade level of these artifacts for grade 5 was 3.6.

- In grade 6, 50% of artifacts calibrated to grade 6 standards. Eight percent were calibrated at grade 5, 33% to grade 4, and 8% to grade 3. Again, standard redundancy resulted in calibrating some artifacts below grade level. There were no content mismatches. The average grade level of grade 6 artifacts that were analyzed was 5.0.

- Just 17% of grade 7 artifacts reviewed were calibrated on grade level, with 84% below level. Again, many artifacts did not meet the specific expectations of the grade level standard that were identified because of standard redundancy. For example, the standard given (RL.7.1) for one grade 7 artifact states, "Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text." The standard (RL.6.1) for grade 6 states, "Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text." The two standards are so much the same that, as a result, this grade 7 artifact calibrated to a grade 6. The average grade level of artifacts for grade 7 was 5.7.

- Forty-two percent of grade 8 artifacts were calibrated as on grade level, with 58% below grade level. The grade level average for these artifacts was 6.4.

Five percent of K-8 English language arts artifacts collected from schools across the district were content mismatches, meaning these artifacts did not correspond with the intent of the objective cited or no other standards at any grade level were a match. Forty-six percent of all K-8 English language arts artifacts were calibrated at the grade level. Forty-nine percent calibrated below level, most often due to standard redundancies.

Exhibit 3.2.6 displays a comparison between actual grade level and average grade level of K-8 English language arts artifacts calibrated by the auditors. As noted earlier, content mismatches are not included in these data nor in data displayed in similar exhibits that follow for mathematics, science, and social studies.

Exhibit 3.2.6

Comparison Between Actual Grade Level and Artifacts Grade Level
English Language Arts K-8
Columbus City Schools
December 2019
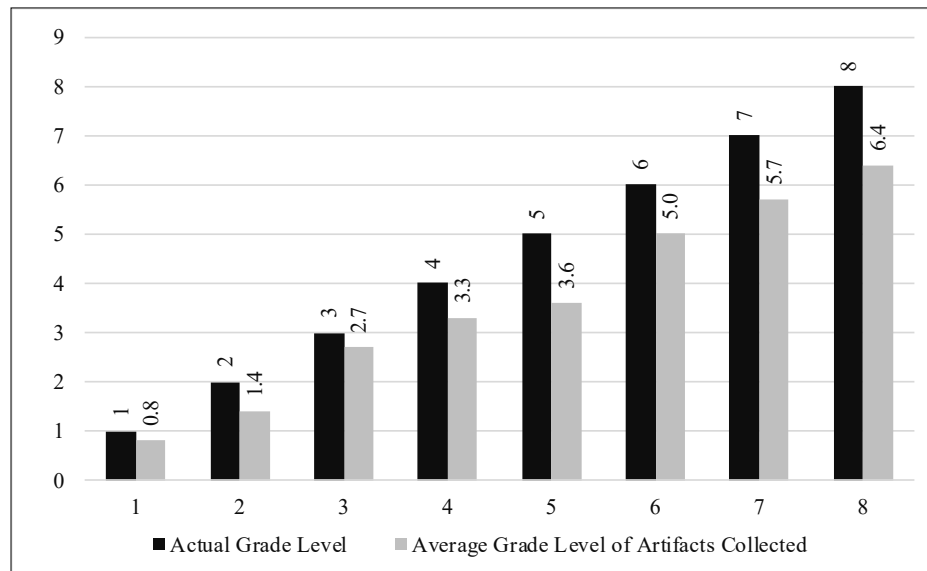
As indicated in Exhibit 3.2.6, average grade levels of English language arts student artifacts calibrated below grade level at all grades. Artifacts collected from grade 6 were on average a full grade level below.

Exhibit 3.2.7 displays the calibration analysis for K-8 mathematics artifacts collected from schools in all district regions.

Exhibit 3.2.7

Grade Level Calibration for Mathematics K-8
Columbus City Schools
December 2019

Grade Level from which Artifact was Collected	Percent of Student Artifacts compared with Grade Level Standards Distributed by Grade										Average Grade Level of Student Work
	K	1	2	3	4	5	6	7	8	*CM	
K	83%									17%	K
1		75%								25%	1.0
2		8%	50%							42%	1.9
3			8%	75%						17%	2.9
4					92%					8%	4.0
5					25%	58%				17%	4.7
6							17%	58%		25%	5.8
7							17%	75%		8%	6.8
8								17%	50%	33%	7.8
* Items considered a content mismatch (CM) are not included in the grade level average.											

As noted in <u>Exhibit 3.2.7</u>:

- For grades K, 1, and 4, 100% of mathematics artifacts that were not considered content mismatches calibrated to the standards. For other grades, some artifacts did not address the standard in its entirety. Lacking critical components of a standard often lowers the cognitive demands of the task.

- Fifty percent of grade 2 artifacts were calibrated at grade level, with 8% one grade level below. Forty-two percent of the grade 2 artifacts were a content mismatch. The artifact labeled with standards 2.NBT.5, and 2.OA.1 was a content mismatch because the standard requires pairing objects or writing an equation. The artifact has the student do neither.

- Seventy-five percent of grade 3 artifacts calibrated to grade 3 standards with 8% calibrating one grade level lower.

- Ninety-two percent of grade 4 artifacts calibrated at the grade level.

- Fifty-eight percent of grade 5 artifacts calibrated to the grade level while 25% calibrated one grade level below. Seventeen percent of grade 5 artifacts were a content mismatch. For example, one artifact linked with standard 5.NBT.B.7 included practice in adding decimals and solving equations. The requirements to illustrate and explain the calculations' important components for higher cognitive demand were missing.

- For grade 6, 58% of the artifacts calibrated at grade level and 25% were a content mismatch. The artifact labeled as standard 6.RP.3C was a content mismatch. The standard requires the student to find a percent of a quantity as a rate per 100. The artifact has the student figure how many miles were ridden in 15 minutes (20 miles were ridden in 150 minutes) while riding at a constant speed. This activity does not align with the standard as given.

- Seventy-five percent of grade 7 artifacts and 50% of grade 8 artifacts calibrated at the grade level. Thirty-three percent of grade 8 artifacts were a content mismatch. In most cases, key elements of a standard were missing. An artifact labeled as standard 8.NS.1 has one activity that requires the student to come up with examples of irrational numbers. The standard requires the student to show that they know that real numbers are either rational or irrational and that every number has a decimal expansion.

Sixty-nine percent of K-8 mathematics artifacts collected from schools across the district were calibrated at grade level and 10% calibrated below grade level. Twenty-one percent of mathematics artifacts analyzed were a content mismatch, most often resulting from missing standard components.

Exhibit 3.2.8 presents a comparison between actual grade level and average grade level of K-8 mathematics artifacts calibrated by the auditors.

Exhibit 3.2.8

Comparison Between Actual Grade Level and Artifacts Grade Level
Mathematics K-8
Columbus City Schools
December 2019
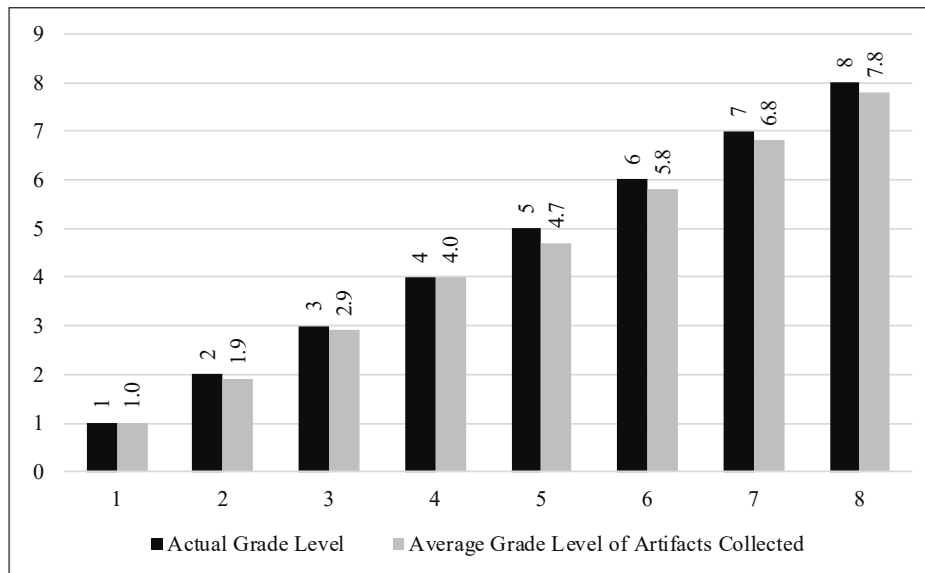
Exhibit 3.2.8 reveals that average grade levels of mathematics student artifacts calibrated below grade level at all but two grades. Artifacts collected from grades 1 and 4 were on average at grade level. No mathematics artifacts calibrated above grade level.

Auditors then calibrated science artifacts from across the district's regions. Auditors found that some artifacts were labeled with the 2011 Ohio Standards of Learning for science while others were labeled with the newer 2018 edition of the science standards. Auditors compared each artifact to the version of the standard listed. In addition, many of the science artifacts from middle school and high school level were not labeled with standards. In those cases, auditors made every attempt to match the artifacts with the correct standard. If the standard could not be determined, the artifact was not calibrated. Exhibit 3.2.9 displays the calibration analysis for K-8 science artifacts collected from schools in every region of the district.

Exhibit 3.2.9

Grade Level Calibration for Science K-8
Columbus City Schools
December 2019

Grade Level from which Artifact was Collected	Percent of Student Artifacts compared with Grade Level Standards Distributed by Grade										Average Grade Level of Student Work
	K	1	2	3	4	5	6	7	8	*CM	
K	58%									42%	K
1	8%	75%								17%	.9
2		17%	25%							58%	1.6
3				58%						42%	3.0
4					83%					17%	4.0
5						67%				33%	5.0
6							58%			42%	6.0
7								58%		42%	7.0
8									83%	17%	8.0

* Items considered a content mismatch (CM) are not included in the grade level average.

As noted in <u>Exhibit 3.2.9</u>:

- For all but two grade levels, 100% of K-8 science artifacts not considered content mismatches calibrated to the grade level standards.

- Fifty-eight percent of K artifacts were calibrated at grade level, while 42% were a content mismatch. One example of a content mismatch was found with an artifact labeled as standard K.ESS.1 requiring students to know that weather changes are long term or short term. The artifact has the student write and draw about a time in winter when it was snowing.

- Seventy-five percent of grade 1 artifacts were calibrated at grade level, with 8% one grade level below. Seventeen percent of grade 1 artifacts were a content mismatch.

- Twenty-five percent of the grade 2 artifacts analyzed were calibrated at grade level. Fifty-eight percent were a content mismatch. One grade 2 content mismatch was labeled as 2LS.1, 2LS.2. One standard statement requires the student to know that living things cause changes on the earth and the environment. The other standard is about organisms alive today being descended from their ancestors, some of which are extinct. The artifact is about animals and life cycles and is correlated loosely to standard 2LS.2. The artifact does not deal with living things causing changes on the earth and the environment and is therefore determined a mismatch.

- Fifty-eight percent of grade 3 artifacts calibrated to grade 3 standards, while 42% of grade 3 artifacts were a content mismatch. One grade 3 artifact labeled with standard 3LS.3 has the student simply label the parts of the inside of a seed. The standard is about plants and animals having life cycles that are part of their adaptations for survival in their natural environments. The artifact did not address adaptations for survival at all.

- Eighty-three percent of grade 4 artifacts calibrated to the grade level while 33% were a content mismatch. One artifact was labeled with standard 4-PS3-4 stating, "Apply scientific ideas to design, test, and refine a device that converts energy from one form to another." The artifact is a series of illustrations of electricity elements. For one illustration, the student draws arrows to show the path of electricity. For another, the student is to color the resistors in the circuit illustrated. The student is not required to design, test, and refine a device that converts energy.

- Sixty-seven percent of grade 5 science artifacts calibrated to grade level. Thirty-three percent of grade 5 artifacts were a content mismatch. Standard 5.ESS.2 states, "The sun is one of many stars that exist in the universe." The artifact is clearly a content mismatch with this standard as it has the student draw the solar system with the sun in the center.

- Of the grades 6 and 7 science artifacts calibrated, 58% were on grade level and 42% a content mismatch. One example of a content mismatch is the artifact labeled as standard 6.ESS.3. This standard states, "Igneous, metamorphic and sedimentary rocks form in different ways." The artifact has the student label various igneous, metamorphic and sedimentary rocks but does not address the formation of these rocks.

- Eighty-three percent of grade 8 science artifacts were calibrated at grade level.

Sixty-three percent of K-8 science artifacts collected from schools across the district were calibrated at grade level and 3% calibrated below grade level. Thirty-four percent of K-8 science artifacts analyzed were content mismatches. These artifacts were either not a match to any standard at any grade level or were missing substantial elements of the labeled standard.

Exhibit 3.2.10 shows a comparison between actual grade level and average grade level of K-8 science artifacts calibrated by the auditors.

Exhibit 3.2.10

Comparison Between Actual Grade Level and Artifacts Grade Level
Science K-8
Columbus City Schools
December 2019
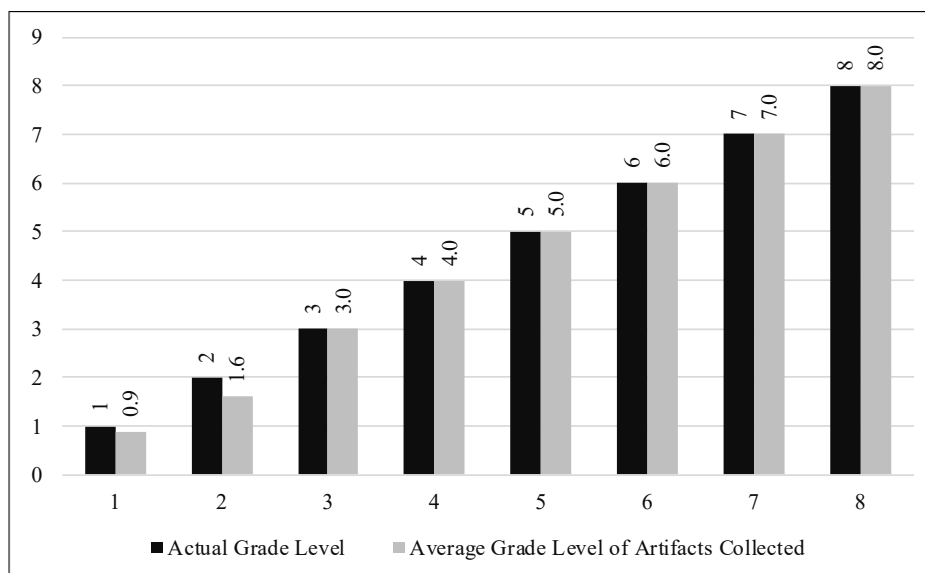
Exhibit 3.2.10 shows that average grade levels of science student artifacts calibrated below grade level for grades 1 and 2. Artifacts collected from grades 3-8 were calibrated on average at grade level. No science artifacts calibrated above grade level.

The next exhibit shows K-8 social studies calibration. Again, auditors found that some artifacts were labeled with standards from two different editions, the 2010 and 2018 Ohio Standards of Learning for Social Studies. Auditors compared each artifact to the version of the standard listed. In addition, as was the case with science, many of the social studies artifacts from middle school and high school level were not labeled with standards. In those cases, auditors made every attempt to match the artifacts with the correct standard. If the standard could not be determined, the artifact was not calibrated. Exhibit 3.2.11 displays the calibration analysis for K-8 social studies artifacts collected from schools in every region of the district.

Exhibit 3.2.11

Grade Level Calibration for Social Studies K-8
Columbus City Schools
December 2019

Grade Level from which Artifact was Collected	Percent of Student Artifacts compared with Grade Level Standards Distributed by Grade										Average Grade Level of Student Work
	K	1	2	3	4	5	6	7	8	*CM	
K	67%									33%	K
1		75%									25%	1.0
2	8%	17%	67%								8%	1.6
3			8%	75%							17%	2.9
4			8%	8%	58%						25%	3.7
5				8%	50%						42%	4.7
6							58%				42%	6.0
7								58%			42%	7.0
8									75%	25%	8.0

* Items considered a content mismatch (CM) are not included in the grade level average.

As noted in Exhibit 3.2.11:

- K-8 social studies artifacts that were not considered content mismatches for five of the grade levels calibrated to the standards.

- Sixty-seven percent of grade K artifacts were calibrated at grade level, while 33% were a content mismatch. One such content mismatched artifact was labeled with standard K.GO.9. This standard states, "Individuals have shared responsibilities toward the achievement of common goals in homes, schools, and communities." The artifact has the student cut out words and make a sentence that says, "Veterans Day is on November 11."

- Seventy-five percent of grade 1 artifacts were calibrated at grade level, and 25% were a content mismatch. Standard HI.1.3 states, "The way basic human needs are met has changed over time." The activity labeled with this standard has the student match present day tools, food, and clothing pictures with people today who might have need for the items. The artifact does not address change over time.

- Sixty-seven percent of the grade 2 artifacts analyzed were calibrated at grade level. Twenty-five percent of the grade 2 artifacts calibrated below grade level, while 8% were a content mismatch. One artifact labeled with standard 2.GE.5 was calibrated to grade 1. This standard and standard 1.GE.4 are so similar that teachers don't have enough information to know how to teach the grade 2 standard differently than the grade 1 standard. Therefore, auditors calibrated this artifact to grade 1.

- Seventy-five percent of grade 3 artifacts calibrated to grade 3 standards, 8% below grade level, and 25% were a content mismatch. Standard 3.GO.12 states, "Explain why governments have authority to make and enforce laws." The artifact for this standard has the students match jobs with local, state, or national levels of government. This is a content mismatch.

- Fifty-eight percent of grade 4 artifacts were calibrated at grade level, while 16% were calibrated below grade level. Twenty-five percent of the grade 4 social studies artifacts were content mismatches. One grade 4 artifact required the student to list facts about Mexico. This artifact was calibrated as a content mismatch because auditors could not find a standard at any grade that simply requires the student to describe facts about a foreign country.

- Fifty percent of the grade 5 social studies artifacts calibrated to grade level, and 42% were a content mismatch. One artifact labeled as standard 5.GE.4 had students write the name of the city and state found at the given latitude and longitude coordinates. The standard contains two parts. One part requires the student to know how use globes and other geographic tools to gather information. The second element is about the part that cartographers play in deciding which information to include on a map. This second element is missing from the artifact and therefore is a content mismatch.

- Of each of grades 6 and 7 social studies artifacts calibrated, 58% were on grade level and 42% a content mismatch. An example was found with Standard 7.HI.2 containing two elements that highlight a) favorable geography enabling early civilizations to flourish, and b) the cultural practices and products of these early civilizations can be used to understand the Eastern Hemisphere today. The artifact labeled with this standard does not address the 2nd element and therefore is a content mismatch.

- Seventy-five percent of grade 8 social studies artifacts calibrated to grade level and 25% were a content mismatch. An example of a grade 8 social studies artifact that is a content mismatch was found labeled with standard 8.HI.6 This standard states, "The outcome of the American Revolution was national independence and new political, social, and economic relationships for the American people." The artifact for this standard is missing reference to outcomes of the American Revolution.

Sixty-five percent of K-8 social studies artifacts collected from schools across the district were calibrated at grade level and 7% calibrated below grade level. Twenty-nine percent of K-8 social studies artifacts analyzed were content mismatches. These content mismatches were most often missing substantial elements of the labeled social studies standard.

Exhibit 3.2.12 displays a comparison between actual grade level and average grade level of K-8 social studies artifacts calibrated by the auditors.

Exhibit 3.2.12

Comparison Between Actual Grade Level and Artifacts Grade Level
Social Studies K-8
Columbus City Schools
December 2019
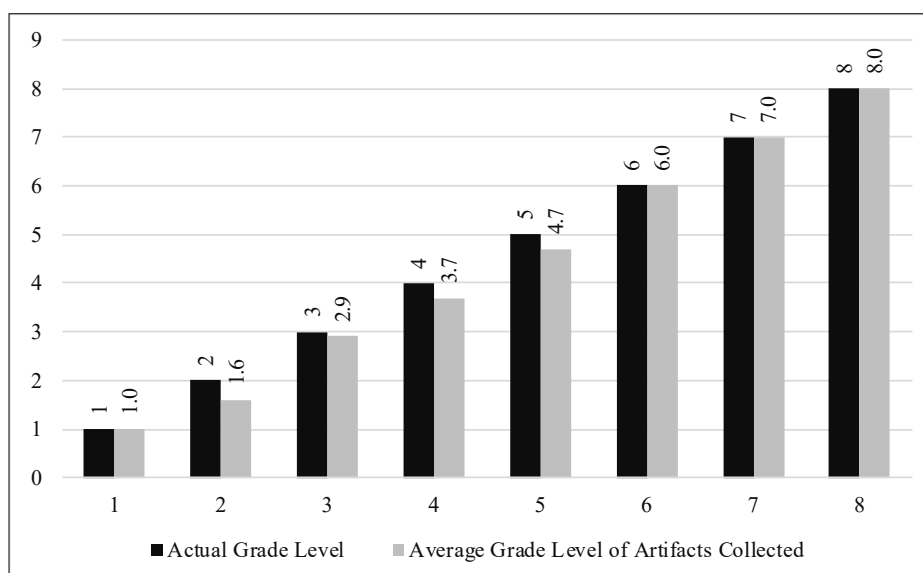
As noted in Exhibit 3.2.12, the calibration results for social studies artifacts were mixed. Grade 1 and grades 6, 7, and 8 social studies artifacts calibrated at grade level. Grades 2-5 artifacts calibrated on average below grade level. As was the case for other core subject area artifacts analyzed, no social studies artifacts calibrated on average above grade level.

Exhibit 3.2.13 displays a summary of K-8 artifact calibration results.

Exhibit 3.2.13

K-8 Artifact Calibration Summary
Columbus City Schools
December 2019
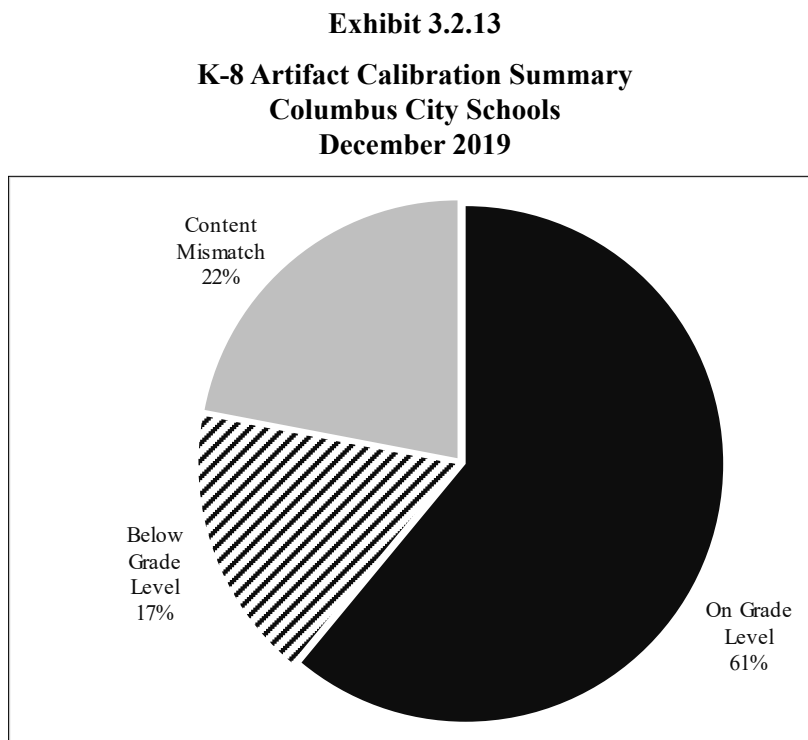
Exhibit 3.2.13 shows that 61% of all K-8 artifacts examined were calibrated *On Grade Level*. Twenty-two percent of the K-12 artifacts were considered a *Content Mismatch*, and 17% of the artifacts were calibrated *Below Grade Level*. None of the student artifacts examined calibrated *Above Grade Level*.

Artifact Alignment Analysis for Standards at the High School Level

At the high school level students from a variety of grade levels take a given English language arts, mathematics, science, and social studies course. Performance expectations do not necessarily build upon one another. For example, Algebra I skills are critical for Algebra II but do not impact performance in Geometry.

Analyses for artifacts presented in these high school content areas were conducted using the standard as a basis to gauge how well the artifact measured student mastery. Artifacts were calibrated to the standards and described as measuring mastery of the standard, partially measuring mastery of the standard, or not measuring mastery of the standard. In order to meet the requirements for alignment to the standard, an artifact needed to measure the content described in the standard. Artifacts that partially measured mastery of the standard were missing at least one of the standard components. Artifacts that were calibrated as not measuring mastery of the standard were missing all or most of the standard components.

Auditors requested artifacts for English language arts, mathematics, science, and social studies from all high schools in the district.

Exhibit 3.2.14 displays the standard alignment results for grades 9-12 English language arts artifacts.

Exhibit 3.2.14

Grades 9-12 English Language Arts Artifact Standard Alignment
Columbus City Schools
December 2019
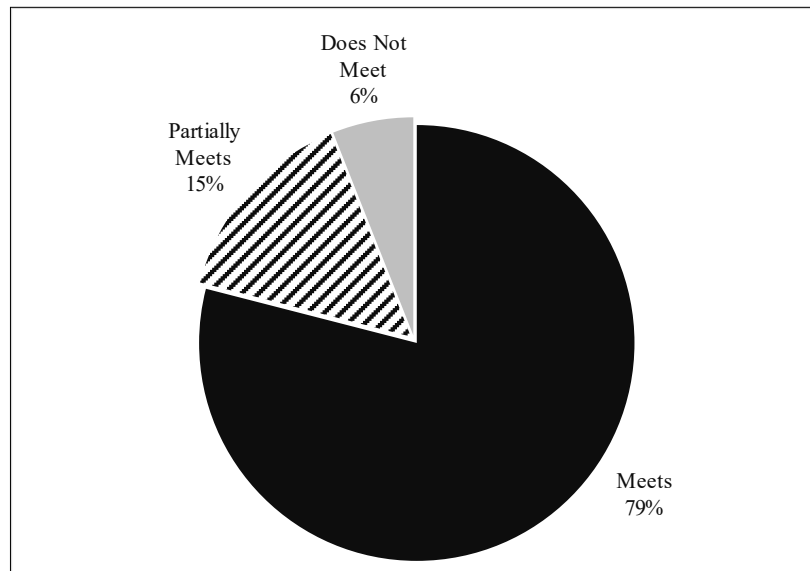
Exhibit 3.2.14 shows the following:

- Seventy-nine percent of high school English language arts artifacts aligned with and measured mastery of the identified standards.

- Fifteen percent of the artifacts partially measured mastery of the designated standards. A grade 12 artifact indicated as measuring standard RI.9-10.1, "Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text," partially meets the standard in that the artifact has the student describe evidence but does not require the student to state what conclusions are drawn from the text.

- Auditors found 6% of high school English language arts artifacts did not measure mastery of the intended standard. One artifact designated as measuring mastery of standard W.9-10.5 was found to not align with the standard. The standard states, "Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach…." The artifact has students read pairs of sentences and circle the correct sentence. Then students are to determine whether a sentence is for telling, asking, or exclaiming.

Exhibit 3.2.15 displays the standard alignment results for grades 9-12 mathematics artifacts.

Exhibit 3.2.15

Grades 9-12 Mathematics Artifact Standard Alignment
Columbus City Schools
December 2019
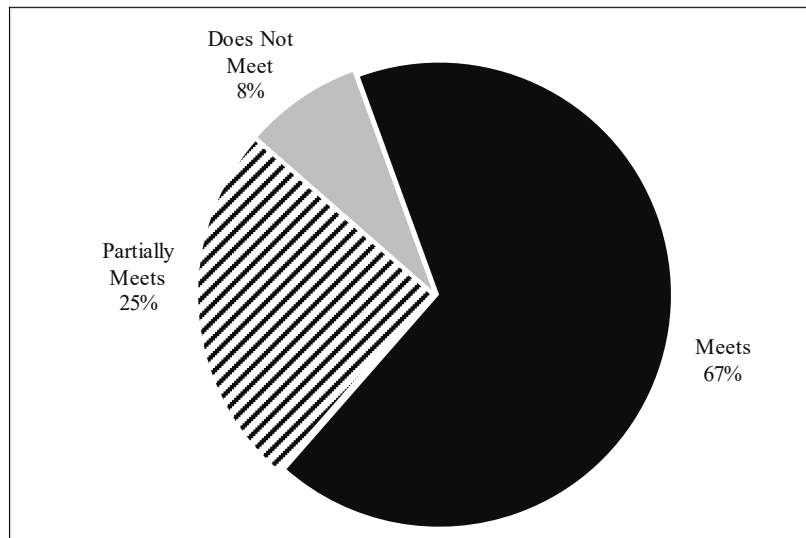
Exhibit 3.2.15 indicates the following:

- Sixty-seven percent of high school mathematics artifacts aligned to and measured mastery of the identified standards.

- Twenty-five percent of the mathematics artifacts partially met the designated standards. One mathematics artifact partially met was labeled as measuring standard A.CED.3, "Represent constraints by equations or inequalities, and interpret solutions and interpret solutions as viable or non-viable options in a modeling context." The artifact measured the first part of this standard but did not interpret solutions as viable or non-viable options in a modeling context.

- Eight percent of the high school mathematics artifacts analyzed did not meet the standard. One such artifact was labeled as measuring standard A SSE.1a1b. This standard is about interpreting expressions that represent a quantity in terms of its context. The artifact was simply a mathematics vocabulary review with the word "expression" included. No interpretation was required of the student.

Exhibit 3.2.16 displays the standard alignment results for grades 9-12 schools science artifacts. Again, science artifacts were sometimes labeled with 2011 standards and other times with the newer 2018 edition of science standards. If the student artifact was not labeled with the standard and auditors could not determine the standard the artifact was not analyzed for alignment.

Exhibit 3.2.16

Grades 9-12 Science Artifact Standard Alignment
Columbus City Schools
December 2019
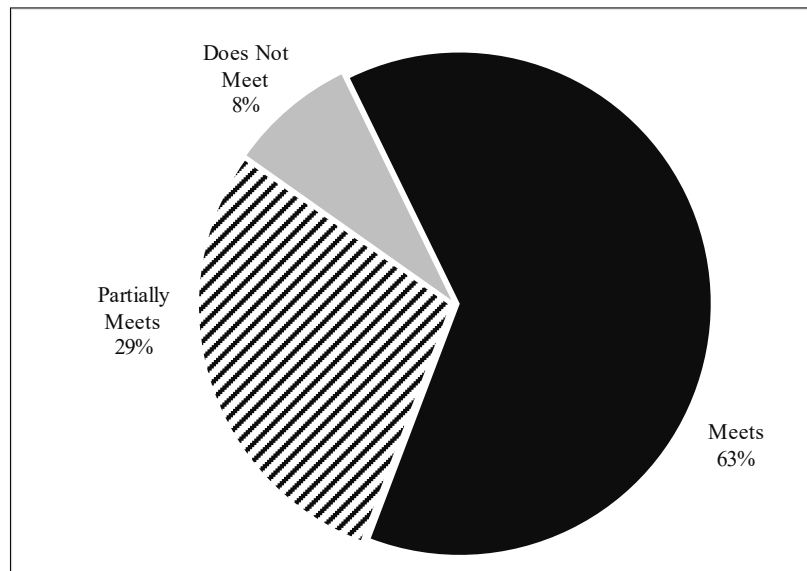
Exhibit 3.2.16 indicates the following:

- Sixty-three percent of high school science artifacts were found to measure mastery of the identified standards.

- Twenty-nine percent of science artifacts partially met the standard. One example is an artifact labeled as measuring mastery of standard AP.LO.1 stating, "Building on knowledge about cell structures and processes from middle school and Biology, this topic focuses on the increasing complexity of cells as they are organized into tissues. Several tissue types make up an organ. Several organs working together make up an organ system. All the organ systems interact and form the human body." The artifact does address cells in tissues but does not focus on the increasing complexity of cells as they are organized into tissues. Another artifact partially meeting the standard was one labeled as C.PM.3 (chemical bonding) and C.PM.4 (representing compounds). This artifact measured C.PM.4, but not C.PM.3.

- Eight percent of high school science artifacts did not meet the identified standards. One artifact that did not measure mastery of the designated standard B.C.2, "Cellular processes—characteristics of life regulated by cellular processes photosynthesis, chemosynthesis, cellular respiration, biosynthesis of macromolecules," had the student simply complete a review of biology terms.

Exhibit 3.2.17 displays the standard alignment results for grades 9-12 social studies artifacts. As discussed earlier, high school social studies artifacts were labeled with standards from the 2010 Ohio Standards of Learning or the newer 2018 standards edition. As was the case for science artifacts, often the 9-12 social studies artifacts were not labeled at all. Auditors made every attempt to match these artifacts to a standard. If the standard could not be determined, the artifact was not analyzed for alignment.

Exhibit 3.2.17

Grades 9-12 Social Studies Artifact Standard Alignment
Columbus City Schools
December 2019
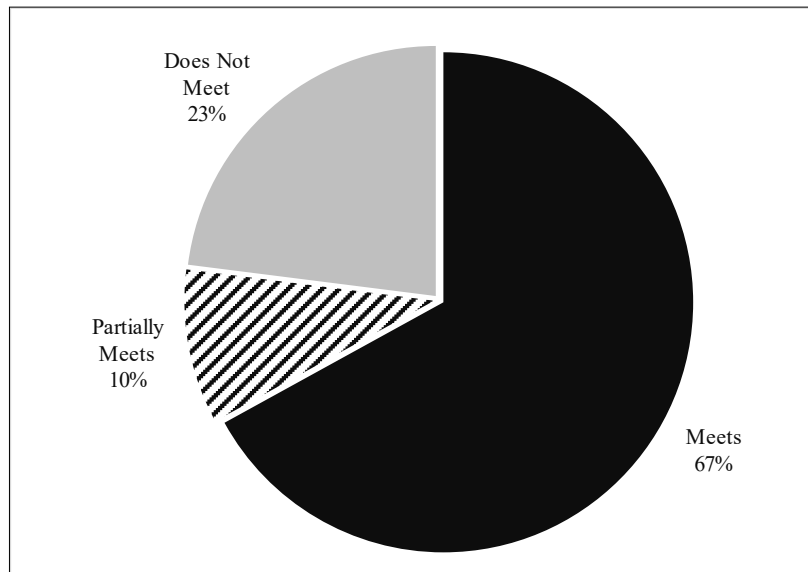
Exhibit 3.2.17 indicates the following:

- Sixty-seven percent of high school social studies artifacts met the requirements of the identified standards.

- Ten percent of social studies artifacts partially met the standard. One artifact was labeled as measuring standard CWH.14, which states, "The development and use of technology influences economic, political, ethical and social issues." The artifact does focus on social issues by asking questions about personal online safety. It does not, however, address political and ethical issues.

- Twenty-three percent of social studies artifacts analyzed did not measure mastery of the identified standards. One example is an artifact that was identified as aligned with standard GO.19. The standard requires students to understand that the Ohio Constitution complements the federal structure of the U.S. government. The artifact does not require that element, but instead simply has students describe each of the branches of the federal government and their purposes. Another artifact that did not meet the standard was one that was identified by the teacher as aligning with Modern World History HI.11 in which the students were to describe how "consequences of imperialism were viewed differently by the colonizers and the colonized." The artifact instructs the student to define "imperialism" and summarize information about historical events key to imperialism.

<u>Exhibit 3.2.18</u> displays a summary of grades 9-12 artifact calibration results.

Exhibit 3.2.18

Grades 9-12 Artifact Calibration Summary
Columbus City Schools
December 2019
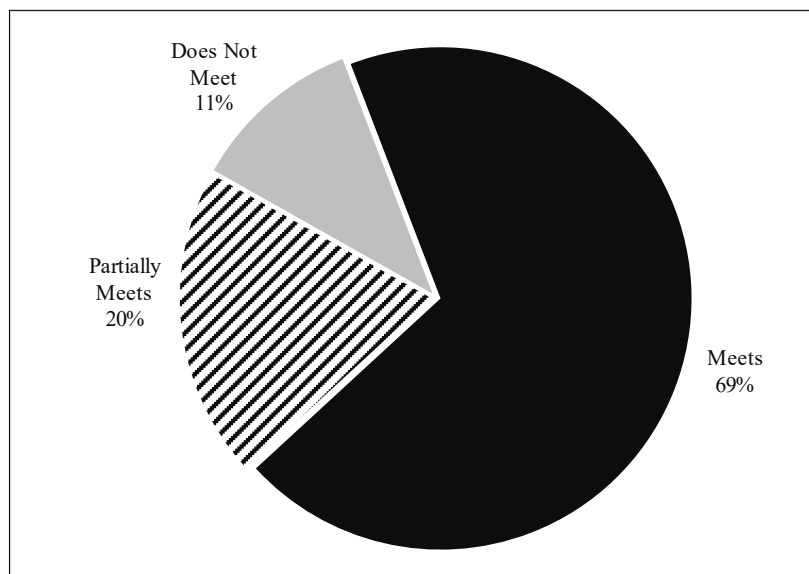
<u>Exhibit 3.2.18</u> notes that 69% of all high school artifacts analyzed measured the identified standards. Twenty percent of high school artifacts partially met the standards, and 11% did not meet the identified standards. Auditors found more high school social studies artifacts (23%) that were not aligned with the standards than other high school core content area artifacts. In contrast, just 6% of high school English language arts artifacts were content mismatches.

Cognitive Demand Analysis

Cognitive Demand is an indicator of the level of thinking required to carry out a given task. Auditors expect the cognitive demand of the written, taught and tested curriculum to be congruent so that students are not surprised by any of the cognitive demands placed on them in high stakes testing situations. The various assignments and activities collected in classrooms across the district should reveal a range of cognitive demands so that students have ample opportunity to practice the cognitive skills they will need to be successful on national, state, and local assessments. There is a strong body of research showing that students who are the lowest performing improve dramatically when they are engaged in problem solving, critical thinking, and decision-making activities. In the simplest terms, the more students are asked to do cognitively, the more they achieve. They quite literally rise to the challenge, and districts wishing to maximize student performance actively seek to provide their students with cognitively rigorous instruction.

Auditors reviewed K-12 English language arts, mathematics, science, and social studies for cognitive demand. To perform an analysis of artifacts for cognitive demand, auditors again used the framework based on Webb's Depth of Knowledge (DOK), as presented in Exhibit 2.3.1.

To analyze the cognitive demand of the various artifacts collected, the auditors compared the activity of each artifact to the DOK framework, recorded the DOK level of each artifact, and used those totals, divided by the total number of artifacts, to determine the percentage of each DOK level. Data were organized by content area and then analyzed by grade level spans K-8 and 9-12. Only actual student samples were included in the analysis. Artifacts that were, in fact, the assignment or standard to be learned description, were not analyzed. Student artifacts that could not be deciphered by the reviewer and had no accompanying information, such as standards aligned with the task, were not included in the results. When a student artifact was assigned more than one cognitive type, the highest cognitive demand was recorded.

Exhibit 3.2.19 shows the cognitive demand results for K-8 English language arts artifacts collected from schools across the district.

Exhibit 3.2.19

K-8 English Language Arts Artifacts Cognitive Demand Analysis
Columbus City Schools
December 2019
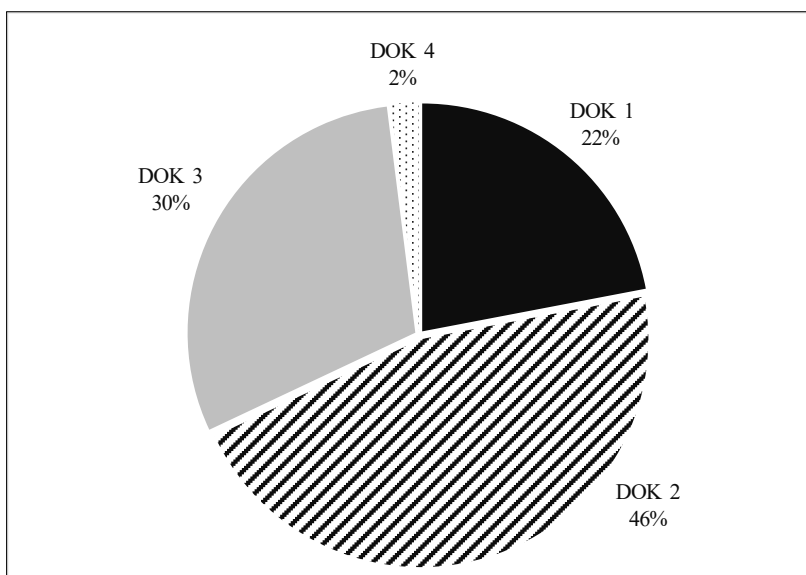
As noted in Exhibit 3.2.19:

- Twenty-two percent of K-8 English language arts artifacts reviewed required students to operate at *DOK Level 1*. These tasks ask student to recall a fact, information, or procedure and process information on a low level.

- Forty-six percent of K-8 English language arts artifacts expected students to operate at *DOK Level 2*. These tasks require students to use information or conceptual knowledge in two or more steps.

- Thirty percent of ELA artifacts asked students to operate at *DOK Level 3*. These tasks required reasoning, developing a plan, or sequence of steps, and some complexity. Many of these artifacts presented students with opportunities to write in an open-ended format and operate at higher levels of cognition.

- Just 2% of the K-8 ELA artifacts required students to operate at *DOK Level 4*. These tasks require an investigation and time to think and process multiple conditions of a problem.

Exhibit 3.2.20 shows the cognitive demand results for K-8 mathematics artifacts.

Exhibit 3.2.20

K-8 Mathematics Artifacts Cognitive Demand Analysis
Columbus City Schools
December 2019
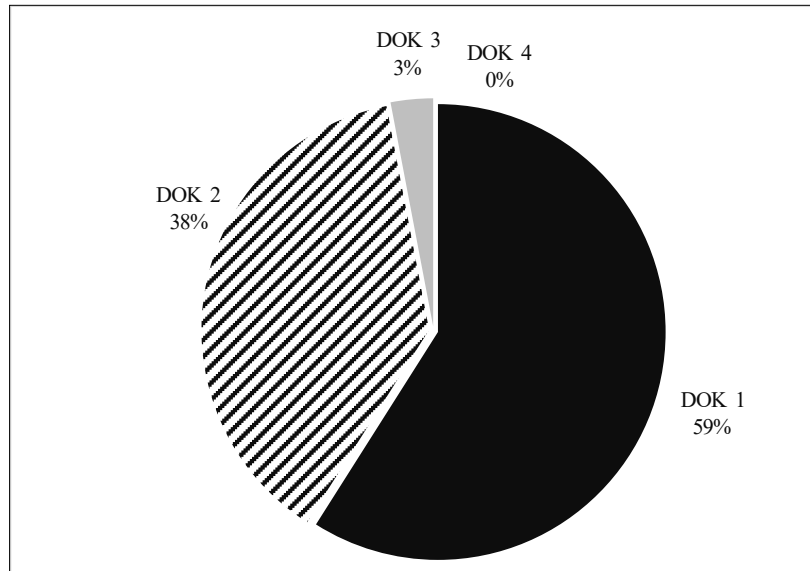
As noted in Exhibit 3.2.20:

- More than half (59%) of all K-8 mathematics artifacts required students to operate at *DOK Level 1*. Many of the artifacts focused on conducting basic calculations.

- Thirty-eight percent of K-5 mathematics artifacts expected students to operate at the *DOK Level 2*. Many of these mathematics artifacts directed students to carry out known mathematics procedures such as adding, subtracting, multiplying, dividing of whole numbers, fractions, and decimals in familiar tasks.

- Just 3% of mathematics artifacts required students to operate at the *DOK Level 3* of cognition.

- No mathematics artifacts analyzed generated extended thinking at *DOK Level 4*.

Exhibit 3.2.21 displays the cognitive demand results for K-8 science artifacts collected from district schools.

Exhibit 3.2.21

K-8 Science Artifacts Cognitive Demand Analysis
Columbus City Schools
December 2019
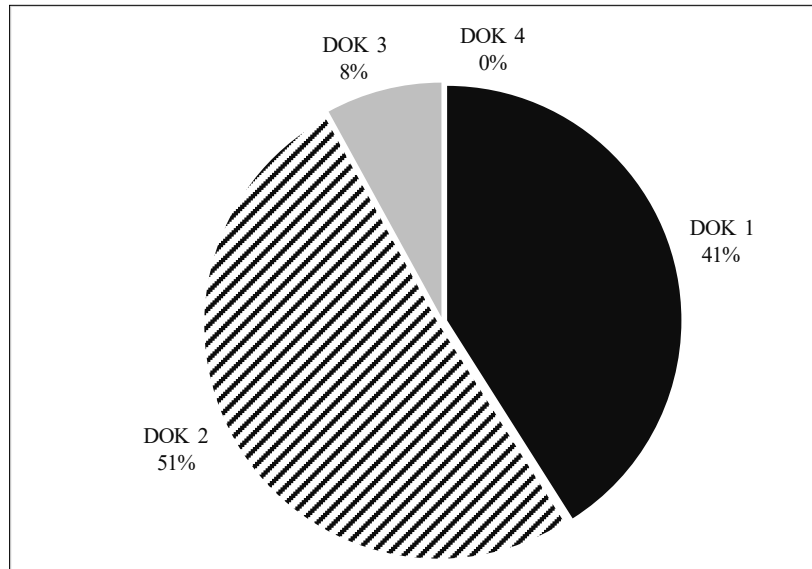
As noted in Exhibit 3.2.21:

- Fifty-one percent of K-8 science artifacts expected students to operate at the skill/concept *DOK Level 2*. This level of cognition was often manifested in artifact activities requiring students to apply a concept, organize, represent and interpret data, and predict logical outcomes.

- Forty-one percent of science artifacts asked students to operate at *DOK Level 1*. These artifacts were often required identifying a standard scientific representation for simple phenomenon and labeling features of living and non-living items. Auditors reviewed science artifacts that required students to look science terms definitions up in the dictionary. Other artifacts had students label the parts of the sun or parts of a flower.

- Just 8% of science artifacts generated strategic thinking *DOK Level 3*. Most of the artifacts requiring this depth of knowledge were explaining phenomena in terms of concepts, supporting ideas with details and examples, and formulating conclusions from experimental data.

- No science artifacts required extended thinking at *DOK Level 4*.

Exhibit 3.2.22 displays the cognitive demand results for K-8 social studies artifacts collected from district schools.

Exhibit 3.2.22

K-8 Social Studies Artifacts Cognitive Demand Analysis
Columbus City Schools
December 2019
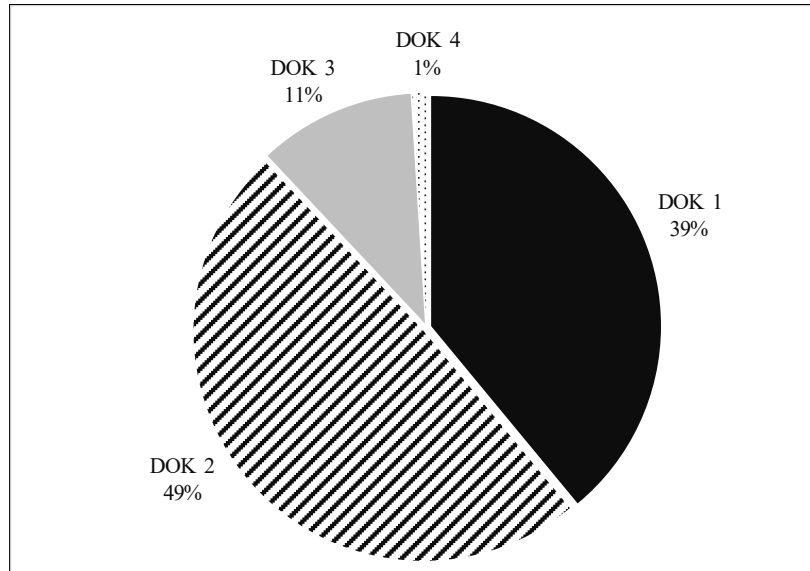
As noted in Exhibit 3.2.22:

- Almost half (49%) of K-8 social studies artifacts analyzed generated *DOK Level 2* cognitive demand. Many required students to describe the cause/effect of an event, identify patterns in events, or use a geographical tool to locate information.

- Thirty-nine percent of K-8 science artifacts required students to operate at the lowest levels of cognition (*DOK Level 1*). Auditors reviewed several social studies artifacts that expected students to look up definitions of terms in the dictionary or online. Other artifacts had students label maps and describe features of an event in history.

- Eleven percent of social studies artifacts generated *DOK Level 3* cognitive demand. Some of these artifacts required students to explain events in terms of concepts, support ideas with details and examples, and compile information to address a specific topic.

- Just 1% of social studies artifacts analyzed generated *DOK Level 4* cognitive demand, which was most often synthesizing information from multiple sources to address a topic or current event.

All thinking skill types are needed within the context of the classroom. While there is no specific recommendation for the proportion of higher-order (DOK Levels 3 and 4 strategic and extended thinking) to lower-order (DOK Levels 1 and 2 recall/reproduction, skill/concept) cognitive skills, the lower-order skills are intrinsic to the higher-order, meaning that districts that work to promote greater cognitive complexity are simultaneously building memory, understanding, and application while extending student thinking beyond those levels.

Exhibit 3.2.23 displays the higher- and lower-order thinking status of K-8 artifacts from all subject areas collected from district schools.

Exhibit 3.2.23

K-8 Artifacts Higher- and Lower-Order Thinking Skills
Columbus City Schools
December 2019
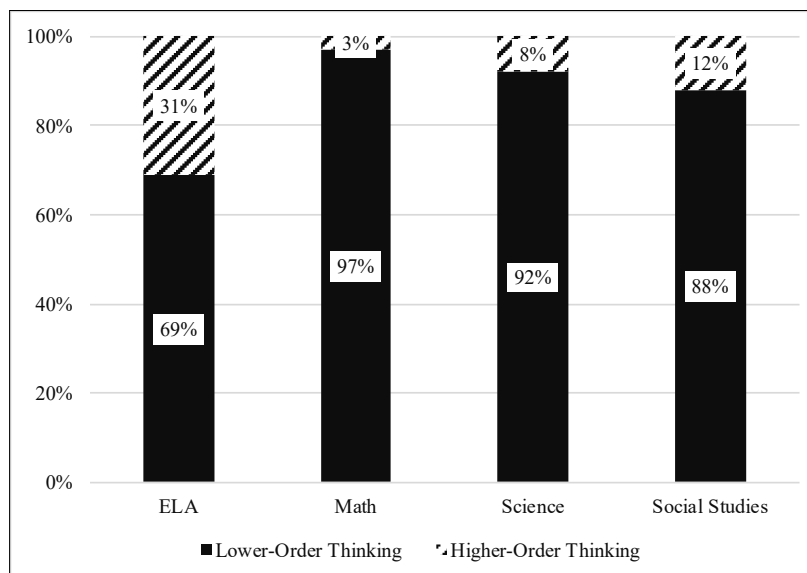
As indicated by Exhibit 3.2.23:

Across all K-8 content area artifacts, lower-order thinking (DOK 1, 2) were most prevalent. The percent of artifacts determined as either DOK 1 or DOK 2 ranged between 69% and 97%, with mathematics artifacts generating the highest percent of lower-order cognitive demand. English language arts artifacts generated the highest percent (31%) of higher-order thinking in students, while only 3% of mathematics artifacts required higher-order thinking. Eighty-six percent of all K-8 artifacts analyzed generated lower order thinking skills. Fourteen percent of all K-8 artifacts required higher order cognitive demand from students. The ability to reason, to evaluate and support evaluation with evidence, and to synthesize information into new forms should be present at all grade levels and content areas.

Exhibit 3.2.24 displays the cognitive demand results for grades 9-12 English language arts artifacts.

Exhibit 3.2.24

Grades 9-12 English Language Arts Artifacts Cognitive Demand Analysis
Columbus City Schools
December 2019
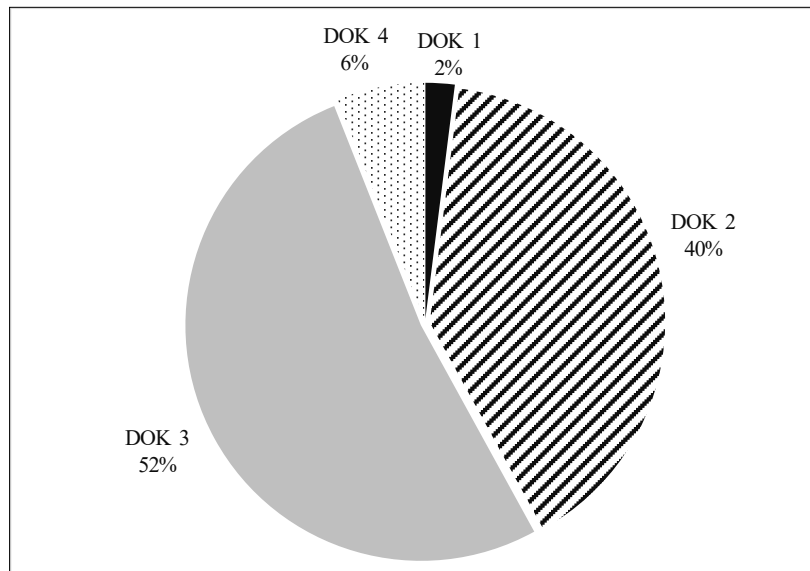
Exhibit 3.2.24 shows the following:

- Fifty-two percent of high school English language arts artifacts expected students to operate at the strategic thinking *DOK Level 3*. One such artifact requires students to compile information from multiple sources to argue for or against a topic. Another example of an artifact generating *DOK Level 3* thinking requires students to select a song for each chapter of a novel read in class and then explain why each song is selected for the specific chapter.

- Forty percent of grades 9-12 ELA artifacts required students to operate at skill/concept *DOK Level 2*. Artifacts with this cognitive demand often were exercises requiring students to identify the meanings of words using context clues or predicting outcomes.

- Six percent of the artifacts analyzed generated *DOK 4* extended thinking. One such artifact displayed the student's synthesizing of information about "life lessons" from multiple sources and then writing an essay about his/her own personal life lesson.

Exhibit 3.2.25 displays the cognitive demand results for grades 9-12 mathematics artifacts.

Exhibit 3.2.25

Grades 9-12 Mathematics Artifacts Cognitive Demand Analysis
Columbus City Schools
December 2019
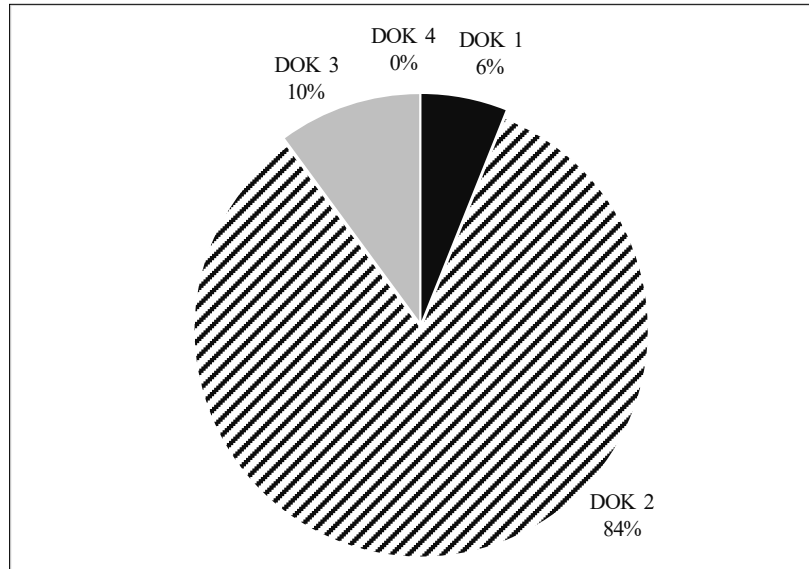
As noted in Exhibit 3.2.25:

- Most (83%) of the high school mathematics artifacts required students to operate at skill/concept *DOK Level 2*. Students solved routine multi-step problems. An example of one problem is "Given $f(x) = 2x^2$ *and* $g(x) = 3x - 8$, find f(g(3)). The student selects the answer from 4 possible responses.

- Ten percent of artifacts asked students to operate at strategic thinking *DOK Level 3*. In such artifacts, students were often required to prove their work or justify solutions. Several of the artifacts had students interpreting complex graphs.

- Six percent of artifacts asked students to operate at recall/reproduction *DOK Level 1*. In one example, students were required to define mathematics terms such as "slope" and "y-intercept."

Exhibit 3.2.26 displays the cognitive demand results for grades 9-12 science artifacts.

Exhibit 3.2.26

Grades 9-12 Science Artifacts Cognitive Demand Analysis
Columbus City Schools
December 2019
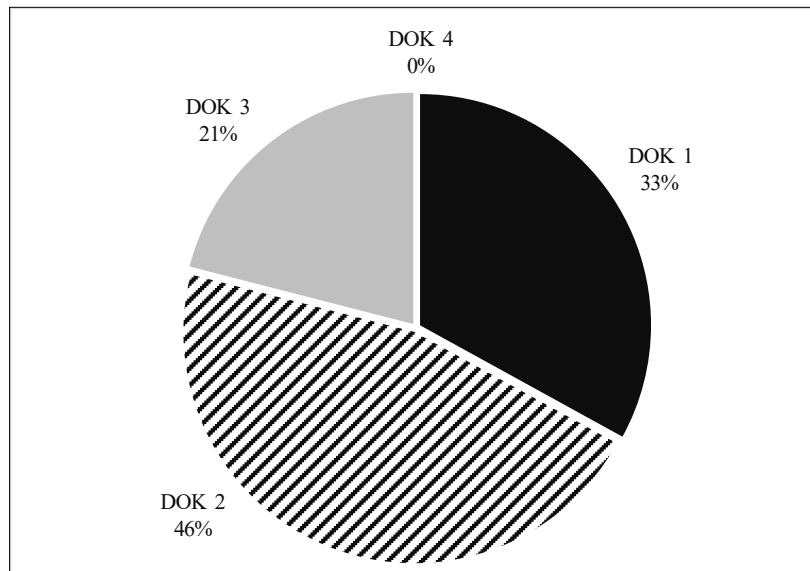
As noted in Exhibit 3.2.26:

- Forty-six percent of high school science artifacts required students to operate at skill/concept *DOK Level 2*. For one artifact, students responded to multiple choice questions about chemistry. The student was asked to use context clues in the text provided to identify answers to the questions. Another artifact had students list things that can cause pollution in either water or air.

- Thirty-three percent of artifacts generated recall/reproduction *DOK Level 1* in student thinking. More than one artifact required students to label the parts of an illustration. For example, in one activity, students were directed to "label the cell organelles (color the chloroplast green and the mitochondria purple)." One artifact had students listing the five types of bone classifications based on shape and give one example of each as described in each text.

- Twenty-one percent of science artifacts expected students to operate at strategic thinking *DOK Level 3*. Artifacts analyzed at this level often require students to explain phenomena in terms of concepts or after researching information to support the explanation. For example, one artifact had students explain what makes rocks change over time. For another artifact, students explained what caused the continents to separate and the rise of flowering plants during the Mesozoic era.

Exhibit 3.2.27 displays the cognitive demand results for grades 9-12 social studies artifacts.

Exhibit 3.2.27

Grades 9-12 Social Studies Artifacts Cognitive Demand Analysis
Columbus City Schools
December 2019
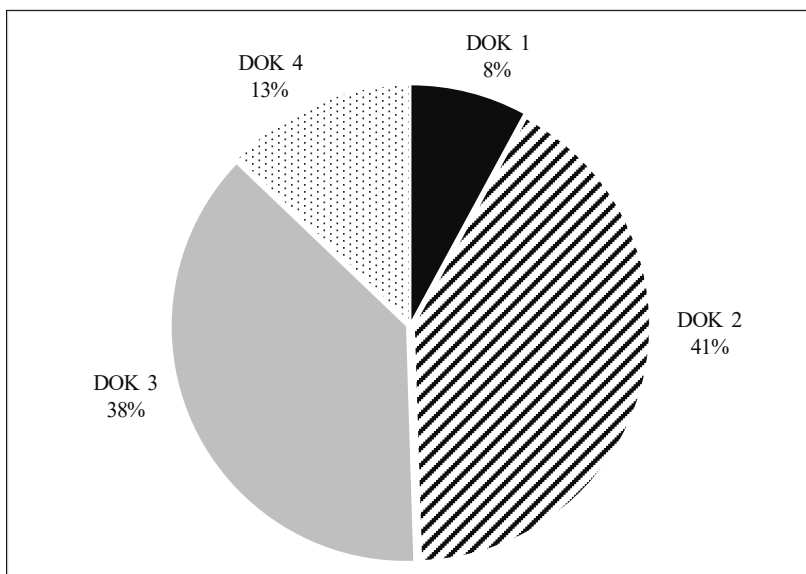
Exhibit 3.2.27 indicates the following:

- Forty-one percent of high school social studies artifacts required students to operate at the *DOK Level 2* cognitive demand. Several artifacts required students to determine causes and effect of an event such as the French Revolution. One artifact directs students to select an article that relates to the Bill of Rights and summarize the information.

- Thirty-eight percent of social studies artifacts required cognitive demand of *DOK Level 3*. An example was an artifact that directed students to use strategic thinking to answer questions such as, "Why do you think the 'nature of man' leads to factions?"

- Eight percent of artifacts generated *DOK Level 1* of cognitive demand. One such artifact had the students match each of the branches of the federal government with a list of purposes.

- Thirteen percent of these artifacts generated *DOK Level 4*, extended thinking. One such artifact directed students to identify and connect common themes across texts from different cultures.

Exhibit 3.2.28 displays the cognitive demand of all high school artifacts analyzed combined.

Exhibit 3.2.28

Grades 9-12 Artifact Cognitive Demand Analysis
English Language Arts, Mathematics, Science, and Social Studies
Columbus City Schools
December 2019
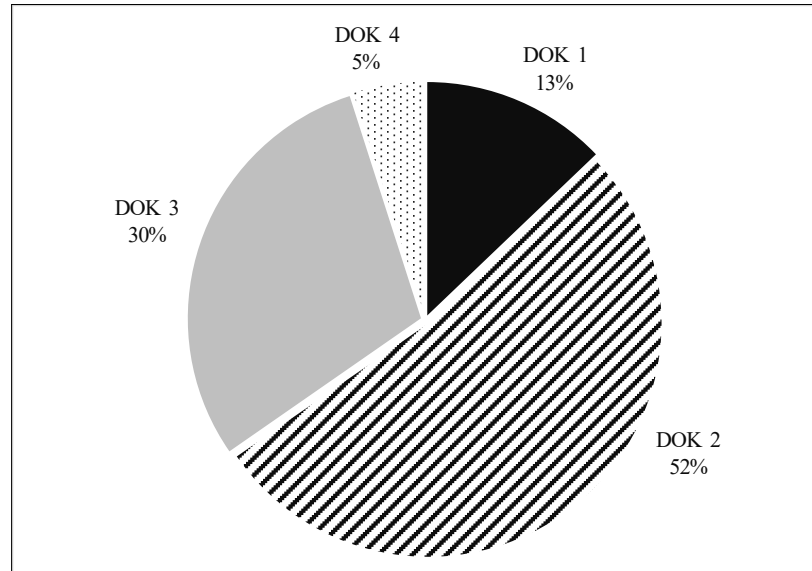
As shown in Exhibit 3.2.28, 52% of all high school artifacts reviewed had students operating at *DOK Level 2*, while 30% of artifacts were at *DOK Level 3*. Thirteen percent of the high school artifacts were recall/reproduction *DOK Level 1*, and 5% were at the highest levels of cognition, extended thinking *DOK Level 4*.

Exhibit 3.2.29 displays a higher order thinking comparison between K-8 and 9-12 student artifacts. Lower-order thinking is DOK Levels 1 (recall/reproduction) and 2 (skill/concept) while higher-order thinking is DOK Levels 3 (strategic thinking) and 4 (extended thinking).

Exhibit 3.2.29

Higher Order Thinking Skills Artifact Comparison
K-8 and 9-12
Columbus City Schools
December 2019
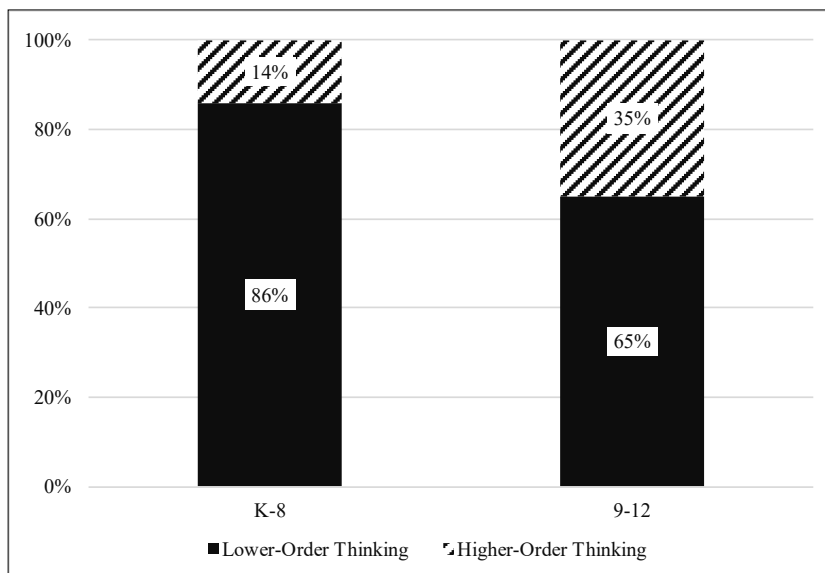
As indicated in Exhibit 3.2.29:

Overall, higher-order thinking skills (*DOK Levels 3* and *4*) were found more often in high school artifacts (35%), while 14% of all K-8 artifacts analyzed generated higher-order thinking skills. Eighty-six percent of all K-8 artifacts and 65% of all high school artifacts generated lower-order thinking skills (*DOK Levels 1* and *2*).

Context Type Analysis

Context is the third area of analysis that was conducted for the classroom student artifacts submitted by the Columbus City Schools. Context refers to how students are assessed. Context is an important consideration for districts because it can dramatically affect a student's ability to succeed. A multiple-choice question differs greatly from an essay question; assessments taken online are different than those requiring bubble sheets and pencils. A problem requiring a single operation to reach the answer is different than a problem requiring multiple steps. The doctrine of 'No Surprises' dictates that students be prepared ahead of time for the contexts they will likely encounter on state and national assessments, and that the students actually be taken even farther in their understanding to ensure success on high stakes tests. Practicing the ways in which a student might be assessed is one way that a district can make success more likely. In order to know what those contexts will be, districts must access released items from the assessments given in their state. It should be noted, however, that at times state tests do not use engaging contexts or items that are cognitively demanding, and in those cases, it is incumbent on the district to ensure that students go beyond the low expectations of the test.

Contexts also determine the level of cognitive engagement students will likely experience during a lesson. Cognitive engagement is the level that students are intellectually interested and participating in the activity. Certain types of contexts—ways in which students are called upon to demonstrate their learning—are inherently less engaging than others and therefore less likely to promote retention of the material. Students identifying soil attributes using fill-in-the-blank worksheets and a textbook chapter will be less engaged than those who have soil samples at their workstations and are expected to pour water and observe and record what happens. For

most students, particularly those who don't learn as readily, the second method is more likely to "stick." They will be more cognitively engaged and will therefore learn more. Exhibit 3.2.30 shows the types of contexts auditors consider in analyzing artifacts.

Exhibit 3.2.30

Context Types

Context	Real World/ Simulated Real World	Test-like	Classroom Activity	Meaningful Writing
Explanation	This type of context replicates activities found in the real world. It is often a hands-on activity.	This context replicates activities and tasks from released test items or from other exit exams in use by the district, such as AP exams. It allows students to practice skills prior to the test. It is important to note that quizzes and tests from a classroom setting do not necessarily fall into this category.	This context is comprised of activities unlikely to be found outside a classroom.	This context requires students to use higher-order thinking skills to complete the writing. The writing is usually of an extended nature.
Examples	Writing a business letter; building a ramp to measure acceleration and velocity; researching a historical period and designing costumes for a play set in that period; planning a travel itinerary; creating a budget using salary and expense information; learning songs in a target language; creating a lunch menu for a special event.	Marking a bubble sheet; selecting from multiple choice items; constructing a short answer; writing an extended response; writing an essay for test purposes; Responding to fill-in-the-blank questions.	Vocabulary worksheets; answering questions at the end of a chapter; solving mathematics problems; marking geographical features on a map; labeling parts of a cell; locating examples of figurative language in a poem; fill-in-the-blank worksheets; creating a bar graph using data given; Identifying details to support the main idea of a text.	Researching, formulating and defending a position; analyzing and critiquing a piece of literature; hypothesizing, testing and evaluating a theory or premise; writing a personal narrative utilizing techniques learned in class; writing a fictional story or poem.

Using the descriptions provided in Exhibit 3.2.30, auditors analyzed each artifact for context.

Exhibit 3.2.31 displays the context analysis for K-8 English language arts artifacts.

Exhibit 3.2.31

K-8 English Language Arts Artifact Context Analysis
Columbus City Schools
December 2019
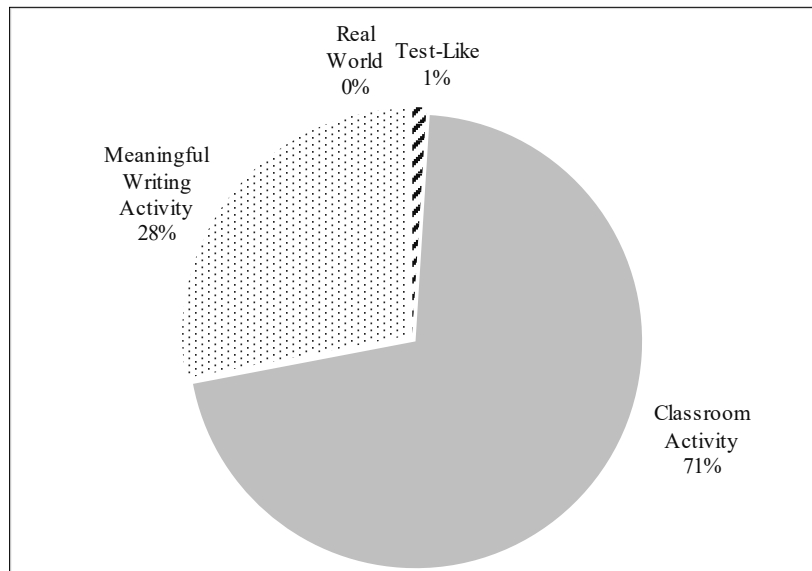
As noted in Exhibit 3.2.31:

- Seventy-one percent of K-8 student artifacts were *Classroom Activities*. This context is comprised of activities unlikely to be found outside a classroom.

- Twenty-eight percent of K-8 ELA artifacts were *Meaningful Writing*. The writing is usually of an extended nature. Some of the *Meaningful Writing* artifacts examined instructed the student to write a fictional story or poem. Several artifacts reviewed had the students analyze and critique a piece of literature.

- One percent of ELA artifacts were *Test-Like* activities.

- Auditors did not review any K-8 ELA Artifacts that were *Real World* context activities. English language arts exercises that engage students in situations that are relevant to their lives are more likely to increase their motivation and interest.

Exhibit 3.2.32 displays the context analysis for K-8 mathematics artifacts from District schools.

Exhibit 3.2.32

K-8 Mathematics Artifact Context Analysis
Columbus City Schools
December 2019
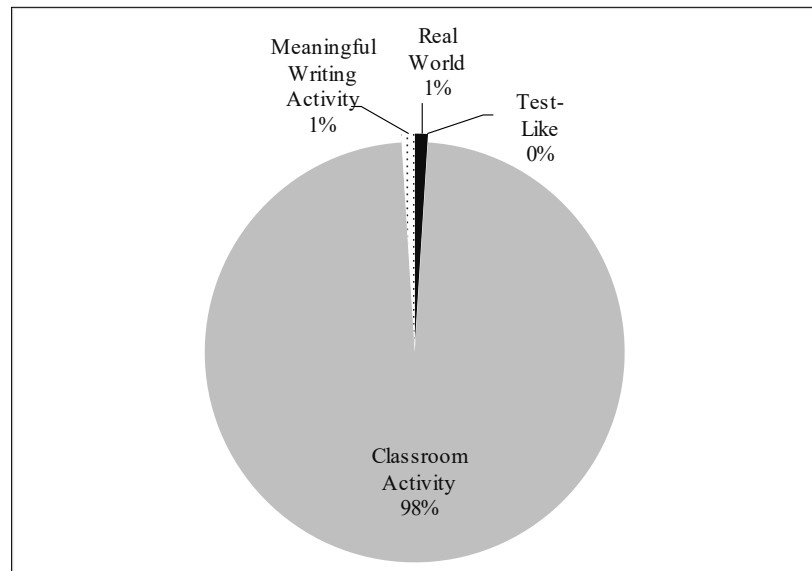
As noted in Exhibit 3.2.32:

- Almost all (98%) of the K-8 mathematics artifacts analyzed required students to engage in a *Classroom Activity*, an activity unlikely to occur outside the classroom. Most of these artifacts were worksheets where students were to solve mathematics problems including word problems.

- One percent of K-8 mathematics artifacts were *Real World* activities. One artifact instructed students to go to the classroom "store" and compare advertised prices of items such as apples, colored pencils, and chicken nuggets. Students were to determine which was the better buy by calculating ratio.

- One percent of high school artifacts were *Meaningful Writing*.

Exhibit 3.2.33 presents the context analysis for K-8 science artifacts.

Exhibit 3.2.33

K-8 Science Artifact Context Analysis
Columbus City Schools
December 2019
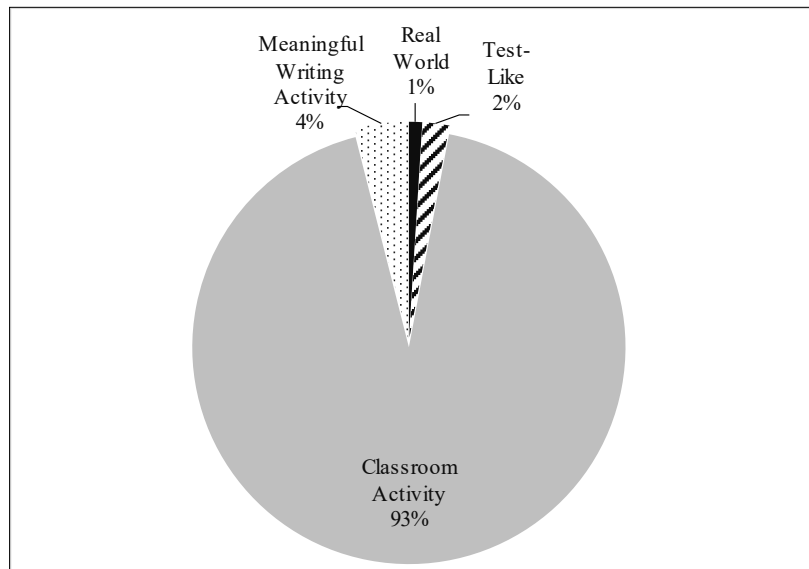
As noted in Exhibit 3.2.33:

- Ninety-three percent of K-8 science artifacts were *Classroom Activities* and 2% were *Test-Like* activities. One artifact directed students to draw arrows to create a food web on a supplied illustration that shows direction of energy flow through the ecosystem. Several science artifacts required students to fill in the blanks with science terms from a vocabulary list. One artifact was an "Atoms and the Periodic Table of Elements Quiz" in multiple choice format.

- Four percent of science artifacts provided students with opportunities to engage in *Meaningful Writing*. One grade 6 artifact had students imagine that they were a rock. The task was to produce a creative comic strip or mini comic book describing the changes they go through as they progress from one form of rock to another.

- Just 1% of K-8 science artifacts were *Real World* activities. One activity had students inventorying their own observable traits and then comparing the inventory with others in the class.

Exhibit 3.2.34 presents the context analysis for K-8 social studies artifacts collected across the district.

Exhibit 3.2.34

K-8 Social Studies Artifact Context Analysis
Columbus City Schools
December 2019
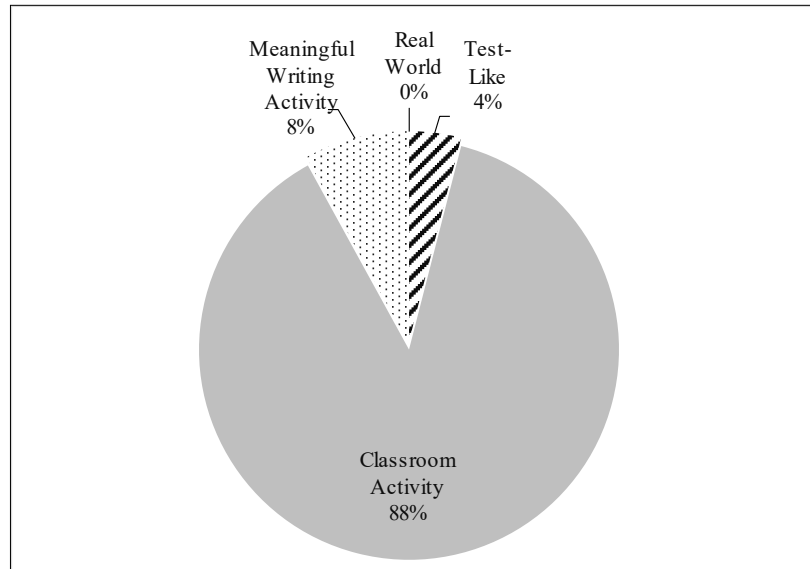
As noted in Exhibit 3.2.34:

- Eighty-eight percent of K-8 social studies artifacts were *Classroom Activities*.

- Four percent of the social studies artifacts were *Test-Like*, such as multiple choice and fill in the blank questions.

- *Meaningful Writing* contexts were identified in 8% of K-8 social studies artifacts. One artifact examined by the auditors had the student analyzing and critiquing a piece of historical literature. Another artifact was a personal narrative about immigrant experiences written by a student from a South American country.

Exhibit 3.2.35 provides comparative tables that display percentages of the most engaging (Real World and Meaningful Writing Activities) and least engaging (Classroom and Test-Like Activities) contexts.

Exhibit 3.2.35

Artifact Context Comparison by Subject Area K-8
Columbus City Schools
December 2019
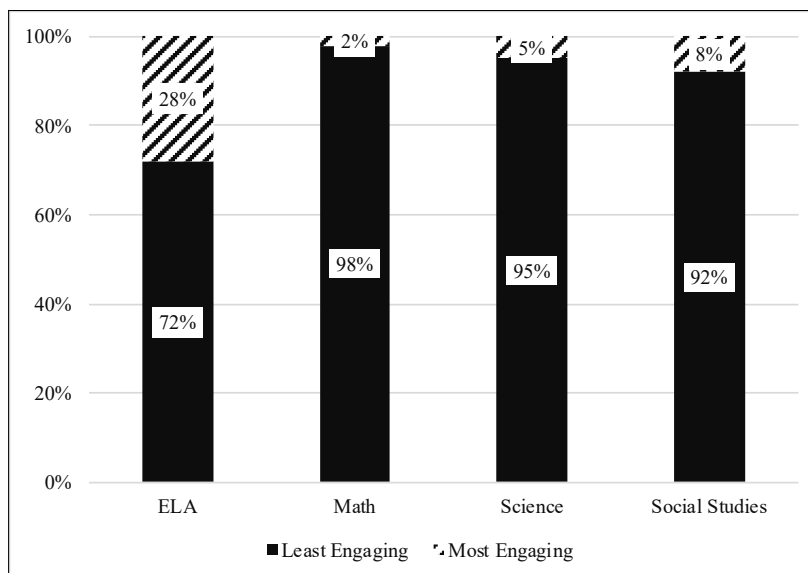
As presented in Exhibit 3.2.35:

- Twenty-eight percent of K-8 English language arts artifacts were most engaging (*Real World Activities* and *Meaningful Writing Activities*), the highest percent when compared to other subject areas. The percent of social studies artifacts considered most engaging (8%) was second highest.

- Ninety-eight percent of K-8 mathematics artifacts were least engaging (*Classroom Activities* and *Test-Like Activities*), the highest percent when compared to other subject areas. Ninety-five percent of K-8 science artifacts were least engaging.

Exhibit 3.2.36 presents the context analysis for 9-12 English language arts artifacts.

Exhibit 3.2.36

Grades 9-12 English Language Arts Artifact Context Analysis
Columbus City Schools
December 2019
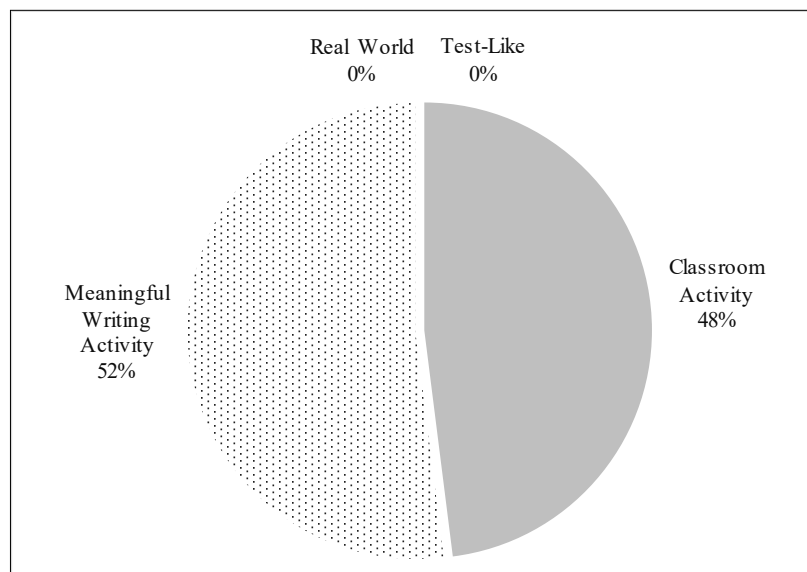
As noted in Exhibit 3.2.36:

- *Meaningful Writing*, in which students write in an extended format, occurred in 52% of high school ELA artifacts. These experiences allow students to interact with the content deeply and are more cognitively demanding than other types of experiences, such as multiple-choice questions or fill in the blank. Examples of such artifacts included one where a student selected the Middle Eastern tradition of "nose rings," a tradition that has been practiced for thousands of years, and described how that tradition has continued today in the student's own family. The student writes about ways the tradition should be modified to fit modern day culture. Other 9-12 English language arts artifacts were critiques of pieces of literature or decisions made by historical figures.

- Forty-eight percent of 9-12 English language arts artifacts were *Classroom Activities*. Some of these artifacts were labeled as "Exit Tickets." In one such artifact the student selected a book that had been read and responded briefly to the questions "Who? What? When? Where?" Another *Classroom Activity* artifact was labeled "Attention Grabber." For this activity, the student used a graphic organizer to respond to an article. The organizer was divided into sections for brief summaries of facts, descriptions, questions, "Imagine If," and quotes from the article.

- *Real World* contexts were not found in any of the 9-12 ELA artifacts.

Exhibit 3.2.37 presents the context analysis for 9-12 mathematics student artifacts.

Exhibit 3.2.37

Grades 9-12 Mathematics Artifact Context Analysis
Columbus City Schools
December 2019
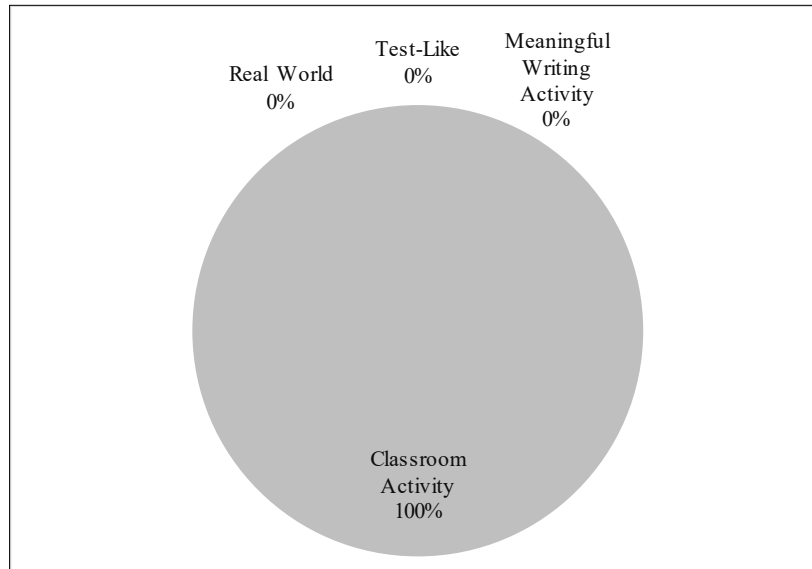
As indicated in Exhibit 3.2.37:

- The context of all (100%) of the high school mathematics artifacts examined was *Classroom Activity*. Most were worksheets of mathematics problems to be calculated. Directions for such artifacts included:

    ○ "State the value of the discriminant for each equation. Then determine the number of real solutions of the equations."

    ○ "Use the product rule to simplify the following monomials."

    ○ "Solve each inequality by graphing."

    ○ "Write an inequality based on each given scenario. Then solve the inequality."

- None of these artifacts replicated activities found in the *Real World* context nor included requirements for *Meaningful Writing*. None were hands-on activities.

Exhibit 3.2.38 displays the context analysis for 9-12 science student artifacts.

Exhibit 3.2.38

Grades 9-12 Science Artifact Context Analysis
Columbus City Schools
December 2019
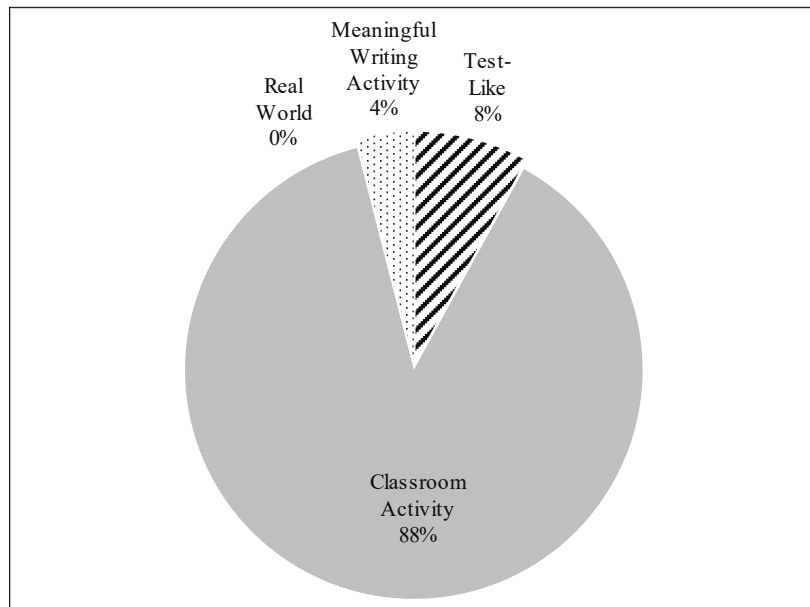
As noted in Exhibit 3.2.38:

- Eighty-eight percent of high school science artifacts were *Classroom Activities*, meaning they would not be likely to occur outside a classroom setting. The directions for one such artifact asked students to summarize the origins of the Atomic Theory. Another artifact had students defining science terms such as "substance," "compound," and "heterogeneous mixture." A different *Classroom Activity* artifact required the student to list five major parts of the long bone and explain how bones are classified.

- Four percent of science artifacts were *Meaningful Writing*. Auditors examined science artifacts with a *Meaningful Writing* context that involved hypothesizing, testing, and evaluating a theory or premise. One such artifact was labeled "Wheatgrass Growing Project." Students were to respond to the problem statement, "How much water is needed to grow wheatgrass?" They were to develop hypothesis(es); describe materials, activity set-up, and procedures taken; chart data; summarize data; write a conclusion; and evaluate their project's process and procedures.

- Eight percent of artifacts were *Test-Like*. Some of these artifacts were multiple choice, True or False, and matching.

Exhibit 3.2.39 displays the context analysis for 9-12 social studies student artifacts.

Exhibit 3.2.39

Grades 9-12 Social Studies Artifact Context Analysis
Columbus City Schools
December 2019
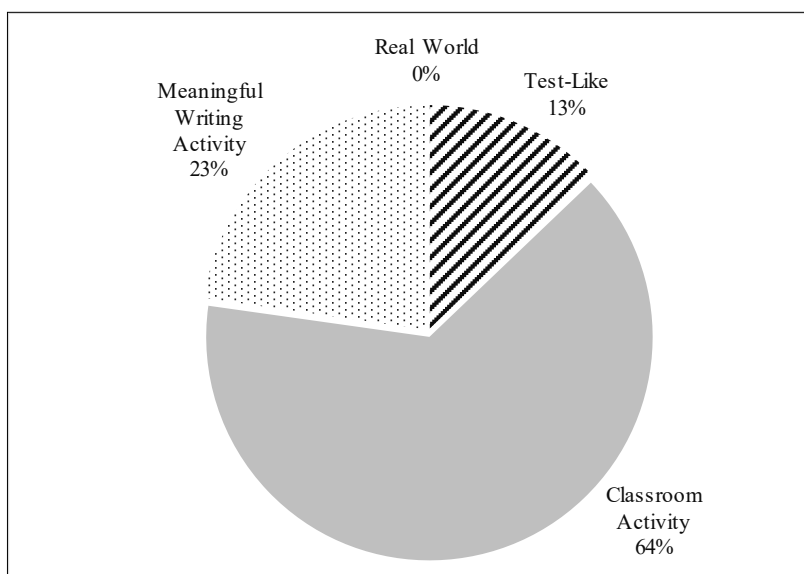
Exhibit 3.2.39 indicates the following:

- Sixty-four percent of high school social studies artifact contexts were *Classroom Activities*. These artifacts most often consisted of fill-in-the blanks to complete the sentences, define terms, or respond open-endedly to short answer questions. Often these artifacts had the students use graphic organizers to summarize answers.

- *Meaningful Writing* contexts, which require students to use higher-order thinking skills and are usually of an extended nature, occurred in 23% of high school social studies artifacts. One such activity was a personal narrative about what it means to have personal freedom of religion. The assignment for another Meaningful Writing activity directed students to collaborate with classmates and become modern day "Enlightenment Philosophers" to create and write a "Declaration of Rights" to end the wrongs that they experience as teenagers.

- Thirteen percent of social studies artifacts were *Test-Like* activities.

Exhibit 3.2.40 displays the percentage of 9-12 artifact context comparison by subject area.

Exhibit 3.2.40

Artifact Context Comparison by Subject Area Grades 9-12
Columbus City Schools
December 2019
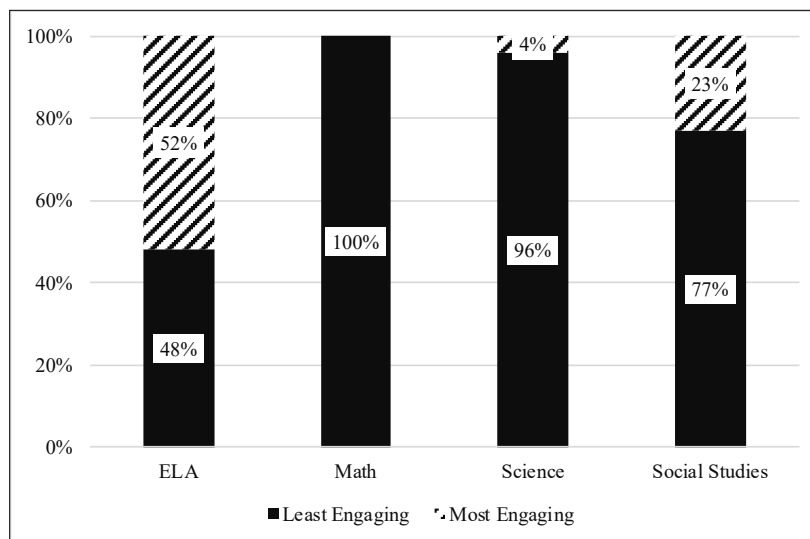
As indicated in Exhibit 3.2.40, more than half (52%) of English language arts artifacts were of the *Most Engaging* context (Real World and Meaningful Writing Activities). However, artifacts of the other three core areas ranged from 77%-100% of the *Least Engaging* context (Classroom Activities and Test-Like).

Exhibits 3.2.41 through 3.2.44 provide comparative tables displaying the percentages of most engaging and least engaging contexts, by content area, across K-8 and 9-12.

Exhibit 3.2.41 displays a comparison between K-8 and 9-12 English language arts artifacts that are most engaging and artifacts that are least engaging.

Exhibit 3.2.41

English Language Arts Artifact Context Comparison
K-8 and 9-12
Columbus City Schools
December 2019
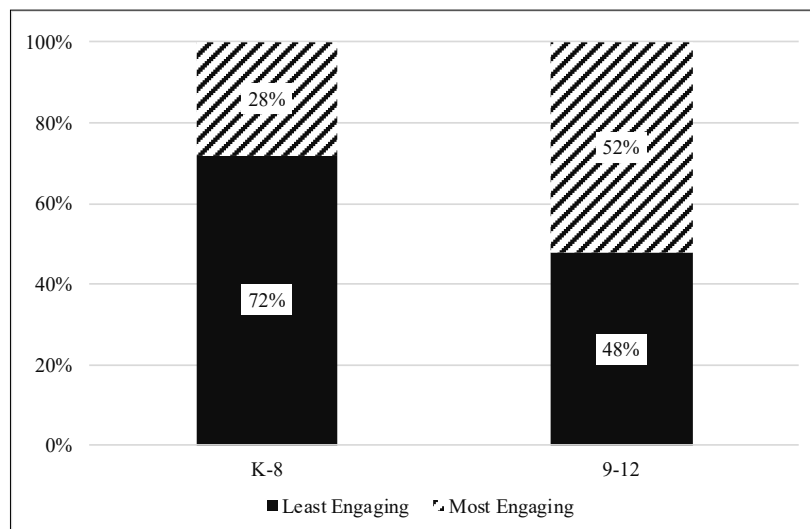
As noted in Exhibit 3.2.41, 9-12 English language arts artifacts had the highest percentage (52%) of *Most Engaging* contexts (Real World and Meaningful Writing). Twenty-eight percent of K-8 artifacts had the *Most Engaging* contexts.

Exhibit 3.2.42 displays a comparison between K-8 and 9-12 mathematics artifacts that are most engaging and artifacts that are least engaging.

Exhibit 3.2.42

Mathematics Artifact Context Comparison
K-8 and 9-12
Columbus City Schools
December 2019
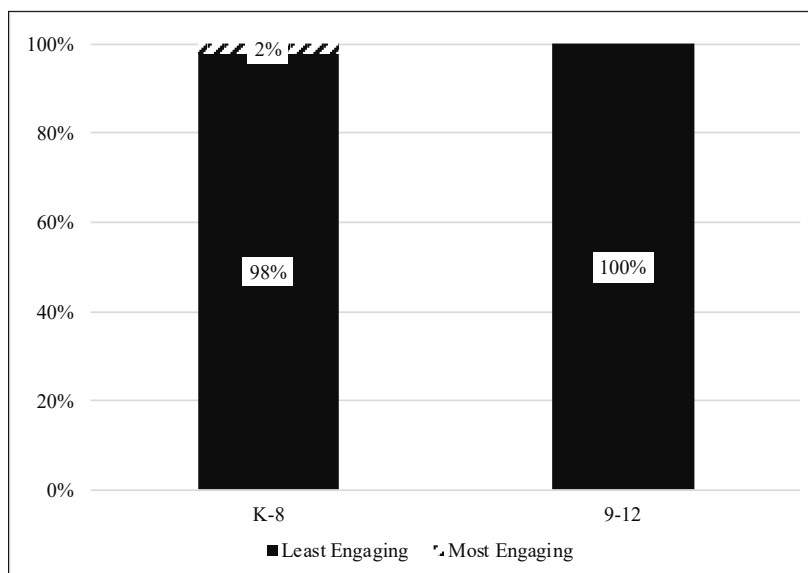
As noted in Exhibit 3.2.42:

- Mathematics artifacts were found to be the *Least Engaging* in context when compared with artifacts for other content areas. Ninety-eight percent of K-8 and 100% of high school mathematics artifacts were either Classroom Activity or Test-Like in context.

- Two percent of K-8 mathematics artifacts were *Most Engaging* contexts (Real World and Meaningful Writing), while none of the 9-12 mathematics artifacts were *Most Engaging* contexts.

Exhibit 3.2.43 displays a comparison between K-8 and 9-12 science artifacts that are most engaging and artifacts that are least engaging.

Exhibit 3.2.43

Science Artifact Context Comparison
K-8 and 9-12
Columbus City Schools
December 2019
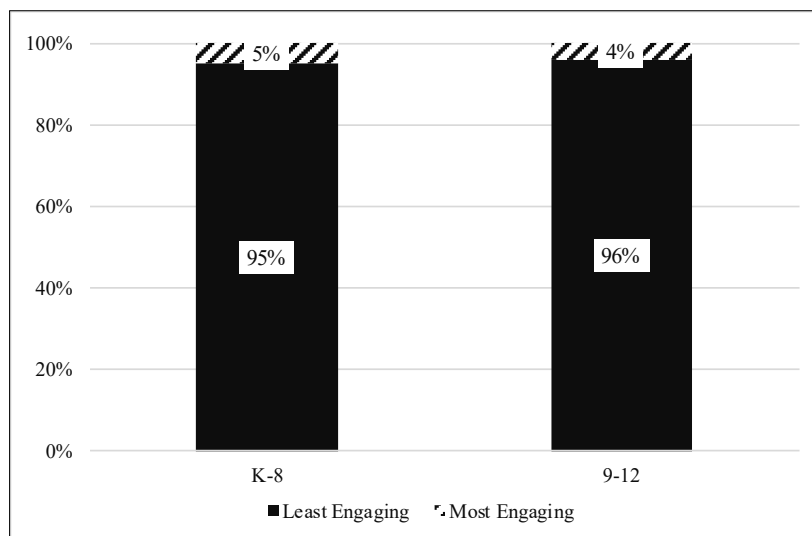
As noted in Exhibit 3.2.43:

- Ninety-six percent of 9-12 and 95% of K-8 science artifacts were of the *Least Engaging* type (Classroom and Test-Like Activities).

- Five percent of K-8 and 4% of 9-12 science artifacts were of the *Most Engaging* type (Real World and Meaningful Writing Activities).

Exhibit 3.2.44 displays a comparison between K-8 and 9-12 social studies artifacts that are most engaging and artifacts that are least engaging.

Exhibit 3.2.44

Social Studies Artifact Context Comparison
K-8 and 9-12
Columbus City Schools
December 2019
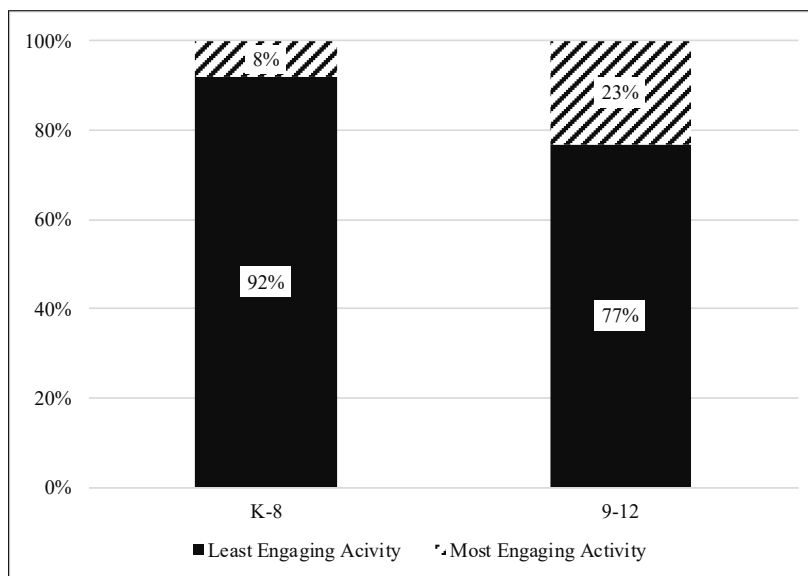
As noted in Exhibit 3.2.44:

- Twenty-three percent of high school and 8% of K-8 social studies artifacts were of the *Most Engaging* context type.

- Ninety-two percent of K-8 and 77% of high school social studies artifacts were of the *Least Engaging* context type.

Overall, 87% of all K-12 artifacts analyzed for context were of the least engaging types of Classroom and Test-Like Activities. Thirteen percent of all K-12 artifacts were of the most engaging types (Real World and Meaningful Writing Activities). There were a few artifacts for K-8 and no artifacts for 9-12 examined that presented activities that mimicked the Real World. English language arts, social studies, and a few science artifacts were examined that allowed for Meaningful Writing experiences. None of the mathematics artifacts examined provided Meaningful Writing activities.

Summary

Overall, auditors found that almost 50% of K-8 English language arts artifacts examined were calibrated below grade level. Some K-8 English language arts artifacts did not meet the specific expectations of the grade level standard that were identified because of standard redundancy.

Sixty-nine percent of mathematics, 65% of science, and 65% of social studies artifacts were calibrated at all grade levels. Three percent of science artifacts and 6% of social studies artifacts were found to be below level. Overall, 22% of all K-8 artifacts examined were a content mismatch with few English language arts content mismatches. None of the K-8 student artifacts examined calibrated above grade level.

Overall, 69% of all high school artifacts analyzed measured the identified standards. Twenty percent of high school artifacts partially met the standards, and 11% did not meet the identified standards. Auditors found more high school social studies artifacts (23%) that were not aligned with the standards than they did in other core content area artifacts.

Higher order thinking skills (Strategic [DOK 3] and Extended [DOK 4] thinking) identified by the auditors using the lens of the Depth of Knowledge framework were more often found at the high school. Thirty-five percent of all high school artifacts and 14% of all K-8 artifacts analyzed generated higher order thinking skills. Eighty percent of all K-12 artifacts examined generated lower order thinking skills (Recall/Reproduction [DOK 1] and Skill/Concept [DOK 2]).

Most K-12 artifact contexts were Classroom Activities, the least engaging type of activity. Few artifacts were Real World activities. Thirteen percent of artifacts were Meaningful Writing activities. Most of these were English language arts and social studies artifacts. No mathematics artifacts were Meaningful Writing activities.

On a district survey, administrators were asked to respond to the statement, "Teachers have adequate training in the use of instructional resources." Seventy-three percent of respondents disagreed or strongly disagreed. Given that most of the student artifacts examined promoted low cognitive demand and least engaging contexts, auditors question whether teachers have clarity around what good student activities look like. The findings for artifact calibration and alignment to the standards findings suggest a problem with both standard specificity and horizontal coordination. Research has also determined that cognitive complexity is inherently more engaging to students, meaning that it will sustain their interest better than lower-level recall/reproduction and skill/concept can. Low cognitive demand and least engaging contexts will not adequately prepare students for classroom or high-stakes assessments.

Finding 3.3: The Columbus City Schools has not institutionalized a system to prevent, monitor, and eliminate district- and campus-level in equalities and in inequities that can create barriers to equal access to the district's programs and services and achievement parity for all students.

Equality means being the same or receiving equal treatment. Examples include giving all schools in a district the same amount of resources per student, or if there were proposed cuts in funding, all budgets would be reduced by the same amount. Equality also means equal access to district programs and services to prepare students for the pathway in life they choose to explore.

Equity is the state or condition of treating others based on identified and documented needs. Since no two persons are exactly alike, their needs and preferences are often different. For example, schools serving low-income students need more resources (funding, experienced teachers, relevant curriculum, etc.) No student group should be disproportionately represented in any negative category (e.g., disciplinary actions, drop-out rate, absenteeism), and student groups that have greater need should have availability of human and financial resources. Further, some inequalities become inequities when access to programs and services are determined by socioeconomic status, linguistic competency, learning disabilities, or other variables that may impact learning. Effective districts balance equity with equality, depending on the demonstrated needs of their students, by institutionalizing systems and processes that are *proactive* in preventing inequalities and inequities and *reactive* in quickly identifying and correcting those that evolve inadvertently.

Monitoring equity in districts is only part of the challenge; the greatest challenge is in determining causes for inequalities and successfully intervening on behalf of those students who are affected. In effective school districts, leaders examine data from a variety of sources to determine whether equity and equality exist in the district. Such data assist leaders in determining if subgroups of the population are accessing services or benefits at a rate below that of other subgroups, or if a certain group is persistently lagging behind its peers on assessments.

To conduct an analysis of equity within the Columbus City Schools, the auditors examined board policies, district plans, and budgets. They also reviewed district and campus student and program enrollment and disciplinary actions by ethnicity, special program eligibility, and socioeconomic status. They interviewed board members, campus administrators, district administrators, teachers, and parents relative to equality and equity issues within the district. Auditors also collected qualitative and quantitative data from online surveys of teachers and administrators and visited classrooms on 61 campuses (see Finding 3.1).

Overall, auditors found several inequalities and inequities at the district level, as well as between and among campuses that serve as potential obstacles to all student groups mastering the curriculum at high levels. In addition to the inequities between economically disadvantaged students in absenteeism and graduation rates, auditors found inequalities in program enrollment, discipline, and grade retention. Moreover, auditors found inequities in available resources (human and financial) to support learning and in equal access to the district curriculum by English learners and special education students.

As indicated in Finding 1.1, Exhibit 1.1.5, Criterion 3.5, board policy provides assurance that the district will not discriminate against students with disabilities and will make facilities, programs, and activities accessible without regard for disabilities and Protected Class, and make equal educational opportunities available to all students. Policy further directs educational programs to be designed to meet varying needs of all learners. Although policies require the district to establish procedures for delivery of instruction and related services to all students, they do not require an annual review of equity data or the development of a plan to prevent or ameliorate inequality and/or inequity issues.

Auditors found three job descriptions that include responsibility for ensuring equal access and equity:

- Human Resources Information Systems Coordinator is responsible to implement mass data changes in response to equity, cost of living, and/or other salary adjustments; upload data tables to human resources information system(s).

- Area Superintendent supports local school governance structures by creating and maintaining an equitable learning environment that provides access to quality learning for all.

- Chief Equity Officer is a recent position developed by the district, but it had not been filled at the time of the on-site visit. The job description summary states, "The Chief Equity Officer works with the Superintendent to promote a culture of inclusion and embracing differences as a strategic opportunity towards leading the district's efforts to build a culture of equity and inclusion for all students, families, employees, and community." Further, the Chief Equity Officer is to "Collaborate with district management to create, implement, and monitor programs designed to ensure fair and equitable treatment of students, faculty, and staff."

The auditors first sought to determine if access to certain programs is equal across student subgroups by determining if groups are enrolled in certain programs at a rate commensurate with their overall representation in the district.

Exhibit 3.3.1 presents the district's enrollment by ethnicity, gender, and socioeconomic status.

Exhibit 3.3.1

District Enrollment by Subgroups
Columbus City Schools
2018-19

Student Subgroup	Percentage of District Enrollment
Ethnicity	
Asian	3.9
African American	53.8
Hispanic	12.7
American Indian	.075
Multiracial	7.1
White	22.2
Gender	
Male	51.4
Female	48.6

<table>
<tr><td colspan="2">Exhibit 3.3.1 (continued)
District Enrollment by Subgroups
Columbus City Schools
2018-19</td></tr>
<tr><td>Student Subgroup</td><td>Percentage of District Enrollment</td></tr>
<tr><td colspan="2">Other Subgroups</td></tr>
<tr><td>English Learners</td><td>17.3</td></tr>
<tr><td>Students with Disabilities</td><td>17.5</td></tr>
<tr><td>Economically Disadvantaged</td><td>41.26*</td></tr>
<tr><td colspan="2">*The economically disadvantaged percentage reflects Direct Certification (DC) numbers as of the date of the on-site audit visit (12/2/2019), not the 2017 Community Eligibility Provision (CEP) percentage that is calculated by a multiplier. Auditors used 41.26% in their data analyses.</td></tr>
<tr><td colspan="2">Data Source: District Provided Reports</td></tr>
</table>

The auditors used 2018-19 enrollment data to determine proportionality of program enrollments and participation rates. Their findings are discussed below by category.

District-level Inequalities

Auditors found the following district-level inequalities:

3.3.a. African American, Hispanic, Asian, and Multiracial teachers are under-represented when compared to the percentages of African American, Hispanic, Asian, and Multiracial student enrollment.

Students benefit from having access to adults who represent their own ethnic group, culture, and gender to serve as role models for encouragement, inspiration, and support for their respective cultural capital. The auditors examined the extent district personnel reflect the ethnic representation of the district students. The data are presented in Exhibit 3.3.2.

Exhibit 3.3.2

Ethnic Representation of Teachers and Students
Columbus City Schools
December 2019
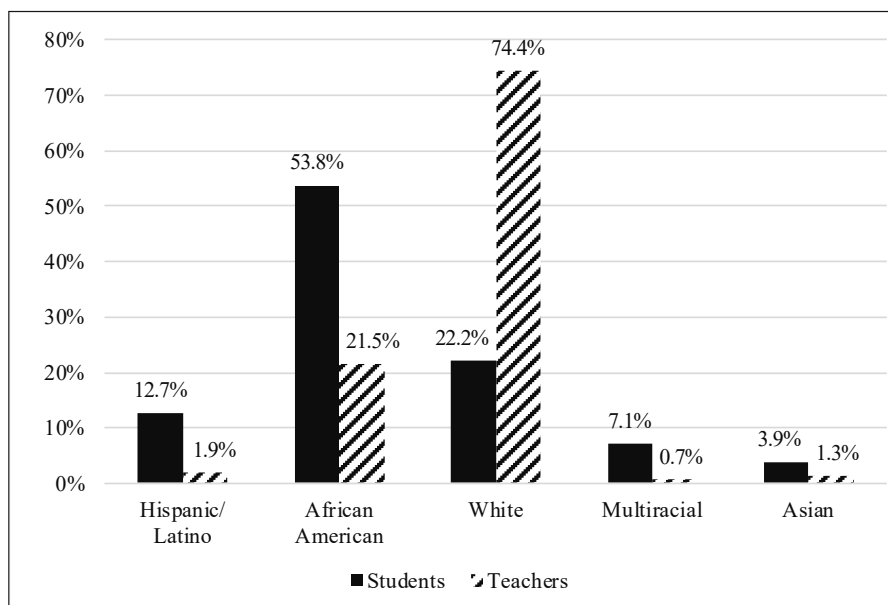
Data Source: District Provided Reports

As noted in Exhibit 3.3.2:

- *White* teachers comprise almost three-fourths (74.4%) of the entire staff, although *White* students make up just over 22% of the student population.

- *African American* instructors represent 21.5% of the staff while *African American* students are the largest group in the district at 53.8%.

- *Hispanic/Latinos* represent 1.9% of the teaching cadre, but 12.7% of the student body.

- *Multiracial* and *Asian* staff are represented at 0.7% and 1.3%, respectively, which is disproportionate to *Multiracial* and *Asian* students at 7.1% and 3.9%.

Overall, the auditors found that ethnic representation among the teachers is very low when compared with students except for White students and teachers, a concern expressed during interviews and in survey responses regarding the lack of diversity of teaching staff for cultural sensitivity.

- "The difference in classroom experiences for our kids comes down to teacher expectations. Coming from different backgrounds that do not match the teachers." (District Administrator)

- (When asked about district weaknesses) "Lack of diversity with teaching staff, the unwillingness of teachers to address their cultural bias." (School Administrator)

- (When asked about district weaknesses) "Lack of teachers that reflect the student racial/ethnicity/ religious affiliation." (School Administrator)

3.3.b. All students identified as gifted are not receiving services in their area(s) of identification.

As evident in board policy, the Columbus City Schools board has committed to equal access to educational opportunity and curriculum for every child to meet their varying needs. PO 2464 GIFTED EDUCATION AND IDENTIFICATION states, "The Board of Education shall ensure that procedures are established to identify all gifted students." It also directs, "The superintendent shall ensure equal opportunity for all children identified as gifted to receive any and all services offered by the District, consistent with their area(s) of identification and differentiated to meet their needs."

Auditors learned during interviews that the Columbus City Schools has a gifted and talented program model that provides services for identified students at various sites in the district referred to as Service/Catchment Schools. The district gifted and talented team has developed and disseminated a menu of supplemental programs led by the team in which buildings have the option to participate. The menu also identifies programs that schools have used in the past in conjunction with outside groups that buildings can self-select. Flexibility has been given at the campus level to opt into programs and services for gifted students. This site-based approach to decision making may lead to inconsistency in services.

Auditors examined district data regarding provision of services to identified gifted students. The data are represented in Exhibit 3.3.3.

Exhibit 3.3.3

Percent Identified Students by Areas of Giftedness and the Percent Receiving Services
Columbus City Schools
December 2019
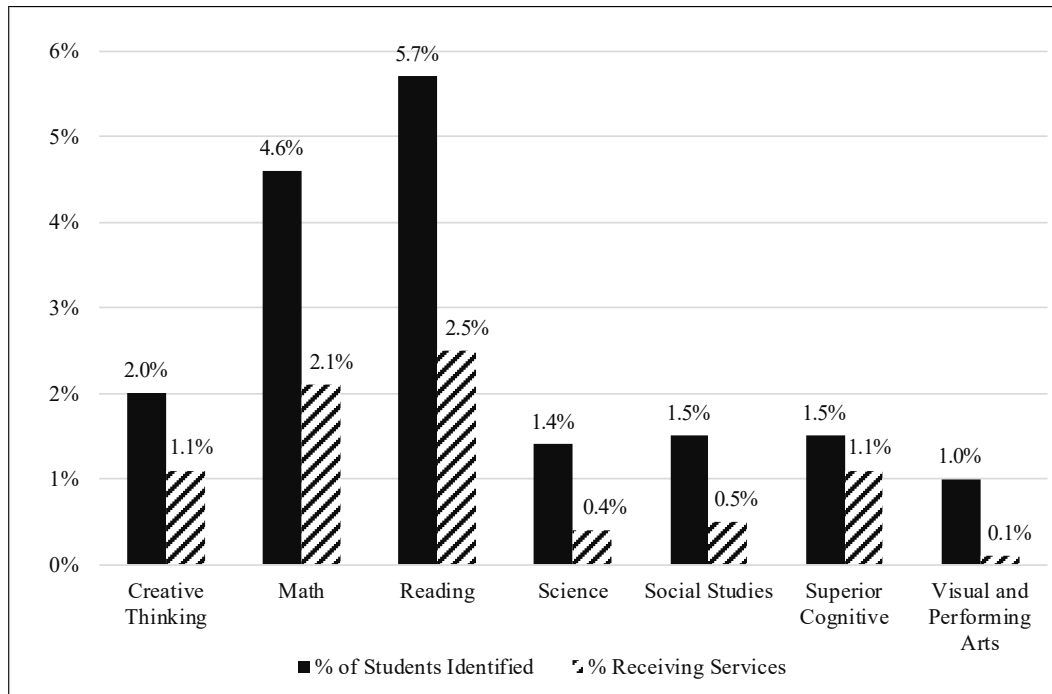
Data Source: Ohio Department of Education 2018-19 School Report Card

As indicated in Exhibit 3.3.3, students are identified in all seven areas of giftedness from the highest area, *Reading* with 5.7 %, to the lowest area, *Visual and Performing Arts* with 1%. All students are not receiving services in their area(s) of giftedness. The difference between students identified and those not being serviced ranges from 0.9 percentage points in *Visual and Performing Arts* to 3.2 percentage points in *Reading*.

Gifted students are not receiving services to meet their identified need, which does not follow board policy and does not ensure equal access for all.

3.3.c. Females and White students are over-represented in gifted and talented. Males, African Americans, and Hispanic students are under-represented in gifted and talented.

<u>Exhibits 3.3.4</u> and <u>3.3.5</u> show the gender and ethnicity of students in the gifted program.

Exhibit 3.3.4

Gifted Program Enrollment by Gender
Columbus City Schools
December 2019
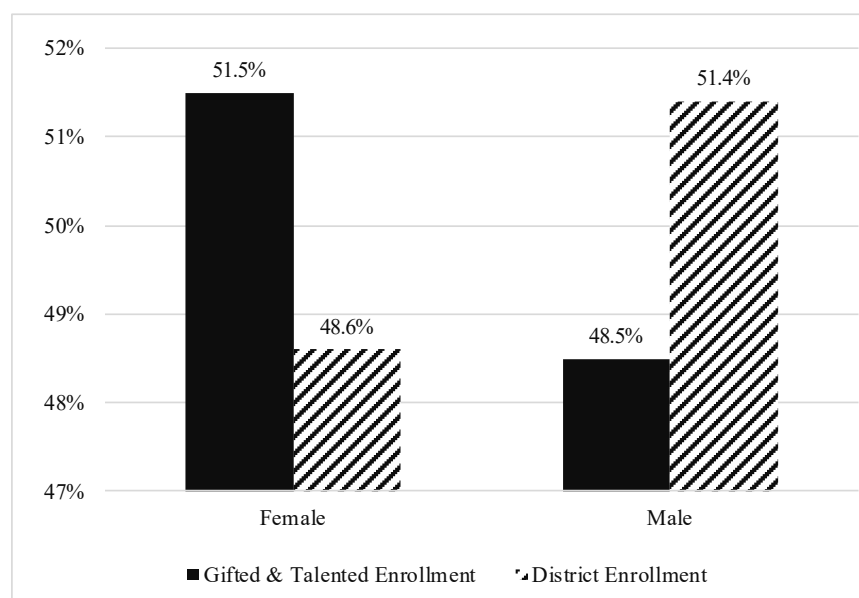
Data Source: District Reports

Exhibit 3.3.5

Ethnic Representation of Gifted Program Students
Columbus City Schools
December 2019
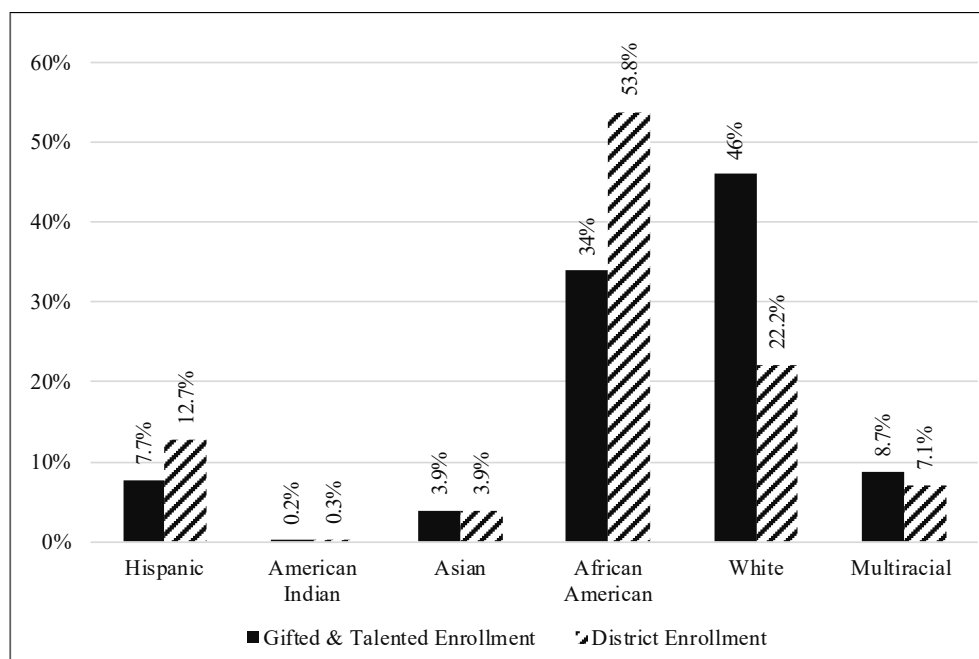
Data Source: District Reports

As indicated in Exhibits 3.3.4 and 3.3.5:

- *Males* represent 51.4% of the total district population, but they represent 48.5% of the GT program.

- *Females* represent 48.6% of the total student population, but they represent 51.5% of the GT program.

- *African American* students at 53.8% of the student body, represent 34% of the GT enrollment.

- *Hispanic* students represent 12.7% of district students, but 7.7 % of GT students.

- *Asian* and *American Indian* students are proportionally represented in the GT program.

Auditors heard comments regarding inconsistencies in gifted and talented program services and student representation in the gifted and talented program:

- "Our G/T population does not reflect our demographics. It is a challenge because the kids who don't return the forms are those who are underrepresented." (District Administrator)

- "We do not have formal expectations for teachers with G/T students at grades 1 and 2. Differentiation expectation is in the teacher appraisal system." (District Administrator)

- "Access to special classes and programs is by lottery. Minority students are not represented in AP classes." (District Administrator)

3.3.d. Males are over-represented in special education, suspensions/expulsions, and retentions. Females are under-represented in special education, suspensions/expulsions and retentions.

Exhibits 3.3.6 and 3.3.7 present special education (SPED) program enrollment data by gender and ethnicity.

Exhibit 3.3.6

Special Education Enrollment by Gender
Columbus City Schools
December 2019
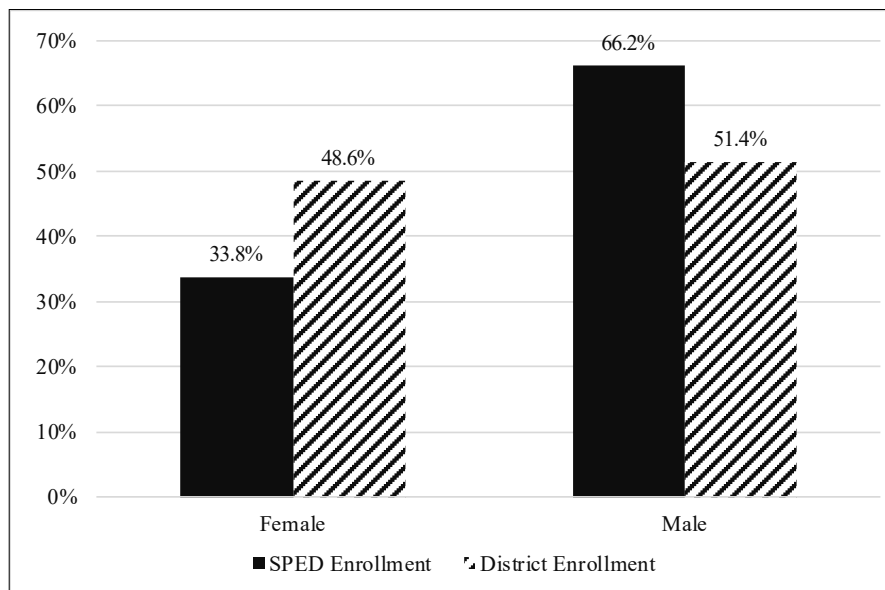
Data Source: District Reports

Exhibit 3.3.7

Ethnic Representation of Special Education Students
Columbus City Schools
December 2019

	Hispanic	American Indian	Asian	African American	White	Hawaiian Pacific Islander	Multiracial
SPED Enrollment	9.3%	0.2%	1.7%	54%	28%	0.1%	6.9%
District Enrollment	12.7%	0.3%	3.9%	53.8%	22.2%	0.1%	7.1%
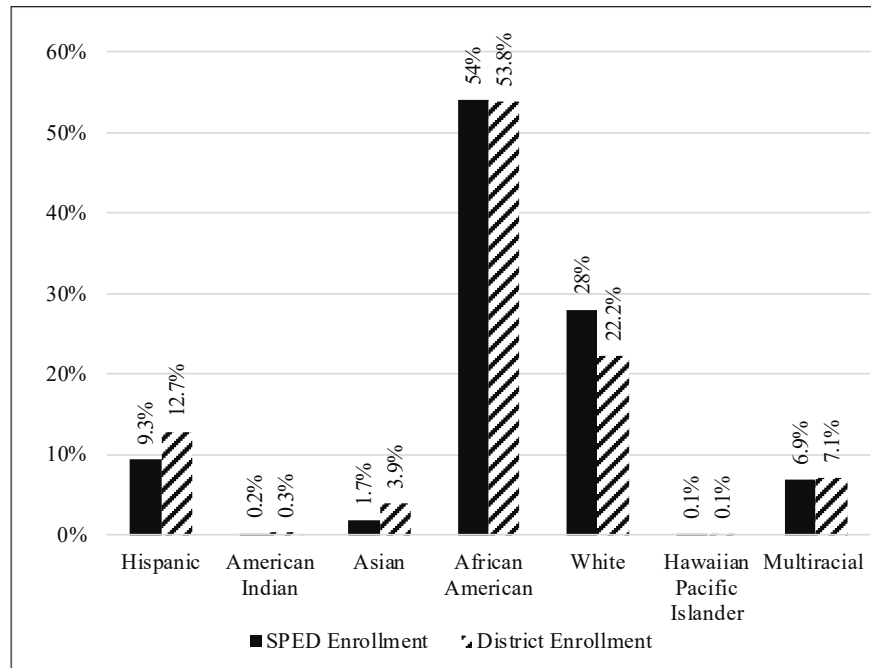
Data Source: District Reports

Exhibits 3.3.6 and 3.3.7 show that males are over-represented in the special education program by 14.8 percentage points. *Whites* are over-represented by 6 percentage points. *Hispanic* and *Asian* students are under-represented in special education. *African American* students and other groups are proportionally represented in special education.

The Columbus City Schools has included goals and strategies focused on improving the educational culture and climate in its district improvement plan, in an effort to reduce absences and lateness and increase the graduation rates of student subgroups as a means of closing the achievement gap in English/language arts and mathematics. Disciplinary actions can challenge those efforts when they result in loss of instruction and increased risk of students falling behind academically or dropping out of school. In-school suspension or expulsion can seriously impede a student's academic progress by eliminating access to teaching and learning in the regular classroom. Students' voluntary absence from school has the same negative impact as forced absence resulting from suspension. If a student is not in the classroom, regardless of the reason, a learning opportunity is lost. When disciplinary actions, and other variables, including those beyond the school's influence, come together to deter or delay mastery of the vertical curriculum, grade retention and, ultimately, timely graduation with peers are natural consequences and disappointments that often lead to dropping out of school.

Exhibit 3.3.8 shows K-12 student suspension/expulsion data by gender.

Exhibit 3.3.8

Suspension/Expulsion Data by Gender
Columbus City Schools
December 2019
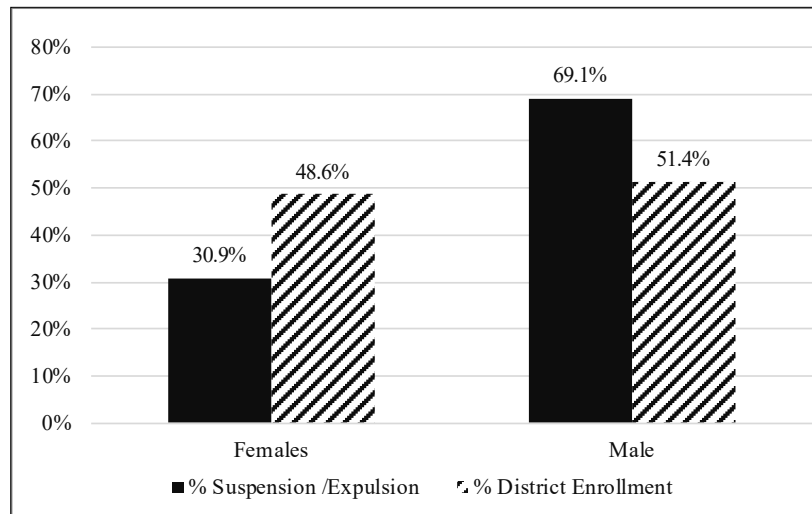
Data Source: District Reports

Exhibit 3.3.8 illustrates that *Males* are over-represented in suspension and expulsion at 69.1% compared with their district enrollment of 51.4%. *Females* are under-represented in suspension and expulsion data at 30.9%, and they represent 48.6% of the total student population in the district.

Ethnic representation of student suspension/expulsion data are shown in Exhibit 3.3.9.

Exhibit 3.3.9

Suspension/Expulsion Data by Ethnicity
Columbus City Schools
December 2019
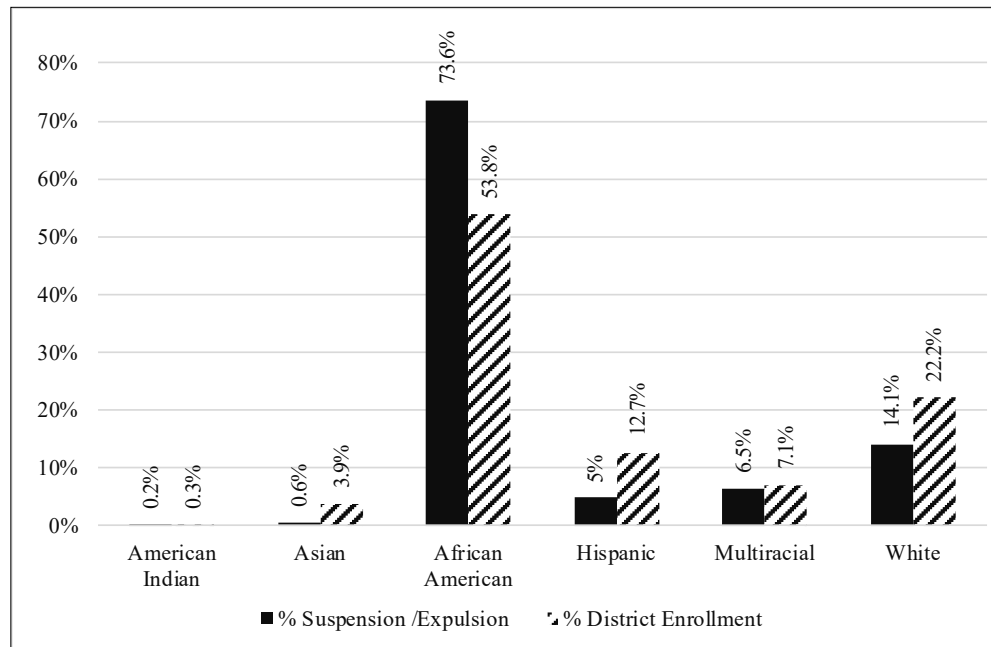
Data Source: District Reports

As indicated in Exhibit 3.3.9:

- *African American* students represent 73.6% of suspensions and expulsion and 53.8% of the district student body. They are over-represented in suspension/expulsion by 20 percentage points.

- All other subgroups have suspension/expulsion rates ranging from .09 to 8.1 percentage points lower than their percent district enrollment.

- *White* students have the largest under-representation in suspension/expulsion data.

Exhibit 3.3.10 displays student representation in retention data K-12 by gender.

Exhibit 3.3.10

Grade Retention by Gender K-12
Columbus City Schools
December 2019
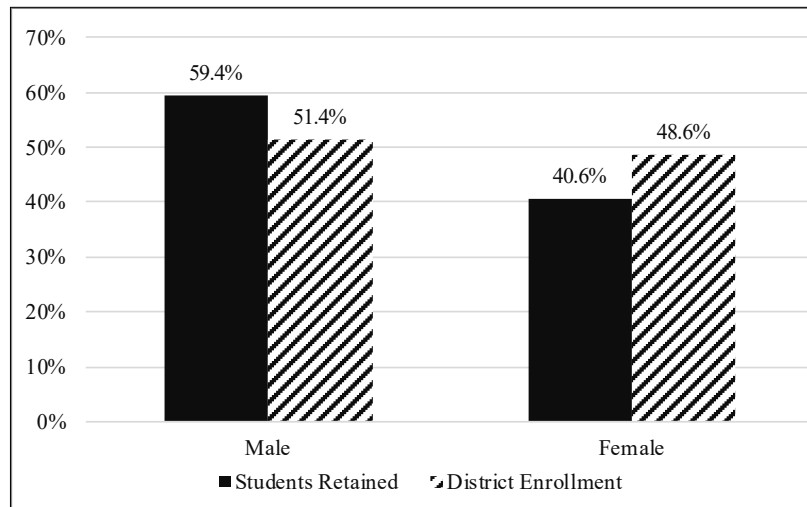
Data Source: District Reports

As shown in Exhibit 3.3.10:

- *Males* are retained more frequently than Females, at a rate higher (59.4%) than their representation in the total student population (51.4%).

- *Females* are retained at a rate below their representation in the district.

Exhibit 3.3.11 shows retention data K-12 by student ethnicity.

Exhibit 3.3.11

Grade Retention by Ethnicity K-12
Columbus City Schools
December 2019
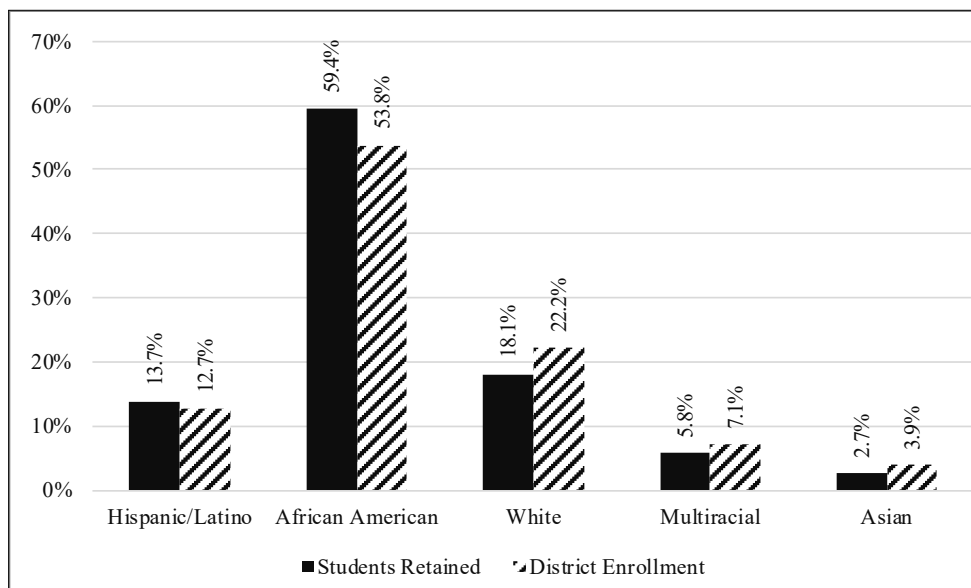
Data Source: District Reports

As indicated in Exhibit 3.3.11:

- *African American* students represent 53.8% of the total district population, but they represent 59.4% of district retentions.

- *Hispanic/Latino* students are retained at a rate (13.7%) 1 percentage point above their representation in the district.

- *White* students are retained at 18.1%, approximately 4 percentage points below their representation in the district (22.2%).

- *Multiracial* and *Asian* students are retained at rates just below their representation in the district.

Overall auditors found disproportionality by gender in gifted and talented, special education, and retention. White students were disproportionately represented in special education, but there was no disproportionality with African Americans in special education. African American students were more likely to be retained and subject to disciplinary action.

District-Level Inequities

3.3.e. EL and special education students are performing below their peers in English/language arts, mathematics, science, and American history on high stakes tests. Gaps are likely never to be eliminated in some content areas without disruptive intervention.

The economically disadvantaged, English learners, and special education students need additional resources and support to function academically in the same way as their non-economically disadvantaged, non-English language learning, and non-special education peers if they are to be successful in mastering the curriculum within a designated timeframe (e.g., end of a content area unit, end of a grading period, end-of-year high stakes testing, graduation within 13 years. When achievement gaps between related student groups are plotted over time, an estimate or prediction can be made about how long eradication of the gaps will take without disruptive intervention. Although the analysis does not control for student attrition, changes in schools, etc., it does give an idea of what might happen if no changes are made to existing educational programs. To estimate the number of years required to eliminate a specific achievement gap between these student subgroups if the trend continues, the auditors apply a calculation referenced as "Years to Parity."

Auditors were not able to calculate years to parity between economically disadvantaged and non-economically disadvantaged students because the district was unable to provide achievement data disaggregated by true economic status. As indicated in Exhibit 3.3.1, auditors found that the Columbus City Schools participates in the Community Eligibility Provision (CEP) sponsored by the United States Department of Agriculture (USDA), which allows schools and districts in low-income areas to certify all students for free and reduced lunch using a formula based on their participation in other need-based programs. Every four years, districts determine CEP eligibility and then apply the USDA provided multiplier (1.6) to calculate the economically disadvantaged percentage for each school. The Columbus City Schools completed CEP certification in 2017 and plans to re-certify in 2021. The district does not collect nor certify economically disadvantaged status on a yearly basis.

To further investigate equity and equal access in the district, the auditors looked at performance data for two key subgroups of the student population: English learners (ELs) and special education (SPED) students. The auditors used *End of Course* (*EOC*) data from the last four years to compare these subgroups' performance in English 9, Integrated Math I, Biology, and American History *End of Course* exams. Specific subgroup data was not available for grades 3-8 to complete years-to-parity analysis. The formula for calculating years to parity is provided in Appendix F.

Exhibit 3.3.12 shows the years-to-parity data for English learners and special education students on the English 9 *End of Course* exam.

Exhibit 3.3.12

Years to Parity: English Learners and Special Education Students
English 9 End of Course Exam
Columbus City Schools
December 2019

Subgroup	Subject/Grade	Pass Rate			
		2016	2017	2018	2019
Non-English Learners	English 9 EOC	34	44	41	44
English Learners	English 9 EOC	4	10	10	15
Difference		30	34	31	29
Change in difference:	*(1st year difference-Final year difference)*				1
Gain by year:	*(Change in difference) / (number of years – 1)*				0.33
Years to Parity:	*(Final Year gap/gain by year)*				**87.0**
Subgroup	Subject/Grade	Pass Rate			
		2016	2017	2018	2019
Non-Special Education	English 9 EOC	33	42	38	43
Special Education	English 9 EOC	6	11	9	9
Difference		27	31	29	34
Change in difference:	*(1st year difference-Final year difference)*				-7
Gain by year:	*(Change in difference) / (number of years – 1)*				-2.33
Years to Parity:	*(Final Year gap/gain by year)*				**Never**

As indicated in Exhibit 3.3.12:

- Over the four-year period, the gap between English learners and non-English learners has decreased by only 1 percentage point, with the years to parity calculated at almost 88 years without disruptive intervention.

- The gap between special education and non-special education increased from 27 percentage points to 34 in 2019. If things stay the same, the gap will likely never close.

Exhibit 3.3.13 shows the years-to-parity data for English learners and special education students on the Integrated Math 1 *End of Course* exam.

Exhibit 3.3.13

Years to Parity: English Learners and Special Education
Integrated Math 1- End of Course Exam
Columbus City Schools
December 2019

Subgroup	Subject/Grade	Pass Rate			
		2016	2017	2018	2019
Non-English Learners	Integrated Math 1-EOC	20	24	21	21
English Learners	Integrated Math 1-EOC	6	7	7	7
Difference		14	17	14	14
Change in difference:	*(1st year difference-Final year difference)*				0
Gain by year:	*(Change in difference) / (number of years – 1)*				0.00
Years to Parity:	*(Final Year gap/gain by year)*				**Never**

Exhibit 3.3.13 (continued) Years to Parity: English Learners and Special Education Integrated Math 1- End of Course Exam Columbus City Schools December 2019					
Subgroup	**Subject/Grade**	**Pass Rate**			
		2016	**2017**	**2018**	**2019**
Non-Special Education	Integrated Math 1-EOC	20	24	20	20
Special Education	Integrated Math 1-EOC	3	4	5	5
Difference		17	20	15	15
Change in difference:	*(1st year difference-Final year difference)*				2
Gain by year:	*(Change in difference) / (number of years – 1)*				0.67
Years to Parity:	*(Final Year gap/gain by year)*				**22.5**

As indicated in Exhibit 3.1.13:

- The gap between EL students and non-EL students has not changed, and at this rate, the gap will likely never close.

- If achievement for special education and non-special education students continues at the current rate, it will take 22.5 years to close the gap.

Exhibit 3.3.14 shows the years-to-parity data for English learners and special education students on the Biology *End of Course* exam.

Exhibit 3.3.14

Years to Parity: English Learners and Special Education Biology End of Course Exam Columbus City Schools December 2019

Subgroup	**Subject/Grade**	**Pass Rate**			
		2016	**2017**	**2018**	**2019**
Non-English Learners	Biology - EOC	42	37	46	44
English Learners	Biology - EOC	18	13	19	22
Difference		24	24	27	22
Change in difference:	*(1st year difference-Final year difference)*				2
Gain by year:	*(Change in difference) / (number of years – 1)*				0.67
Years to Parity:	*(Final Year gap/gain by year)*				**33**
Subgroup	**Subject/Grade**	**Pass Rate**			
		2016	**2017**	**2018**	**2019**
Non-Special Education	Biology - EOC	43	37	45	44
Special Education	Biology - EOC	13	6	16	13
Difference		30	31	29	31
Change in difference:	*(1st year difference-Final year difference)*				-1
Gain by year:	*(Change in difference) / (number of years – 1)*				-0.33
Years to Parity:	*(Final Year gap/gain by year)*				**Never**

As indicated in Exhibit 3.3.14:

- The gap in achievement between EL students and non-EL students will take 33 years to close without intervention.

- The special education and non-special education gap is increasing and will never close if the trend continues.

Exhibit 3.3.15 shows the years-to-parity data for English learners and special education students on the American History *End of Course* exam.

Exhibit 3.3.15

Years to Parity: English Learners and Special Education
American History End of Course Exam
Columbus City Schools
December 2019

Subgroup	Subject/Grade	Pass Rate			
		2016	**2017**	**2018**	**2019**
Non-English Learners	American History - EOC	56	49	53	56
English Learners	American History - EOC	28	24	27	29
Difference		28	25	26	27
Change in difference:	*(1st year difference-Final year difference)*				1
Gain by year:	*(Change in difference) / (number of years – 1)*				0.33
Years to Parity:	*(Final Year gap/gain by year)*				**81.0**
Subgroup	Subject/Grade	Pass Rate			
		2016	**2017**	**2018**	**2019**
Non-Special Education	American History - EOC	57	49	53	56
Special Education	American History - EOC	20	16	21	19
Difference		37	33	32	37
Change in difference:	*(1st year difference-Final year difference)*				0
Gain by year:	*(Change in difference) / (number of years – 1)*				0.00
Years to Parity:	*(Final Year gap/gain by year)*				**Never**

Exhibit 3.3.15 shows:

- A slight decrease of one point in the gap for EL students and non-EL students indicates the gap will take 81 years to close if steps are not taken to intervene.

- Because the achievement gap for special education has remained unchanged over the three-year time period, the gap will likely never close.

Overall, English learners and special education students are performing below their peers in English language arts, mathematics, Biology, and American History on *End of Course* examinations, and closing the gaps is calculated to take many years, with some likely never closing without disruptive intervention.

Campus-based Inequities

Auditors found the following campus-level inequities:

3.3.f. With few exceptions, high schools with higher economically disadvantaged percentages have higher absentee rates and lower graduation rates.

In order to more closely examine inequities at the campus level in the Columbus City Schools, the auditors requested current economically disadvantaged data for each school in the district. Analysis of more detailed data—that is, disaggregated data—can be a useful tool for improving educational outcomes for small groups of students who otherwise would not be distinguishable in the aggregated data used for federal reporting. Without an aligned written, taught, and assessed curriculum, students' socioeconomic status is a strong predictor of student achievement. Although schools cannot change family economic status, they can manage or mitigate its impact on learning by providing equity of its human and financial resources. Auditors used the economically

disadvantaged percentages to review absenteeism, graduation rate, substitute request fill rates, and per-student operating spending.

Student Absenteeism and Graduation Rate

The Ohio Department of Education charges districts with the responsibility of student attendance. The website states, "It is important for every student in Ohio to attend school every day. Missing too much school has long-term, negative effects on students, such as lower achievement and graduation rates. There are many reasons students miss school, but districts often can directly impact their students' attendance. By using data to identify and support students who may need extra support and services, districts can target supports to get students to school every day. Ohio defines chronic absenteeism as missing 10 percent or more of the school year for any reason. A child who is not in school is a child who is missing out on his or her education."

PO 5200.01 ATTENDANCE ABSENCE states, "The educational program offered by this District is predicated upon the presence of the student and requires continuity of instruction and classroom participation. Attendance shall be required of all students enrolled in the schools during the days and hours that the school is in session."

Exhibit 3.3.16 shows the relationship between high school students' chronic absenteeism and economically disadvantaged status.

Exhibit 3.3.16

High School Economically Disadvantaged Enrollment and Absenteeism
Columbus City Schools
December 2019
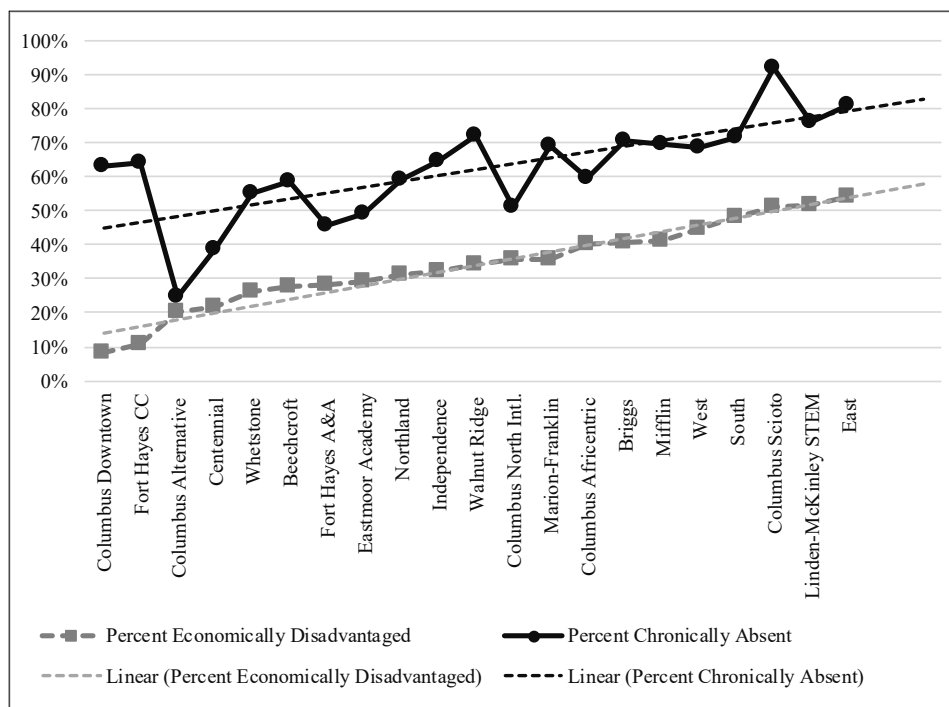
Data Source: District Reports

Exhibit 3.3.16 shows that, with few exceptions, the higher the school's economically disadvantaged percentage, the higher the percentage of students who were chronically absent in 2018-19. The linear forecast lines (the mean percentage of each variable) are almost parallel with an upward slope, indicating as one variable increases, the other also increases.

Auditors also reviewed graduation rates for high schools with economically disadvantaged percentages. Two high schools did not have graduation data available on the Ohio Department of Education (ODE) website. High schools for which fall semester data were available are included in Exhibit 3.3.17.

Exhibit 3.3.17

High School Economically Disadvantaged Enrollment and Graduation Rate
Columbus City Schools
December 2019
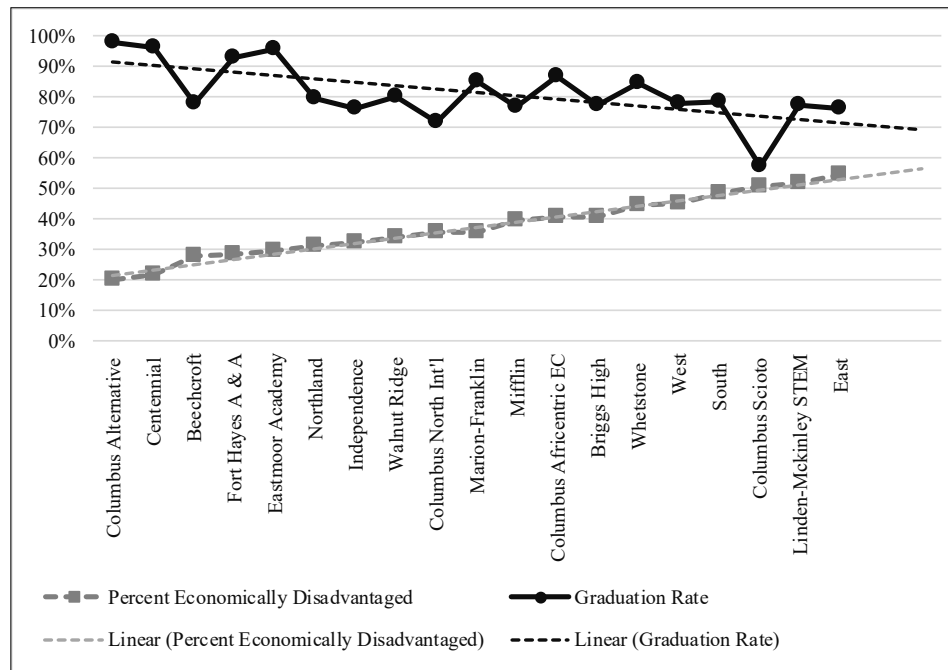
Data Source: Ohio Department of Education 2018-19 School Report Cards and District Reports

Exhibit 3.3.17 shows with few exceptions that schools with higher economically disadvantaged percentages have lower graduation rates, as illustrated by narrowing linear forecast lines. As economic disadvantage percentage increases, graduation rate decreases.

3.3.g. Schools with the highest economically disadvantaged percentages also have the lowest substitute fill rates.

Auditors learned that the Columbus City Schools uses the Smartfind Express Mobile System (SEMS) to manage substitute coverage in the event of staff absences. Employees are given a user Identification and Password to enter the system, log in their absence, and request substitute coverage. Secretaries at the schools and/or the principal's designee can also enter job requests. Approved substitutes who are registered in the system can then seek out and accept available job assignments entered in the system based on their preferences. Reports can be generated from the system showing job requests made and the percent filled. Auditors were provided a substitute fill rate summary report for the 2018-19 school year. The summary report includes all substitute requests for the school year, including long-term teacher absences and unfilled vacancies. Auditors used the information from the report to determine if inequalities or inequities existed with the substitute coverage implementation process. The nine schools with the lowest substitute fill rates (1.0% - 35%) and the nine schools with the highest substitute fill rates (75% - 80%) were included in the exhibit. Exhibit 3.3.18 shows substitute fill rate data by school and percent economically disadvantaged.

Exhibit 3.3.18

**Substitute Teacher Fill Rate and Economically Disadvantaged Enrollment
Columbus City Schools
December 2019**
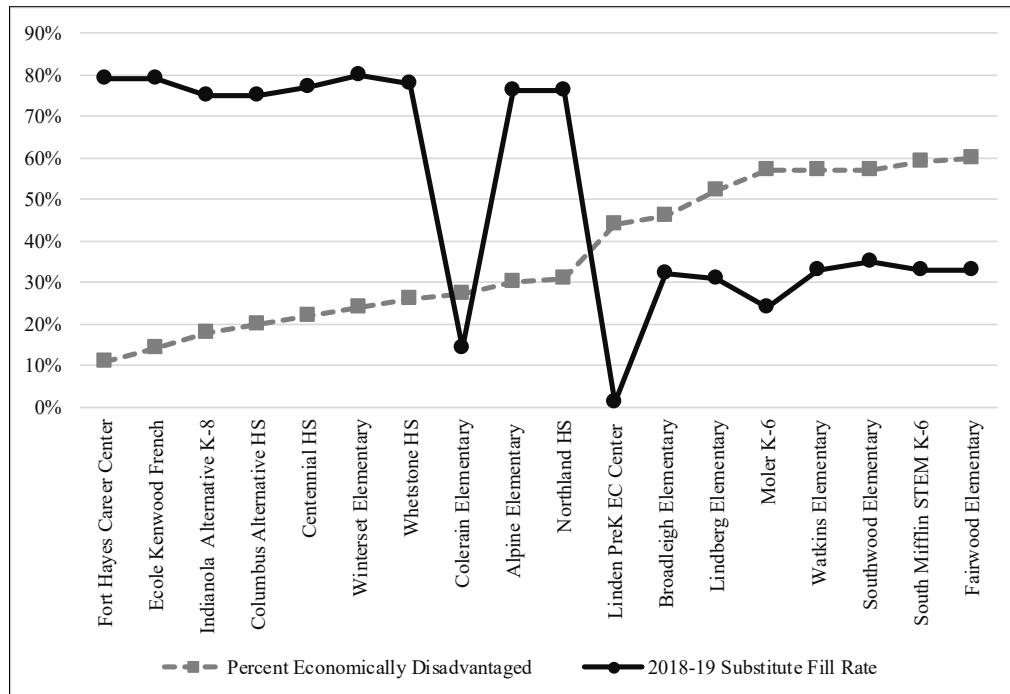
Data Source: District Reports

As indicated in Exhibit 3.3.18:

- Schools that have an economically disadvantaged percentage at 44% or higher have a lower percent fill rate (1.0% to 35%).

- With one exception, schools with economically disadvantaged percentages ranging from 11% to 31% have substitute fill rates at 75% or higher. Colerain Elementary is the exception, with 27% economically disadvantaged enrollment and a fill rate of 14%.

- Linden Pre-K EC Center and Colerain Elementary have the lowest substitute fill rates at 1.0% and 14% respectively.

- Fort Hayes Career Center has the lowest economically disadvantaged percentage (11.0%) and the second highest substitute fill rate at 79%.

On any given day, teachers are absent for various reasons and substitutes are employed to maintain the learning environment and provide continuity of instruction. Having no substitute when a teacher is absent impacts student learning by interrupting instruction that can hinder student progress and achievement. During classroom visits, the auditors found several primary-grade classrooms (e.g., grade 1) in which upper-elementary (e.g., grade 5) students had been placed for the day because no substitute was available. The grade 5 students were doing busy work at their desks or doing games on computers.

Auditors heard the following concerns regarding short-term and long-term substitute teacher coverage in the district.

- "Teachers and substitutes don't elect schools or programs such as Emotionally Disturbed." (District Administrator)

- On a given day in some buildings we could have 3 or 4 classes without a substitute." (District Administrator)

- "There is a sub shortage. Substitutes choose the assignment based on the building." (District Administrator)

- "There is a substitute issue. Some classes have not had a teacher since October. A third-grade class did not have a teacher all year long." (Parent)

- "There is a 7th grade ELA class that has been 45 days to 2 months without a substitute." (District Administrator)

- "We could have 2, 3, or 4 classrooms in the gym, because we don't have substitutes." (School Administrator)

Auditors also learned that the process used to fill teacher vacancies is based on seniority, as specified in the negotiated agreement between the Columbus Education Association and the Columbus City Schools. Filling vacant positions based on teacher preference and length of service rather than demonstrated performance of knowledge and skills could potentially impact students with specific learning needs requiring proven teacher effectiveness in implementing targeted instructional strategies. The current practice may also allow ineffective teachers to move from school to school without accountability.

The following are representative comments regarding filling teacher vacancies in the district.

- "As the principal you have to attract high quality teachers to fill your vacancies." (School Administrator)

- "There is a process and it is very specifically described in the contract. Principals have very little say in the process." (District Administrator)

- "Principals have more latitude with positions that they create and/or develop through other resources such as partnerships and grant applications." (District Administrator)

- "If I know that I have a teacher retiring, I can fill it with candidates I recruit before the vacancy goes to the job fair where teachers can apply for it." (School Administrator)

- "Because of the job fair, they [teachers] can go from position to position and as a principal, you have no say in who comes into your school. The job fair is seniority based." (District Administrator)

- "There are two issues when teacher vacancies occur. Once the school year is up and running, we can't fill sub positions." (District Administrator)

- "There is a difficult time getting staff to choose certain schools and programs." (District Administrator)

Overall, auditors found that schools with lower economically disadvantaged percentages have higher substitute fill rates. Auditors also noted that the two schools with the lowest substitute fill rates in Exhibit 3.3.18 have the district's third and fourth highest special education enrollment percentages at 54% and 63%. The lack of substitute coverage has created inconsistencies in the quality of instruction, most often for the student populations with the greatest needs. The process used to fill teacher vacancies is based on seniority, not knowledge and expertise, and has created inequity about the quality of instruction and hampers the ability of principals to serve as instructional leaders.

3.3.h Comparison of economically disadvantaged percentages and per-student operating spending shows disparities between elementary, middle, and high school campuses.

Per Student Operating Spending

Financial resources can be an equalizer for students of poverty if used to provide additional support for their acceleration to curriculum mastery. When students at campuses A and B have similar academic needs, yet campus A receives substantially more resources than campus B, an inequality is created. If campus B has a population of students with greater academic needs than the students at campus A, and if campus A receives the same or more resources per student than campus B, the issue becomes an inequity.

As indicated in Finding 5.2, the district does not use a programmatic budgeting approach based on cost effectiveness to allocate resources. Further, the systematic consideration of student need has not been

institutionalized within the budgeting process. Auditors compared per-student operating expenditures for elementary, middle, and high schools to the percentage of economically disadvantaged enrollment. The data are displayed in Exhibits 3.3.19, 3.3.20, and 3.3.21.

Exhibit 3.3.19 shows per-student operating spending and percentage of economically disadvantaged enrollment for high schools with available data. Two high schools did not have per-student operating spending data available on the ODE website and are not included.

Exhibit 3.3.19

FY19 Operating Spending Per Student, by High School Campus
Columbus City Schools
December 2019

School	Percent Economically Disadvantaged	Per-Student Operating Spending
Columbus Alternative	20.1	$12,129
Centennial	21.9	$11,385
Whetstone	26.2	$10,438
Beechcroft	27.5	$10,815
Fort Hayes Arts & Acad.	28.4	$12,142
Eastmoor Academy	29.3	$11,895
Northland	31.1	$10,880
Independence	32.0	$10,987
Walnut Ridge	34.1	$11,896
Columbus North Int'l	35.7	$13,538
Marion-Franklin	35.8	$12,650
Columbus Africentric EC	40.4	$16,917
Briggs	40.5	$11,343
Mifflin	41.0	$11,956
West	44.8	$11,279
South	48.2	$10,559
Columbus Scioto	50.9	$9,338
Linden-McKinley STEM	51.6	$11,279
East	54.2	$12,330
Data Source: Ohio Department of Education 2018-19 School Report Cards and District Reports		

Exhibit 3.3.19 shows:

- The per-student operating spending amounts are inconsistent based on a school's economically disadvantaged percentage. For example, Columbus Scioto has 50.9% economically disadvantaged enrollment with per-student operating spending at $9,338.00. Columbus Africentric is 40.4% economically disadvantaged with per-student operating spending just under $17,000.00.

- Northland, Independence, Walnut Ridge, and Columbus North International have economically disadvantaged percentages of 31.1%, 32.0%, 34.1%, and 35.7%, respectively, and their per-student spending show a similar pattern at $10,880, $10,987, $11,896, and $13,538, respectively.

Comparison of per-student operating spending with high school campus economically disadvantaged percentages follows a pattern of higher economically disadvantaged percentages and higher spending for a few high schools, but was inconsistent with no discernible pattern for other high schools. Auditors also noted that Columbus Scioto has 100% special education enrollment.

Exhibit 3.3.20 displays per-student operating spending and economically disadvantaged data for middle schools. Schools with high school student populations and K-5 schools are not included.

Exhibit 3.3.20

FY19 Operating Spending Per Student, by Select Middle School Campus
Columbus City Schools
December 2019

School	Percent Economically Disadvantaged	Per-Student Operating Spending
Ridgeview	24.2	$8,725
Dominion	27.3	$8,236
Woodward Park	33.4	$9,072
Columbus Prep for Girls	33.8	$12,492
Johnson Park	36.5	$9,288
Mifflin Alternative	39.2	$9,853
Arts Impact	40.9	$9,300
Sherwood	41.2	$8,891
Columbus Prep for Boys	41.7	$13,132
Medina	42.0	$9,059
Wedgewood	42.4	$8,910
Yorktown	44.4	$9,842
Buckeye	50.1	$9,530
Columbus Africentric	50.6	$9,339
Westmoor	52.3	$8,912
Hilltonia	58.9	$8,545
Champion	60.0	$8,922
Data Source: Ohio Department of Education 2018-19 School Report Cards and District Reports		

As shown in Exhibit 3.3.20:

- The per-student operating spending amounts are inconsistent based on a school's economically disadvantaged enrollment.

- Columbus City Prep for Boys is 41.7% economically disadvantaged and had the highest per-student spending in 2018-19 at $13,132.

- Columbus City Prep for Girls is 33.8% economically disadvantaged and had the second highest per-student spending at $12,492.

- Champion has the highest economically disadvantaged enrollment at 60.0% and had per-student spending at $8,922.

Per-student operating spending and economically disadvantaged data for select elementary schools are shown in Exhibit 3.3.21. The 20 schools selected represent a range (lowest to highest) of economically disadvantaged percentages.

Exhibit 3.3.21

FY19 Operating Spending Per Student, by Select Elementary School Campus
Columbus City Schools
December 2019

School	Percent Economically Disadvantaged	Per-Student Operating Spending
Clinton	8.8	$10,742
Ecole Kenwood French Immersion	13.8	$11,109
Indianola Alternative	18.0	$10,941
Gables	21.0	$10,906
Colerain	27.1	$8,556
Alpine	29.8	$12,441
Avalon	31.7	$11,580
Salem	34.0	$11,499
Olde Orchard Alternative	35.1	$12,453
Woodcrest	37.0	$12,810
Parkmoor	40.8	$11,173
Stewart Alternative	43.6	$12,314
Linden STEM Academy	55.0	$11,869
Beatty Park	55.7	$7,807
Livingston	64.1	$10,906
Windsor STEM Academy	64.9	$12,406
Sullivant	65.2	$9,694
Eakin	67.4	$11,724
Starling	69.4	$11,250
Trevitt	73.1	$13,245

Data Source: Ohio Department of Education 2018-19 School Report Cards and District Reports

Exhibit 3.3.21 shows:

- Clinton Elementary with 8.8% economically disadvantaged enrollment had per-student spending at $10,742 in 2018-19.

- Sullivant, identified as 65.2% economically disadvantaged, had per-student spending at $9,694 in 2018-19.

- Trevitt has the highest economically disadvantaged percent at 73.1% and had the highest per-student spending at $13,245.

- Beatty Park, at 55.7% economically disadvantaged, well above the district direct certification average, had the lowest per-student spending in 2018-19 at $7,807.

- Woodcrest, with 37.0% economically disadvantaged, had the second highest per-student spending at $12,810.

Overall, auditors found per-student spending and percent economically disadvantaged across select elementary schools, middle schools, and most high schools inconsistent with no discernible pattern evident. Auditors also noted that Beatty Park has 100% special education enrollment.

During interviews auditors heard comments regarding equity and equality with district allocation of funds and grant appropriations. They include:

- "We have a range of socioeconomics in our district. There are buildings in our district that do not have the funds that they need to make things happen." (District Administrator)

- "Equity is a huge question across the district. There are pockets of great wealth and pockets of extreme poverty." (District Administrator)

- "The Gifted Academy does not get access to Title Funds although eligible students are served, because it is a program and not a school." (District Administrator)

- "We have Title I funding. I have the liberty to choose the program". (School Administrator)

- "We have a special education building at the elementary level that does not get Title I funds." (School Administrator)

- "There is an equity issue. Look at the resources provided to the specialty schools." (District Administrator)

Summary

The district has made a commitment to equality and equity through policies and the superintendent's by creation of an equity department led by a chief equity officer. However, auditors found little evidence beyond these efforts to prevent, monitor, or eradicate existing inequalities and inequities between and among student sub-groups at school and district levels.

The auditors found several inequalities and inequities at the district and campus level that are likely contributing to the lack of achievement parity for special education students and English learners. Ethnic representation among African American, Hispanic, Asian, and Multiracial teachers is low compared to students. All gifted students are not receiving services under their areas of identification and females and White students are overrepresented in gifted and talented. Males are overrepresented in special education, and African American and male students are overrepresented in disciplinary actions and retention. Schools with higher economically percentages have lower substitute teacher fill rates, and high schools with higher economically disadvantaged enrollment have higher percentages of chronic absenteeism and lower graduation rates. The district's inability to disaggregate achievement data by economic status veils suspected learning disparities between economically disadvantaged and non-economically disadvantaged students. Finally, the district has not created and institutionalized a system for the equitable allocation of financial and human resources, an important step in equalizing the learning trajectory for children living in poverty.

Finding 3.4: The district English as a second language (ESL) program models and framework for instructional delivery are not consistently implemented district-wide, and program plans are not adequate to provide guidance and coordination in instructional delivery.

Serving the needs of English learner (EL) students in any school system is a fundamental responsibility that provides appropriate learning opportunities that allow students to fully participate in educational programs. Many factors contribute to each student's success and challenges, and all must be considered when designing and delivering effective programs to ensure EL students' learning. Effective English as a second language (ESL) programs are based on a philosophy of student learning rooted in research and has clear expectations and procedures for implementation. These programs have clearly defined goals for student progress in both English language learning and content mastery, with explicit instruction in English across all content areas that is equally focused on the four skill domains: reading, writing, listening, and speaking. The programs include an instructional model that outlines for teachers the expectations that lessons be planned in response to data and student need and with use of strategies known to improve language use and development.

Educating EL students effectively requires monitoring their English development as well as their content mastery and attending to each, making accommodations for students based on their proficiency levels, interests, and background. Teaching EL students requires a strong written curriculum that clearly defines the student

objectives and provides suggestions for the best approaches and accommodations as well as the resources and materials they require. Appropriate and authentic resources are a critical component to promoting their academic success. Strong written curriculum must also include a comprehensive battery of authentic, formative assessments that teachers can rely on to plan individualized instruction and monitor student progress in content and language.

Effective programs research how students best develop academic English proficiency and which strategies are most likely to elicit second language proficiencies. The research serves as the foundation for program models, philosophy, and implementation.

To determine the quality, effectiveness and consistency for implementation of the ESL programs in the Columbus City Schools, the auditors reviewed board policies, job descriptions, and district documents related to ESL programs. Auditors were presented with the Columbus City Schools ESL Plan and found an ESL Handbook on the Columbus City Schools website. In addition, auditors also observed classrooms, surveyed teachers and administrators, and interviewed board members, district and campus administrators, and teachers regarding ESL programs.

Overall, auditors found little direction for the delivery of instructional services to English learner students. Most of the documentation presented to auditors was compliance-based (e.g., *Ohio English Language Proficiency Assessment* [*OELPA*] requirements and documentation required by the state. The ESL Department in the Columbus City Schools has committed substantial effort in developing an ESL handbook and an ESL plan; however, there is no specific mention of curriculum and how to provide it to teachers.

The district does not have board policy or administrative guidelines requiring services to English learner students. Without board direction for programming, the result may be that decisions are made at the discretion of individuals that may not be consistent with district expectation. Consequently, the ESL program educational outcomes may not reflect the intent of the board.

EL students in the Columbus City Schools represent 17% of the total student population with a variety of more than 70 languages. These students represent diversity of culture, language, and academic readiness, which make an educational response complex. The ultimate goal of an ESL program is English and academic language proficiency; this goal becomes complicated due to the degree to which the new students have developed literacy skills in their native language and the lack of consistency on effective instructional practices among educators. Without an approach that is clearly articulated and understood by a school district and consistently implemented and monitored for effectiveness across schools, the EL students are denied the opportunity to master the English language and academic content required to be successful.

ESL programs in the district range from pull out in the elementary grade levels, shelter and push-in in grades 6 though 9, and a combination of shelter, push-in with instructional assistants, and/or no support at grades 10 to 12. Furthermore, the implementation of these programs varies from campus to campus. It is critical that a successful ESL program requires research-based models and strategies to be consistently included in the entire program of instruction that target and advance the language development needs of English learners at varying language proficiency levels through their years in school. EL students require not only intensive support and instruction in the English language, but also full access to grade level content so they don't fall behind their English-speaking peers. Effective ESL programs accomplish both: fostering and promoting academic English development while supporting content mastery for all English learners.

Auditors examined the design and delivery of the ESL Program using CMSi criteria and assigned ratings as shown in Exhibits 3.4.1.

Exhibit 3.4.1

Criteria for Design Quality of Programs and Services
For English Learners with Auditors' Rating
Columbus City Schools
December 2019

Characteristics of Quality of Design of District-level Plans for Programs and Services for English Learners	Auditors' Rating	
There is evidence of…	Met	Not Met
1. **Direction:** The governing board has placed into policy an expectation that programs and services for ELs will be designed and delivered in ways that allow students to meet or exceed all standards for English language proficiency and content area mastery as quickly as possible while providing equal access to the core curriculum.		X
2. **Reasonableness:** The district's plan/program design is reasonable and sufficient in that it has a feasible number of goals and objectives for the resources (financial, time, people) available.	*Partial	
3. **Comprehensiveness and Equal Access:** The documentation is designed to meet the needs of ELs throughout the system to acquire proficiency in academic English through focused English Language Development over a reasonable time frame (5-7 years). The plan provides for students to have full and comprehensible access to the core curriculum through sheltered instruction and/or primary language support. The plan includes an explicit description of the district's instructional models for ELD and sheltered instruction.	*Partial	
4. **Rationale:** The district has a rationale for the approach used that would be accepted by proponents in the field.	*Partial	
5. **Student Identification and Progress:** Systems are in place for the identification, placement, and monitoring of progress (in English Language Development [ELD] and content areas) of *each* English learner.	X	
6. **Organizational Capacity:** The plan/program design is built on effective staff improvement strategies, particularly in building the capacity of staff to serve the specialized needs of ELs.		X
7. **Special Assistance for Newcomers:** The plan/program design includes provisions for specialized services and support for students entering the district with virtually no prior schooling in English nor any observable English language proficiency to assist with rapid acquisition of survival English and acculturation.	*Partial	
8. **Translation:** The plan/program design outlines a procedure for translating documents, forms, notices, etc., and providing translators as needed for both written and oral forms of communication with parents.	*Partial	
9. **Integration**: The programs and services included in the plan for EL students are aligned to major district-wide goals and priorities as well as to expectations for all students.		X
10. **Budget:** Budget planning considers the needs of ELs and assigns appropriate and adequate resources to support the programs and services implemented.		X
11. **Evaluation**: There is a written plan for evaluation of all programs and services for ELs.		X
Total Meeting Audit Criteria	1	10
Percentage Meeting Audit Criteria	9%	
*Partial ratings are tallied as not met.		
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A district plan must meet at least eight of the 11 (73%) design criteria to be rated as having met the audit standard. The Columbus City Schools plan met only one of the 11 (7%) criteria and, therefore, was rated as inadequate. An explanation for the auditors' rating of each criterion is provided below:

Criterion 1: Direction

Board-adopted policies and administrative guidelines on ESL programs were not presented to the Auditors.

This criterion was rated as not met.

Criterion 2: Reasonableness

Documents reviewed by auditors specify program models, what teachers may teach, and program requirements; however, auditors did not find clear and explicit goals for each program tied to available resources or student objectives or outcomes in language or in content.

This criterion was rated as partially met.

Criterion 3: Comprehensiveness and Equal Access

The ESL Plan and Handbook address some of the needs of EL students. The plan provides for students to have access to the core curriculum through sheltered instruction. The explicit description of the district's instructional model for English Language Development and sheltered instruction is only attempted with Key Best Practices from the ESL department and classroom methods. These documents present the teachers with a variety of strategies, but not an explicit and systematic instructional model.

Teacher survey data provided little evidence that EL students have full access to the core curriculum, as illustrated in Exhibits 3.4.2:

Exhibit 3.4.2

Teacher Perception of EL Students' Access to the Core Curriculum
Columbus City Schools
December 2019
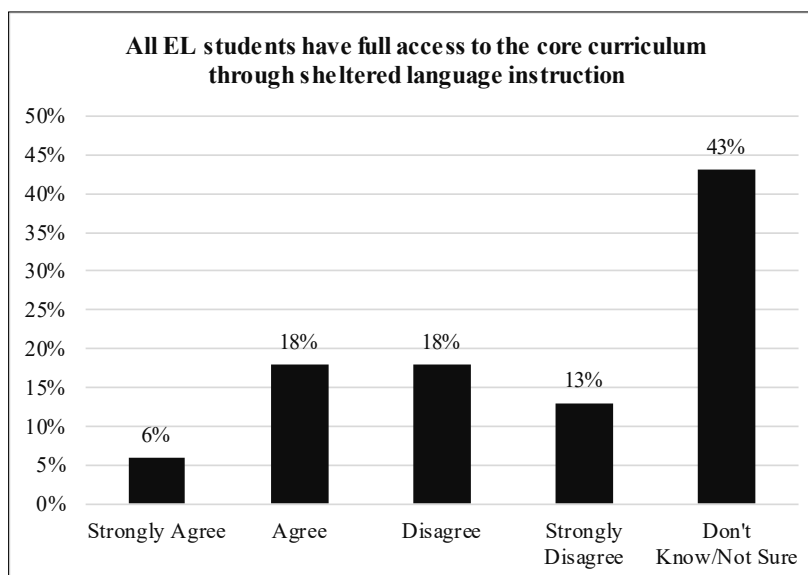
Data Source: Online Teacher Survey

Exhibit 3.4.2 indicates:

- The most frequent response (41%) from teachers was *Don't Know/Not Sure* that EL students have access to the core curriculum.

- Thirty-one percent of the teachers *Disagreed* or *Strongly Disagreed* that EL students have access to the core curriculum.

Auditors heard the following comments regarding EL students' equal access to curriculum:

- "Our ESL students are only taken for 40 minutes a day with no other support in curriculum, etc. It is shameful that the district has NEVER created an actual ESL program for the teachers to use, especially with non-speakers." (Teacher)

- "The [ESL] teachers teach the state standards and they add the language proficiency standards. We also provide supplemental textbooks at the lower reading level." (District Administrator)

- "We need additional curriculum for ESL." (School Administrator)

This criterion was rated as partially met.

Criterion 4: Rationale

Auditors found that the ESL Plan and Handbook vaguely describe ESL program models such as pull-out in grades K-5, sheltered instruction in grades 6-12, push-in in grades 6-12, and in-class support as needed in grades 6-12. Furthermore, they do not provide for program designs to meet different levels of English proficiency while delivering core content.

The lack of a district-level ESL program models was mentioned during interviews:

- "No, there have been initiatives in the past to create one [an ESL plan], but I don't think they have one because of implementation." (Teacher)

- "We do not have an ELL program; however, I have multiple ELL students." (Teacher)

As a result of no guidance, delivery of services is fragmented across grade levels and campuses, as documented by the following comments:

- "We pull out students for ESL services throughout the day starting at 9:45 am." (School Administrator)

- "Elementary [EL] students are pulled out for 45 minutes of the day." (District Administrator)

- "Secondary ESL students are scheduled in the class. Some instructional assistants are pushing in for support." (District Administrator)

- "Career Center ESL students have a support specialist who follows kids around to help all, we push-in" (School Administrator)

This criterion was rated as partially met.

Criterion 5: Student Identification and Progress

The Ohio Department of Education provides the legal requirements for identification and progress monitoring. The Department ESL Services document states that the process begins with the Home Language Survey (Pre-K-12) and includes a flowchart of the identification system in grades K-12. The *OELPA* assessment provides standardized, annual assessment of each EL student's English language proficiency and is used to monitor/adjust placement.

This criterion was rated as met.

Criterion 6: Organizational Capacity

Neither the ESL Handbook nor the ESL plan specifies teacher certification requirements. The ESL Handbook mentions that "All teachers in the ESL program are certificated full-time teachers," although no description of ESL certification is provided.

The plans do not provide information regarding professional development nor effective staff improvement strategies in order to ensure that they increase organizational capacity. Auditors found no plan for addressing administrative capacity to implement and monitor ESL programs.

Receiving adequate training to meet the needs of EL students was mentioned as a need by teachers:

- "I have only received significant training because I work exclusively with English learners. Other teachers, who have many ELLs but don't teach them exclusively, have often received little to no training." (Teacher)
- "We need MORE ESL teachers and training for regular ed teachers! I went through SIOP training but still require more assistance!" (Teacher)

This criterion was rated as not met.

Criterion 7: Special Assistance to Newcomers

New arrival students' educational needs are addressed in the ESL Program documents. The Columbus Global Academy provides services for newcomers in grades 6 to 9; however, instructional services to newcomer students in other grade levels are not addressed. As reported by a school administrator and confirmed by the auditors, "Newcomers [to ESL] and level I students are pulled out, but the others are in regular classrooms."

This criterion was rated as partially met.

Criterion 8: Translation

Section 6 in the ESL Handbook provides information regarding translation services. District employees are assigned to provide interpretation and translation services for schools needing immediate assistance during the school day and facilitate the translation of important district documents into other languages. However, translation of school documents is not mentioned.

This criterion was rated as partially met.

Criterion 9: Integration

The district's improvement plan does not include specific goals for improving ESL teaching and learning.

This criterion was rated as not met.

Criterion 10: Budget

Auditors were not provided with information about district-level budget process or planning nor the extent to which they specifically were designed to address the needs of EL students.

This criterion was rated as not met.

Criterion 11: Evaluation

Auditors found no systematic plan for evaluating ESL services and their impact on student learning across the district. The ESL Program Handbook includes evaluation requirements that are state mandated but does not address learning outcomes.

This criterion was rated as not met.

Exhibit 3.4.3 shows the auditors' analyses of the criteria for delivery quality, connectivity, and monitoring of programs and services for English learners. A district must meet six of nine criteria in order to be rated adequate.

Exhibit 3.4.3

**Criteria for Delivery Quality, Connectivity, and Monitoring of Programs
and Services for English Learners with Auditors' Rating
Columbus City Schools
December 2019**

Characteristics of Delivery Quality, Connectivity, and Monitoring of Programs and Services for English Learners	Auditors' Rating	
	Met	Not Met
There is evidence that…		
1. **English Language Development (ELD)** Each EL student receives specific instruction aimed at improving his or her academic English proficiency (oral, reading, writing), and listening comprehension targeted at his or her level of English Proficiency (EPL).	Partial*	
2. **Access to the Core Curriculum**: EL students have equal access to academic content in the core curriculum through a variety of sheltering strategies employed in the regular classroom (SDAIE or SIOP) and/or primary language support and integration.	Partial*	
3. **Special Assistance for Newcomers:** Students entering the district with virtually no prior schooling in English nor any observable English language proficiency receive specialized services and support to assist with rapid acquisition of survival English and cultural proficiency.	Partial*	
4. **Connectivity**: Programs and services for EL students are integrated into the district and schools as a whole; there is minimal duplication of effort; shared data, resources, communication, and ownership for the success of all EL students supports service delivery; and expectations for ELs are consistent with those for all students.	Partial*	
5. **Representation in Programs**: EL students are proportionately represented in specialized programs such as Special Education, Gifted and Talented, Advanced Placement, etc.	Partial*	
6. **Translation**: To ensure equal access, translation services are provided for parents for important communications, screenings, meetings, and other situations where parents must make decisions regarding their child's schooling.	Partial*	
7. **Monitoring** Each student's English proficiency level is assessed at least annually; his/her progress through the various levels to redesignation is monitored; assignment to classes and programs is consistent with the student's proficiency in English; monitoring and assistance continue for at least two years after redesignation.	X	
8. **Budget:** Budget implementation provides adequate resources to support programs and services.	X	
9. **Evaluation**: Data are routinely gathered on all aspects of the program for English Learners, and modifications at the student, group, or program level are made when needed.		X
Total Meeting Audit Criteria	2	7
Percentage Meeting Audit Criteria	29%	
*Partial ratings are tallied as not met.		
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As indicated in Exhibit 3.4.3, only two of the nine (29%) criteria were met, below the 70% requirement for adequacy and was, therefore, determined inadequate. A more detailed discussion of the delivery criteria follows.

Criterion 1: English Language Development (ELD)

The design of the instructional program for EL students did not adequately provide for the delivery of English language development in a systematic way that targets each student level of English proficiency. As mentioned earlier, ESL instruction is provided to students through pull-out services (K-5) and sheltered instruction in core academic subjects (grades 6-12). This delivery model relies on consistency of all teachers in faithfully designing lessons to incorporate ESL strategies.

Classroom observation data provided little evidence that ESL instructional strategies were systematically employed in classrooms. Exhibits 3.4.4, 3.4.5, and 3.4.6 identify the frequency with which each ESL strategy was observed in classrooms visited. Exhibit 3.4.4 reports ESL strategies students were using during the lesson, while Exhibit 3.4.5 reports the ESL strategies the teacher was using for instruction, and Exhibit 3.4.6 reports ESL strategies the teacher was using to set-up the lesson.

Exhibit 3.4.4

ESL Student Strategies Observed During Lessons
Columbus City Schools
December 2019
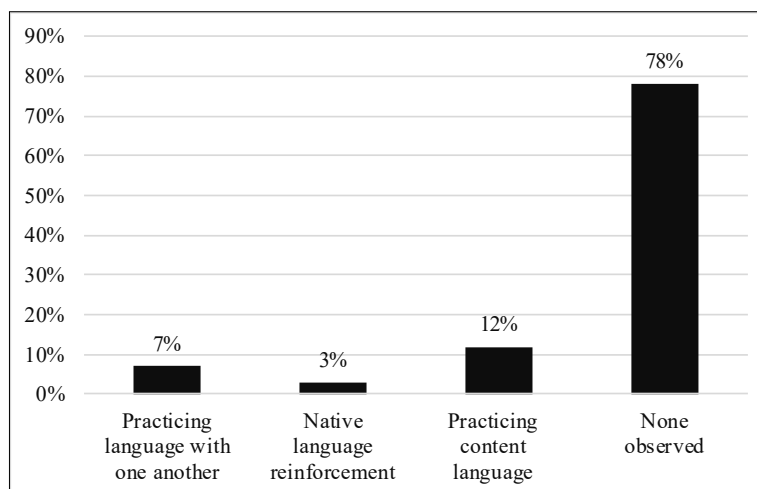
Data Source: Classroom Observation

Exhibit 3.4.4 indicates:

- Seventy-eight percent of the ESL classrooms observed were not using ESL strategies.

- The most frequent observation was *Practicing content language* in 12% of the classrooms.

- The least observed strategies were *Native language reinforcement* at 3% and *Practicing language with one another* at 7%.

Exhibit 3.4.5

ESL/SIOP Teacher Strategies Observed During Lesson
Columbus City Schools
December 2019
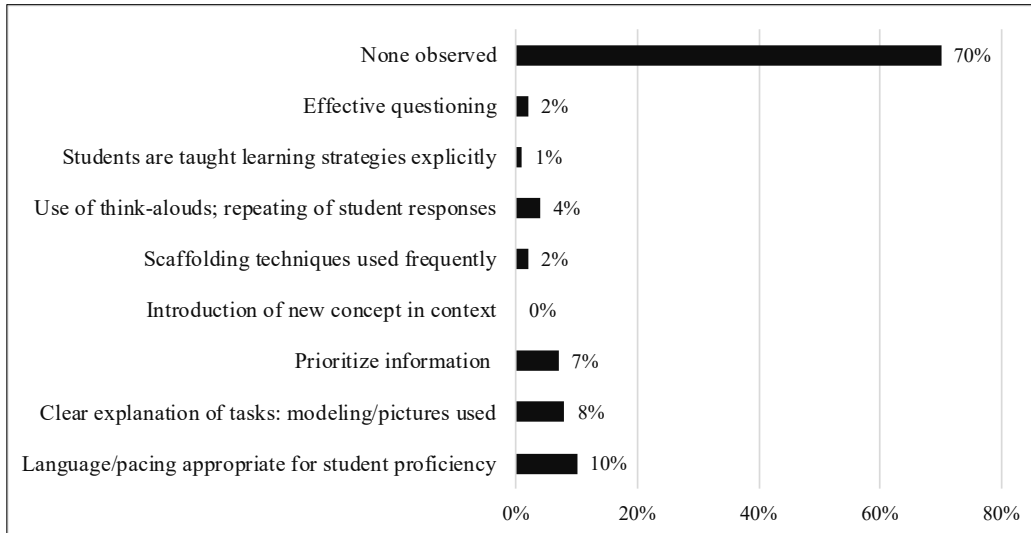
Data Source: Classroom Observation

Exhibit 3.4.5 indicates:

- No ESL teacher strategies were observed in 70% of the classrooms observed.

- The teacher strategy most observed was *Language pacing* at 10%.

- The second most frequent teacher strategy observed was *Clear expectations of task* at 8%.

- All other ESL teacher strategies were rarely or not observed.

Exhibit 3.4.6

ESL/SIOP Teacher Strategies Observed - Setting Up Lesson
Columbus City Schools
December 2019
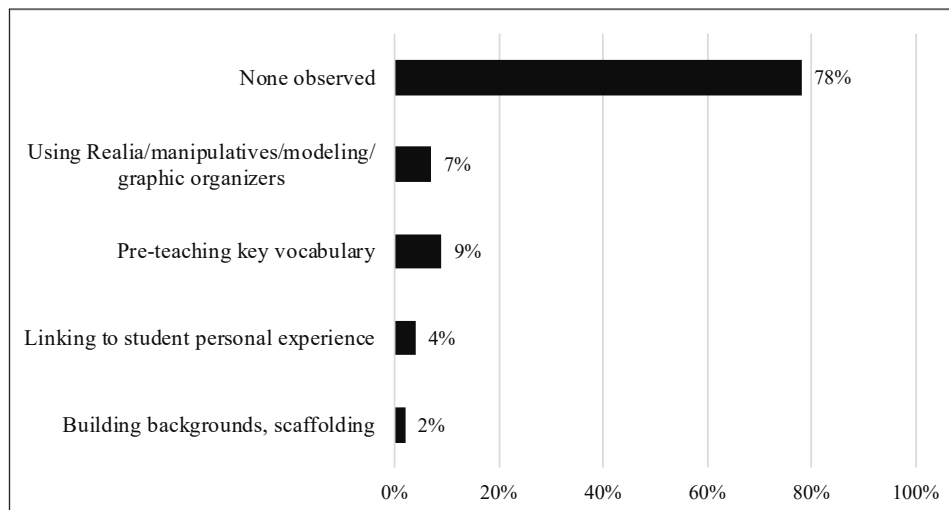
Data Source: Classroom Observation

Exhibit 3.4.6 indicates:

- No ESL strategies were observed in 78% of the classrooms.

- The ESL strategy most observed was *Pre-teaching key vocabulary* in 9% of classrooms observed.

- *Using realia/manipulatives/modeling/pictures/graphic organizers* was observed in 7% of the classrooms observed.

Exhibits 3.4.7 shows the response from teachers when asked about the instructional model English Language Development (ELD) on an online survey.

Exhibit 3.4.7

Explicit Instructional Model Teachers Use for English Language Development
Columbus City Schools
December 2019
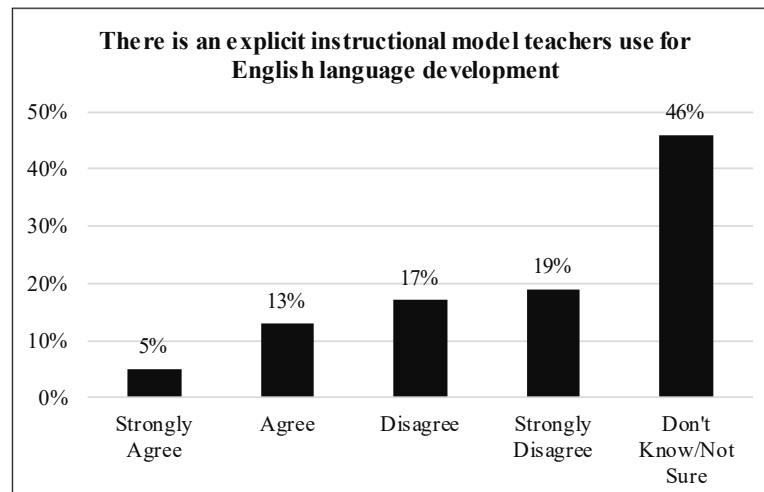
Data Source: Online Teacher Survey

Exhibit 3.4.7 indicates:

- Forty-six percent of the respondents reported they *Did Not Know* if there is an explicit instructional model for ELD.

- Thirty-six percent of the teachers responded that they *Disagree* or *Strongly Disagree* that there is an explicit instructional model teacher use for ELD.

- Eighteen percent of the teachers *Agree* or *Strongly Agree* that there is an explicit instructional model teacher use for ELD.

As noted in Exhibits 3.4.4, 3.4.5, 3.4.6, and 3.4.7, ESL instructional strategies are not systematically implemented to meet the needs of EL students.

This criterion was rated as partially met.

Criterion 2: Access to the Core Curriculum

Although EL students have access to the core curriculum by being placed in classes along with non-EL students, true access requires teachers to present content in multiple ways so that students are able to make sense of the expected learning. In grades K-5, students spend the major portion of the day in a regular class with native English-speaking students. They are pulled out for 45 minutes of the day for intensive instruction in English language development. All other students are placed in shelter classes for some subject areas.

Although the program design may seem adequate because students are physically in core academic classes, the delivery of instruction is inconsistent among teachers (see Delivery Quality Criterion 1), so this criterion was rated as only partially met.

The following are comments from school and district administrators, and teachers regarding student access to curriculum:

- "If we regularly checked what is missed in content [when pulled out for ESL] we would do better." (School Administrator)

- "They [ESL teachers] align what regular teachers are doing, they use the standards." (School Administrator)

- "Most of the time, the English learners are just thrown into 'the mix'." (Teacher "Our district plan for high-school-aged English learners has them at a welcome center (Global Academy) for lab classes for one year and then to sheltered sites after that. The problem with this is that then these students are a year behind their peers and either graduate in 5 years or must take two years of core content classes their senior year. We have a lot of ELLs who drop out to work and I think this is part of the reason why." (Teacher)

This criterion was rated as partially met.

Criterion 3: Special Assistance for Newcomers

No specialized services and support to assist rapid acquisition of survival English and cultural proficiency for newcomers in grades K-5 and 10-12 are specified in the ESL Plan or Handbook. As indicated in the Design analysis, the Global Academy provides services for only students in grades 6-9. Staff report that newcomers, especially at elementary schools, are often placed in regular classes and provided ESL services from the regular education teacher for most of the day. This creates an inequity in services. When newcomers are placed in regular or sheltered classes with almost no English, they must rely on the teacher to accommodate their needs or receive support from an ESL specialist.

This criterion was rated as partially met.

Criterion 4: Connectivity

The ESL plan and Handbook do not outline an explicit plan for integrating ESL services with core curriculum delivery. The district's improvement plan does include specific goals for improving ESL teaching and learning. There is a lack of actions to address minimal duplication of efforts, shared data, and communication.

Findings 2.2 and 2.3 cover the scope and quality of curriculum used in district programs. The English Language Proficiency Standards (ELPS) are not integrated into the core content curricula. Furthermore, auditors found the curriculum quality inadequate to direct teaching and learning and to ensure alignment of the written, taught, and tested curriculum.

Availability of appropriate, aligned curriculum and instruction for English learners was mentioned as a problem in interviews:

- "For instruction [elementary school EL students] teachers are asked to connect with regular education teacher." (District Administrator)

- "Eighteen percent of our student population is ELL, and 27% of those students are failing three or more courses [in this grading period], so I'm not sure we are meeting our ELL students' needs." (School Administrator)

- "There is no guide to tell me how to do it [ESL instructional]." (Teacher)

- "Our district has NO resources for ELL that are low incidence MD [moderate disabled] students that are not native English speakers. NOTHING" (Teacher)

This criterion was rated as partially met.

Criterion 5: Representation in Programs

Exhibit 3.4.8 shows the representation of EL students in special programs.

Exhibit 3.4.8

Representation of English Learner Students in Special Programs
Columbus City Schools
December 2019

	District Enrollment	Special Ed Enrollment	Gifted and Talented Enrollment
Total District Enrollment	54,309	9,511	4,812
Non-EL Students	44,898	8,502	4,682
Percent Non-EL Students of Total Enrollment	83%	89%	97%
EL Students	9,411	1,009	130
Percent EL Students of Total Enrollment	17%	11%	3%
Data Source: Department of Accountability and Other Support Services, CCS, December 2019			

As indicated in Exhibit 3.4.8, EL students comprise 17% of the district enrollment but are represented in the gifted and talented program at only 3%. EL students are not overrepresented in special education programs.

This criterion was rated as partially met.

Criterion 6: Translation

As noted in Criterion 8 of the previous analysis on design (see Exhibit 3.4.3), section 6 in the ESL Handbook provides information on translation services. The district uses translators to translate district documents in multiple languages. Documents that are not from the district may or may not be translated. Staff reported some documents related to school information sent home are translated (e.g., classroom newsletters, information in Infinite Campus, and Class Dojo).

This criterion was rated as partially met.

Criterion 7: Monitoring

Monitoring of English learner student progress is measured annually by the *Ohio State Tests* (*OSTs*) and the *Ohio English Language Proficiency Screener* (*OELPS*). EL students are tracked for two years after exiting the program.

This criterion was rated as met.

Criterion 8: Budget

According to district staff, the budget for ESL services is comprised of federal, state, and district general fund monies. Principals have some discretion in utilizing funds to address particular campus needs, including ESL support.

This criterion was rated as met.

Criterion 9: Evaluation

As described in Design Quality Criterion 11 (Exhibit 3.4.3), auditors were not provided with a plan for evaluating the ESL program. Given the wide variety of delivery models employed in schools and the reliance on classroom teachers successfully differentiating instruction to meet EL needs, a system for evaluation is critical to inform improvement efforts and improve results for EL students. Auditors were not provided with any document outlining such evaluation nor a report of results.

This criterion was rated as not met.

East Linden Elementary ESL small group reviewing letters

Summary

Auditors found some direction for English as a Second Language programming in plans and documents intended to provide consistent direction to schools in how to implement ESL programs beyond compliance requirements, such as instructional models and strategies, program requirements, and monitoring expectations. However, the program services are not adequate to meet the needs of all EL students based upon the design and delivery quality criteria analysis. Only one criterion (9%) for design was met, and only two criteria (29%) for delivery were met. The auditors also found that English learner students are underrepresented in the gifted and talented program.

STANDARD 4: The School District Uses the Results from System-Designed and/or -Adopted Assessments to Adjust, Improve, or Terminate Ineffective Practices or Programs.

A school system meeting this audit standard has designed a comprehensive system of assessment/testing and uses valid measurement tools that indicate how well its students are achieving designated priority learning goals and objectives. Common indicators are:

- A formative and summative assessment system linked to a clear rationale in board policy;

- Knowledge, local validation, and use of current curricular and program assessment best practices;

- Use of a student and program assessment plan that provides for diverse assessment strategies for varied purposes at all levels—district, school, and classroom;

- A way to provide feedback to the teaching and administrative staffs regarding the effectiveness of classroom instruction, how it is evaluated and subsequently improved;

- A timely and relevant database upon which to analyze important trends in student achievement;

- The degree to which specific programs have clear vision and direction and are actually producing desired learner outcomes or results;

- A database to compare the strengths and weaknesses of various programs and program alternatives, as well as to engage in equity analysis;

- A data base to modify or terminate ineffective educational programs;

- A method/means to relate to a programmatic budget and enable the school system to engage in cost-benefit analysis; and

- Organizational data gathered and used to continually improve system functions.

A school district meeting this audit standard has a full range of formal and informal assessment tools that provide program information relevant to decision making at classroom, building (principals and school-site councils), system, and board levels.

A school system meeting this audit standard has taken steps to ensure that the full range of its programs is systematically and regularly examined. Assessment data have been matched to program objectives and are used in decision making.

What the Auditors Expected to Find in the Columbus City Schools:

The auditors expected to find a comprehensive assessment program for all aspects of the curriculum, pre-K through grade 12, which was:

- Keyed to a valid, officially adopted, and comprehensive set of goals/objectives of the school district;

- Used extensively at the site level to engage in program review, analysis, evaluation, and improvement;

- Used by the policy-making groups in the system and the community to engage in specific policy review for validity and accuracy;

- The foci and basis of formulating short- and long-range plans for continual improvement;

- Used to establish costs and select needed curriculum alternatives; and

- Publicly reported on a regular basis in terms that were understood by key stakeholders in the community.

Overview of What the Auditors Found in the Columbus City Schools:

This section is an overview of the findings that follow in the area of Standard Four. Details follow within separate findings.

The district does not currently have a comprehensive student assessment plan to guide decision making for improvement of student achievement. Therefore, the district lacks several components of assessment planning that are critical to providing clarity of expectations regarding the design and implementation of student assessment, hampering the collection of data for use as feedback for improvement. Elements of assessment planning that were found in other district documents are primarily used as an informational tool for testing dates and windows, and the content is inadequate to clearly direct the student assessment system.

The auditors determined that the district relies heavily on the state-mandated testing program as its formal testing program and lacks comparable assessments in content areas and at grade levels not assessed by the state accountability system. Therefore, the scope of formal, tightly-held, district-wide assessments of the written curriculum is inadequate to support the monitoring of student achievement and to guide instructional decision making.

Although the district is collecting student data, it does not have the breadth of data needed to provide comprehensive feedback to students, teachers, administrators, or the community for use in evaluating the effectiveness of the curriculum. A systematic approach to the use of data for the improvement of instruction and student performance is lacking in the Columbus City Schools.

Data trends related to student achievement indicate a slight increase over the preceding four years in reading and mathematics; however, student performance is consistently well below the state and slightly below comparison districts serving similar student populations. *MAP* data reveal students are increasing performance from fall to spring each year, but are generally not making enough progress to improve their performance and close the achievement gap on state assessments.

Finding 4.1: Although the district regularly assesses student achievement, the district lacks adequate direction for a comprehensive student assessment program.

An effective student assessment system ensures that students are being assessed appropriately and that the information gleaned from those assessments is utilized to make informed decisions that positively impact student learning. An effective system provides information that can be used at all levels of the district, from officials making large-scale budgeting decisions, to principals allocating resources, or to individual teachers modifying instruction for individual students. When a school district lacks an effective student assessment plan, decision makers lack the data needed to make informed decisions and instead must rely on instinct or past practice.

An effective assessment system includes a clear plan for how students are assessed and how the information will be used. The plan expects students are assessed in all content areas, not only in a summative fashion, but also in a formative fashion that provides instructors with the diagnostic information needed to adapt and improve instruction for their students. Additionally, an effective assessment system provides procedures and information for evaluating larger academic programs to determine their effectiveness so that they can be continued, modified, or terminated (see Finding 5.1). The desired impact of an effective student assessment program is the ongoing improvement of student achievement over time.

To determine the scope and adequacy of the district plans for student assessment, auditors reviewed board policy, job descriptions, plans for assessment, curriculum documents, assessment materials, and data pertaining to student assessment. The auditors also interviewed district administrators, school administrators, instructional support staff, teachers, and board members to gain further information regarding the district's student assessment system.

Although the Columbus City Schools students are regularly assessed, written direction for student assessment is limited to calendars identifying specific dates to administer assessments and does not meet audit criteria for adequacy. The auditors were not provided with a single document outlining district expectations for a comprehensive plan for student assessment. Board policy and other governing documents lacked explicit assessment expectations related to the purposes and use of assessments (see Finding 4.3), particularly formative or diagnostic tools. The role of assessment data in district- and school-level decision making, including

instructional decision making, is not defined. In addition, some job descriptions were missing, and those that were available lacked clear roles and responsibilities related to assessment and data interpretation and use.

Exhibit 4.1.1 lists the district's board policies that reference student assessment.

Exhibit 4.1.1

Board Policies Referencing Student Assessment
Columbus City Schools
December 2019

Policy Number/Document Title	Content
PO 2623 STUDENT ASSESSMENT AND ACADEMIC INTERVENTION SERVICES	Requires the superintendent to develop an assessment program that includes State-mandated tests, performance-based tests, and norm-referenced achievement tests.
AG 2623A TESTING PROGRAM	States "the purpose for giving a test is to use the results to improve learning and to communicate with those concerned about how well a student or group of students are learning."
AG 2623D STANDARDS RELATIVE TO THE ETHICAL USE OF ASSESSMENTS BY STAFF	Mentions the duties of the district test coordinator and building test coordinator in monitoring practices related to preparing students for assessments as well as administering, scoring, interpreting, and reporting results.
PO 2623.02 THIRD GRADE READING GUARANTEE	Provides explicit information about reading assessments in K-3 and setting up interventions.
PO 2260 NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY	States that the superintendent will "verify that tests, procedures, and guidance and counseling materials…are not differentiated or stereotyped on the basis of the Protected Classes."
AG 2605 EVALUATION OF PROGRAM PURPOSE	Provides program evaluation details including a checklist and evaluation guidelines. The policy also recommends that an evaluation plan be developed concurrently when the program is planned.
PO 5421 MIDDLE AND HIGH SCHOOL DETERMINATION OF GRADES	States that for all courses granting 1.0 high school credit or more will administer a final exam and that the schedule for those exams will be set by the district in accordance with Ohio's student attendance requirements.

Although the school district references assessment in several policies, the policies do not provide adequate direction for a system that comprehensively assesses student progress in mastering the intended curriculum, nor do they require planning for such activities. Board policies related to assessment do not include expansion of the assessment program to include differentiation and increased rigor in content, context, and cognitive type. In addition, the auditors found no directives in policy referencing teachers' tracking of objective student mastery (see Finding 1.1).

The auditors would expect to find explicit statements in board policy regarding the need for a comprehensive student assessment system that includes at a minimum: formative and summative assessments in all content areas and grade levels, use of data to measure curriculum effectiveness, and regular reports to the board regarding student progress.

Job descriptions are another source of direction for student assessment. Auditors reviewed descriptions to find explicit statements of responsibilities related to student assessment and found the following:

- Academic Performance Analyst: "Gather, analyze, and present student, staff, school and divisional data to support student growth. Provide data analysis services to the executive director, building administrators and building leadership team members in their respective division. Deliver professional development in data extraction and analysis."

- Area Superintendent: "Supports and supervises the effective use of data for continuous improvement and decision making by emphasizing, monitoring, and supporting collaborative processes for engaging instruction staff in effective analysis and use of data aligned to the District's Strategic Plan and data-driven decision-making processes that ensure learning for all."

- Chief Academic Officer: "Assists in the development and implementation of a comprehensive feedback and assessment system to provide clear and useful data to drive decision making in student learning, staff development, and improvement of teaching. The CAO has primary authority and accountability for the District's overall academic performance. The CAO drives the education performance of the District, providing leadership, vision, and strategic direction for the District's curriculum, instruction, assessment, and school improvement initiatives."

- Director, Elementary Curriculum: "Assesses the effectiveness of teaching and learning at the building, division, and district levels by managing and evaluating the relationships and correlations between teaching and learning initiatives, student achievement data, and school building performance."

- Director, Testing and Program Evaluation: "Develops and communicates strategies to stakeholders for how test results can be used to improve academic achievement; is responsible for the training and development of all Academic Performance Analysts as they carry out data responsibilities for all regions; and provides senior leadership and others with reports and analysis of testing data and make recommendations based on the results."

- Principal: "Monitors student achievement and progress toward instructional goals and objectives of the building and district; initiates corrective action as necessary. The principal job description also requires cooperative work with the intervention assistance team and others to implement various initiatives to increase academic success and ensure students are achieving at their appropriate grade level. The job description does not specify how the principal is to work with teachers or other building leaders on the use of student assessment data for improved student achievement and learning."

The roles and responsibilities listed in the above job descriptions verify that assessments and the use of assessment data (see Finding 4.3) are expectations set by the district. However, the auditors noted that the following job descriptions that would be expected to work with student assessment or student data on a regular basis were not provided to the auditors:

- Chief Accountability Officer
- Chief Transformation and Leadership Officer
- Classroom Teacher
- Instructional Coach

Statements and references the auditors would expect to find in the Chief Accountability Officer's or Chief Transformation and Leadership Officer's job descriptions might include – using data to make instructional decisions, full accountability for the development and implementation of the assessment program, and implementing a consistent process for the effective use of data and training staff members on that process of continuous data analysis to improve student achievement.

The Area Superintendents' job description designates a clear expectation for supporting and supervising the effective use of data for continuous improvement and supporting processes for staff to engage in the analysis and use of data. However, the job description mentions alignment with the Strategic Plan, which is not an actively used guiding document by the district at this time. The Chief Academic Officer has the responsibility to "assist" with the development of a comprehensive feedback and student assessment program, but the auditors could not find where sole responsibility rests for the development of a comprehensive student assessment program.

To determine adequacy, the auditors utilized the Curriculum Management Audit Characteristics of a Comprehensive Student Assessment Plan and Program Evaluation Planning. For the district's assessment and program evaluation planning to be considered adequate, 11 of the 16 characteristics must be met.

The characteristics and audit team's analysis are displayed in Exhibit 4.1.2.

Exhibit 4.1.2

Characteristics of a Comprehensive Student Assessment Plan
And Program Evaluation Planning and Auditor's Assessment of District's Approach
Columbus City Schools
December 2019

Characteristic (The plan…)	Auditors' Rating	
	Met	Not Met
1. Describes the philosophical framework for the design of the student assessment plan and directs both formative and summative assessment of the curriculum by course and grade in congruence with board policy. Expects ongoing formative and summative program evaluation; directs use of data to analyze group, school, program, and system student trends.		X
2. Includes an explicit set of formative and summative assessment procedures to carry out the expectations outlined in the plan and in board policy. Provides for regular formative and summative assessment at all levels of the system (organization, program, student).		X
3. Requires that formative, diagnostic assessment instruments that align to the district curriculum be administered to students frequently to give teachers information for instructional decision making. This includes information regarding which students need which learner objectives to be at the appropriate level of difficulty (e.g., provides data for differentiated instruction).		X
4. Provides a list of student assessment and program evaluation tools, purposes, subjects, type of student tested, timelines, etc.	Partial*	
5. Identifies and provides direction on the use of diverse assessment strategies for multiple purposes at all levels—district, program, school, and classroom—that are both formative and summative.		X
6. Specifies the roles and responsibilities of the central office staff and school-based staff for assessing all students using designated assessment measures, and for analyzing test data.		X
7. Directs the feedback process; assures the proper use of assessment data at all levels.		X
8. Specifies the connection(s) among district, state, and national assessments.		X
9. Specifies the overall assessment and analysis procedures used to determine curriculum effectiveness.		X
10. Requires aligned student assessment examples and tools to be placed in curriculum and assessment documents.		X
11. Specifies how equity issues will be identified and addressed using data sources; controls for possible bias.		X
12. Identifies the components of the student assessment system that will be included in program evaluation efforts and specifies how these data will be used to determine continuation, modification, or termination of a given program.		X
13. Provides for appropriate trainings for various audiences on assessment and the instructional use of assessment results.		X
14. Delineates responsibilities and procedures for monitoring the administration of the comprehensive student assessment and program evaluation plan and/or procedures.		X
15. Establishes a process for communicating and training staff in the interpretation of results, changes in state and local student achievement tests, and new trends in the student assessment field.		X
16. Specifies creation of an assessment data system that allows for the attribution of costs by program, permitting program evaluations to support program-based cost-benefit analyses.		X
Total	**0**	**16**
Percentage Met	**0%**	
*Partial ratings are tallied as not met.		
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<u>Exhibit 4.1.2</u> shows that none of the 16 characteristics were rated as met. Details regarding the auditors' assessment of the characteristics follow:

Characteristic 1: Describes the philosophical framework

PO 2623 STUDENT ASSESSMENT AND ACADEMIC INTERVENTION SERVICES directs that the district will administer the state-mandated tests and that "at least annually staff members will assess the academic achievement and learning needs of each student." The policy also requires that academic intervention services be provided to students who score below the proficient level in reading, writing, mathematics, social studies, or science, as well as to those who do not demonstrate academic performance at their grade level based on the results of a diagnostic assessment. This implies that ongoing formative assessments will be used, but they are not explicitly required.

The policy does direct the superintendent to develop a testing program that includes performance-based tests, district or teacher-made achievement or performance tests, and norm-referenced achievement tests. It also limits the time students can spend on state tests to no more than (2%) of the school year. An additional 1% of the school year can be spent on diagnostic tests or practice tests.

AG 2623A TESTING PROGRAM states "the purpose for giving a test is to use the results to improve learning and to communicate with those concerned about how well a student or group of students are learning." It lists suggested purposes for diagnostic assessments, achievement tests, intelligence tests, readiness tests, and vocational interest/aptitude tests. However, it does not specify which tests should be given in what grades and content areas other than to follow the state schedule in grades 3 through 8 and grade 10.

The guidelines suggest that item analysis, disaggregation, curriculum adjustment, and counseling should occur. However, no process or timelines for this are specified. The specific terms "formative and summative" were not found in policy. Additionally, board policy does not explain nor does it require trend analysis of student performance data. Specific rules and procedures for communicating test results to parents are included in this document. It also states "test results will be used by all classroom teachers to identify and implement instruction appropriate to the needs of students," and that "intervention shall continue until students attain a score at or above the basic range on an achievement test."

Although board policy addresses several aspects of student assessment, overall, these documents are not adequate to fully direct a comprehensive program for student assessment.

This characteristic as rated as not met.

Characteristic 2: Includes an explicit set of assessment procedures

Some procedures are explicitly outlined in AG 2623A TESTING PROGRAM, including communication with parents, individual student record-keeping, and communicating testing procedures to staff. However, the auditors were not provided with procedures for determining who is responsible for which parts of the testing program, requirements for teacher-created assessments, or for progress monitoring with students in academic interventions.

This characteristic as rated as not met.

Characteristic 3: Requires formative and diagnostic assessments aligned to the district's curriculum

PO 2623 STUDENT ASSESSMENT AND ACADEMIC INTERVENTION SERVICES requires the superintendent to develop a plan for the design of classroom-based interventions as determined by the results of diagnostic assessments and procedures for using student performance data to evaluate the effectiveness of intervention services. The auditors were frequently told that *iReady* and *ALEKS* are the district formative assessment instruments. However, no information was found in the documents provided by the district to direct campus personnel regarding how often these tests are to be given, whether they are universally taken or reserved for those in academic interventions, or how to translate the data into classroom-based interventions.

District and school staff confirmed that no tightly held district created assessments aligned to the district's curriculum were being used to determine student mastery of the Ohio state standards. Some common formative

assessments are being created at individual schools by individual teachers or teams of teachers; however, alignment to standards or district curriculum cannot be verified. Below are several comments from district administrators related to district created assessments:

- "We don't have a robust Assessment Plan. We don't have short term cycles to know if one kid in this building is learning the same as another student."

- "We used to have them [district assessments] and then they went away and we want to get those [district assessments] started again."

- "We have had common assessments but people could choose whether or not to use them."

- "We are going to ensure that short cycle assessments exist, but we have to have systems in place that they are given commonly and that they are valid and reliable assessments. Then training on how to utilize day to day formative assessments to determine daily student learning."

This characteristic as rated as not met.

Characteristic 4: Provides a list of student assessments and program evaluation tools

In order to receive an adequate rating for this characteristic, the district must provide a list of assessments, subjects, type of students tested, and timelines. Some elements of this characteristic exist in district assessment calendars provided to the auditors. These calendars clearly outline the windows for state and national assessments in each grade and when staff training is scheduled for teachers and administrators. However, the auditors were not provided with any program evaluation tools.

This characteristic as rated as partially met.

Characteristic 5: Identifies and provides direction for diverse assessment strategies

PO 2623 STUDENT ASSESSMENT AND ACADEMIC INTERVENTION SERVICES states that the annual assessment of the academic achievement and learning needs of each student may include, but need not be limited to, teacher observation techniques, cumulative student records, student performance data collected through standard testing programs, and physical examinations. Additionally, there are three pathways to graduation, and several ways students can meet requirements for the third-grade reading guarantee. No provisions were found which specified diverse formative assessment strategies.

This characteristic as rated as not met.

Characteristic 6: Specifies roles and responsibilities

AG 2623D STANDARDS RELATIVE TO THE ETHICAL USE OF ASSESSMENTS BY STAFF mentions the duties of the district test coordinator and building test coordinator in monitoring practices related to preparing students for assessments as well as administering, scoring, interpreting, and reporting results. However, these documents leave gaps in the process. For example, principals are not mentioned, nor are the data analysts. The policy also makes the board responsible for providing interventions and keeping student records rather than the superintendent or designee. District job descriptions specify that several positions have responsibilities for ensuring the use of assessment data, but no specific outline with clear delineation of roles and responsibilities was provided to the auditors. In addition, some job descriptions for key personnel (i.e., classroom teacher and instructional coach) were not provided to auditors for review. Without the benefit of a comprehensive plan for student assessment, roles and responsibilities are not clearly defined. This characteristic was rated inadequate.

This characteristic as rated as not met.

Characteristic 7: Directs the feedback and use of assessment data

AG 2623A TESTING PROGRAM specifically directs the feedback process to parents and mentions use of feedback data for adjusting instruction. However, the directions are inadequate to direct the process as they leave out principals, testing coordinators, and data analysts, and do not specify steps teachers are to follow in adjusting instruction and monitoring the Response to Intervention (RtI) process. No mention is made of

department usage of data, connecting data to the school improvement plan, nor system-wide analysis of data used to ensure continuous growth of student performance. Auditors were not presented with a plan for the consistent and ongoing use of data at all levels of the system (see Finding 4.3).

This characteristic as rated as not met.

Characteristic 8: Specifies the connection(s) among district, state, and national assessments

Assessment calendars presented to the auditors listed dates and windows that assessments were to be administered across the Columbus City Schools; however, auditors were not presented with any document that specified the connection between the taught curriculum and the assessments used by the district. District and school administrators and teachers reported that there were no district created assessments (short cycle assessments) administered to students to determine mastery of the curriculum nor in preparation for the *Ohio State Tests*.

The district does administer the *Northwest Evaluation Association Measures of Academic Progress* (*NWEA MAP*) assessments to students at beginning, middle, and end of year. *NWEA MAP* tests are computer-adaptive assessments that dynamically adjust to each student's responses. The adaptive nature of *MAP* assessments allows measurement of each student with a high degree of precision, regardless of whether the student is performing on, above, or below grade level. A norming study conducted by Thum & Hauser (2015), *NWEA* allows student performance to be compared nationally by using multi-level growth models on nearly 500,000 longitudinal test scores that were weighted to create large, nationally representative norms. These norms were the basis of the 2018 Ohio MAP Linking study that used equipercentile linking to match the *Ohio State Test* scores and *MAP* scores for over 140,000 students. This procedure matches scores on the two scales that have the same percentile rank (i.e., the proportion of tests at or below each score). The study found that, in most grades, students must score at or near the 50th percentile on the *MAP* to score Proficient or above on the *Ohio State Tests* in reading and mathematics.

Although the study shows a large scale connection between the *Ohio State Tests* in reading and mathematics compared to a student's percentile ranking on the *MAP* tests for performance predictability; auditors were unable to determine the connection or link between the district's written, taught, and assessed curriculum in combination with the *NWEA MAP* and how that correlates to the district's efforts to minimize the achievement gap and improve student achievement. In Finding 4.4, the data show that over a four-year period, the Columbus City Schools students are consistently performing well below the state average, and although they are meeting their annual growth goals, students are still not making the additional gains necessary to close the achievement gap nor improve state assessment scores to a large degree.

Auditors found no documentation of a process where teachers and principals are using the *MAP* data to intentionally plan targeted instruction to accelerate student learning. Teachers are not required to provide school or district administrators with lesson plans. They are only required to show "evidence of planning," which leaves many unanswered questions as to "how" or "if" assessment data are being used to plan instruction. Auditors were not presented with agendas for data analysis meetings to evaluate student performance at the school, classroom, student group, or individual student levels. Without evidence of a documented process, auditors are unable to determine any related connections between district, state, and national assessments and how district and school staff maximize those connections to improve student learning.

In addition to the *NWEA MAP* assessments, the Columbus City Schools have adopted *iReady*, which has been approved by the Ohio Department of Education for the "purposes of determining whether students are on-track or off-track for the Third Grade Reading Guarantee in grades K-3." *iReady* is also a computer adaptive online assessment and should be administered three times per year, providing 12-18 weeks of instruction in between each assessment. The program can be used through grade eight and provides teachers, school leaders, and district staff with prescriptive reports that identify instructional needs of students and provide guidance for more differentiated instruction. *iReady* does provide access to a computer- or device-based application that provides students with game-based practice. However, it is not clear how that data is used in connection with daily instruction or intervention by the teacher in planning for instructional delivery of the standards.

Comments from staff members showing their perception of how assessments are connected:

- "Some teachers are using this [*iReady*] as a crutch—and put kids down in front of that instead of teaching." (District Administrator)

- "Curriculum directors get data if they ask for it. They have all this great data, but I want the data the way I need to use it from the instructional lens. We have plenty of data, but we are not understanding what our data is telling us." (District Administrator)

- "We have multiple tests that seek the same type of information. We are data rich and information poor." (Instructional Support)

- "I don't really use *MAP* much. At the building, we look at it constantly paired with AIR [*Ohio State Test*] data. I weigh what is happening daily more than *MAP*." (Teacher)

This characteristic as rated as not met.

Characteristic 9: Specifies assessment and analysis procedures

The documents presented to auditors addressed using assessment results to measure student achievement. No clear connection was made between the assessment results and effectiveness of the curriculum. Overall, procedures can be inferred from AG 2623A TESTING PROGRAM and PO 2623 STUDENT ASSESSMENT AND ACADEMIC INTERVENTION SERVICES, but the details seem to be presented orally through the bimonthly assessment committee meetings.

PO 2623.02 THIRD GRADE READING GUARANTEE is explicit in regard to the reading assessment in K-3. However, it outlines setting up interventions with no connection to the effectiveness of the general curriculum. In general, district documents presented made no provision for someone at the campus level to determine and disseminate specific procedures.

PO 5421 MIDDLE AND HIGH SCHOOL DETERMINATION OF GRADES does require the district to administer a final exam in all courses granting 1.0 high school credit or more, and administration directions are provided to the schools. However, the test administration instructions give teachers four options: 1) create their own final exam; 2) use the district provided exams in paper and pencil format; 3) use a modified version of the district created assessment; or 4) English teachers may use COMMONLIT.

This characteristic as rated as not met.

Characteristic 10: Requires aligned student assessment examples

Documents provided by district personnel contained no expectation that aligned student assessment examples and tools be placed within curriculum documents.

This characteristic as rated as not met.

Characteristic 11: Specifies how equity issues will be addressed

PO 2260 NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY states that the superintendent will "verify that tests, procedures, and guidance and counseling materials, which are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of the Protected Classes." It goes on to describe the role of the district complaint officer and outline the procedures for formal and informal complaints. While this alludes to the audit criterion of controlling for possible bias in testing, it does not address the use of data to identify equity issues between groups of students or among students who are economically disadvantaged versus those are not (see Finding 4.3).

This characteristic as rated as not met.

Characteristic 12: Identifies components of a student assessment system that will be included in program evaluation

AG 2605 EVALUATION OF PROGRAM PURPOSE contains a checklist and step by step process for evaluating program effectiveness. It lacks direction explicitly linking the fact that programs must be connected to overall student achievement as measured by state test scores and how program data is to be connected to state test scores. Overall, the administrative guideline provides a useful starting point, but is incomplete in identifying those components of the student assessment system to be included in the evaluation (see Finding 5.1).

This characteristic as rated as not met.

Characteristic 13: Provides appropriate training

AG 2623D STANDARDS RELATIVE TO THE ETHICAL USE OF ASSESSMENTS BY STAFF provides that all appropriate district staff "shall have knowledge of these standards of ethical assessment practice" and that "the District Testing Coordinator and Building Test Coordinators shall monitor the practices of District staff for compliance." It also requires annual written communication to all staff of the purpose of each assessment and what are unethical or inappropriate practices related to testing. The guidelines states that information and training may be necessary for ethically interpreting and/or using any results of assessments.

AG 2623A TESTING PROGRAM places the responsibility for training staff "in how to use test results to both refine the curriculum and improve instructional strategies and resources" on the administrators, but does not specify which administrators. It states that in-service programs may be necessary to "strengthen understanding of how different kinds of tests are designed, how to judge the reliability and validity, and how to use test information to diagnose and remediate." The auditors were not presented with documentation that district-wide training on how to disaggregate and use data for feedback purposes to improve student achievement has been planned or conducted.

Job descriptions show that the Director of Testing and Program Evaluation is responsible for the training and development of all Academic Performance Analysts as they carry out data responsibilities for all regions. Academic Performance Analysts are to deliver professional development in data extraction and analysis to executive directors, building administrators, and building leadership teams; however, the auditors were not presented with evidence that this was occurring on a consistent basis nor that all staff were receiving training on the use of assessment data (see Finding 4.3). Auditors were not presented with job descriptions for the Chief Accountability Officer nor the Chief Transformation and Leadership Officer that might clarify requirements or responsibilities for training staff members on assessment and the instructional use of assessment results.

This characteristic as rated as not met.

Characteristic 14: Delineates responsibilities for monitoring the assessment program

Responsibilities for monitoring the administration of assessments in terms of ethical behavior is mentioned in AG 2623D STANDARDS RELATIVE TO THE ETHICAL USE OF ASSESSMENTS BY STAFF. However, the procedures as outlined are inadequate to meet this characteristic. The auditors were not provided with any written evidence of program evaluation for any of the current district programs or innovations (see Finding 5.1).

Job descriptions assign some responsibility to several staff members for training, administering assessments, and supervising the use of data. The Chief Academic Officer has the responsibility to "assist" in the development and implementation of a comprehensive feedback and assessment system to provide clear and useful data to drive decision making in student learning, staff development, and improvement of teaching. Responsibility for program evaluation is designated to the Director of Testing and Program Evaluation, and this position is charged with developing and implementing all plans and activities related to program evaluation. Auditors were not provided with a single job description that assigned the explicit responsibilities for monitoring a comprehensive student assessment and program evaluation plan for the Columbus City Schools.

This characteristic as rated as not met.

Characteristic 15: Establishes a communication process

The district has an assessment committee which meets bimonthly. The auditors' review of agendas and minutes from meetings indicated that the primary purpose of this committee is to keep abreast of testing issues and to provide input and feedback on testing issues. Agendas indicate that testing dates are reviewed, potential training dates, and overall district percentages are discussed. In the minutes provided, auditors did not find evidence of how information was shared with schools nor a process to ensure that staff are receiving training in the interpretation of results, action plans to improve student achievement, changes in assessments, or trends in the field of student assessment.

AG 2623A TESTING PROGRAM and AG 2623D STANDARDS RELATIVE TO THE ETHICAL USE OF ASSESSMENTS BY STAFF both mention that staff should be trained in the interpretation of test results, but the process is not clearly stated or defined. Auditors were not provided with a clear process indicating that training was occurring, nor were they provided documentation that training was provided to all teachers (see Finding 5.1).

This characteristic as rated as not met.

Characteristic 16: Specifies creation of an assessment data system

The auditors were not presented with any documents outlining an assessment data system that tracks costs by program and permits program evaluations to support program-based cost-benefit analysis. District administrators were unable to provide data on current program innovations because those are selected and budgeted for at the school level. The district office does not maintain records on innovative program costs (see Finding 5.1).

To gather further information regarding student assessment, auditors interviewed staff members whose comments corroborated a lack of clear planning for student assessment:

- "[District] needs to identify focus...it's difficult for principals and teachers to focus. We have all these [different assessments] but no professional development on how to use them." (District Administrator)

- "We have not done the work as a district to align the assessments that we use." (Instructional Support)

- "I make pretty much all the decisions, there's guidance without coming right out telling me what to do." (School Administrator)

- "We have many assessments that measure the same thing." (School Administrator)

This characteristic as rated as not met.

Summary

Assessments can provide a wealth of information to a school system. Although the Columbus City Schools students are being assessed and data is being collected and disseminated, the auditors found that the planning for student assessment is inadequate. Board policy and administrative guidelines lack language to appropriately govern student assessment and program evaluation. Elements of assessment planning that were found in other district documents are primarily used as an informational tool for testing dates and windows, and the content is inadequate to clearly direct a comprehensive student assessment system. Therefore, the Columbus City Schools currently does not have a comprehensive student assessment plan to guide decision making for improvement of student achievement.

Finding 4.2: The scope of formal student assessment is inadequate to evaluate the taught curriculum, and evidence of alignment between formative assessments and high stakes assessments is lacking.

An effective student assessment program allows the district to measure the efficacy of the written and taught curriculum. Student assessment data provide the basis for decisions regarding curriculum design and delivery by measuring the extent to which students have reached desired performance levels. Without assessment, the district has no data-based means of knowing whether students are learning what the district intends them to learn.

In audit terms, the scope of assessment refers to the presence of some form of state or district-wide assessment for every course. When reviewing assessment scope, auditors do not address the quality of those assessments or whether or not each curriculum objective for a given course is assessed. The audit expectation is that some form of formal assessment exists for 100% of courses in core content areas (English language arts/reading, mathematics, science, and social studies) and 70% of non-core courses. Only then can sound decisions be made about the curriculum, instruction, and programs.

To determine the scope of formal assessment within the Columbus City Schools, the auditors examined board policy, committee minutes, testing calendars, and lists of course offerings. The auditors also interviewed district administrators, campus staff, board members, and parents to gather information regarding the scope of the district's assessments.

The auditors first examined board policy to determine if direction was provided relative to the scope of assessment. They noted the following:

- PO 2623 STUDENT ASSESSMENT AND ACADEMIC INTERVENTION SERVICES requires the superintendent to develop a testing program that includes (a) state-mandated tests; (b) performance-based tests in composition, mathematics, science, social studies, and reading; (c) district or teacher-made achievement or performance tests; and (d) norm-referenced achievement tests. The policy further requires that assessment data be used to design classroom-based intervention services and to evaluate the effectiveness of intervention services.

- PO 2623.02 THIRD GRADE READING GUARANTEE extends the reading assessment program to include diagnostic assessments beginning in kindergarten.

- PO 2464 GIFTED EDUCATION AND IDENTIFICATION specifies how assessments are used for identification of gifted and talented students, including those classified with superior cognitive ability or specific academic ability in a content area.

Administrative Guidelines were also examined relative to the scope of assessment. Auditors noted that AG 2623A TESTING PROGRAM states the purpose for giving a test "is to use the results to improve learning and to communicate with those concerned about how well a student or groups of students are learning." The guideline also defines the types of tests given by the district and requires that administrators and teachers use test data to identify and implement instruction.

Together, these documents form the framework for the Columbus City Schools student assessment program. The policy emphasis is on summative assessment required by the state, although diagnostic assessment in reading is established and norm-referenced tests are mentioned for selected students. This emphasis is reflected in practice, with the majority of formal assessment related to state requirements. Although several optional district-created final exams were presented to auditors, interviewees agreed that district-created benchmark assessments do not exist. Teacher-created performance tests were mentioned by several people in interviews, but no consistent practice was observed by auditors.

Overall, the auditors found that, although the Columbus City Schools does not have a formal assessment plan (see Finding 4.1), they routinely assess student progress in the core subjects tested by the state of Ohio and some additional courses. However, the overall scope of assessment was inadequate to provide data for instructional decision making in all areas of the curriculum and at all grade levels. The auditors were unable to determine the exact degree of alignment between the benchmark assessment (*MAP*) in reading and mathematics and the state summative assessments (*OST*) because they were not given access to *MAP* test items. However, auditors found gaps between *MAP* progress goals and achievement on the *OST* in grades 3-9.

In addition to board policies, auditors reviewed various documents, including the district testing calendar and assessment committee minutes to determine which tests are given to which students. Exhibit 4.2.1 and Exhibit 4.2.2 detail the results of auditors' findings.

Exhibit 4.2.1

Tests Administered in Grades PK-5
Columbus City Schools
December 2019

Assessment	Description	Grade Level						
		PK	K	1	2	3	4	5
Prekindergarten Early Learning Assessment (ECE)	State-developed assessment focusing on seven areas of early learning and school readiness given at beginning, middle, and end of year	X						
Kindergarten Readiness Assessment (KRA)	State-wide, criterion-referenced test aligned to state standards		X					
iReady	Computer-based, diagnostic assessment in reading		X	X	X	X	X	X
Assessment and Learning in Knowledge Spaces (ALEKS)	Computer-based, diagnostic assessment in mathematics				X	X	X	X
Measure of Academic Progress (MAP)	Norm-referenced, adaptive assessments in reading and mathematics given at beginning, middle, and end of year		X	X	X	X	X	X
Ohio State Test (OST) in Reading	State-wide, criterion-referenced summative assessment aligned to state standards					X	X	X
Ohio State Test (OST) in Mathematics	State-wide, criterion-referenced summative assessment aligned to state standards					X	X	X
Ohio State Test (OST) in Science	State-wide, criterion-based summative assessment aligned to state standards							X
Ohio English Language Proficiency Screener (OELPS 21)	English language proficiency screening assessment administered to enrolling EL kindergarten students		S					
Ohio English Language Proficiency Assessment (OELPA)	Assessment to measure English language proficiency of English learner (EL) students in the areas of reading, writing, listening, and speaking		S	S	S	S	S	S
Ohio's Alternate Assessment for Students with Cognitive Disabilities (AASCD)	State-wide summative assessment for students with significant cognitive disabilities receiving special education services					S	S	S
Ohio Department of Education (ODE) Physical Education Assessment	State-wide assessment of physical fitness and skills				X			X
Cognitive Abilities Test (CogAT)	Instruments used as part of whole-grade screening for district gifted and talented program							X
Naglieri Test of Nonverbal Intelligence					X			
Key: X = administered to most/all students at that grade level; S = administered to selected students								
Data Sources: District Testing Calendar, District Assessment Committee minutes, District curriculum documents, Ohio Department of Education website								

Based on Exhibit 4.2.1, auditors concluded:

- Some form of formal testing is present at every grade from Pre-K-5.

- Reading and mathematics are assessed in every grade from K-5.

- Formal assessment in science is only present in grade 5.

- Social studies is not formally assessed in any elementary grade.

Exhibit 4.2.2 shows the tests given to various groups in middle and high school. Some additional assessments were not included in this list due to the very small groups that take them on school time, specifically, *Scholastic Aptitude Test (SAT), Advanced Placement (AP)* exams, *International Baccalaureate (IB)* exams, and state test retakes for those who still must pass them in order to graduate.

Exhibit 4.2.2

Tests Administered in Grades 6-12
Columbus City Schools
December 2019

Assessment	Description	Grade Level						
		6	7	8	9	10	11	12
Assessment and Learning in Knowledge Spaces (ALEKS)	Computer-based, diagnostic assessment in mathematics	X	X	X	S	S	S	S
Measure of Academic Progress (MAP)	Norm-referenced, adaptive assessments in reading and mathematics given at beginning, middle, and end of year							
Houghton Mifflin Harcourt (HMH) Reading Inventory	Standardized assessment to determine Lexile level given to those who do not take MAP					S	S	S
Ohio State Test (OST) in English Language Arts	State-wide, criterion-referenced summative assessment aligned to state standards	X	X	X				
Ohio State Test (OST) in Mathematics	State-wide, criterion-referenced summative assessment aligned to state standards	X	X	X				
Ohio State Test (OST) in Science	State-wide, criterion-based summative assessment aligned to state standards			X				
Ohio State Test (OST) End of Course (EOC) Exams	State-wide, criterion-referenced assessments for students completing English I, English II, Integrated Mathematics I, Integrated Mathematics II, U.S. History, U.S. Government, or Biology				S	S	S	S	S
Ohio's Alternate Assessment for Students with Cognitive Disabilities (AASCD)	State-wide summative assessment for students with significant cognitive disabilities receiving special education services	S	S	S	S	S	S	S
Ohio Department of Education (ODE) Physical Education Assessment	State-wide assessment of physical fitness and skills	X			S	S	S	S

		Grade Level						
Assessment	**Description**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Ohio English Language Proficiency Assessment (OELPA)	Assessment to measure English language proficiency of English learner (EL) students in the areas of reading, writing, listening, and speaking	S	S	S	S	S	S	S
Collaborative Articulation and Assessment Project (CAAP)	Foreign Language Proficiency Assessments given to students in Chinese, French, and Spanish pathways at level three and above					S	S	S
American College Test (ACT)	Norm-referenced assessment of general education development and ability to complete college-level work						X	S
WorkKeys	Norm-referenced assessment from ACT that measures a variety of hard and soft workplace skills given to those who haven't met graduation requirements through EOC exams						S	S

(Exhibit header:)

Exhibit 4.2.2 (continued)
Tests Administered in Grades 6-12
Columbus City Schools
December 2019

Key: X = administered to most/all students at that grade level; S = administered to selected students

Data Sources: District Testing Calendar, District Assessment Committee minutes, District curriculum documents, Ohio Department of Education website

Based on Exhibit 4.2.2, the auditors reached the following conclusions:

- Some form of formal assessment is present in all grades 6-12.

- Reading is assessed at every grade 6-12 (students in grades 10-12 must take either the *MAP* or *HMH* reading assessment).

- Science is not assessed in grades 6 and 7.

- Social studies is not assessed until high school.

Auditors also noted that on the District Testing Calendar, final exams are required in all high school courses offering 1.0 credit or more, and that "district exams will be utilized for English, mathematics, science, and social studies." The district provided copies of some common assessments with creation dates from 2016 through 2018. Some courses were those also tested by the state: Integrated Math I and II, English 9-10, Biology, U.S. History, and U.S. Government. Others were not on the state test list: Advanced Quantitative Reasoning, Integrated Math III, Pre-calculus, English 11-12, Anatomy and Physiology, Chemistry, Physics, Environmental Science, Materials Science, Physical Science, Physics, and Modern World History. However, the 2019 state guidelines allowed teachers to use the exams provided by the district, modify the exams provided by the district, or create their own. Therefore, these district-created assessments did not qualify as common assessments, and were not included in the auditors' analysis. Similarly, district documents state that a common final exam will be given for Spanish I and II, and French I and II. Copies of these exams were not provided to the auditors, hence, they were also excluded from the analysis.

Auditors next compared the courses offered to the assessments given in each grade level to determine the scope of assessment. This step answers the first audit question, "Is it present?" The audit standard is that students will be assessed in every core course at every grade level and that at least 70% of the non-core courses will

have formal assessment. <u>Exhibits 4.2.3</u> through <u>4.2.5</u> show the scope of formal assessment district-wide in kindergarten through grade 12. The exhibits do not speak to the quality of the assessment nor whether the assessment was formative or summative.

For purposes of this analysis, some courses (e.g., ROTC, AVID, and College Credit Plus courses) were not included because the district does not fully control the content, design, or nature of assessments administered. Likewise, prekindergarten assessments were not considered due to their developmental nature. Some special program classes (e.g., interventions, international seminar, and senior capstone) were also excluded due to the individualized, situational nature of their curricula. Courses that differed primarily in complexity or means of delivery, such as gifted/talented or web-based offerings, but had the same title, were considered as one course. For example, Integrated Mathematics I was counted as one course, despite separate course numbers for special education, general education, gifted and talented, ESL, and VCAP versions of it. Finally, courses were grouped into general categories for ease of comparison.

<u>Exhibit 4.2.3</u> shows the results of the auditors' analysis of assessment scope at the elementary level.

Exhibit 4.2.3

Scope of Assessment in Grades K-5
Columbus City Schools
December 2019

Courses Offered	Grade Level						Total Courses Offered	Total Courses Assessed	Percent of Courses Assessed
	K	1	2	3	4	5			
Core Content Area Courses									
Reading/Literature	X	X	X	X	X	X	6	6	100
Language Arts	X	X	X	X	X	X	6	6	100
Mathematics	X	X	X	X	X	X	6	6	100
Science	0	0	0	0	0	X	6	1	17
Social Studies	0	0	0	0	0	0	6	0	0
Totals (Core Courses)							**30**	**19**	**63%**
Non-Core Content Area Courses									
Music	0	0	0	0	0	0	6	0	0
Dance	0	0	0	0	0	0	6	0	0
Art	0	0	0	0	0	0	6	0	0
Health	0	0	0	0	0	0	6	0	0
Physical Education	0	0	X	0	0	X	6	2	33
Spanish	0	0	0	0	0	0	6	0	0
French	0	0	0	0	0	0	6	0	0
Mandarin Chinese	0	0	0	0	0	0	6	0	0
Totals (Non-Core Courses)							**48**	**2**	**4%**
Key: X = Course offered at grade level and assessed 0 = Course offered at grade level, no assessment									
Data Sources: District Course Descriptions, District Testing Calendar, Assessment Committee minutes, Interviews, Ohio Department of Education website									

Based on the exhibit, auditors made the following observations:

- Reading, language arts, and mathematics are assessed at every grade level.

- Science is only formally assessed in grade 5.

- No formal social studies assessments were presented.

- The only formal assessment in non-core courses is the state-mandated physical education test in grades 2 and 5.

Overall, the audit standard of formal assessment in every core course was not met, with 63% of core courses assessed. A total of 4% of the non-core courses at the elementary level in the Columbus City Schools are assessed, falling short of the audit expectation for 70% assessment of non-core courses.

Exhibit 4.2.4 illustrates a summary of the auditors' findings regarding assessment scope at the middle school level. The complete list of courses considered for this analysis may be found in Appendix G.

Exhibit 4.2.4

Summary of Scope of Assessment in Grades 6-8
Columbus City Schools
December 2019

Courses Offered	# of Courses Offered per Grade Level			Total Courses Offered	Total Courses Assessed	Percent of Courses Assessed
	6	7	8			
Core Content Area Courses						
Reading	3*	3*	3*	9	9	100
English Language Arts	2*	2*	2*	6	6	100
Mathematics	3*	2*	4*	9	9	100
Science	1	1	1*	3	1	33
Social Studies	2	1	2	5	0	0
Totals (Core Courses)				**32**	**25**	**78%**
Non-Core Content Area Courses						
Physical Education/Athletic Participation	3	3	9*	15	1	1
World Languages	4	4	4	12	0	0
Unified Arts	10	10	21	41	0	0
Technology	3	6	6	15	0	0
Biomed Pathways			1	1	0	0
Totals (Non-Core Courses)				**84**	**1**	**1%**
Key: * = one or more courses formally assessed at that grade level; all percentages rounded to nearest whole						
Data Sources: District Course Descriptions, District Testing Calendar, Assessment Committee minutes, Interviews, Ohio Department of Education website						

Auditors noted the following points from Exhibit 4.2.4:

- Reading, English language arts, and mathematics are assessed at every grade level.

- Science is only assessed in grade 8.

- Social studies is not formally assessed at any grade level.

- The only non-core subject assessed is physical education.

Overall, 78% of core courses and 1% of non-core courses have formal assessments, failing to meet the audit expectation of assessment in 100% of core courses and at least 70% of non-core courses.

A summary of the auditors' findings for scope of assessment at the high school level are presented in Exhibit 4.2.5. The full scope is presented in Appendix H.

Exhibit 4.2.5

Summary of Scope of Assessment in Grades 9-12
Columbus City Schools
December 2019

Content Area	Number of Courses Offered	Number of Courses Assessed	Percent of Courses Assessed
Core Content Area Courses			
English Language Arts and Literature	23	13	57
Mathematics	18	12	67
Science	16	9	56
Social Studies	25	14	56
Totals (Core Content Area Courses)	**82**	**48**	**59%**
Non-Core Content Area Courses			
World Languages	96	14	15
Journalism	3	0	0
Unified Arts	92	2	2
Technology/Applications	48	0	0
Business	13	0	0
Health, Physical Education/Athletics	23	1	4
Career and Technical Education	146	0	0
Totals (Non-Core Content Area Courses)	**421**	**17**	**4%**

Data Sources: District Course Descriptions, District Testing Calendar, Assessment Committee minutes, Interviews, Ohio Department of Education website

Based on Exhibit 4.2.5, auditors concluded that the overall scope of assessment at the high school level is less than at lower grades. Specifically, they noted that:

- Assessment scope in English (57%) and mathematics (67%) is less than at lower grade levels.

- The scope of assessment in science is increased to 56% in grades 9-12, higher than at lower grades.

- The scope of assessment in social studies courses increases to 56% in grades 9-12, higher than lower grades.

- The scope of assessment in non-core classes (4%) remains relatively stable compared to lower grades.

Overall, the scope of assessment in grades 9-12 did not meet the audit expectation for 100% of core courses and at least 70% of non-core courses to have formal assessment. Auditors noted that the scope of assessment may be slightly higher if all International Baccalaureate (IB) courses have a corresponding exam taken by all students in the course. Credit for assessment scope was awarded only if the course catalogue specified that an exam was required. However, in the overall picture, the few instances where *IB* course exams were not specified would not bring the district scope of assessment to audit expectations.

Exhibit 4.2.6 shows the overall scope of assessment within the Columbus City Schools.

Exhibit 4.2.6

Overall Scope of Assessment
Columbus City Schools
December 2019

Type and Grade of Courses	Number of Grades/Courses Offered	Number of Grades/Courses Assessed	Percent of Courses Assessed
Core Content Area Courses			
Elementary (Grades K-5)	30	19	63
Middle School (Grades 6-8)	32	25	78
High School (Grades 9-12)	82	48	59
Totals (Core Courses)	**144**	**92**	**59%**
Non-Core Content Area Courses			
Elementary (Grades K-5)	48	2	4
Middle School (Grades 6-8)	84	1	1
High School (Grades 9-12)	421	17	4
Totals (Non-Core Courses)	**553**	**20**	**4%**
Data Sources: District Course Descriptions, District Testing Calendar, Assessment Committee minutes, Interviews, Ohio Department of Education website			

The overall scope of assessment in the Columbus City Schools is 64% for core courses and 4% for non-core courses. This does not meet the audit expectation of 100% for core courses and at least 70% for non-core courses. Although English language arts/reading and mathematics are heavily assessed at the lower grades, the current overall scope of assessment is inadequate to provide a sound basis for evaluating the taught curriculum in grades K-12.
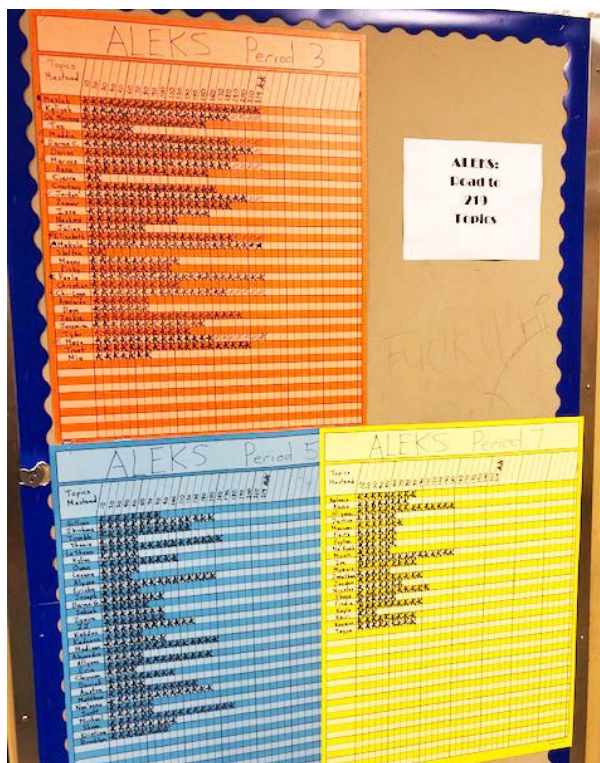
Mastery charts posted in the hall at Starling pre-k-8

The online surveys for teachers and building administrators indicate that these groups have different views of whether they have adequate instruments for assessing student progress. Of the 84 administrator respondents, 76% agreed or strongly agreed with the statement, "Assessment tools are available to teachers to support them in determining student progress in mastering curriculum objectives." However, among the 622 teacher respondents, only 47% agreed or strongly agreed with the statement, "We have adequate instruments for assessing each student's progress in mastering the curriculum."

Interviews with district and campus leaders indicated frustration with the lack of formative assessments and/or coordination between tests. Typical comments were:

- "It took two years to get one formative assessment (*MAP*) approved by the teacher union." (District Administrator)

- "We have had common assessments but people could choose whether or not to use them." (District Administrator)

- "We have not done the work as a district to align the assessments that we use." (Instructional Support)

This frustration was echoed in comments received through the online surveys. Typical remarks on this topic were:

- "We urgently need a series of common formative assessments for each core content area." (Administrator survey)

- "Testing needs to be further streamlined and coordinated between district- and State-mandated assessments in order to minimize its impact on daily instruction." (Teacher survey)

- "The assessments are clear, but too far apart to determine if strategies are working. Smaller chunks of testing would be more beneficial than having 3 giant diagnostics and 1 state test at the end of the year." (Teacher survey)

- "*ALEKS* and the textbook assessments in math clearly align to the standards. However, many of the questions they ask are lower level." (Teacher)

- "We really have no idea what is on the *MAP* assessment." (Teacher)

- "The assessments are not aligned. What is assessed on the progress report it not assessed on the other assessments or what is on one assessment is repeated on another." (Teacher survey)

- "The assessments have become a source of data, but they don't measure what the students know and are able to do." (Teacher survey)

From these comments, those most closely in touch with the students see a need for short-term assessments. In the lower grades, reading and mathematics are assessed frequently via the *iReady* and *ALEKS* programs. Science and social studies are far less frequently assessed. In the upper grades, the focus is on *End of Course* assessments. The use of common, short-term assessments aligned to the state tests could provide a means of standardizing the taught curriculum as the district moves to create a written curriculum (see Finding 2.2).

Alignment within the Scope of Assessment

After asking, "Is it there," auditors typically attempt to answer the question, "Is it any good?" One way to determine assessment quality is to analyze the degree of alignment between the various formative assessments and summative assessments. Typically, auditors check for alignment in three dimensions:

- Content—meaning the knowledge, skills, and processes tested;

- Context—meaning the format or situation in which students are asked to perform, such as multiple choice versus writing in an answer, or having tools available to use; and

- Cognitive Type—meaning the type of thinking required to answer the question.

No common assessments were presented to the auditors, likely indicating inconsistency in the quality and use of teacher-created tests. Common assessments at the end of a unit can be one way of measuring whether the curriculum is being implemented with fidelity. This is particularly important in the absence of a detailed written curriculum that is used across the district. Tightly aligned formative assessments allow teachers and administrators to predict with confidence how students are likely to perform on summative assessments such as the *OST*. Without common assessments, judging whether students are being adequately prepared step-by-step for benchmarks and summative assessments like the *OST* is impossible.

Without district-created assessments to consider, auditors examined benchmark data for grades 3-9. In these grades, the district uses the *Measure of Academic Progress (MAP)* as a benchmark assessment in the beginning of the year, midyear, and at the end of the year. Growth goals are established for each student based on their beginning-of-year scores, to which the end-of-year scores are compared. The percentage of students meeting their individual growth goals is used by the district as a measure of overall growth among members of various subpopulations. If the *MAP* (or any other benchmark) is aligned to the *Ohio State Test (OST)* in terms of content (same material), context (asking questions the same way), and cognitive level (complexity of thinking required to answer), this is a valid approach. If, however, the benchmark tests are not aligned to the state test, students may not be prepared for the state test, despite adequate performance on the benchmark.

District summary reports presented to auditors indicated that each of these grades met or exceeded their overall growth goal for the year in both reading and mathematics. Yet, these same grades performed poorly on the *Ohio State Tests*. After considering the high levels of assessment and the reported success in meeting benchmark goals against the low district performance on the *Ohio State Tests* in reading and mathematics, auditors attempted to determine if misalignment between the test instruments might be a factor for the district to consider.

To fully analyze the congruence between the *MAP* and the various *OST* exams, sample test items from both tests are needed. Released items from the *Ohio State Tests* are available online. However, after several requests, the auditors were informed that the district is unable to gain access to actual *MAP* test items. The sample test items provided by the creators of the *MAP* have not been calibrated nor field tested. Thus, no valid item bank could be obtained in order to analyze how well the tests align in content, context, and cognitive level.

Aside from benchmark to summative assessment alignment, instruction and teacher-created assessments should also be aligned for best results. Auditors considered whether classroom instruction is adequately linked to the assessments used. A brief review of the *OST* blueprints showed that questions were expected to be given at Depth of Knowledge (DOK) Levels 1, 2, and 3, including some extended response items. An argument can be made that, to prepare students for success on the *OST*, instruction should focus on content in the standards and be at DOK Levels 2, 3, and 4. Auditors visited 837 classrooms in which instruction was occurring across 59 campuses. In the classes observed, 72% were working at DOK Level 1 and 24% were working at DOK Level 2. Only 4% of the classrooms observed were operating at DOK Levels 3 and 4 (see Finding 3.1).

Summary

Auditors found the scope of assessment in the Columbus City Schools is inadequate to evaluate the taught curriculum when viewed across all grade levels and courses. English language arts/reading and mathematics are fully assessed in grades K-8, but only 64% of core courses and 4% of non-core courses district-wide have formal assessments.

Auditors were unable to complete an alignment analysis for content, context, and cognitive level between the district benchmark assessment (*MAP*) and the *Ohio State Tests*, and no district-created common assessments were presented for review. Classroom observations indicated that most instruction is occurring at Depth of Knowledge (DOK) Levels 1 and 2 (see Findings 3.1 and 3.2), yet the *Ohio State Tests* contain items up to DOK Level 3. Auditors concluded that the potential lack of alignment between the taught and tested curriculum may be a factor in low student achievement scores.

Finding 4.3: The district does not have a systematic approach to the effective use of data for sound decision making regarding teaching and learning to improve student achievement.

Use of student assessment data from a variety of sources is essential for sound curriculum management and responsible decision making for various district functions, as well as for classroom instruction. Direction for linking feedback to improvement of learning should originate from board policy. In a climate where summative assessment is used for highly consequential decisions about school accountability and teacher evaluation, teachers and administrators are eager to know how well the students are doing throughout the course of instruction, rather than waiting until the state assessment at the end of the year. The process for measuring student progress on the way to the summative tests is often referred to under the blanket term "formative assessment," which can include a range of different types of assessment and feedback strategies.

Formative student assessment provides staff with ongoing feedback regarding student learning and effectiveness of educational programs. Teachers who utilize formative and diagnostic assessments are equipped to address student needs immediately by modifying instruction to impact individual students and student subgroups. Beyond the individual classroom level, school and district leaders can use formative assessment results to identify gaps in students' learning, as well as overall trends in their achievement (see Finding 4.4), and promptly respond with curriculum resources and/or programming to assist teachers in addressing demonstrated weaknesses.

The most non-negotiable component of curriculum is the content defined as mandatory by the state that students must master. The other non-negotiable component is assessment. This does not mean that teachers can't assess student progress informally with their own tools, as well, but there must be district-developed, tightly-held assessments that assure consistent and comparable feedback regarding individual student progress. Assessments are considered tightly-held when created and administered at the district level and everyone is required to utilize the assessments as prescribed by the district.

Teachers and districts that do not utilize tightly-held, district-developed formative assessments aligned to curriculum standards must rely on the results of nationally normed assessment information and summative assessment data from the previous year to identify student weaknesses and are forced to then respond reactively to gaps in students' learning. Such efforts often come too late or lack sufficient specific information to ensure a student does not fall behind in mastering grade-level content, as summative assessments are administered too infrequently to inform daily instruction. The resulting cycle becomes difficult to overcome and ultimately does not adequately accelerate students' learning to ensure they are prepared for high stakes assessments or post-secondary education. In Finding 4.4, trend data show that since 2014, more than half of the college-going students from the Columbus City Schools are required to enroll in remedial coursework in mathematics or reading, consistently higher than the rate of students from comparison districts and statewide rates.

To determine if the district's formative assessments, the resulting data, and the data use are adequate to inform instruction and effective in improving student achievement, the auditors examined board policies and administrative guidelines, job descriptions, and various planning documents to determine the extent of formative data availability and use in curricular and instructional decision making in the Columbus City Schools. Auditors conducted interviews with board members, school and district administrators, teachers, and parents/community members to better understand how data were used in the district. In addition, auditors conducted an online survey of principals and teachers to determine how student assessment data were used.

Overall, auditors found that expectations for data use and data-reporting tools are in place at the district level. The district's major focus for data are state and national assessment tools. However, the auditors found no system-wide process for the use of formal or informal district-developed formative assessments designed to measure students' ongoing mastery of curricular objectives (see Finding 4.2). A focus on data at the district office and a general awareness of the importance of data is clear, but neither summative nor formative data were being used consistently for curricular and instructional decision making in order to improve student achievement. Auditors found no systematic approach to ensuring that data is used at all levels of the system for improved learning outcomes; nor did they find that district and school administrators and teachers have been trained in effective data analysis protocols.

As shown in <u>Finding 1.1</u>, the audit team reviewed board policies and administrative guidelines and found the following references to guide the use of formative and summative student assessment data for decision making:

- PO 2623 STUDENT ASSESSMENT AND ACADEMIC INTERVENTION SERVICES requires the superintendent to develop an assessment program that includes State-mandated tests, performance-based tests, and norm-referenced tests. In addition, PO 2623 requires the superintendent to develop a plan "for the design of classroom-based intervention services to meet the instructional needs of individual students as determined by the results of diagnostic assessments."

- PO 2623A TESTING PROGRAM lists disaggregation as a second step for the effective use of assessment/data results to identify student strengths and weaknesses and to determine curriculum effectiveness.

- PO 2605 PROGRAM ACCOUNTABILITY AND EVALUATION directs the superintendent to "maintain a calendar of assessment activities and…make periodic evaluation reports to the Board [on findings of the assessment program]."

Although board policies and administrative guidelines provide some guidance, auditors did not find the inclusion of differentiation or increased rigor in content, context, and cognitive type as an expansion of the required assessment program in PO 2623. In addition, the policy did not require teachers to track student objective mastery. In PO 2623A, the policy stops short of requiring disaggregation at multiple levels and does not address specific action to be taken after disaggregation. The auditors found that board policy does not meet the audit standard for quality and degree of adequacy for feedback (see <u>Finding 1.1</u>).

Job descriptions directing the use of student assessment data included the following:

- Area Superintendent: Responsible for supporting and supervising the effective use of data for continuous improvement and decision making by emphasizing, monitoring, and supporting collaborative processes for engaging instructional staff and stakeholders in the effective analysis and use of data for continuous school improvement aligned to the District's Strategic Plan and data-driven decision-making processes that ensure learning for all.

- Chief Academic Officer: Assist in the development and implementation of a comprehensive feedback and assessment system to provide clear and useful data to drive decision making in student learning, staff development, and improvement of teaching.

- Director, Elementary Curriculum: Responsible for managing and evaluating the relationships and correlations between teaching and learning initiatives, student achievement data, and school building performance.

- Director, Testing and Program Evaluation: Designated with the responsibility to train and develop the Academic Performance Analysts as they carry out data responsibilities for all regions. This position also directs the analysis and reporting of student assessment data, monitoring the district's achievement and progress toward instructional goals.

- Academic Performance Analyst: Responsibility to gather, analyze, prepare, and present data, collaborate with district stakeholders in support of academic data usage, and deliver professional development to building administrators and building leadership teams in data extraction and analysis.

Despite the common references to data and their use in job descriptions, the auditors found few specific guidelines and procedures for the use of data for instructional decision making. Several district-level position job descriptions designate responsibilities for the effective use and analysis of data, development of a comprehensive feedback and assessment system, and the preparation and presentation of data; however, auditors were not presented with job descriptions for principals, assistant principals, or teachers.

Since the auditors were not provided with job descriptions for principals and teachers, they reviewed the teacher and principal evaluation documents to determine expectations for the use of assessments and feedback.

The Ohio Standards for Principals expects the:

- Effective educational leader to develop the capacity of staff as leaders by establishing structures for collaboration that promote the analysis of data to identify the areas of greatest need.

- Effective leader to use standards to align, focus, and implement systems of curriculum, instruction, and assessment within and across grade levels to promote high expectations for student learning.

The Ohio Standards for the Teaching Profession address the following indicators for assessment in Standard 3:

- Teachers are knowledgeable about assessment types, their purposes, and the data they generate.

- Teachers select, develop and use a variety of diagnostic, formative, and summative assessments.

- Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.

- Teachers collaborate and communicate student progress with students, parents, and colleagues.

- Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

The Ohio principal evaluation document provides clear expectations for how effective principals create structures for analyzing data and identifying greatest areas of need, while establishing systems to connect the written, taught, and tested curriculum. Standard 3 of the Ohio teacher evaluation document outlines the expectations that teachers should understand the full range of the assessments being used, why they are used, and how the data impacts learning. Teachers are also expected to use a variety of assessments, analyze data to monitor progress, and to plan, differentiate, and modify instruction. They should involve students in their own learning, teaching them self-assessment and goal setting. These evaluation items provide a clear path for principal and teacher data use at the school, classroom, and student levels.

In attempting to learn how data were used at all levels of the system, auditors reviewed a selection of key documents and reports regarding how the Columbus City Schools staff uses data. These included the 2019-20 District Improvement Plans, School Improvement Plans, the Assessment Committee meetings and agenda, and results of state and national assessments. Auditors also posed survey questions to teachers and school administrators regarding the use of data. Although many forms of data were listed for review, and goals were based on data, auditors did not find a clear and consistent process for how data are used across all levels of the system within these documents.

In the following sections, auditors address the following:

- Reports by and perceptions of teachers and school administrators on use of student assessment data;

- Components of Formative Assessment;

- Use of formative student assessment data; and

- Use of summative student assessment data.

Reports of Teachers' Use of Student Assessment Data

The auditors deployed two online surveys as part of their data collection process. One collected teacher reports of use of student assessment data for various purposes, and the second gathered reports and perceptions of campus administrators (principals and assistant principals) as to the use of such data among teachers at their campuses.

Teachers and administrators were asked about the frequency with which teachers used formative or summative data for five specified purposes. Exhibit 4.3.1 displays teacher responses regarding the purposes for which they used student assessment data.

Exhibit 4.3.1

**Teacher Responses Regarding How They Use Student Assessment Data
Columbus City Schools
December 2019**
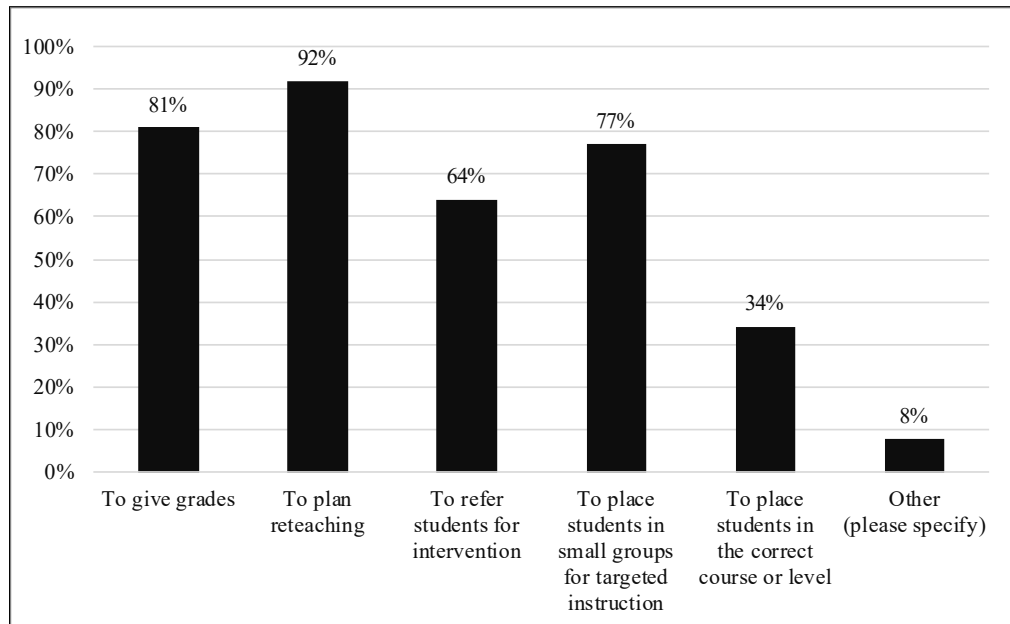
Data Source: Teacher Online Survey

As noted in Exhibit 4.3.1:

- Ninety-two percent of teachers reported using assessment data *To plan reteaching*.

- Sixty-four percent of teachers reported using data *To refer students for intervention*, and 77% reported that they used data *To place students in small groups*.

- Of the 630 teachers who responded to this question, 260 did not provide an answer for how they use assessment data.

The auditors asked school administrators (principals and assistant principals) the same question about teachers' purposes in using student assessment data. Results are shown in Exhibit 4.3.2.

Exhibit 4.3.2

Principal and Assistant Principal Responses
Regarding Teachers' Use of Student Assessment Data
Columbus City Schools
December 2019
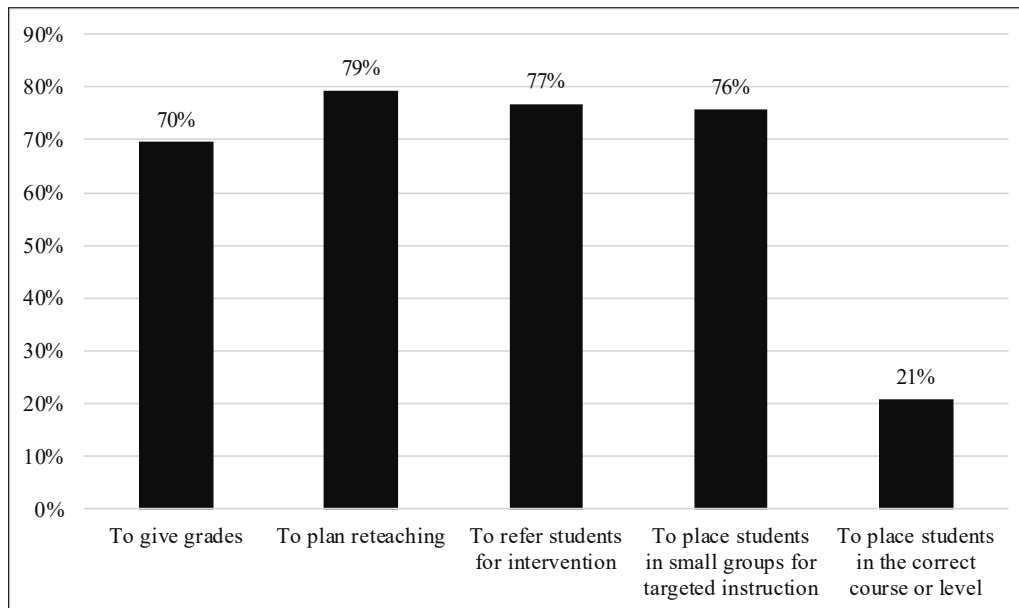
Data Source: School Administrator Online Survey

As shown in Exhibit 4.3.2:

- Seventy-nine percent of administrators reported that teachers use data *To plan reteaching*, 77% indicated teachers use assessment data *To refer students for intervention*, and 76% indicated teachers use data *To place students in small groups for targeted instruction*.

- Seventy percent of school leaders believed teachers use student assessment data *To give grades*, and 21% thought they used data for *Student placement purposes*.

A comparison of teacher reports and school administrators' perceptions showed that student assessment data for *Planning reteaching* was the highest reported use of data for both groups. More teachers reported using data *To give grades* than principals reported they might. The largest discrepancy was in *Referring students for intervention*, with 64% of teachers reporting they do so and 77% of school administrators who believed their teachers did so.

The auditors asked teachers and campus administrators another parallel question regarding how frequently they use the results of assessments to plan instruction. Exhibit 4.3.3 displays teacher responses:

Exhibit 4.3.3

Teacher Reports on Frequency of Use
Of Assessment Data to Plan Instruction
Columbus City Schools
December 2019
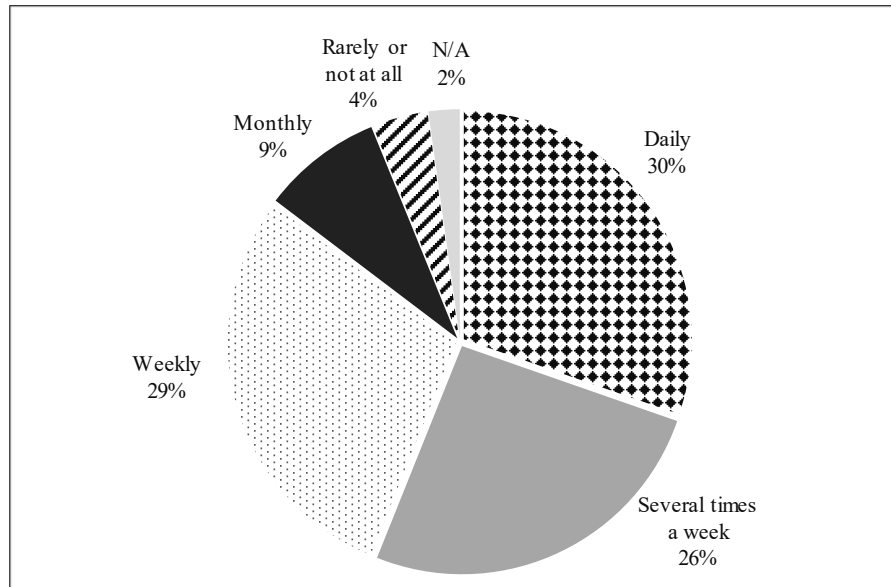
Data Source: Teacher Online Survey

As indicated in Exhibit 4.3.3:

- Approximately 30% of the teachers reported using data on a *Daily* basis to plan instruction.

- Fifty-four percent of the teachers reported using data *Weekly* or *Several times a week*.

- Only 4% reported that they *Rarely* use data for planning.

The following exhibit shows school administrators' perceptions of the frequency of teacher use of student assessment data in planning instruction.

Exhibit 4.3.4

**Principal and Assistant Principal Perception of Frequency
Of Teacher Use of Assessment Results to Plan Instruction
Columbus City Schools
December 2019**
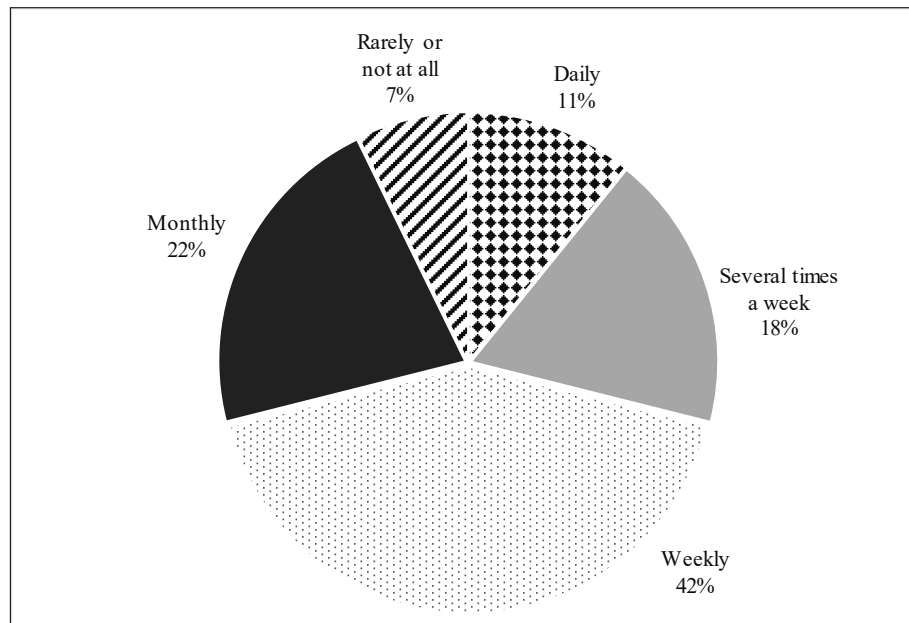
Data Source: School Administrator Online Survey

As noted from Exhibit 4.3.4:

- In contrast to teachers, school administrators believe that only 11% of teachers used student assessment data for instructional purposes on a *Daily* basis.

- Forty-two percent reported that teachers used data to plan instruction at least *Weekly*.

- Another 22% felt teachers used data *Monthly*, and 7% reported that they did so *Rarely or not at all*.

Comparison of the two respondent groups showed that a higher percentage of teachers felt they use data for instructional purposes on a *Daily* basis (30%) and *Several times a week* (26%), while school administrators reported that 11% of teachers used data *Daily* and 18% used data *Several times a week*. Over 60% of school administrators reported that teachers used data *Weekly* or *Monthly* for instructional purposes. A low percentage of teachers and school administrators reported that data were *Rarely or never used at all*.

The auditors sought to learn more about whether or not individual learning plans and/or intervention plans were in place for those students who were underachieving based on the results of assessment data. Exhibit 4.3.5 provides a display of the data collected through the online survey pertaining to individual learning plans.

Exhibit 4.3.5

Teacher Reports of Frequency of the Presence of Assessment Data-Based
Individual Learning or Intervention Plans
For Underachieving Students at Their Schools
Columbus City Schools
December 2019
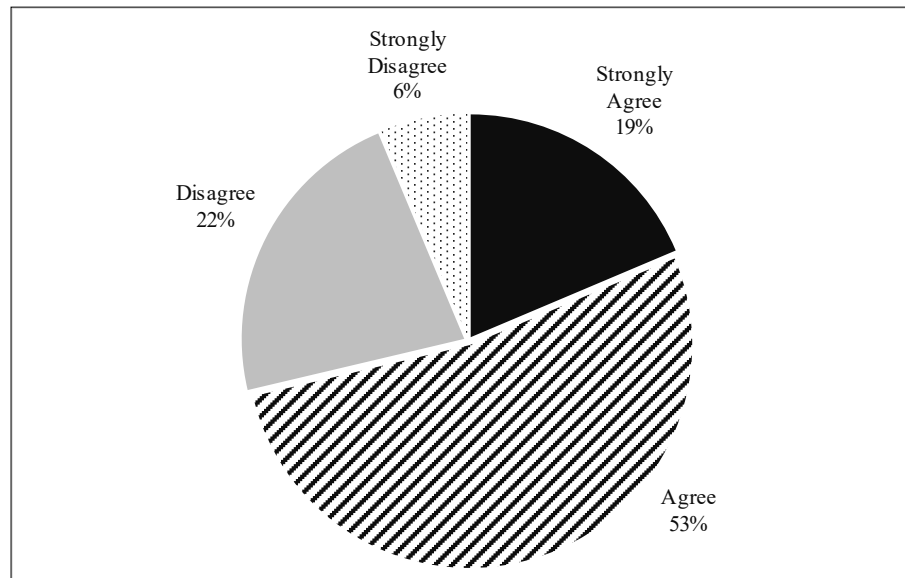
Data Source: Teacher Online Survey

As noted in Exhibit 4.3.5, 53% of teachers *Agree* and 19% *Strongly Agree* that underachieving students have data-based individual learning or intervention plans in place at their school.

As part of the school administrator survey, respondents were asked the degree to which they agreed or disagreed with several statements having to do with their teachers' use of student assessment data. Exhibit 4.3.6 shows these data.

Exhibit 4.3.6

**Principal and Assistant Principal Reports of Their Teachers' Effectiveness
In Using Data for Instructional Purposes and Improving Student Achievement
Columbus City Schools
December 2019**
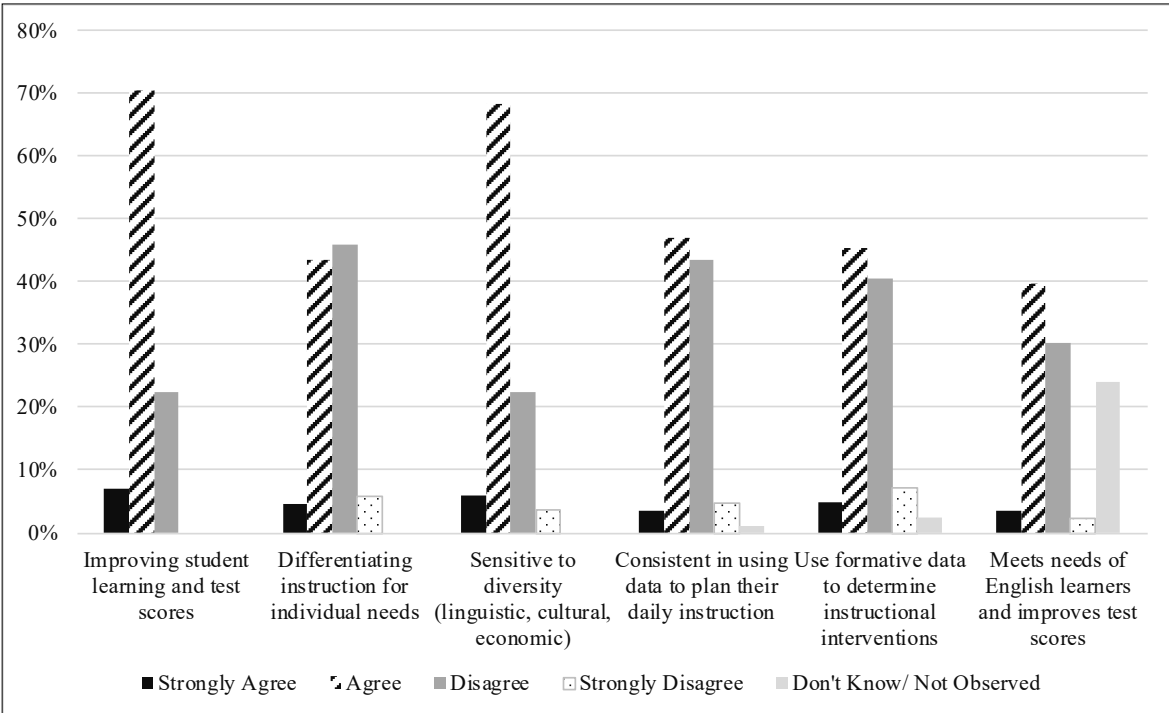
Data Source: Teacher Online Survey

As indicated in Exhibit 4.3.6:

- Seventy-eight percent strongly agreed and agreed that their teachers were effective in improving student learning and subsequent test scores.

- Forty-six percent disagreed and 6% strongly disagreed that teachers were differentiating for individual needs, while 44% agreed that they were.

- School administrators believe their teachers are culturally sensitive to students' needs, with 68% agreeing.

- Almost half of the school administrators agreed and almost half disagreed that teachers are consistent in using data to plan instruction and using formative data to determine interventions.

- Forty percent agreed that English learner needs were being met to ensure improved test scores and 30% disagreed. In addition, 24% responded that they did not know or had not observed whether or not English learners needs were being met.

In summary, both teachers and school administrators believed that teachers were effectively using both formative and summative student assessment data. In some areas, data collected from the two respondent groups were closely aligned. For example, the largest percentage (92% of teachers and 79% of school administrators) from both groups agreed that teachers were most likely to use student assessment data to plan reteaching. However, clear differences in the perceptions of the two groups were noted. Over 64% of principals reported that teachers are using data weekly or monthly to plan instruction, while only 38% of teachers reported using data weekly or monthly. The majority of teachers felt that they use data on a daily basis to guide and plan instruction.

Seventy-two percent of teachers strongly agreed and agreed that there were individual student learning plans in place for struggling or underachieving students. In contrast, 47% of school administrators disagreed or strongly disagreed that teachers are effective at using formative data to determine instructional interventions, and 52% also disagree or strongly disagree that teachers are differentiating instruction to meet individual needs. Although a large percentage of teachers believe individual student learning plans are in place, half or more than half of school administrators do not believe teachers are effective at using formative data or differentiating instruction, both of which are important factors in creating individual learning plans for students.

The auditors were not presented with evidence of individualized learning plans created by teachers based on formative data. It is unclear what the actual definition might be for individual student learning plans throughout the district. The fact that school administrators and teachers differ in their perceptions could indicate a question regarding the district defined expectation for how learning plans are developed and monitored for individual students. There could also be a question related to whether or not the learning plans are developed using *MAP* or *iReady* in terms of the skills covered, or if learning plans are developed based on students areas of growth in regard to the state standards. Without district-wide formative assessments that determine students' mastery of prerequisite knowledge, initial acquisition of knowledge after a concept is taught, or ongoing assessment for learning throughout instruction, it is not likely that individualized plans based on data are being developed and used consistently.

Auditors also collected narrative response data from the two surveys. The comments below reflect school administrator responses regarding how they use student assessment data:

- "[I use data] to hold grade level meetings with students and TBT [teacher-based team] collaboration with teachers."

- "I use it [data] to determine what kind of professional development to bring to my building."

- "Assessment data is used to show what students' learning needs are and what academic growth has been achieved."

- "I use data to create small flexible groupings for instruction, to guide intervention focus and supports, and to align resources and needs."

In the online survey of teachers, the following selected comments reflect issues and concerns raised by teachers relative to student achievement data and their use:

- "We need a system in which data is recorded automatically, thus allowing for easier access and analysis of data."

- "I get that our test scores may not be great - but continually beating down teachers and blaming teachers is not the answer. Let's actually talk about strategies and how to fix the problem."

- "Even when there is data to show that something is working, it is not kept long enough."

- "Much of this testing does not result in data that teachers can use to inform instruction. Then teachers have to create their own, more appropriate assessments to do on top of district mandates to collect data that is actually useful."

- "Before the *MAP* data, the only data that was available were the state mandated test scores."

- "I use a variety of assessments - some are district created and others from my own creation and other educators."

Overall, auditors found that staff believe they are using student assessment data for both formative and summative purposes, and that they are consistently creating learning plans for struggling students. Survey data showed discrepancies in teacher and school administrator perceptions regarding how data were used to improve student learning in the Columbus City Schools. In addition, auditors were not presented with any tightly-held, district-created assessments used to measure the implementation of the curriculum and to determine student mastery of the standards (see Finding 4.2). Therefore the types of data being used, how they are being used, and for what purposes are unclear. The following section describes in greater detail the auditor's findings relative to the components and use of formative student assessment data.

Components of Formative Assessment

Formative data are critical for guiding instruction, enabling teachers to modify instruction in a timely manner for improved student learning. Feedback is essential to a quality curriculum management program. In effective school systems, teachers, administrators, parents, board members, and students frequently seek responses to such questions as:

- Is what we are doing working?

- How can we do it better?

- Should we be doing something else?

These questions can only be answered accurately by collecting, analyzing, and using data as feedback for improvement. The use of assessment data from a variety of sources is essential in determining the effects of the district's curriculum design and delivery systems on student learning. Effective assessment measures, including formative and summative assessments, student performance data and follow-up studies, audits and reviews, and other data sources, reflect the status of the instructional program. In effective districts, assessment data are collected and used on an ongoing basis for continuous improvement of services, programs, and instruction.

The Curriculum Management audit rubric provided in Exhibit 4.3.7 is used by auditors to rate the presence of minimum basic components of formative assessment in a school system. Auditors reviewed and assessed district and school documents describing or making use of formative assessment and gathered interview data regarding the use of formative assessment across the district, school, and classroom. Auditors rated each of the five criteria, with three points being the highest possible rating for each. With a maximum rating of 15 points, a district must receive a rating of at least 12 points to meet audit standards.

Exhibit 4.3.7

Formative Assessment Analysis Frame One: Minimal Components
Columbus City Schools
December 2019

Point Value	Criteria	Auditors' Rating
1. Formal formative student assessments for all curriculum standards/objectives are available for teacher use in determining students' <u>initial acquisition of learning</u>		
0	No district formative student assessments to determine initial acquisition of learning are in place for any of the curriculum standards.	X
1	Formative assessments to determine students' initial acquisition of learning are in place for some of the curriculum, including at least two or three academic core areas at a minimum of six grade levels.	
2	Formative student assessments to determine initial acquisition of learning are in place for all required core academic courses (mathematics, language arts, science, and social studies) in grades 2-12.	
3	Formative assessments are in place to determine students' initial acquisition of learning for all required and elective subject areas and all grades/courses.	

<table>
<tr><td colspan="3">Exhibit 4.3.7 (continued)
Formative Assessment Analysis Frame One: Minimal Components
Columbus City Schools
December 2019</td></tr>
<tr><th>Point Value</th><th>Criteria</th><th>Auditors' Rating</th></tr>
<tr><td colspan="3">2.   Informal formative assessments are available for all appropriate course/grade standards/objectives for teachers to use prior to teaching a standard to determine if students possess necessary <u>prerequisites (the concepts, knowledge, and skills that are required before students can successfully master the intended standard or objective)</u></td></tr>
<tr><td>0</td><td>No district formative student assessments to determine whether prerequisite knowledge of learning are in place for any of the curriculum standards.</td><td>X</td></tr>
<tr><td>1</td><td>Formative student assessments to determine student prerequisite knowledge of learning are in place for some of the curriculum, including at least two or three academic core areas, at a minimum of six grade levels.</td><td></td></tr>
<tr><td>2</td><td>Formative student assessments to determine if student prerequisite knowledge of learning is in place for all required core academic courses (mathematics, language arts, science, and social studies) in grades 2-12.</td><td></td></tr>
<tr><td>3</td><td>Formative student assessments to determine if student prerequisite knowledge of learning is in place for all required and elective subject areas and all grades/courses.</td><td></td></tr>
<tr><td colspan="3">3.   Informal formative assessments for all standards/objectives are in place for teachers to use prior to teaching a standard to determine prior student mastery</td></tr>
<tr><td>0</td><td>No district formative student assessments to determine students' prior mastery of learning are in place for any of the curriculum standards.</td><td>X</td></tr>
<tr><td>1</td><td>Formative student assessments to determine prior mastery of learning are in place for some of the curriculum, including at least two or three academic core areas at a minimum of six grade levels.</td><td></td></tr>
<tr><td>2</td><td>Formative student assessments to determine students' prior mastery of learning are in place for all required core academic courses (mathematics, language arts, science, and social studies) in grades 2-12.</td><td></td></tr>
<tr><td>3</td><td>Formative student assessments to determine students' prior mastery of learning are in place for all required and elective subject areas and all grades/courses.</td><td></td></tr>
<tr><td colspan="3">4.   Pools of informal student assessment items for all curriculum standards/objectives are available for teachers to use during their ongoing instruction to diagnose students' current status of learning—both initial acquisition and sustained mastery</td></tr>
<tr><td>0</td><td>No district item pools for informal district formative student assessments are available for teachers' use as part of their ongoing instruction around the standards.</td><td>X</td></tr>
<tr><td>1</td><td>Item pools for informal formative student assessments are available to determine student learning for some of the curriculum including at least two or three academic core areas at a minimum of six grade levels.</td><td></td></tr>
<tr><td>2</td><td>Item pools for informal formative student assessments are available to determine student learning for all required core academic courses (mathematics, language arts, science, and social studies) in grades 2-12.</td><td></td></tr>
<tr><td>3</td><td>A variety of informal formative student assessments are available to determine student learning for all required and elective subject areas and all grades/courses.</td><td></td></tr>
</table>

Point Value	Criteria	Auditors' Rating
Exhibit 4.3.7 (continued) **Formative Assessment Analysis Frame One: Minimal Components** **Columbus City Schools** **December 2019**		
5. Formative student assessments are treated as diagnostic tools rather than summative tools		
0	Formative student assessments are generally seen as summative in nature or the distinction between the two is not reflected in their use.	X
1	Some formative student assessments are used appropriately, but most are seen and/or used as summative instruments. Grades are often assigned for scores.	
2	Many formative student assessments are being used appropriately, but there is some use of the assessments in a summative way. In some cases, grades are assigned for scores.	
3	Formative student assessments are generally used appropriately as diagnostic tools. No grades are given on the assessments; rather, teachers use the information from these assessments to guide their instructional decisions regarding each student's needs.	
	Total Points	**0**
	Total Percentage	**0%**
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As noted in Exhibit 4.3.7, auditors were unable to award any points to the Columbus City Schools for the presence of minimum components of formative student assessment. The following discussion provides explanations of each rating.

Criterion One: Formal Formative Assessments for Initial Acquisition of Learning

The audit expectation for this criterion is that formal formative assessments are in place to determine students' initial acquisition of learning for each objective in all required and elective courses at all grade levels. Such assessments for all curriculum standards/objectives are administered after adequate opportunity has been provided to learn and practice initial acquisition of an objective. These assessments are only considered formative if they are used for diagnostic purposes to determine if further reteaching is needed and/or if the need exists for future distributed practice to reinforce mastery. In the Columbus City Schools, auditors found that formal, formative assessments were not available for core courses at most grade levels.

The district uses *NWEA MAP* and *iReady* at the beginning, middle, and end of year. These computer adaptive assessments adjust to each student's responses and measures each student's skills regardless of whether the student is performing on, above, or below grade level expectations. Because each individual student gets different items based on her or her responses, conducting an alignment between *MAP* items and a specific curriculum is difficult, if not impossible (see Finding 4.2). Although the *MAP* scores can be used as predictive to determine the "likelihood" that a student will reach a proficient score on the *Ohio State Test* (*OST*), they do not assess student mastery of the district curriculum after teaching a prescribed set of learning objectives based on a specific district-created scope and sequence. In Finding 2.2, auditors found that the quality of the district's curriculum is not sufficient to guide teachers in planning instruction that consistently meets the needs of the students. Without quality curriculum, a district would be challenged to provide quality assessments to determine mastery of the standards.

The district did not present the auditors with any type of formal, tightly-held formative assessments that were aligned to their district curriculum and designed to determine if students' learned the material presented during a specific course of study over a specific period of time. Auditors awarded zero points for this criterion.

Criterion Two: Informal Formative Assessments to Determine Prerequisite Knowledge

This criterion sets the expectation that at all grade levels and for all courses systems possess informal formative assessments for all appropriate standards/objectives, enabling teachers to determine if students have mastered

prerequisite concepts, knowledge, and skills required before students can successfully master the intended standards/objectives of the course. These are considered informal assessments, because the system provides the assessments for teachers to use whenever they choose. Although tightly-held assessments for prerequisite knowledge are also expected to be provided at the district level, the auditors found no evidence of assessments for determining prerequisite knowledge was found by auditors. Auditors awarded zero points for this criterion.

Criterion Three: Informal Formative Assessments to Determine Prior Mastery of Learning

The audit expectation is that formative student assessments to determine students' prior mastery of learning are in place for all required and elective courses at all grade levels. These are informal assessments in that the system provides them for teachers to use whenever they so choose. No evidence of district-provided assessments to determine prior mastery of learning was found among documents presented for review. Auditors awarded zero points for this criterion.

Criterion Four: Informal Formative Assessments Items for Use During Ongoing Instruction

This audit expectation refers to the presences of pools of informal student assessment items for all curriculum standards/objectives. The expectation is that these be available for teachers' use during the course of ongoing instruction. Informal assessments using these items are intended to assist teachers in diagnosis of the current state of learning by assessing individual student performance on the way to sustained mastery of given knowledge and skills. It should be noted that these are informal assessments in that the system provides the assessment items or questions for teachers to use in creating an assessment whenever they choose. An example would be a data management system, with pools of questions from an item bank that had previously been vetted for alignment for teachers to use when creating a short, formative assessment to check for learning. Auditors were not made aware that any such option for test creation was available to teachers. When asked about how assessments were created, teachers and school administrators gave the following responses:

- "I use a lot of informal formative things [to assess my students] – thumbs up, thumbs down, reading body language, creating [my] own warmups that are somewhat formative in a way." (Teacher)

- "Teachers create short cycle assessments…[Teachers] simulate test questions." (Teacher)

- "Teacher based teams meet weekly and write common formative assessments." (School Administrator)

- "Teachers use *MAP* to place students in groups, then assessments are teacher made for other things." (School Administrator)

Through interviews and discussions, teachers and school administrators confirmed that there were no item banks or pools of assessment questions provided by the district for teachers to pull when creating their own formative assessments. Auditors awarded zero points for this criterion.

Criterion Five: Formative Student Assessments for Use as Diagnostic Tools

For criterion five, the system audit expectation is that student assessment tools be used to provide diagnostic information system-wide and at all grade levels. In the Columbus City Schools, district data is provided to district administrators, data analysts, and principals via reports created in the accountability department. At that point, district/school data (*MAP* and *OST*) is passed from the principals and data analysts to teachers and teacher teams. Although a system is in place to provide data to staff members at all levels, there are no district-created formative assessment data available since there are no district created assessments aligned to curriculum documents in place. Due to the lack of curriculum-based formative assessments, the test data were inherently limited to state and national assessments, such as the *MAP* and *iReady* assessments along with the *Ohio State Test* assessment results. Interview comments indicated that most formative data use results from teacher observations and teacher created assessments, but most often, data were used in a summative manner versus tracking student progress by comparing student growth from one data point to the next using diagnostic progress monitoring tools. Auditors awarded zero points for this criterion.

In summary, formative assessment for initial acquisition of learning should be used to determine if reteaching is needed, and diagnostic assessment data allows teachers and students to chart learning progress by comparing

results over a given period of time between initial acquisition and mastery. Assessments to determine if students have mastered prerequisite concepts and skills needed to successfully master the upcoming objectives for the course are critical when planning instruction to meet student needs. In addition to prerequisite skills, formative assessment tools that determine prior mastery of learning should be available to teachers for use whenever they choose to administer.

Teachers must have access to pools of aligned student assessment items for all curriculum standards or objectives. For example, pools of assessment items could include sample test questions aligned in content, context, and cognitive levels along with more informal items that teachers utilize "in the moment" of teaching. Those more informal "in the moment' items include such tools as using a whiteboard to check for understanding, quick writes, entrance or exit tickets, and many others that are invaluable to teachers. However, it is crucial that teachers receive high quality training on the use of formative tools for assessment for learning. Formative assessment used without a charting system to show which students learned the material and which students didn't, then using that information to design small groups for reteaching, is no different than not using formative assessment at all.

The first step is to ensure that multiple types of quality formative assessment tools are in place for all curriculum standards and objectives, the second step is to provide training to equip teachers with the knowledge and skills to use the different types of formative assessment available, and the third and final step is to use the data to improve student learning at all levels of the system and for all students and student groups. Overall, auditors found that the presence of formative student assessment does not meet the audit expectations.

Use of Formative Assessment Data

Another approach to look at formative assessments is to ascertain whether or not formative data are being presented in such a way that teachers can easily use data to guide instruction. This analysis is generally used because auditors often find that formative measures may exist, but the data are not presented to teachers in a timely or meaningful manner. However, there are instances when the auditors find that a consistent, ongoing system of formative assessment is not in place. As discussed in the preceding section, auditors did not find an adequate system of formative assessment at the district level. Consequently, without formative assessments, the effective use of formative assessment data to improve student learning and achievement will be lacking. Exhibit 4.3.8 shows the curriculum management system audit characteristics of adequacy in a district's approach to formative student assessment—instruments, data, and use. To meet the audit review standard, four of five characteristics must be rated adequate.

Exhibit 4.3.8

Formative Student Assessment Instruments, Data, and Use
Characteristics of an Adequate Instructional Approach
Columbus City Schools
December 2019

Characteristic	Auditors' Rating	
	Met	Not Met
1. Provides teachers with formative achievement data for the students in their class(es). Data from prior assessments are available by student, so every teacher has data for their new students at the beginning of the year or course.	Partial*	
2. Identifies for the teacher the individual student's formative data for every discrete objective, his or her respective level of achievement for that objective, and where he or she is within that level for each administration of the formative assessments. Data include group or subgroup levels of achievement for a given concept/standard.		X
3. Presents for every objective the individual formative student achievement level within the context of the district's schedule or sequence of objectives or pacing chart.		X

Exhibit 4.3.8 (continued) Formative Student Assessment Instruments, Data, and Use Characteristics of an Adequate Instructional Approach Columbus City Schools December 2019		
Characteristic	**Auditors' Rating**	
	Met	**Not Met**
4. Presents teachers with longitudinal data for each student, organized by class roster, and specifies the gain required to close any identified achievement gaps. This information is intended to assist teachers in moving all students to grade-level performance over the course of their education within the district.		X
5. Identifies formative student assessment instruments that teachers may use prior to teaching targeted concepts, knowledge, or skills to diagnose individual student mastery of those targeted objectives. These formative instruments allow teachers to determine whether students are making desired progress over time.		X
Total	**0**	**5**
Percentage Met	**0%**	
*Partial ratings are tallied as not met.		
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As reported in Exhibit 4.3.8, the auditors awarded no points for the five criteria. The following discussion reviews the ratings for each characteristic.

Characteristic 1: Every teacher has formative and summative data for their students at the beginning of the year

Data from the *NWEA MAP* assessments are provided to teachers at the beginning, middle, and end of year. Auditors were told teachers received the previous year's data at the beginning of the new school year from the previous year *MAP* assessment and the *OST* assessment. However, based on information collected through interviews, some teachers received the *MAP* data through their principals and others accessed it on their own. Some teachers also reported that they found the *MAP* data difficult to access. Although teachers are provided data at the beginning of the year for each student showing their previous *MAP* and *OST* scores, auditors found no clear process for the distribution of data to teachers or the process by which those data are analyzed and used to plan instruction and intervention. The district has no curriculum-based assessment data to share with teachers at the beginning of the year regarding students' mastery of curricular standards/objectives from the previous year. As discussed in Finding 4.2, the overall scope of assessment is inadequate, and some core and most non-core courses are not assessed, therefore no data would be available to share for those subjects.

This characteristic was rated as partially met.

Characteristic 2: Teachers have detailed formative and summative data for each student

Teacher, school, and district data are predominantly housed and controlled by the accountability department in the Columbus City Schools. Auditors were provided with summary data for the district and each school that included information on subgroups by ethnicity, gender, and program as well as overall performance. Auditors were not provided with student performance data by school or district based on economic status due to the district's participation in the Community Eligibility Program, which designates the district at 100% economically disadvantaged. Therefore, whether teachers and principals are provided data for analysis based on true economic status is unclear, or if the district reviews data based on the actual economic status of students.

Although the district uses the *MAP* assessment for beginning, middle, and end of year data and can provide teachers' reports on individual students and their growth for particular skills, the district can only provide teachers with data on particular objectives assessed on the *OST*. District-created formative assessment data that can provide teachers with ongoing information on individual student performance or mastery of all given objectives are not available.

This characteristic was rated as not met.

Characteristic 3: Student achievement data by objective within the context of the district's curriculum guides

Auditors found no evidence that achievement levels for each student are provided to teachers and principals within the context of the district's schedule, sequence of objectives, or pacing chart.

This characteristic was rated as not met.

Characteristic 4: Longitudinal data for each student

No evidence was found of longitudinal data consistently moving forward with students at the formative assessment level and for all courses.

This characteristic was rated as not met.

Characteristic 5: Pre-teaching assessments available

The district has no district-created formative assessment instruments that can be utilized prior to teaching targeted concepts. Also, it was reported to auditors that no item banks of valid assessment questions linked to curriculum objectives were available to teachers. Teachers reported creating their own pre-tests to determine what their students already know or need to know. There are no consistent pre-assessments in place for utilization by schools and teachers.

This characteristic was rated as not met.

In summary, without ongoing formative assessment data detailing academic performance by multiple student groups and demographics, teachers lack essential information needed to determine whether students are making the desired progress over time. Although the Columbus City Schools has a very sophisticated system for housing data, the system could not provide the auditors with data based on true economic status. For example, data should be disaggregated to determine how students are performing based on ethnicities, gender, program, and economic status. Specifically, data should be disaggregated by those who are economically disadvantaged compared to those who are not economically disadvantaged by district, region, school, and teacher to obtain a true picture of how students are performing. The auditors found the district's approach to formative student assessment in terms of its instruments, data, and use to be inadequate.

Use of Summative Assessment Data

Next, the auditors considered the Columbus City Schools use of summative assessment data. Most of the district's summative student assessment data comes from state-mandated assessments. Data arrived from the state and are uploaded into the district's central data system. The auditors found no evidence that district administrators used summative assessment data except for the purpose of providing data to teachers at the beginning of the year. During assessment committee meetings, summary data of district performance was listed as an agenda topic, however, it is unclear what action plans are put into place following receipt of the data to increase student performance and close the achievement gap. Auditors found the districts' use of summative assessment data to be inadequate.

Summative data often can be used formatively to assist teachers in designing appropriate instruction for individuals and groups. Auditors attempted to determine whether summative student achievement data were presented in such a way that teachers could use the data instructionally-in a formative manner. They found, however, that decisions about summative data use were made by principals.

As with the use of formative student assessment data, the Curriculum Audit™ has an established set of characteristics of an adequate approach to presenting summative data to teachers. Exhibit 4.3.9 presents five curriculum management system audit characteristics or expectations for the use of summative assessment data and the auditors' assessment of the district's approach. To meet the audit standard, a district must earn four of five points.

Exhibit 4.3.9

Summative Student Assessment Instruments, Data, and Use
Characteristics of an Adequate Instructional Approach
Columbus City Schools
December 2019

Characteristic	Auditors' Rating	
	Met	Not Met
1. Provides teachers with student achievement data for each student in their class(es). Data from prior years' assessments are available by student, so every teacher has data for their new students at the beginning of the year or course.	Partial*	
2. Identifies for the teacher the individual student's summative data for every objective, his or her respective level of achievement for that objective, and where he or she is within that level. Data include group or subgroup levels of achievement for a given concept/standard.		X
3. Presents the student's summative achievement data for every objective within the context of the district's sequence of objectives or pacing chart.		X
4. Presents teachers with longitudinal data for each student, organized by class roster, and specifies the gain required to close any identified achievement gaps. This information is intended to assist teachers in moving each student to grade-level performance over the course of their education within the district.		X
5. Identifies formative student assessment instruments that teachers may use prior to teaching targeted concepts, knowledge, or skills to diagnose individual student mastery of those targeted objectives based on summative achievement data from one or more years. This allows teachers to determine whether students are making desired progress over time.		X
Total	**0**	**5**
Percentage Met	**0%**	
*Partial ratings are tallied as not met.		
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Although auditors found evidence of some aspects of summative data use described in these characteristics, they were unable to rate any single characteristic as adequate. Auditors' findings regarding each characteristics are discussed below:

Characteristic 1: Prior year's data for every student

To receive credit for this characteristic, teachers must receive student achievement data for each student in their class(es) in time for the beginning of the school year. In the Columbus City Schools, teachers received *Ohio State Test (OST)* assessment data from the previous year for each of their students. However, not all of the core content areas were tested at every grade level. Consequently, at some grade levels, particularly in writing, science, and social studies, summative assessments were not available. In earlier grades, teachers received other reading and mathematics data on each student. However, these data are not available for non-core courses at any grade level.

This characteristic was rated as partially met.

Characteristic 2: Individual student data by objective

To be deemed adequate, each teacher must have individual students' summative data for every objective, his or her respective level of achievement for that objective, and a clear indication of where he or she is within that level. Data must include group or subgroup levels of achievement for a given concept/standard. The district does not have data for every objective and every subgroup or demographic, so meeting this characteristic was not possible at the time of the audit visit.

This characteristic was rated as not met.

Characteristic 3: Summative data related to pacing chart

Summative data from the prior year's *OST* assessments were not available for each and every objective within the context of a sequence of objectives or pacing chart (instructional framework). The auditors were not provided with any other type of summative assessments aligned to district curriculum documents and pacing charts.

This characteristic was rated as not met.

Characteristic 4: Longitudinal data for closing the achievement gaps

To receive credit for this characteristic, teachers must have longitudinal data for each student, organized by class roster, which specifies gains necessary to close achievement gaps. Auditors were not provided with reports that provide longitudinal data on student performance over time. This information is intended to assist teachers in moving each student to grade-level performance over the course of their education within the district. Auditors did not find these data for all course objectives at all levels.

This characteristic was rated as not met.

Characteristic 5: Formative assessments to support summative data

To be rated adequate, the district must provide or identify formative student assessment instruments for teacher use prior to teaching targeted concepts, knowledge, or skills. Enabling teachers to determine whether students are progressing satisfactorily over time, these are used to diagnose individual student mastery of targeted objectives based on summative achievement data from one or more years. Auditors found no district-wide preparation of data for use in this manner.

This characteristic was rated as not met.

Overall, auditors were not provided with a clear process for the disaggregation of data. Consequently, they found that summative data were inconsistently used from school to school and were not available at the depth and specificity expected by audit standards and, thus, were of limited usefulness in making decisions regarding curriculum at all levels of the district.

Summary

Administrators and teachers in effective school systems frequently ask if what they are doing is working, how can they do better, and whether or not they should be doing something else. Collecting and using data as feedback can provide answers to these questions.

Both formative and summative data are essential in informing decision making about planning for quality instruction. The Columbus City Schools does not currently have a formal, system-wide plan that provides staff with adequate direction for the use of classroom assessments for instructional purposes. The district does not have tightly-held, district-created, formal, and system-wide formative assessments for all courses at all grades. In most cases, teachers are left to make their own assessments for pre- and post-tests to determine student learning. In examining the use of formative and summative data in the Columbus City Schools, auditors found that neither formative nor summative data were used consistently for curricular and instructional decision making in order to improve student achievement. Auditors found that although classroom assessment was a practice in schools, the resulting data are limited, inconsistent, and, in most cases, teacher-developed.

The district had a sophisticated and robust system available for collecting and analyzing data electronically, but auditors found little evidence that data were effectively analyzed at the teacher, school, or district levels. Lack of consistent use of meaningful data in the classroom prevents teachers from having the level of information needed to be able to differentiate instruction for the unique needs of each of their learners. Because of the district's participation in the Community Eligibility Program, the district is unable to generate achievement data for students who are economically disadvantaged, veiling true gaps in learning between and among student groups and hindering the district's ability to accurately disaggregate data and determine greatest areas of need. District-wide availability and use of formative and summative student assessment data are inadequate to provide clear direction for instructional decision making and improved student achievement.

Finding 4.4: Assessment trends reflect small increases in academic performance; however, performance remains well below the state average and below districts serving similar student populations.

Student assessment data enable a school system's staff to evaluate the effectiveness of the written curriculum, as well as the instructional methods used to improve student achievement. The school board, district and school staffs, parents, and students can use comparative assessment data to determine how effective the schools and the district have been in educating students. Further, these data enable the analyses of program effectiveness. Effective school systems are able to document high achievement among all students, and test scores should indicate a consistent pattern of improvement over time. Trend data can illuminate a trajectory that isolated annual data might not detect until years down the road, making reversal difficult or impossible. Without such data, leaders do not have the information necessary to assess the quality and consistency of student learning, program effectiveness, and organizational performance. Additionally, leaders do not have a sound basis for decisions about the design and the delivery of curriculum.

To identify proficiency goals and student achievement trends, the audit team reviewed state and district policies and plans, test data reports, and other related documents. Auditors also interviewed and surveyed school board members, members of the district administration, school administrators, teachers, and parents.

Overall, the auditors found that students in the Columbus City Schools are performing well below the state average for state-required assessments as well as below districts serving similar student populations. Although the *Five Year Strategic Plan 2018-2023 (Draft)* identified continually improving academic performance to be the first priority of Goal 1, consistent improvement is not reflected in academic data trends.

The district provided the auditors with data from a variety of assessments. After reviewing those data, the audit team elected to focus on the *Ohio State Tests (OST)* and the *Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)* assessments. *Ohio State Tests* are used by Ohio to satisfy federal accountability requirements and are administered to students in grades 3-8, as well as high school students at the end of particular courses. *MAP* tests are nationally-normed, computer adaptive assessments in reading and mathematics administered each fall and spring to students in the Columbus City Schools.

Student Performance on Ohio State Tests

The *Ohio State Tests* were introduced in the 2015-16 school year and include annual assessments for reading and mathematics in grades 3-8. Science is assessed in grades 5 and 8, and beginning in the 2016-17 school year, *End of Course* tests were administered in Algebra I, Geometry, English I and II, Biology, Government, and History courses. Auditors were interested in examining district achievement over time, and therefore focus on the mathematics and reading achievement of students in grades 3-8 from 2015-16 through 2018-19.

Auditors organized data from the *Ohio State Tests* into a series of exhibits designed to highlight the salient conditions and trends of the greatest benefit to curriculum managers. Auditors analyzed assessment results for all students, as well as for students identified as English learners and students who participate in special education programs. Research has indicated that these demographic characteristics present challenges for students in traditional learning environments. The state-reported demographic and assessment data available on the Ohio School Report card website, however, indicate that greater than 95% of the Columbus City Schools students are economically disadvantaged. This percentage reflects the district's participation in the Community Eligibility Provision, which helps schools and districts in high poverty communities meet eligibility to serve no-cost lunches and breakfasts to all their students. However, because all students are considered economically disadvantaged, auditors are unable to compare the performance of students based on economically disadvantaged status.

Identifying a meaningful comparison point is critical to receiving useful feedback from assessment data. As indicated in Exhibit 4.4.1, the Columbus City Schools serves students who differ demographically from the state of Ohio as a whole.

Exhibit 4.4.1

Ohio and Columbus City Schools Demographics and Performance
Columbus City Schools
2018-19

Group Name	Percentage of Students Economically Disadvantaged	Percentage of Students Minority	Percentage of Students Special Education	Percentage of Students English Learners	Percentage of Students Proficient or Above on Ohio State Tests
Columbus City Schools	100	78	17	17	35
Ohio	50	30	15	3	65
Data Source: 2018-19 Ohio School Report Card (http://www.ohiobythenumbers.com/ and https://www.edresourcesohio.org/ oec/profile/2017-18/ProfileIntro.php for state numbers)					

As indicated in Exhibit 4.4.1, 100% of the Columbus City Schools students were economically disadvantaged in 2018-19, as compared to the statewide rate of 50%. The Columbus City Schools also enrolled a larger share of minoritized students than the state: 78 to 30%, respectively. The percentage of students participating in special education was slightly higher in the Columbus City Schools than in the rest of the state: 17% compared to 15%. Finally, 17% of the Columbus City Schools students were identified as English learners (EL) compared to 3% statewide.

The Columbus City Schools and state percentages of students meeting proficiency standards or above on *Ohio State Tests* over the past four years are presented in Exhibit 4.4.2. Performance represents students in grades 3-8 in reading and mathematics.

Exhibit 4.4.2

Percent Proficient or Above: Ohio State Tests
Reading and Mathematics Grades 3-8
Columbus City Schools and Ohio
Columbus City Schools
2015-2019

Data Sources: District Achievement reports retrieved from https://reportcard.education.ohio.gov/download
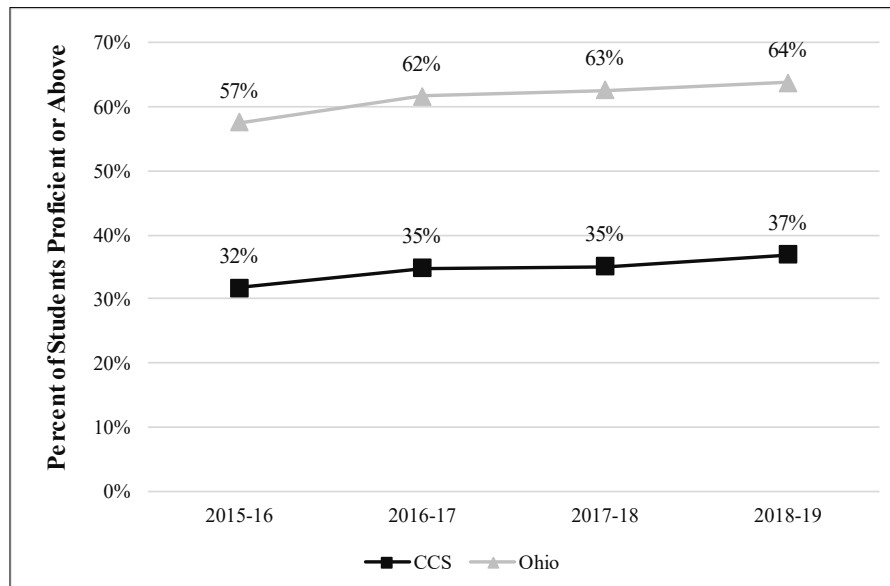
As indicated in Exhibit 4.4.2, the Columbus City Schools students have underperformed the state on the *Ohio State Tests* in reading and mathematics by over 20 percentage points since 2016.

Since the district enrolls more academically at-risk students than the state of Ohio as a whole, comparison of the Columbus City Schools student achievement to state average performance does not provide the most meaningful feedback to the district about the effectiveness of its system.

To parallel the similar district comparisons used in the Ohio Accountability Rating System for campuses, the auditors identified a group of districts of similar size, enrollment, and percentage of economically disadvantaged students to create a meaningful comparison group for the Columbus City Schools. South-Western was included in the Columbus City Schools 2018-19 similar district comparison group by the state of Ohio, but auditors excluded it due to substantial differences in student demographics from the Columbus City Schools and the other comparison districts. Comparison districts are presented in <u>Exhibit 4.4.3</u>.

Exhibit 4.4.3

District Comparison Group Demographic Information
Columbus City Schools
2018-19

District Name	Student Enrollment	Percent Economically Disadvantaged	Percent Minority	Percent English Learners	Percent Special Education
Akron City	21,181	100	68	8	20
Cincinnati Public Schools	35,977	81	77	6	20
Cleveland Municipal	37,701	100	85	10	24
Dayton City	12,700	100	76	9	19
Toledo City SD	23,160	86	67	1	22
Columbus City SD	48,928	**100**	**78**	**17**	**17**
District Comparison Group Average	**26,114**	**92**	**76**	**7**	**21**

Data Source: Ohio School Report Cards 2019

As indicated in <u>Exhibit 4.4.3</u>, 100% of students enrolled in the Columbus City Schools are economically disadvantaged, as are the students in three of the five selected comparison districts. The Columbus City Schools has a larger percentage of English learners than five of the selected districts and a larger percentage of minority students than one of the selected districts. To generate the comparison group, auditors calculated a weighted average that reflects the contribution of each district relative to total district enrollment. For example, the weighted average of percent economically disadvantaged represents the number of students in each district that are economically disadvantaged (calculated by multiplying the percentage by the total enrollment), summed and divided by the sum of the total enrollment of the districts. In contrast to a simple average, which would give each district the same influence in the calculation regardless of enrollment size, the weighted average more accurately represents the combined population of the comparison districts. Compared to the group average, the Columbus City Schools has larger enrollment, serves a slightly greater percentage of economically disadvantaged students (100% to 92%), and enrolls a slightly larger percentage of minority students (78% to 76%). In addition, the Columbus City Schools enrolls a larger percentage of English learners (17% to 7%) but a slightly smaller percentage of special education students (17% to 21%). The use of this comparison district group will generate meaningful feedback on the Columbus City Schools student performance.

Auditors completed an analysis of the Columbus City Schools assessment results and comparison district performance on *OST* exams. Analyses were conducted for students overall, English learners, and special education students. Auditors were unable to complete analyses for economically disadvantaged students due to all students in the Columbus City Schools being identified in the assessment data as economically disadvantaged. Recent data from assessments are organized into a series of exhibits designed to highlight the salient conditions and trends of the greatest benefit to curriculum managers.

The Columbus City Schools and comparison district group percentages of students scoring proficient or above on the *OST* over the past four years are presented in Exhibit 4.4.4. Performance represents all students in grades 3-8 in mathematics and reading.

Exhibit 4.4.4

Percent Proficient or Above: Ohio State Tests
Grades 3-8 Mathematics and Reading
Columbus City Schools, Comparison Districts, and Ohio
Columbus City Schools
2015-2019

Data Sources: District Achievement reports retrieved from https://reportcard.education.ohio.gov/download
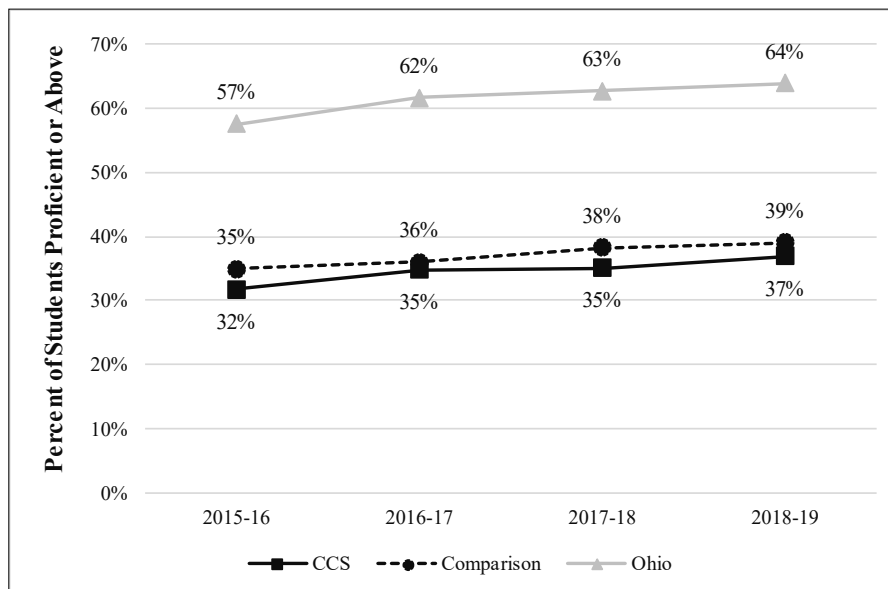
As indicated in Exhibit 4.4.4, the Columbus City Schools have consistently underperformed the state on the *OST* exams by 20 percentage points since 2015. The Columbus City Schools have also consistently underperformed the comparison districts, although only by a margin of 3 or fewer percentage points.

When examined specifically for mathematics performance in Exhibit 4.4.5, the Columbus City Schools performed similarly to the comparison districts in 2016, and dropped 2 percentage points behind their peers by 2019. The comparison districts increased the percentage of students scoring proficient or above in mathematics by 4 percentage points, while the Columbus City Schools proficiency increased only 2 percentage points over the four years examined.

Exhibit 4.4.5

Percent Proficient or Above: Ohio State Tests
Grades 3-8 Mathematics
Columbus City Schools, Comparison Districts, and Ohio
Columbus City Schools
2015-2019

Data Sources: District Achievement reports retrieved from https://reportcard.education.ohio.gov/download
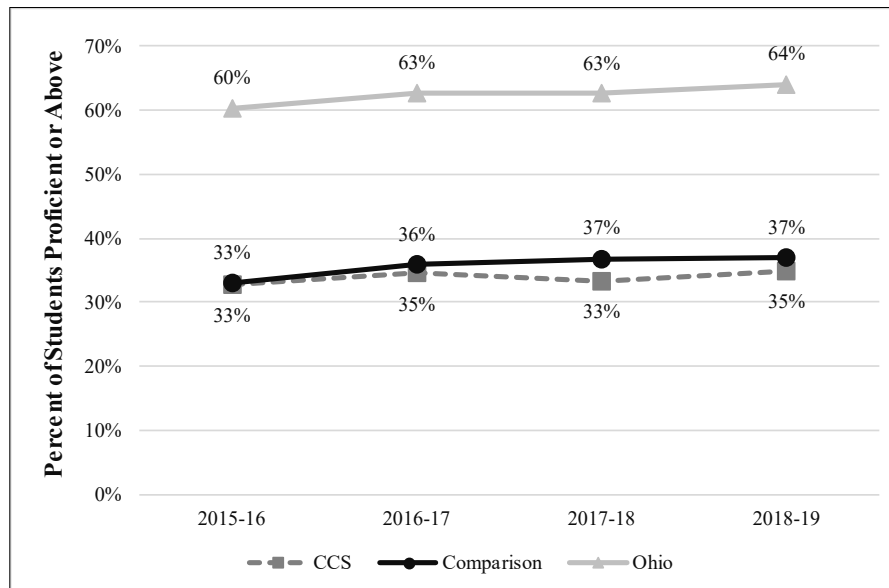
When examined specifically for reading performance in Exhibit 4.4.6, the Columbus City Schools underperformed the comparison districts in all years examined, but have narrowed the gap considerably. The Columbus City Schools reading proficiency rates increased by 8 percentage points, while comparison districts demonstrated only a 4 percentage point gain. The state trend was similar to the Columbus City Schools, increasing reading proficiency rates by 9 percentage points from 2016 to 2019.

Exhibit 4.4.6

Percent Proficient or Above: Ohio State Tests
Grades 3-8 Reading
Columbus City Schools, Comparison Districts, and Ohio
Columbus City Schools
2015-2019

Data Sources: District Achievement reports retrieved from https://reportcard.education.ohio.gov/download
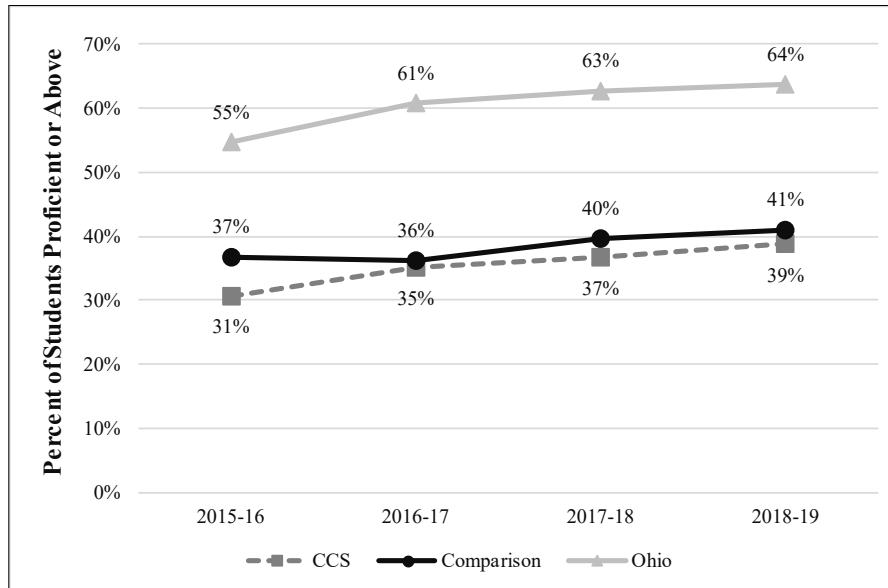
The mathematics proficiency percentages of English learners and students participating in special education services are presented in Exhibit 4.4.7. Percentages represent students in grades 3-8 from the Columbus City Schools and the comparison district who completed the *OST* over the past four years.

Exhibit 4.4.7

Percent Proficient or Above: Ohio State Tests
Grades 3-8 Mathematics, Special Populations
Columbus City Schools, Comparison Districts
Columbus City Schools
2015-2019

	2015-16	2016-17	2017-18	2018-19
CCS (EL)	30%	31%	29%	34%
Comp. Dist (EL)	29%	32%	34%	37%
CCS (SWD)	15%	15%	17%	17%
Comp. Dist (SWD)	15%	18%	25%	22%

Data Sources: District Disaggregated LEP and Disability reports retrieved from
https://reportcard.education.ohio.gov/download
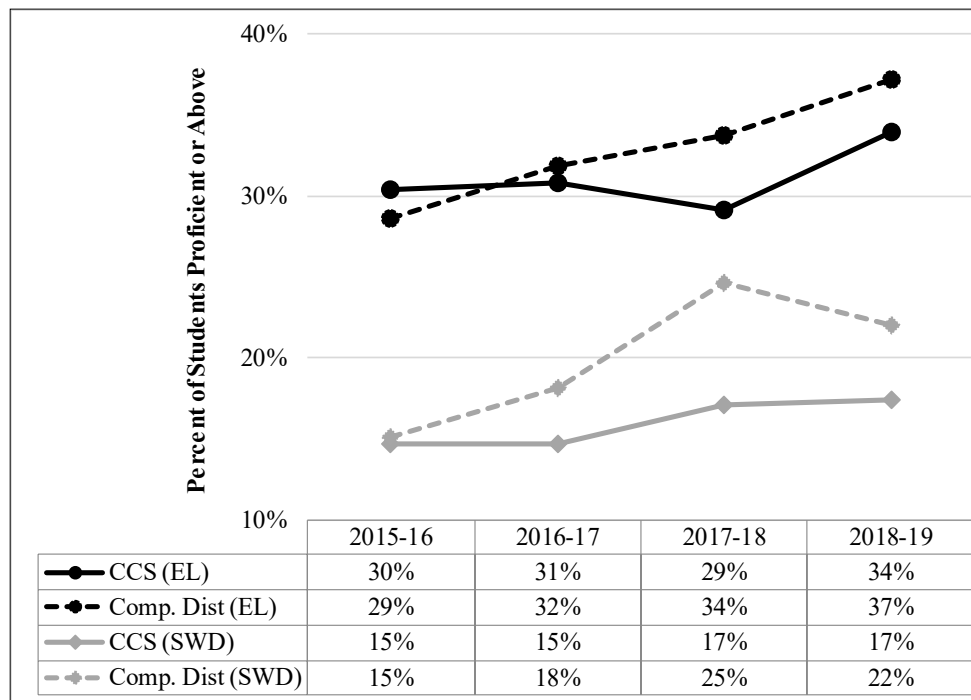
As indicated in Exhibit 4.4.7:

- The percentage of the Columbus City Schools students meeting mathematics proficiency in grades 3-8 increased since 2016 for English learners and students with disabilities.

- Although initially performing similarly to English learners and students participating in special education services in comparison districts, these students in the Columbus City Schools have underperformed their peers for the last three years.

The reading proficiency percentages of English learners and students participating in special education services are presented in Exhibit 4.4.8. Percentages represent students in grades 3-8 from the Columbus City Schools and the comparison district who completed the *OST* over the past four years.

Exhibit 4.4.8

Percent Proficient or Above: Ohio State Tests
Grades 3-8 Reading, Special Populations
Columbus City Schools, Comparison Districts
Columbus City Schools
2015-2019

	2015-16	2016-17	2017-18	2018-19
CCS (EL)	25%	28%	29%	34%
Comp. Dist (EL)	20%	28%	31%	35%
CCS (SWD)	13%	15%	19%	20%
Comp. Dist (SWD)	13%	17%	22%	22%

Data Sources: District Disaggregated LEP and Disability reports retrieved from
https://reportcard.education.ohio.gov/download
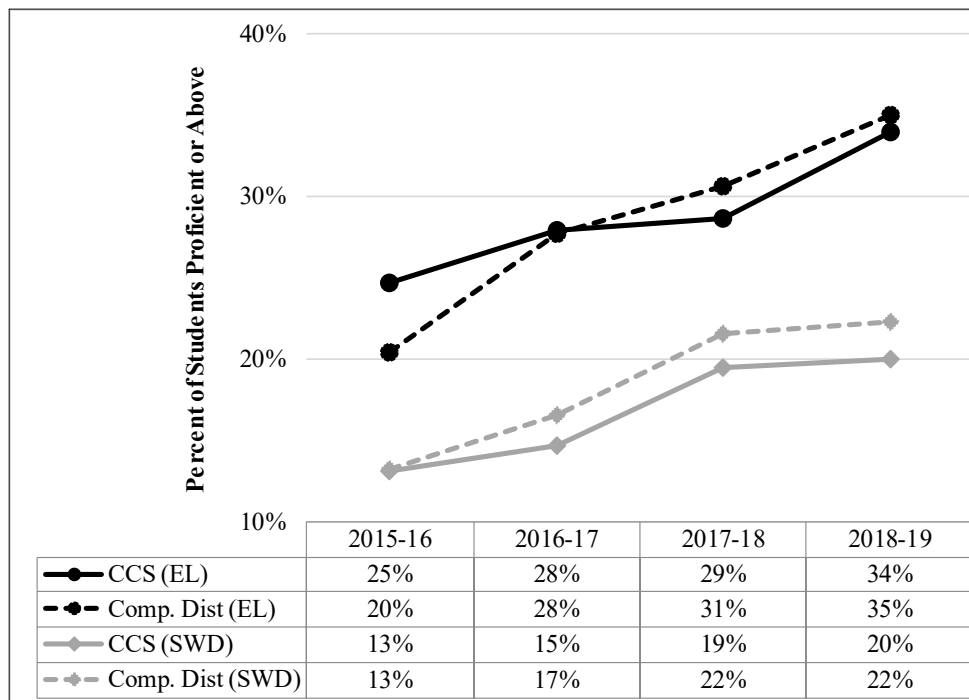
As indicated in Exhibit 4.4.8:

- The percentage of the Columbus City Schools students meeting mathematics proficiency in grades 3-8 increased since 2016 for English learners and students with disabilities.

- The Columbus City Schools EL students initially outperformed English learners in the comparison district group by 5 percentage points in 2016, but slightly underperformed peers in the most recent two years.

- Although initially performing similarly to students with disabilities in the comparison districts, the Columbus City Schools students with disabilities have demonstrated slightly lower reading proficiency rates than their peers for the last three years.

- Although initially performing similarly to English learners in comparison districts, EL students in the Columbus City Schools have outperformed their peers in reading for the last three years.

- The Columbus City Schools special education students have consistently performed similar in reading to their peers in comparison districts.

Student Performance on MAP assessments

MAP assessments are nationally-normed computer-adaptive assessments administered to the Columbus City Schools students in kindergarten through grade 12. Analysis is limited to students in grades 1 through 8, as those grades are the most widely assessed on the *MAP*. Auditors examined the fall and spring National Percentiles of the Columbus City Schools students by grade for fall 2015 through spring 2019. The national percentiles are reported only for students that were assessed in both fall and spring of the given year, providing a stable basis for the comparison. The national average performance is indicated by the 50th percentile.

Exhibit 4.4.9 illustrates how the Columbus City Schools students have performed in mathematics on the *MAP* over the past five years for which data are available.

Exhibit 4.4.9

National Percentile: MAP Assessment
Grades 1-8 Mathematics
Columbus City Schools
2015-2019
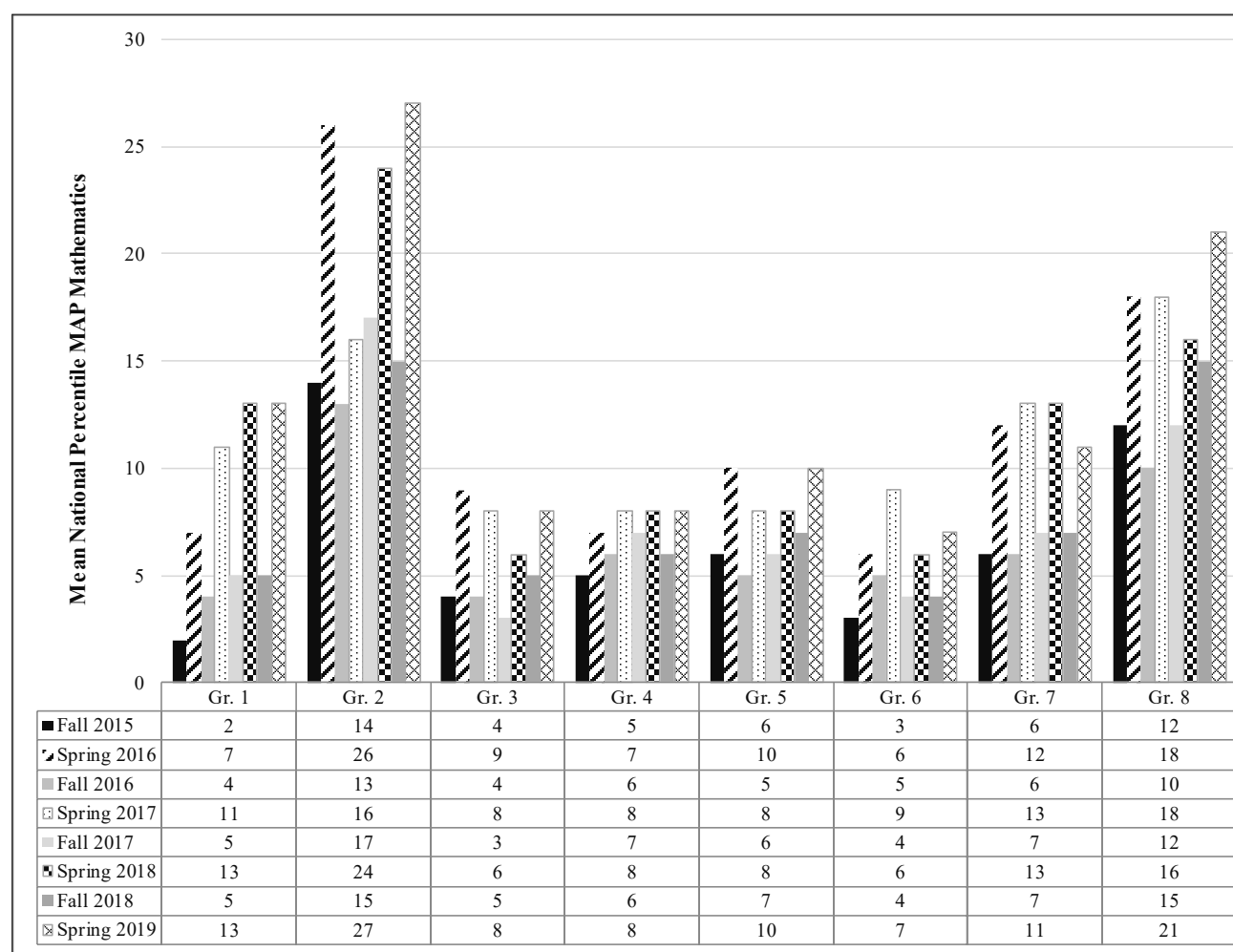
	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8
Fall 2015	2	14	4	5	6	3	6	12
Spring 2016	7	26	9	7	10	6	12	18
Fall 2016	4	13	4	6	5	5	6	10
Spring 2017	11	16	8	8	8	9	13	18
Fall 2017	5	17	3	7	6	4	7	12
Spring 2018	13	24	6	8	8	6	13	16
Fall 2018	5	15	5	6	7	4	7	15
Spring 2019	13	27	8	8	10	7	11	21

Data Sources: District-provided MAP SGS reports 2015-16 through 2018-19

As indicated in Exhibit 4.4.9:

- The Columbus City Schools students are performing well below the national average of the 50th percentile on all *MAP* mathematics assessments over the last four years.

- Second grade is the highest performing grade level, achieving a national percentile of 27 in spring 2019.

- The national percentile increases from the fall to the spring assessments each year.

Curriculum directors and other district personnel are likely interested in the progress of students not just from fall to spring, but over the course of time. Auditors used grade level cohorts to examine how student performance changed as they progressed through four consecutive grades in the Columbus City Schools. Note that grade level data were used for the analysis, so there are likely students that attended grade 1 in the Columbus City Schools that did not attend grade 2, and vice versa; therefore the comparison is not a true student-level cohort comparison but an overview of a group of students' progression through subsequent grades. For example, cohort 1 includes scores from grade 1 in 2015-16, grade 2 in 2016-17, grade 3 in 2017-18, and grade 4 in 2018-19.

Auditors also examined grade-level cohort performance in mathematics, as presented in Exhibit 4.4.10:

Exhibit 4.4.10

National Percentile: MAP Assessment
Grade-level Cohorts, Mathematics
Columbus City Schools
2015-2019
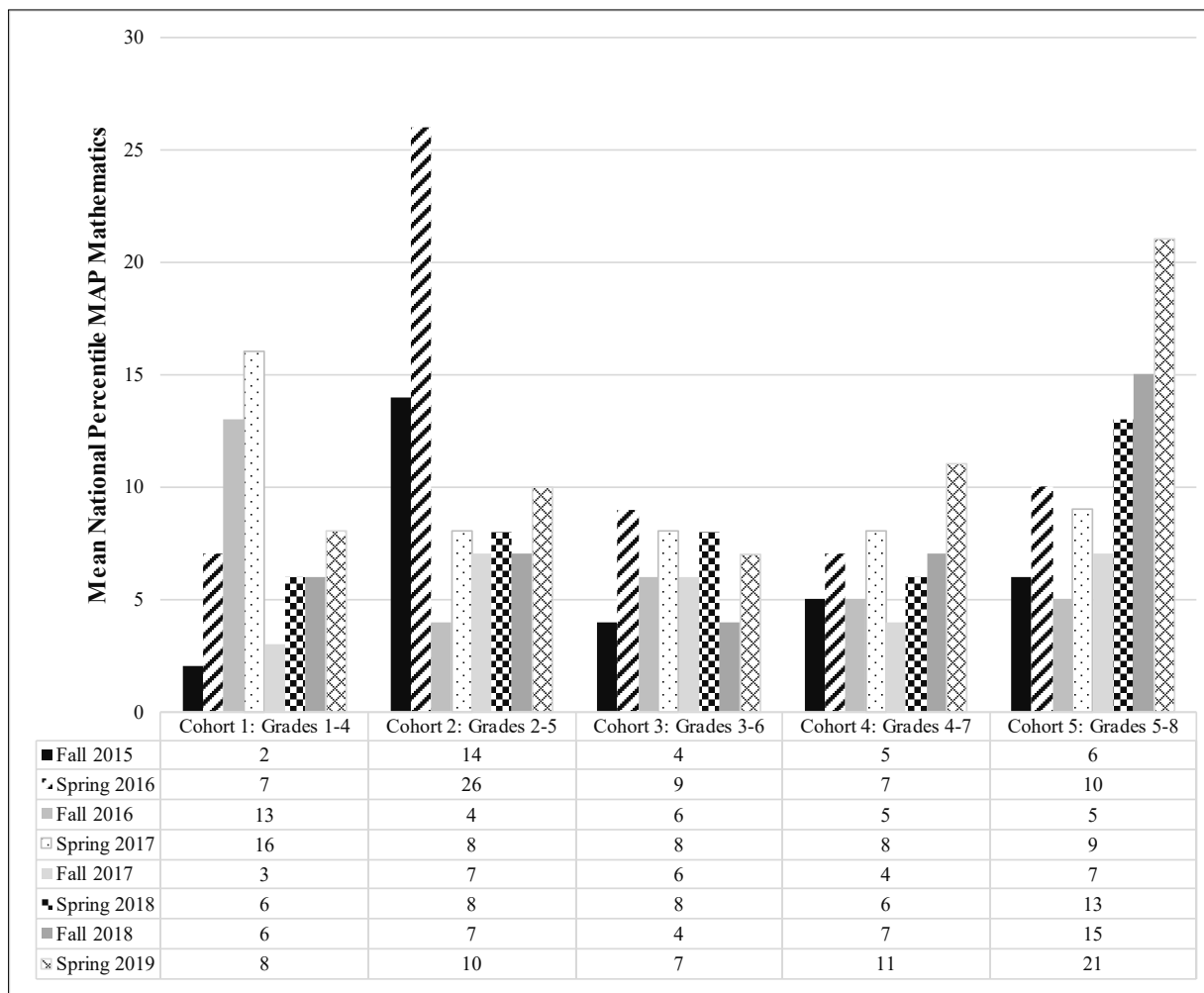
	Cohort 1: Grades 1-4	Cohort 2: Grades 2-5	Cohort 3: Grades 3-6	Cohort 4: Grades 4-7	Cohort 5: Grades 5-8
■ Fall 2015	2	14	4	5	6
▚ Spring 2016	7	26	9	7	10
▥ Fall 2016	13	4	6	5	5
▨ Spring 2017	16	8	8	8	9
▥ Fall 2017	3	7	6	4	7
▪ Spring 2018	6	8	8	6	13
▨ Fall 2018	6	7	4	7	15
▨ Spring 2019	8	10	7	11	21

Data Sources: District-provided MAP SGS reports 2015-16 through 2018-19

As indicated in Exhibit 4.4.10:

- The national mathematics percentile of students is much higher in grade 2 than in other grades.

- Apart from variations in grade 2, national mathematics percentiles remain relatively stable over time for cohorts 1 through 3.

- National mathematics percentiles for students in cohorts 4 (grades 4–7) and 5 (grades 5–8) consistently increased in the most recent two years and more than doubled from fall 2015 to spring 2019.

Exhibit 4.4.11 illustrates how the Columbus City Schools students have performed in reading on the *MAP* over the past five years for which data are available.

Exhibit 4.4.11

National Percentile: MAP Assessment
Grades 1-8 Reading
Columbus City Schools
2015-2019
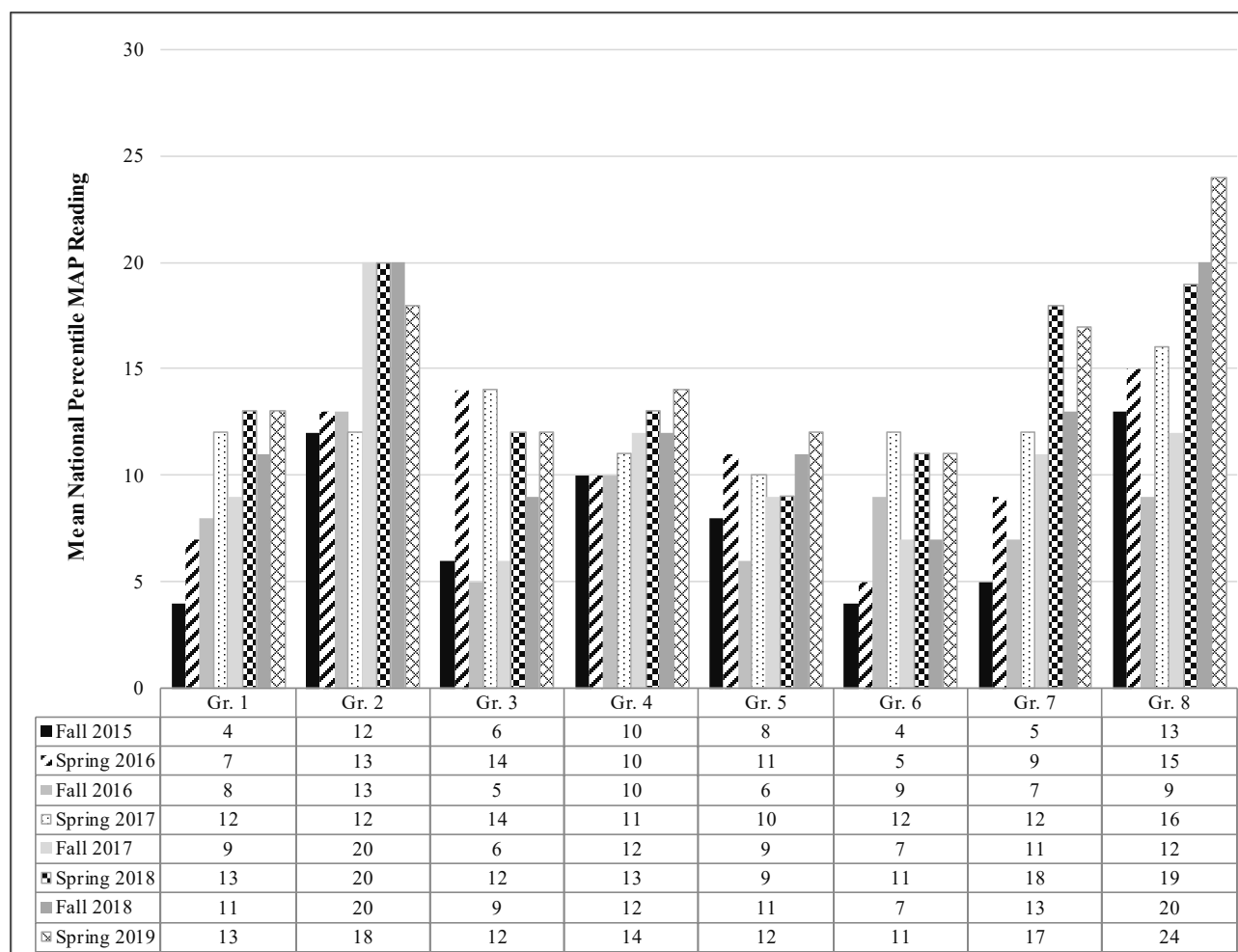
	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8
■ Fall 2015	4	12	6	10	8	4	5	13
◤ Spring 2016	7	13	14	10	11	5	9	15
▨ Fall 2016	8	13	5	10	6	9	7	9
▫ Spring 2017	12	12	14	11	10	12	12	16
▨ Fall 2017	9	20	6	12	9	7	11	12
▨ Spring 2018	13	20	12	13	9	11	18	19
▨ Fall 2018	11	20	9	12	11	7	13	20
▨ Spring 2019	13	18	12	14	12	11	17	24

Data sources: District-provided MAP SGS reports 2015-16 through 2018-19

As indicated in Exhibit 4.4.11:

- The Columbus City Schools students performed well below the national average of the 50th percentile on all *MAP* reading assessments over the last four years.

- Second grade had been the highest performing grade level in reading, achieving a national percentile of 20 in fall 2017, spring 2018, and fall 2018, but in spring 2019, eighth grade reached the 24th percentile.

- The national reading percentile increased from the fall to the spring assessments each year in grades 1, 3, 6, 7 and 8.

Auditors also examined grade-level cohort performance in reading, as presented in Exhibit 4.4.12:

Exhibit 4.4.12

National Percentile: MAP Assessment
Grade-level Cohorts, Reading
Columbus City Schools
2015-2019
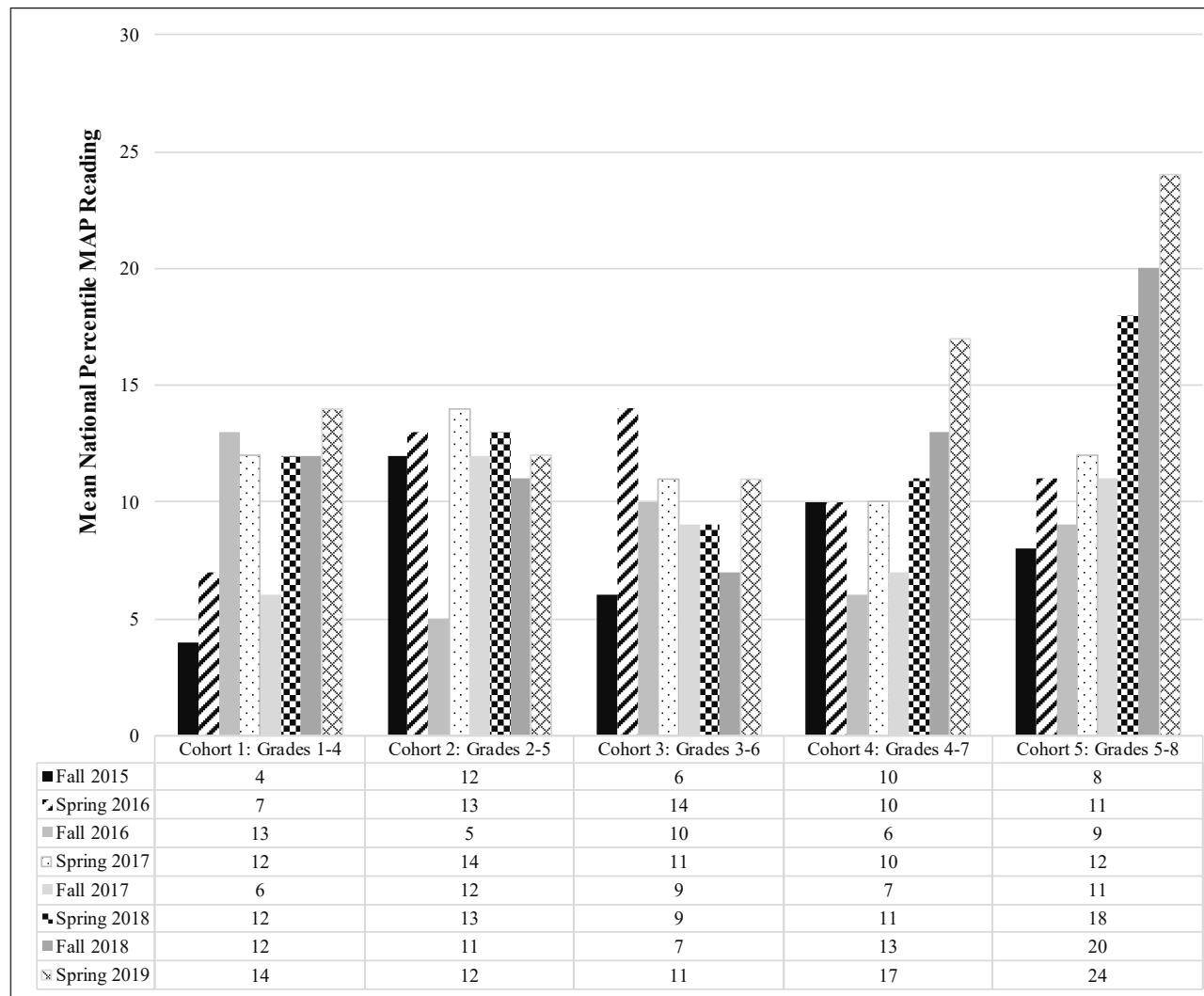
	Cohort 1: Grades 1-4	Cohort 2: Grades 2-5	Cohort 3: Grades 3-6	Cohort 4: Grades 4-7	Cohort 5: Grades 5-8
■ Fall 2015	4	12	6	10	8
◪ Spring 2016	7	13	14	10	11
▨ Fall 2016	13	5	10	6	9
▢ Spring 2017	12	14	11	10	12
▨ Fall 2017	6	12	9	7	11
▪ Spring 2018	12	13	9	11	18
▨ Fall 2018	12	11	7	13	20
⊠ Spring 2019	14	12	11	17	24

Data sources: District-provided MAP SGS reports 2015-16 through 2018-19

As indicated in Exhibit 4.4.10:

- National reading percentiles remain relatively stable over time for cohorts 2 (grades 2–5) and 3 (grades 3–6).

- National reading percentiles for students in cohorts 4 (grades 4–7) and 5 (grades 5–8) consistently increased in the most recent two years.

- National reading percentiles for students in cohorts 1 (grades 1–4) and 5 (grades 5–8) more than doubled from fall 2015 to spring 2019.

In summary, *MAP* assessment results indicate that the Columbus City Schools students are making some progress during the school year relative to their peers nationally, but are not making the consistent improvement over time needed to reach average performance.

High school graduation rates, college-going rates, and remediation rates for the Columbus City Schools, comparison districts, and Ohio

To consider longer-term outcomes of the Columbus City Schools, auditors examined four-year adjusted cohort graduation rates, college-going rates, and the percentage of students who attend college that are taking Developmental Math or Developmental English. To understand how effective the Columbus City Schools is in preparing students for life after high school, it is important to examine what percentage of students are graduating from high school, what percentage are enrolling in a college or university, and if the students who do enroll in college are ready for college-level coursework. Results are presented for the Columbus City Schools, the comparison districts used in the *OST* analyses, and the state of Ohio.

Four-year adjusted cohort high school graduation rates are presented in Exhibit 4.4.13.

Exhibit 4.4.13

**Four-Year Graduation Rates
Columbus City Schools, Comparison Districts, and Ohio
Columbus City Schools
Classes of 2014-2018**
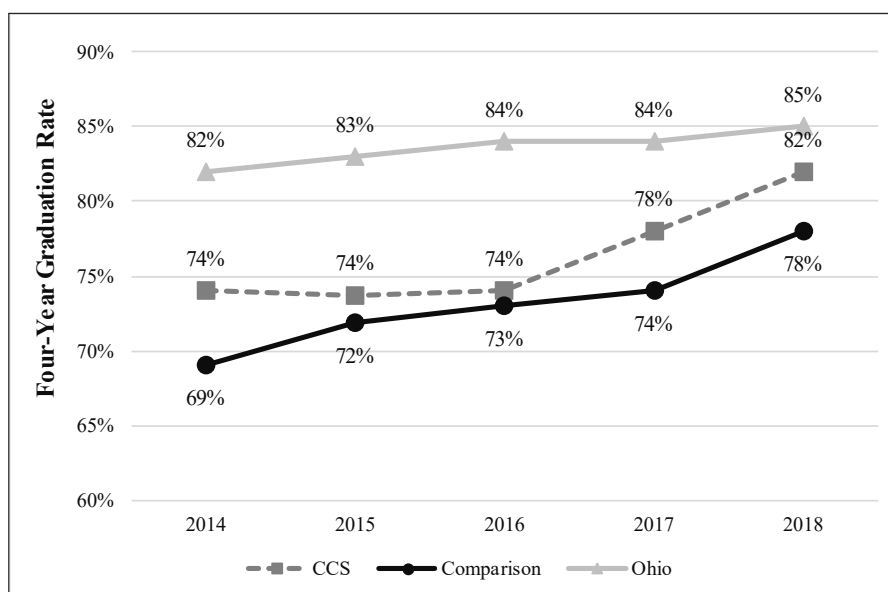
Data Sources: District Graduation Rate reports retrieved from
https://reportcard.education.ohio.gov/download

As indicated in Exhibit 4.4.13:

- Over 80% of Ohio students graduate high school in four years.

- Graduation rates have risen since 2014 for the state, the Columbus City Schools, and comparison districts.

- The Columbus City Schools graduation rates are consistently below the statewide rate, but consistently higher than the comparison districts.

- The Columbus City Schools graduation rates have increased 4 percentage points annually since the class of 2016.

- The gap between the state and the Columbus City Schools graduation rates has decreased over time, from 8 percentage points for the class of 2014 to 3 percentage points for the class of 2018.

The college-going rate is calculated by auditors as the percentage of students in the high school cohort who go on to attend a public college in Ohio. The number of students in the high school cohort is determined by the publicly reported denominator used in the high school graduation rate calculation, and the numerator is the

number of first time college students publicly reported by the Ohio Department of Higher Education. College-going rates for the Columbus City Schools, comparison districts, and the state as a whole are presented in Exhibit 4.4.14.

Exhibit 4.4.14

Calculated College-Going Rates
Columbus City Schools, Comparison Districts, and Ohio
Columbus City Schools
Classes of 2014-2017

Data Sources: District Graduation Rate reports retrieved from
https://reportcard.education.ohio.gov/download and OHE High School to
College Transition Reports retrieved from https://www.ohiohighered.org/data-reports/college-readiness
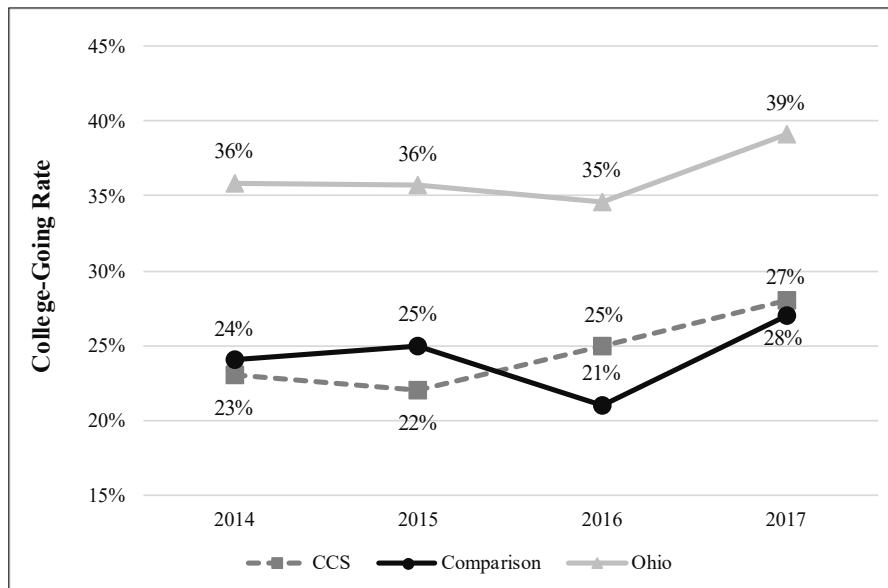
As indicated in Exhibit 4.4.14:

- College-going rates have risen since 2014 for the state, the Columbus City Schools, and comparison districts.

- The Columbus City Schools college-going rates are consistently below the statewide rate, but higher than the rate in comparison districts for the classes of 2016 and 2017.

- The gap between the state and the Columbus City Schools college-going rates has decreased slightly over time, from 13 percentage points for the class of 2014 to 11 percentage points for the class of 2017.

Once students enroll in college, they may be required to take remedial coursework to meet the expectations of college readiness. Rates of in-state college-going students that are required to enroll in remedial or developmental courses are publicly reported by the Ohio Department of Education. The percentage of students requiring remedial or developmental coursework in math or reading are presented for the Columbus City Schools, comparison districts, and the state as a whole in Exhibit 4.4.15.

Exhibit 4.4.15

Developmental Coursework Rates
Columbus City Schools, Comparison Districts, and Ohio
Columbus City Schools
Classes of 2014-2017
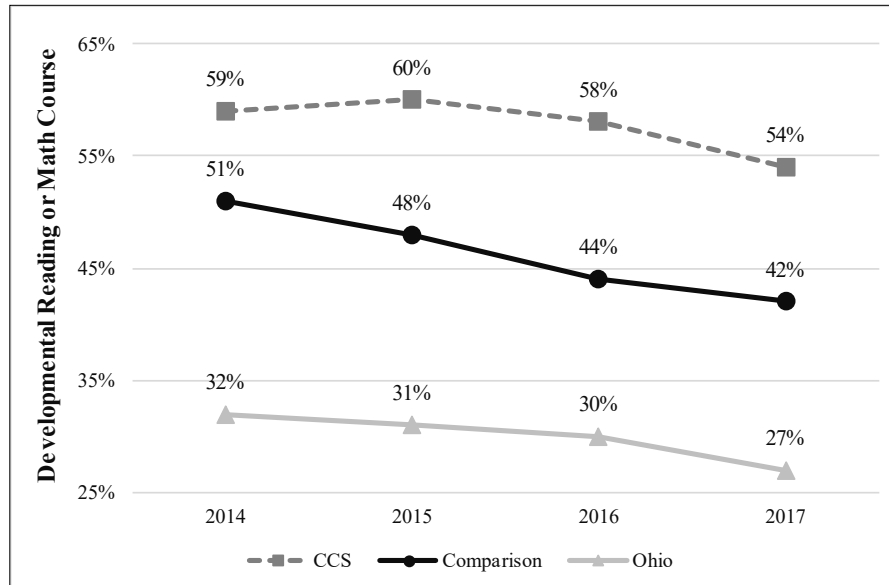
Data Source: OHE High School to College Transition Reports retrieved from
https://www.ohiohighered.org/data-reports/college-readiness

As indicated in Exhibit 4.4.15:

- Remedial coursework enrollment has declined since 2014 for the state, the Columbus City Schools, and comparison districts.

- The Columbus City Schools remediation rates are consistently higher than the rate of students from comparison districts as well as the statewide rate.

- Since 2014, more than half of the college-going students from the Columbus City Schools are required to enroll in remedial coursework in math or reading.

District personnel indicated concern with overall student achievement in the Columbus City Schools during interviews and through surveys:

- "Our data does not support that students are progressing at the district level and most school levels." (District Administrator)

- "*MAP* does not measure student achievement. Kids have made substantial growth but it's not catch-up growth." (District Administrator)

- "We are having deep discussions about where our students are academically. Deep dives on areas where we need improvement efforts." (Board Member)

- "The public has lost confidence in the district to prepare students for post-secondary options, both college and career." (Board Member)

Summary

The Columbus City Schools student performance has increased on state-required assessments in mathematics and reading over the past four years but is consistently well below state performance and slightly below the performance of districts serving students with similar demographics. The Columbus City Schools English learners and students with disabilities are outperformed by EL and students with disabilities in comparison districts. *MAP* data reveal that students are increasing performance from fall to spring each year, but are generally not making enough progress to improve their performance relative to a national peer group. The Columbus City Schools students are graduating from high school and attending college at increased rates, but more than half of the Columbus City Schools students who enroll must take remedial coursework in college.

STANDARD 5: The School District Has Improved Productivity.

Productivity refers to the relationship between system input and output. A school system meeting this standard of the PDK-CMSi Curriculum Audit™ is able to demonstrate consistently improved pupil outcomes, even in the face of diminishing resources. Improved productivity results when a school system is able to create a consistent level of congruence between major variables in achieving enhanced results and in controlling costs.

What the Auditors Expected to Find in the Columbus City Schools:

While the attainment of improved productivity in a school system is a complex process, caused in part by the lack of a tight organizational structure (referred to as "loosely coupled"), common indicators of a school system meeting this audit standard are:

- Planned and actual congruence among curricular objectives, results, and financial allocations;

- A financial data base and network that can track costs to results, provide sufficient fiduciary control, and be used as a viable data base in making policy and operational decisions;

- Specific means that have been selected or modified and implemented to attain better results in the schools over a specified time period;

- A planned series of interventions that have raised pupil performance levels over time and maintained those levels within the same cost parameters as in the past;

- School facilities that are well-kept, sufficient, safe, orderly, and conducive to effective delivery of the instructional program; and

- Support systems that function in systemic ways.

Overview of What the Auditors Found in the Columbus City Schools:

This section is an overview of the findings that follow in the area of Standard Five. Details follow within separate findings.

The Columbus City Schools does not have systems and processes in place that promote increased productivity of human capital. Linkage between and among performance review/evaluation, professional development, and improved performance is weak and undocumented. Professional development efforts, all of which are site-based, are uncoordinated, loosely linked to district priorities and individual needs, and not evaluated based on changed behavior. Although the district has a program evaluation office, a process for evaluating the effectiveness of programs and innovations has not been institutionalized at the district or campus level. Therefore, cost-benefit analyses to inform budgetary decisions regarding continuing funding of a program is unavailable. The district's technology plan does not provide adequate direction and support the use of instructional technology in the classroom for increased productivity. Although the district has been increasing the ratio of computers to students, the numbers of teachers and students using technology to actively engage students at levels beyond the substitution level is minimal and indicates a negative cost-benefit because of the financial investment.

The auditors found that budgeting in the Columbus City Schools does not have the benefit of cost-effectiveness data to verify program efficacy or results, and a systematic linkage between funding and board-adopted priorities does not exist. Consequently, decision makers can assign financial resources indiscriminately without connections to the system's mission and focus. The lack of cost-effectiveness data for programs and services can result in serving the students ineffectively, inequitably, or inconsistently. Current budget development and decision-making processes and activities of the Columbus City Schools are not yet fully equipped in assuring system-wide cohesion, productivity, financial prudence, and cost-effective results of the budgeting process.

The district has many aging instructional facilities, but most are in reasonably good condition and well maintained. However, several outlier, inadequate facilities create inequality of learning environments throughout the district. Enrollment beyond capacity is reported for 22% of the buildings, and enrollment below 75% capacity is reported for 21% of the buildings. Further, rationale for the placement of portable buildings is not evident. The district

has developed several facility planning documents for building and upgrading facilities, but they are inadequate in coverage of major planning elements, including consideration of curriculum and instruction needs.

Finding 5.1: The Columbus City Schools have not developed and implemented systems and processes focused on increased productivity of human capital to improve learning of all students.

Productivity can be defined as doing more with the same financial and human resources or doing the same with fewer resources. Since approximately 80% of a school district's budget is allocated to employees' compensation, focusing on improved productivity of human capital allows the system to maximize its number one resource—people. To be effective in developing human capital, a viable performance evaluation system that allows for the identification of areas in need of improvement must be institutionalized and used to inform quality professional development linked directly to improved learning for all students. Increased productivity also requires the use of instructional technology in a manner that increases the efficiency and/or effectiveness of the teaching and learning process. Further, when financial resources can be allocated according to identified priorities and the cost-benefit of programs and innovations through formal evaluations, increased productivity in financial, as well as human capacity, can be achieved.

This finding focuses on increased productivity of human capacity, including the elimination of time spent on unproductive efforts. Specifically, areas of focus include professional development and its relationship to performance review, the effective use of technology, and the cost benefit of district intervention and program efforts by a systematic and outcome-based evaluation process. The allocation and use of the district's financial resources is addressed in <u>Finding 5.2</u>.

To determine levels of productivity in the Columbus City Schools, auditors reviewed professional development offerings, teacher and administrator performance evaluations, instructional technology usage, documents related to programs and innovations, board policies and administrative guidelines. Auditors also interviewed district and campus personnel including principals, assistant principals, and teachers and reviewed results of online surveys.

The auditors found that the Columbus City School District does not have systems and processes in place that promote increased productivity of human capital. The connection between and among performance review/evaluation, professional development, and improved performance is weak in design as well as delivery. The school district's process for evaluating teachers does not accurately reflect supervisors' observations and reported performance. The design and implementation of professional development efforts are site-based, without evaluation or coordination at the district level. The alignment of professional development with individual and organizational needs is undocumented, and its quality and impact are unknown. A program/innovation evaluation process has not been implemented at the district or campus level; therefore, cost-benefit data are unavailable to inform programmatic and budgetary decisions. The district's technology plan does not provide adequate direction, and classroom practices do not support the use of instructional technology for increased teaching and learning productivity.

The auditors found several board policies and administrative guidelines that indirectly address issues of productivity but none that provided a philosophy or direction for productivity as an embraced concept. The board policies and administrative regulations that address the productivity topics covered in this finding are addressed in the respective sub-headings.

Teacher and Administrator Evaluation

The overarching purpose of performance review/evaluation is to improve employee performance. Through improved performance of teachers and administrators, district goals and objectives can be met, and improved student achievement can result. In the absence of an effective performance evaluation process and improvement cycle, identification of areas in need of improvement are consigned to individuals without the benefit of observations and feedback by other professionals. Individual performance can stagnate, and productivity will be limited. Additionally, the district invests much resources (especially time) in conducting performance evaluations. If these performance reviews do not produce the intended outcome—improved teacher performance, the cost-benefit of the mandated effort becomes negative and productivity diminishes.

The auditors found only one policy that addressed teacher evaluation. PO 3220 EVALUATION OF TEACHERS describes the relationship between the administration and the teachers' union. It clarifies exceptions to the requirement for performance evaluations that are dependent upon student achievement data as established by the Ohio Department of Education. The policy requires the board to provide resources to support professional development; however, this statement follows the section of the policy that addresses the steps for terminating a poorly performing teacher, so it is not clear if those financial allocations would be for all professional development needs. Restricting or limiting access to professional development does not support increasing productivity.

The auditors reviewed district policies and administrative guidelines regarding administrative evaluations and found the PO 1530 EVALUATION OF SCHOOL ADMINISTRATORS requires all school administrators to be evaluated annually based on their job descriptions. PO 1530.03 EVALUATION OF OTHER ADMINISTRATORS extends the requirement for annual evaluation to all other personnel required to have an administrative license. No administrative guidelines were found that related directly to administrator evaluations.

The Ohio Teacher Evaluation System (OTES) and the Ohio Principal Evaluation System (OPES) include the use of a student achievement measure known as the student learning objective (SLO). The teacher selects the student learning objective and determines the level of student mastery for that measure. The SLO can, in some cases, alter the summative evaluation rating given to the teacher by his or her administrator during the evaluation process. Fifty percent of the performance ratings for principals and teachers are based on what is observed, and the remaining half is based on the student growth scores through the SLO and value-added (VA) measures. Not all teachers or principals have value-added factors from the previous year. If VA measures are applicable, it is included in the summative ratings.

Exhibit 5.1.1 shows the final summative ratings for the teachers in the Columbus City Schools based on the 2018-19 school year teacher performance data.

Exhibit 5.1.1

**Final Summative Ratings for Teachers
Columbus City Schools
2018-19**
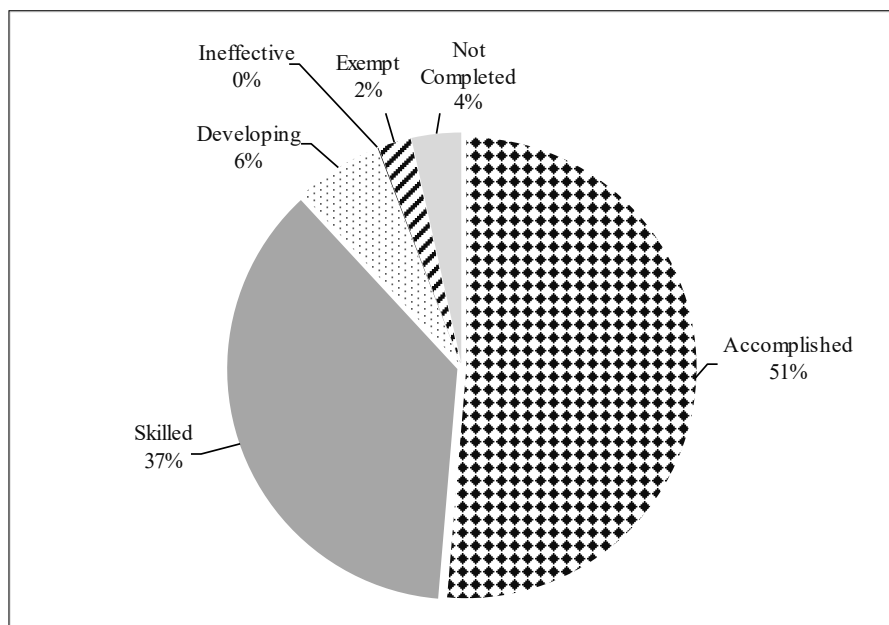
Data Source: 2018-19 OTES data provided by district staff

The data presented in Exhibit 5.1.1 show the following key points regarding teacher summative evaluation ratings:

- Fifty-one percent of the teachers received an *Accomplished* evaluation rating.

- Thirty-seven percent of the teachers received an *Skilled* evaluation rating.

- Six percent of the teachers received an *Developing* evaluation rating.

- Zero percent of the teachers received an *Ineffective* rating.

The ratings include the student learning objective (SLO) measure and the value-added (VA) measure that are based on a student growth measure. Under the current teacher evaluation procedure, the teacher can select the SLO and then determine the level of mastery that will be assigned to it. If the students meet the level of achievement set by the teacher, then the teacher's evaluation rating will be increased, unless the teacher's rating is already set at "Accomplished." Further, if the SLO target is met, those teachers are permitted to extend the time period between required full teacher evaluations for their future performance evaluations.

The auditors also examined the teacher performance rating data <u>without</u> using the SLO measure or the VA measure as part of the determining factors for the overall teacher performance ratings. Teachers can carry forward the previous year rating provided they receive a three or above in student growth measures (VA/SLOs). <u>Exhibit 5.1.2</u> shows the data based on the 2018-19 teacher performance evaluation ratings.

Exhibit 5.1.2

Final Performance Evaluation Ratings for Teachers
Without Using the SLO and the Value-added Factors
Columbus City Schools
2018-19
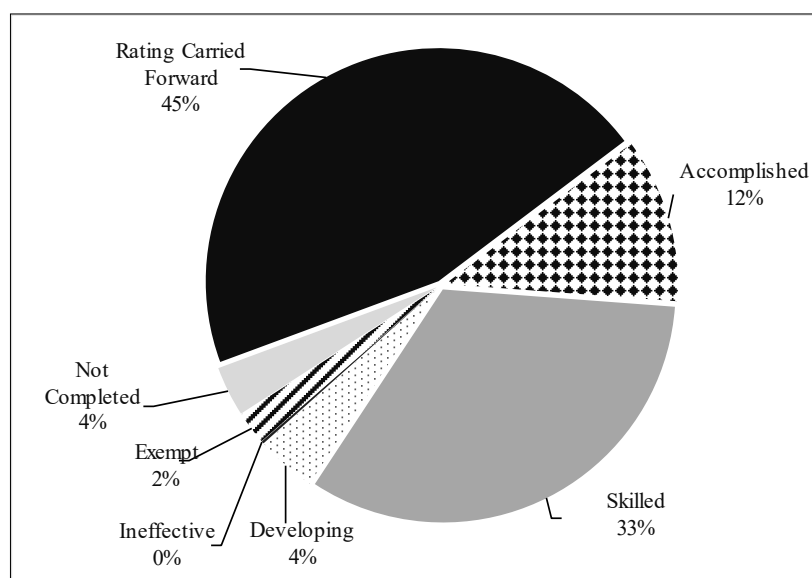
Data Source: 2018-19 OTES data provided by district staff

The data from <u>Exhibit 5.1.2</u> show a significant difference in the teacher performance ratings without student learning objective (SLO) or the value-add (VA) factors. Some of the main data points from the exhibit are as follows:

- Without applying the SLO and VA factors, only 12% of the teachers received an *Accomplished* rating as compared to 51% when the SLO and VA factors are considered (see <u>Exhibit 5.1.1</u>).

- A *Skilled* rating was assigned to 33% of the teachers.

- A *Developing* rating was received by 4% of the teachers.

- The performance ratings were *Carried Forward* for 45% of the teachers.

- None of the teachers received an *Ineffective* rating.

Both exhibits, with and without the added measures, show that <u>none</u> of the teachers received a performance rating of *Ineffective*, in contrast to the data from the administrator's survey in which 36% of the respondent administrators indicated that 10% or more teachers on his/her campus are *Ineffective*.

Auditors examined a sampling of teacher evaluations and found that the comments recorded on the teacher evaluation instruments by the administrators were generally not constructive. Most comments were descriptions of observed student or teacher activities.

The auditors found similar comments on teacher improvement plans and observed that most of the comments from the administrators were focused on specific teacher behaviors without reference to their impact on students. Below are comments taken from teacher improvement plans written by school administrators:

- "The teacher transitions between learning activities, but occasionally loses some instructional time in the process. Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are idle."

- "Expectations for behavior are not established. There are no evident routines or procedures; students seem unclear about what they should be doing or are idle. The teacher does not recognize and/or address student misbehavior. The teacher responds to misbehavior inappropriately."

- "The teacher does not demonstrate a clear focus for learning. The goals are general and not broken down into daily learning. The teacher assigns large assignment projects but does not target daily learning focus to work on specific parts of the larger goal."

When the auditors examined the goals and action steps in the improvement plans, they found that the goals were written by each teacher, and there was no connection between the comments made by the administrator and the goals and action steps written by the teacher.

During interviews, school and district administrators expressed concern about the teacher evaluation process, as evidenced by the following comments:

- "The majority of our students are not on grade level, but teacher evaluation data indicates most teachers are effective. There is a huge gap there." (District Administrator)

- "I don't like our teacher evaluation system, but I have no control over it. I don't use the actual Ohio teacher evaluation; it's very cumbersome. I just fake it." (School Administrator)

- "Teachers could more or less make stuff up for the data part of teacher evaluations." (School Administrator).

- "Teachers get to set their criteria for growth." (School Administrator).

The auditors reviewed data on the principals' evaluations for 2018-19. The principals in the Columbus City Schools are evaluated using the Ohio Principal Evaluation System (OPES), a standards-based, integrated model that is designed to foster the professional growth of principals in knowledge, skills, and practice. Under the OPES process, the principal's evaluation is based equally (50/50) on how the principal's supervisor rates him or her on the five standards of OPES and on the student performance measures established by the district. The student performance measures currently in use in Columbus City School District are the value-added measure and the student learning objective measure. The VA measure is determined by the district, and the building-level SLOs are goals selected by a principal or group of principals that identify expected learning outcomes or growth targets for students in their buildings over a period of time.

When the auditors reviewed the administrator performance evaluation data with and without the SLO and VA factors, they found a marginal (2%) difference between the percentage of administrators receiving "accomplished "ratings with or without the added measures. Further, they found few constructive comments recorded on the evaluation documents. In the sample of evaluations provided by the district, none of the administrators reviewed by the auditors received a rating of "Ineffective." In contrast, 12% of respondents to the teacher survey rated their campus leadership as "Ineffective." Less than half (45%) of the teacher respondents said that the instructional leadership at the campus level was either "Effective" or "Highly Effective." This obvious

disconnect between teacher and supervisor perception of school leadership quality may well be attributed to multiple variables; however, a 0% ineffective rating for principals suggests that some, if not many, of the ratings are inflated.

The auditors reviewed a sampling of administrator improvement plans provided by the district. Most of the improvement plans in the sample group included some measurable goals related either to student achievement score or disciplinary referrals. Other comments included specific actions the principal was to take. A few examples of these types of comments were as follows:

- "Support structures for monitoring and support to ensure that at least 50% of TBT meeting time is spent using data to guide instructional decisions." (District Administrator)

- "Make systematic and frequent classroom visits and provides feedback." (District Administrator)

- "Use disaggregated achievement data to determine the performance and needs of particular students and groups." (District Administrator)

- "Regularly practice two-way communication with parents about expectations for student learning needs and progress." (District Administrator)

- "Facilitate professional development opportunities that support classroom instruction." (District Administrator)

- "Increase the use of the evaluation process with fidelity to support and provide feedback to teachers resulting improved student performance and achievement." (District Administrator)

These comments are constructive in that they indicate actions that a principal or assistant principal can undertake; however, the improvement plans did not provide action steps to help an administrator develop the skills necessary to perform these steps effectively.

In summary, auditors found that the current teacher and administrator evaluation processes in the Columbus City Schools do not achieve their intended purpose of improved performance, resulting in a failure to improve the productivity of the district's human capital. This failure is an example of poor return on investment (ROI) in that the financial and time investment to conduct personnel evaluations has resulted in little return or benefit.

Professional Development

Professional development is a key component in maximizing productivity of human capital. The process requires that the feedback from teacher and administrator performance evaluations be considered to determine individual and group needs for improvement that, in turn, become the drivers for planning and implementing quality professional development for the staff centered around those identified need areas.

The auditors found several board policies and administrative guidelines that address professional development. The only reference to professional development found in PO 3220 STANDARDS-BASED TEACHER EVALUATION was that the board will provide for the allocation of financial resources to support professional development. PO 3242 PROFESSIONAL DEVELOPMENT AND LICENSURE includes the criteria to be used in determining if a professional development plan is approved and if procedures for assessing the extent to which a staff member's professional development plan have been accomplished. PO 4242 STAFF DEVELOPMENT affirms that the board believes that training is a prerequisite for continued growth of staff and, therefore, encourages the participation of classified staff members in in-service and other training programs. This policy only addresses classified staff, and it does not address allocating financial resources to support professional development. The policy also states that the superintendent shall report periodically to the board on the operation of the professional development committee and on the progress staff members are making in fulfilling their professional development plans.

The auditors found that the district does not have a comprehensive professional development plan to guide efforts. The district's approach to professional development is site-based in that each campus designs and implements whatever professional development the building leadership team (BLT) deems to be appropriate. Often, staff members from the individual schools are responsible for planning and presenting the training sessions. The

auditors received a listing of 588 professional development sessions that are scheduled to be offered during the 2019-20 school year. The sessions ranged from various administrative and leadership training sessions to early release day professional development sessions that had few specified topics. The auditors reviewed the school improvement plans that were provided for review and found that most of the professional development activities included in the individual school improvement plans were not included in the list of professional development sessions provided to the auditors. Many of the session topics were broadly stated such as "Early Release Day PD." There were three specific topics listed in the some of the school improvement plans (e.g., Achieve 3000, *iReady*, and Teacher Clarity). The auditors learned that the district has not identified a professional to be responsible for providing coordination and a clearing house for professional development across the school system, nor has an outcome evaluation process been implemented to determine the effectiveness of the professional development efforts at the school sites. Aligned, quality professional development is critical to increased productivity of human resources.

Since the auditors were not provided with a comprehensive district professional development plan, they looked for 18 characteristics of quality professional development in other district documents. Exhibit 5.1.3 presents the characteristics and the auditors' ratings.

Exhibit 5.1.3

Curriculum Management Improvement Model Professional Development Criteria
Auditors' Assessment of Professional Development Program and Planning
Columbus City Schools
December 2019

Characteristics	Auditors' Rating	
	Met	Not Met
Policy:		
1. Has policy that directs professional development efforts.		X
2. Fosters an expectation for professional growth.	X	
3. Is for all employees.	X	
Planning and Design:		
4. Is based on a careful analysis of data and is data driven.		X
5. Provides for system-wide coordination and has a clearinghouse function in place.		X
6. Has a current plan that provides a framework for integrating innovations related to mission, vision, and curriculum implementation.		X
7. Has a professional development mission in place.		X
8. Is built using a long-range planning approach.		X
9. Provides for organizational, unit, and individual development in a systemic manner.		X
10. Focuses on organizational change—professional development efforts are aligned to district goals.		X
Delivery:		
11. Is based on proven research-based approaches that have been shown to increase productivity.		X
12. Provides for three phases of the change process: initiation, implementation, and institutionalization.		X
13. Is based on human learning and development and adult learning research.		X
14. Uses a variety of professional development approaches.	X	
15. Provides for follow-up coaching and on-the-job application that are necessary to ensure change in practice.		X
16. Expects each supervisor to be a staff developer of staff supervised.		X

Exhibit 5.1.3 (continued) Curriculum Management Improvement Model Professional Development Criteria Auditors' Assessment of Professional Development Program and Planning Columbus City Schools December 2019		
Characteristics	**Auditors' Rating**	
	Met	**Not Met**
Evaluation and Support:		
17. Provides the necessary funding to carry out professional development goals.		X
18. Requires an evaluation of process that is ongoing, includes multiple sources of information, focuses on all levels of the organization, and is based on actual change in behavior.		X
Total	3	15
Percentage Met	17%	
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The ratings from Exhibit 5.1.3 show that only three of the 18 criteria (17%) were met, well below the 70% standard for adequacy. Brief explanations for the ratings are provided below.

Policy

Although PO 3220 EVALUATION OF TEACHERS states that the board annually will provide for the allocation of financial resources to support professional development, it does not provide for a process to implement or evaluate professional development. PO 3242 PROFESSIONAL DEVELOPMENT AND LICENSURE states that the board direct the superintendent to establish a professional development committee. The policy, too, falls short of providing the structure for delivering quality professional development. Although PO 4242 STAFF DEVELOPMENT encourages the participation in professional development, it states that participation in the program shall be voluntary for classified employees. Two of the three policy components were met.

Planning and Design

Although school improvement plans include student achievement goals, no evidence of any formal professional development plan or consistent planning for professional development that are aligned to these goals was found. The planning and design criterion was not met. Auditors received the following comments from several teachers regarding the planning and design of professional development activities:

- "Our building PDs are poorly planned and seemed to have been thrown together at the last minute. They are most often run by our TOSA English Coach, and most often are an extension/repeat of the Coach-led TBT meetings of that week."

- "Professional development is usually set before school even begins for the year and is set up without any input from staff. It is often repetitive, not insightful, and a frustrating waste of valuable time."

Delivery

Because most of the professional development is offered at the campus level, delivery approaches vary. Although some may be based on proven research-based approaches, no mechanism is in place to determine which campuses follow research-based approaches. The auditors found no evidence that the delivery of professional development in the district provided for the three phases of the change process: initiation, implementation, and institutionalization. The one criterion that was met under "delivery" was that the district uses a variety of professional development approaches as evidenced by a listing of professional development offerings that included a range of topics and delivery styles for various trainings. Below is a comment received by the auditors that impacts the delivery of professional development.

- "We encourage them to come [to professional development] but we can't mandate that they attend. You know they have sick days that they can take." (District Administrator)

Evaluation and Support

Since the auditors were unable to identify district goals for professional development, they were unable to determine if necessary funding is available to carry out professional development goals. The auditors did not find evidence of any requirement for an evaluation of process that is based on an actual change in behavior. If professional development does not result in changed behaviors of the participants, then the time, effort, and expense of the professional development program is non-productive. Neither of the criteria under evaluation and support was met.

During interviews, the auditors heard the following comments regarding the evaluation of professional development:

- "We don't have a formal tool for doing that (evaluating PD), we look at that when we do our evaluation practice." (District Administrator)
- "If you have a PD I'm going to look for those strategies to be implemented in the classroom during walk-through observations." (School Administrator)

The auditors discovered that the district has budgeted nearly $6 million on travel expenses for professional development in 2019-20, but district staff were unable to report the total budgeted expenditures for professional development because a mechanism is not in place to readily account for professional development expenditures across the district's departments and programs.

The auditors found that professional development in the Columbus City Schools is site-based, uncoordinated, inconsistently aligned to priorities and needs, and rarely, if ever, evaluated based on changed behaviors. Therefore, the district is missing a prime opportunity to increase employee productivity through professional development efforts.

Professional development session at a district facility

Intervention and Program Evaluation

Supplemental programs and interventions tightly aligned to the district curriculum (see Finding 2.2) are sometimes needed to promote higher levels of student learning for specific student groups and individuals. However, once implemented with fidelity to design, these support initiatives must be evaluated to determine their effectiveness. Evaluation data are critical in determining cost-benefit ratios and in decision making regarding whether to continue, refine/review, or selectively abandon programs and initiatives that do not meet intended goals. Without sound evaluative data, decisions become subjective rather than objective.

As indicated in <u>Finding 1.1</u>, the auditors found several policies and administrative guidelines that address program evaluation but determined they were inadequate to provide clear expectations for this important element of productivity.

PO 2605 PROGRAM ACCOUNTABILITY AND EVALUATION states the purpose of program evaluation is to evaluate each program to assess the extent to which each program's purposes and objectives are being achieved. "The board shall establish a means for the continued evaluation of results, which shall be systematic and specific." AG 2210A GUIDELINES FOR PROGRAM DEVELOPMENT outlines seven components for program development. The sixth component is program evaluation.

AG 2605 EVALUATION OF PROGRAM describes the guidelines of program evaluation that places the focus of program evaluation on student results and warns against formally assessing a program's effective without considering evidence of results. It includes a program evaluation checklist that contains some specific questions to guide the evaluation process. It also states that the board has the responsibility for assessing how well goals are being accomplished and establishing a means for the continued evaluation of results, which should be systematic and specific.

As depicted on the Accountability and Other Support Services organizational chart (see <u>Finding 1.2</u>), the district has a Program Evaluation Division in which approximately 12 employees work. However, auditors found that the district has not developed a plan to guide program evaluation efforts and is not conducting program or innovation evaluation other than those mandated for state and federal programs. The *Ohio's Quality Program Standards for Career-Technical Education Programs* is a state-mandated career and technology program evaluation process over which the school district has no control, so auditors did not use that state program evaluation process for a quality analysis. The auditors also found that the district has no process in place for program selection (see <u>Finding 2.2</u>).

Effective districts develop and implement a comprehensive program and innovation plan to guide evaluation and cost-benefit efforts to guide budgetary decision making (see <u>Finding 5.2</u>). The auditors did not find a comprehensive plan for program and innovation evaluation; however, references to program evaluation were found in policies and administrative guidelines, so the auditors based their ratings of the 12 characteristics of a quality program evaluation plan of these documents. <u>Exhibit 5.1.4</u> provides a list of the characteristics and the auditor's rating for each.

Exhibit 5.1.4

Characteristics of a Quality Program Evaluation Plan or Process
And Auditors' Assessment of the District's Approach
Columbus City Schools
December 2019

Characteristics of a Quality Program Evaluation Plan or Process	Met	Not Met
1. Describes board or administrative directives to have program evaluation procedures in place	X	
2. Specifies procedures for program evaluation, including needs assessment, formative evaluation, and summative evaluation methods	Partial*	
3. Specifies the proficiencies of persons responsible for conducting the evaluation, enhancing likelihood that findings achieve maximum credibility and acceptance		X
4. Expects multiple measures designed to obtain quality data about the goals and objectives of the program and to be accurate and reliable measures		X
5. Provides for multiple measures of data collection to be used, including both quantitative and qualitative data		X
6. Directs ongoing formative assessments for the first two years for any new program implementation and summative evaluation at the end of the third year		X
7. Directs that all existing programs undergo a program evaluation at least every three years		X

Exhibit 5.1.4 (continued) Characteristics of a Quality Program Evaluation Plan or Process And Auditors' Assessment of the District's Approach Columbus City Schools December 2019		
Characteristics of a Quality Program Evaluation Plan or Process	**Met**	**Not Met**
8. Expects procedures used in the evaluation process to be clearly described		X
9. Specifies that program evaluation reports clearly describe the program, including its context, purposes, and procedures		X
10. Expects program evaluation reports to be utilized to support timely decisions regarding program effectiveness, identify both strengths and weaknesses of the program, and include findings and recommendations for continuation as is, modification, or termination		X
11. Directs program evaluation designs to be practical, ethical, and cost effective, and to adequately address relevant political issues		X
12. Expects all proposals for the initiation of new program to include needs assessment data, a description of formative and summative evaluations, and data collection procedures		X
Totals	**1**	**11**
Percentage Met	**9%**	
*Partial ratings are tallied as not met.		
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As indicated in <u>Exhibit 5.1.4</u>, only one of the 12 (9%) characteristics of a quality program evaluation process were met, falling short of the 70% required for adequacy.

Characteristic 1: Describes board or administrative directives to have program evaluation procedures in place

PO 2605 PROGRAM ACCOUNTABILITY AND EVALUATION states the board shall establish a means for the continued evaluation of results which shall be systematic and specific.

This characteristic was rated as met.

Characteristic 2: Specifies procedures for program evaluation, including needs assessment and formative evaluation and summative evaluation methods

Although PO 2605 PROGRAM ACCOUNTABILITY AND EVALUATION describes some elements that should be present in an evaluation procedure, it does not include procedures for needs assessment or for the use of formative and summative evaluation measures.

This characteristic was rated as partially met.

Characteristic 3: Specifies the proficiencies of persons responsible for conducting the evaluation, enhancing likelihood that findings achieve maximum credibility and acceptance

The auditors were unable to find any evidence in policies, administrative guidelines, or other documents that specific proficiencies are required for any staff members relative to conducting program evaluation.

This characteristic was rated as not met.

Characteristic 4: Expects multiple measures designed to obtain quality data about the goals and objectives of the program and to be accurate and reliable measure

No requirements for the use of multiple measures to obtain data about the goals and objectives of programs were found.

This characteristic was rated as not met.

Characteristic 5: Provides for multiple measures of data collection to be used, including both quantitative and qualitative data

Policies and administrative guidelines failed to include requirements for multiple measures of data collection that specify the collection of both qualitative and quantitative data.

This characteristic was rated as not met.

Characteristic 6: Directs ongoing formative assessments for the first two years for any new program implementation and summative evaluation at the end of the third year

Current policies and administrative guidelines were silent with respect to directing ongoing formative assessments for the first two years of new programs.

This characteristic was rated as not met.

Characteristic 7: Directs that all existing programs undergo a program evaluation at least every three years

No evidence was found in policies or administrative guidelines requiring program evaluation at least every three years.

This characteristic was rated as not met.

Characteristic 8: Expects procedures used in the evaluation process to be clearly described

No description of procedures to be used in the program evaluation process were found.

This characteristic was rated as not met.

Characteristic 9: Specifies that program evaluation reports clearly describe the program, including its context, purposes, and procedures

Although there was a broad reference to "the extent to which each program's purposes are being achieved" in PO 2605 PROGRAM ACCOUNTABILITY AND EVALUATION, the policy did not clearly specify that program reports include the program's content, purposes, and procedures.

This characteristic was rated as not met.

Characteristic 10: Expects program evaluation reports to be utilized to support timely decisions regarding program effectiveness, identify both strengths and weaknesses of the program, and include findings and recommendations for continuation as is, modification, or termination

The auditors found no evidence in policies or administrative guidelines requiring timely program evaluation reports prior to decisions regarding the continuation or termination of programs.

This characteristic was rated as not met.

Characteristic 11: Directs program evaluation designs to be practical, ethical, and cost effective, and to adequately address relevant political issues

Auditors were unable to find any references in policies or administrative guidelines directing program evaluations to address ethical or political issues.

This characteristic was rated as not met.

Characteristic 12: Expects all proposals for the initiation of new program to include needs assessment data, a description of formative and summative evaluations, and data collection procedure

Although PO 2250 INNOVATIVE PROGRAMS mentions the need for assessment, no references to formative or summative evaluations were found.

The auditors heard several comments confirming the lack of a program evaluation system in the district, as evidenced by the following comments from district administrators:

- "There really is no program evaluation. Is what we are doing actually helping kids?"

- "My office does not attend to program evaluation. That's not something that comes out of my office. We only look at accessibility and utilization."

This characteristic was rated as not met.

As indicated earlier, the auditors were not presented with a program or innovation evaluation report other than the *Ohio's Quality Program Standards for Career-Technical Education Programs* mandated by the state. This program evaluation document includes a rubric based on seven components of the state CTE plan. The auditors were not provided with evidence that this process is currently being utilized by the district to evaluate its current CTE or other programs.

The CMSi expectations for program evaluation reports includes 12 characteristics shown in Exhibit 5.1.5. Since the district did not provide the auditors with program evaluation reports, the auditors were unable to provide ratings. The characteristics are provided for information.

Exhibit 5.1.5

Curriculum Management Improvement Model Program Evaluation Characteristics

Characteristics
The program evaluation/report document…
1.   Describes why this program was selected to be evaluated, with reasons that suggest an expected evaluation outcome.
2.   Presents a description of the program goals, objectives, activities, individuals served, context, funding source, staffing patterns, and expected outcomes.
3.   Uses multiple measures of data collection, resulting in both quantitative and qualitative data. The report describes what data were collected from what sources and the collection methodology.
4.   Clearly describes the program evaluation procedures, findings, and recommendations.
5.   Describes specific procedures used in the evaluation process.
6.   Includes designs for program evaluation that are practical, ethical, cost effective, and adequately address relevant political issues.
7.   Is performed in a timely manner so that decisions regarding program effectiveness and their maintenance can be made.
8.   Uses only sampling techniques that are adequate to support the conclusions that are drawn or any generalizations made to different settings or populations.
9.   Is performed by independent evaluators, or by individuals who do not attempt to influence or control the results.
10. Supports findings with triangulated data (clear evidence).
11. Makes recommendations that correlate with reported findings and that are reasonable and feasible.
12. Contains information related only to the program evaluation.
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In summary, the auditors found that the Columbus City Schools does not have a program evaluation process in place to provide important outcome and cost-benefit data for deciding if programs or innovations should be continued or terminated.

Instructional Technology

The use of technology can support increased productivity by reducing the amount of time necessary for staff members to accomplish tasks, and support learning by providing state-of-the-art technologies accessible to students and teachers. Today's learners are very "tech" savvy and are motivated to use technology. Taking advantage of students' interest in technology is an excellent way to promote engagement of students.

Although PO 7540 COMPUTER TECHNOLOGY AND NETWORKS states that the board supports the effective use of technology to enhance the quality of student learning, it does not specifically address instructional technology use in the classroom. The remaining policies related to instructional technology are limited to discussions relative to appropriate use of technology via social networks and the internet.

The leadership of the Columbus City Schools determined during the 2015-16 school year that the district should use the Ohio Department of Education requirement for a technology plan to develop an operational plan, and they engaged Meeks Professional Services to develop the plan originally called the *Columbus City Schools—K-12 Technology Plan*. The planning representatives consisted of personnel from school sites, school technology support staff, district administrators, and district leaders. The final document is titled, *K-12 Technology Roadmap*, and is dated August 18, 2016. The copy submitted to the auditors by district staff was marked "draft," although district staff verified that this was the document being used by the district as its technology plan, which was intended to serve over a three-year time span.

The *K-12 Technology Roadmap* outlined an approach to move the school district towards a one-to-one ratio of computers to students. Exhibit 5.1.6 shows the number of Chromebooks and student desktop computers in a selected sampling of schools provided by the district administrative staff as a representative sample for the school district.

Exhibit 5.1.6

Computer Inventory Compared to Enrollments in Selected Schools
Columbus City Schools
December 2019

School Name	Chromebook Count	Student Desktop Computer Count	Total Number of Computers	Enrollment	1-to-1 Ratio
Avalon ES	151	85	236	443	0.5
Avondale ES	131	104	235	280	0.8
Beechcroft HS	423	260	683	630	**1.1**
Berwick ES	263	174	437	748	0.6
Binns ES	361	73	434	392	**1.1**
Briggs HS	470	318	788	953	0.8
Broadleigh ES	234	67	301	322	0.9
Burroughs ES	187	139	326	455	0.7
Cedarwood ES	156	125	281	405	0.7
Champion MS	299	169	468	416	**1.1**
Columbus North International HS	310	220	530	509	**1.0**
Como ES	183	73	256	359	0.7
Devonshire ES	301	122	423	531	0.8
Dominion MS	650	106	756	630	**1.2**
East HS	337	360	697	530	**1.3**
East Linden ES	344	117	461	285	**1.6**
Fairmoor ES	395	96	491	379	**1.3**
Fairwood ES	471	127	598	307	**1.9**
Gables ES	256	28	284	414	0.7
Georgian Heights ES	209	120	329	521	0.6
Hamilton STEM ES	221	98	319	467	0.7
Hilltonia MS	590	117	707	492	**1.4**

			Exhibit 5.1.6 (continued)		
		Computer Inventory Compared to Enrollments in Selected Schools			
		Columbus City Schools			
		December 2019			
School Name	Chromebook Count	Student Desktop Computer Count	Total Number of Computers	Enrollment	1-to-1 Ratio
Independence HS	359	227	586	750	0.8
Indian Springs ES	221	108	329	424	0.8
Johnson Park MS	456	190	646	401	**1.6**
Liberty ES	191	111	302	523	0.6
Linden STEM ES	444	91	535	408	**1.3**
Livingston ES	609	62	671	421	**1.6**
LMSA HS	440	260	700	637	**1.1**
Maize ES	160	123	283	294	0.9
Marion-Franklin HS	265	286	551	465	**1.2**
Mifflin MS	365	270	635	416	**1.5**
Northland HS	340	169	509	981	0.5
Ohio Avenue ES	151	102	253	312	0.8
Ridgeview MS	511	113	624	528	**1.2**
Southwood ES	625	86	711	317	**2.2**
Sullivant ES	160	102	262	314	0.8
Trevitt ES	260	94	354	212	**1.7**
Valley Forge ES	226	98	324	348	0.9
Walnut Ridge HS	549	256	805	741	**1.1**
Watkins ES	331	44	375	360	1.1
Wedgewood MS	550	198	748	430	**1.7**
West Broad ES	187	150	337	493	0.7
Westgate ES	176	82	258	321	0.8
Windsor STEM ES	330	89	419	432	0.9
Woodcrest ES	185	75	260	353	0.7
Woodward Park MS	799	131	930	862	**1.1**
		Totals	**22,447**	**22,211**	
		Average			**1.01**
* Meets or exceeds 1.1 ratio					
Data Source: Computer inventory figures provided by district administrative staff					

As indicated in Exhibit 5.1.6, 23 of the 49 (47%) campuses meet or exceed a one-to-one ratio of computers per student. The ratios of computers to students range from 0.5 to 2.2, with the overall average being 1.01. Another way to view the accessibility of computers is that the schools with the lowest ratio (0.5) have about two students for every computer compared to the school with the highest ratio (2.2), where there are more than two computers available for every student.

Comments received regarding the unavailability of needed technology include:

- "We're behind on technology—buildings have some Chromebook carts." (District Administrator)

- "Chromebooks are already limited and then they are used during testing and not available during classes." (Teacher)

Data from the sample of campuses provided to the auditors for this comparison of computers available on campuses indicate that the school district has not met the goal stated in the technology plan to achieve a one-to-one ratio of devices to students; however, the district is progressing towards that goal.

Financial records for the district show that the total appropriation for instructional technology for 2019-20 is $2,013,262, including both general fund and Title I funds. As a measure of productivity, the auditors examined how technology was being used in the classrooms visited during the walk-throughs.

Use of Technology in the Classrooms

When the auditors were conducting walk-throughs on the selected campuses, they noted the use of technology in the classroom by students and teachers. Auditors recorded whether the teacher and/or students were actively using technology to demonstrate, read, or perform tasks, or if they were simply displaying information or watching as information was being displayed. Exhibit 5.1.7 shows the data collected from 825 classrooms.

Exhibit 5.1.7

Use of Technology in the Classroom
Columbus City Schools
December 2019
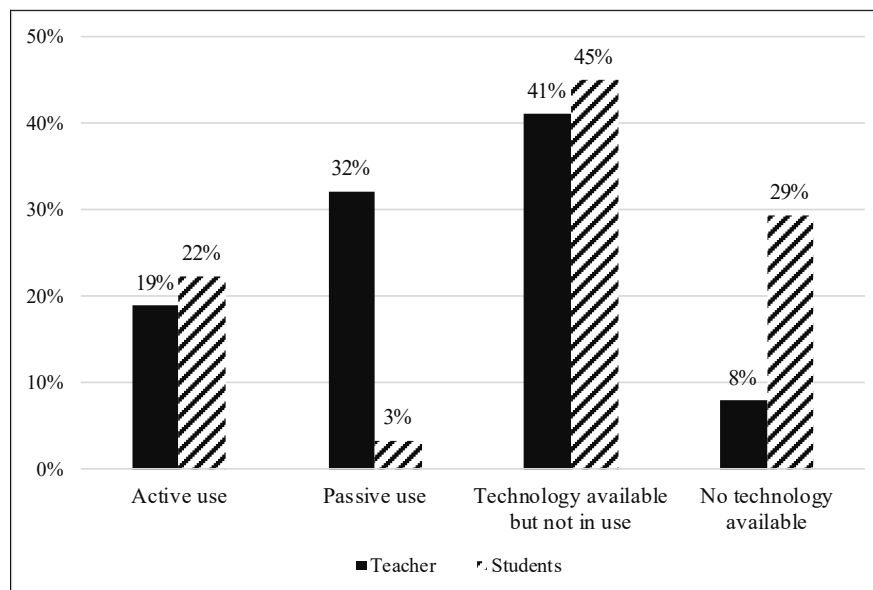
Data Source: Classroom observations

As indicated in Exhibit 5.1.7:

- Only 19% of teachers were *Actively using technology*, and 22% of students were *Actively using technology*.

- Of the teachers observed, 32% were *Passively using technology*, such as displaying lessons on a Smartboard.

- Students were engaged in *Active use of technology* in 22% of the classrooms observed.

- Just 3% of the students using technology in the classrooms were using the technology in a *Passive* way.

- In 29% of the classrooms, *No technology was available* for student use. Auditors were told that most of these classrooms had access to mobile carts of Chrome Books or other computers upon request.

To further examine how technology is being used in the classrooms, auditors evaluated the use of technology against to the four levels of classroom technology integration commonly known as the SAMR model. The SAMR model is a framework that characterizes four different degrees of classroom technology integration. The SAMR model includes four steps—Substitution, Augmentation, Modification, and Redefinition. Substitution and Augmentation are considered "Enhancement" steps, while Modification and Redefinition are termed "Transformation" steps.

Auditors observed technology use by teachers in terms of the Substitution, Augmentation, Modification, and Redefinition (SAMR) model as explained in Exhibit 5.1.8:

Exhibit 5.1.8

SAMR Model of Technology Use

Level	Definition
Substitution	Substitution (direct tool substitute w/out modification-Ex: using a note taking app to draft a document)
Augmentation	Augmentation (task has not changed but slightly enhanced-Ex: Using tools like thesaurus, dictionary or speak mode to augment a classroom task)
Modification	Modification (redesign new parts of the task and transform student learning - Ex: students collaborating on one Google doc & using comments to give feedback)
Redefinition	Redefinition (doing something inconceivable w/out technology-Ex: students connect to classrooms across the world to write a narrative of the same historical event, using chat and comments section to discuss the differences)

The SAMR model can be considered as a spectrum of use. On one end, technology is used as a one-to-one replacement for traditional tools; on the other end, technology enables experiences that were previously impossible without it. Exhibit 5.1.9 shows the observational data collected during the school visits regarding technology use by the teachers according to the definitions from the SAMR model.

Exhibit 5.1.9

Teacher Use of Technology Using the SAMR Model
Columbus City Schools
December 2019
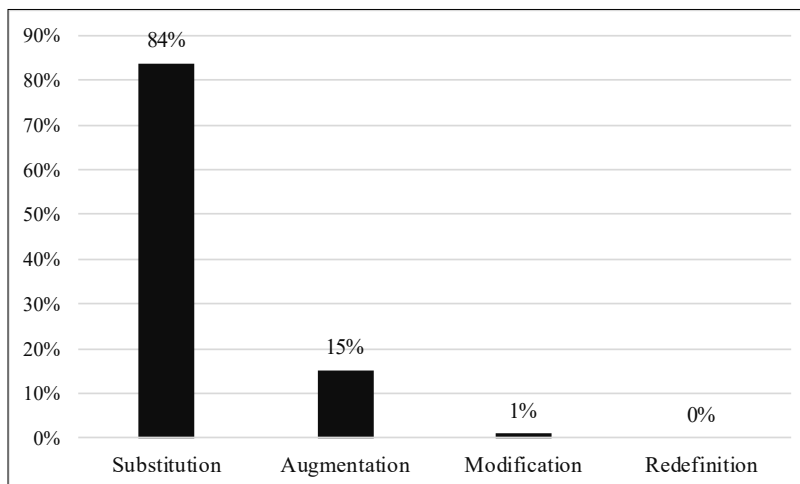
Data Source: Classroom observations

As noted in Exhibit 5.1.9:

• *Substitution* involving direct tool substitute without modification, such as using note taking with an app, was observed in 84% of the classrooms where technology was being used by the teacher.

- No instances of *Redefinition* were observed.

- Few (1%) instances of *Modification*, such as redesigning new parts of the task and transforming student learning, were observed.

- Technology was used as *Augmentation* in 15% of the classrooms where technology was being used by the teacher.

The auditors next examined the current technology plan to assess the extent to which planning documents adequately address instructional technology. To complete this analysis, auditors relied on the CMSi criteria for instructional technology programs. A list of these criteria and the auditors' rating of the current technology plan relative to each of the criteria are shown in Exhibit 5.1.10.

Exhibit 5.1.10

CMSi Criteria for Instructional Technology Programs
Columbus City Schools
December 2019

Criteria	Auditors' Rating	
	Met	Not Met
1. Board policy or administrative regulation for instructional technology exists.	Partial*	
2. There is a clear statement of program philosophy/vision.	X	
3. A comprehensive view of technology exists.	Partial*	
4. A needs assessment has been completed and evaluated	Partial*	
5. Measurable student goals and objectives exist.		X
6. An ongoing student assessment component exists.		X
7. An ongoing program assessment component exists.		X
8. There are comprehensive staff trainings related to existing standards and objectives.	Partial*	
9. Standards for hardware exist.	Partial*	
10. Standards and guidelines for software/applications exist.		X
11. Internet access standards exist.	X	
12. The role of the school library/media center is stated.		X
13. A budget for program implementation/roll-out has been identified.		X
14. A budget for program maintenance has been identified.		X
15. Technology site plans are aligned with district plans.	Partial*	
Total	**2**	**13**
Percentage Met	**13%**	

*Partial ratings are tallied as not met.

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The data in Exhibit 5.1.10 show that the district's current technology plan met 13% of the criteria, less than the 70% requirement for adequacy. A brief explanation regarding what the auditors found for each of the criteria follows.

Criterion 1: Board policy or administrative regulation for instructional technology exists

Although the district has multiple policies and administrative guidelines associated with technology, only one policy and one administrative regulation were partially related to instructional technologies. PO 7540 COMPUTER TECHNOLOGIES AND NETWORKS states that the superintendent shall develop and implement a written *District Technology Plan (DTP)*. Procedures for the proper acquisition of technology shall be set forth in the *DTP*. While this policy does require procedures for the acquisition of technology which is necessary to provide the resources for instructional technology use, it does not specifically speak to how that technology

would be used. AG 7540 COMPUTER TECHNOLOGIES AND NETWORKS states that the Director of Technology is responsible for implementing the guidelines established for program development, the selection of materials and equipment, and verifying that the district's purchasing guidelines are followed. Because the existing technology plan does include guidelines that include specific references to the selection of equipment for the instructional technology, this criterion was partially met.

Criterion 2: There is a clear statement of program philosophy/vision

The technology plan contains the district's mission statement, and it provides a vision for technology that includes instructional technology uses.

This criterion was rated as met.

Criterion 3: A comprehensive view of technology exists

The technology plan expresses a view of technology that includes the following seven areas: what/how students learn, professional development, policies and processes, technical support, facilities, infrastructure, and systems and components. The plan does not list specific types of computers such as Chromebooks, but it does reference providing the technologies necessary to address student needs in broad terms. However, the plan does not address specific skills that students will need to master, nor does it adequately describe the expectations for the use of various instructional technologies in the classroom.

This criterion was rated as partially met.

Criterion 4: A needs assessment has been completed and evaluated

The plan includes some needs assessment data received from stakeholders and the outside plan facilitators; however, it does not contain any specific student needs assessment data about instructional technology skills.

This criterion was rated as partially met.

Criterion 5: Measurable student goals and objectives exist

No measurable student goals or objectives were included in the plan.

This criterion was rated as not met.

Criterion 6: An ongoing student assessment component exists

No student assessment components were included in the plan.

This criterion was rated as not met.

Criterion 7: An ongoing program assessment component exists

No program assessment component was included in the plan.

This criterion was rated as not met.

Criterion 8: There are comprehensive staff trainings related to existing standards and objectives

Although the plan calls for professional development to prepare teachers to teach "21st Century Skills," it does not provide specifics as to what those skills are nor when and how the teachers will receive this professional development. Auditors received comments from staff members that adequate professional development in instructional technology is not occurring consistently:

- "I think there is a definite lack of training because the teachers don't know how to use technology. The technology comes quickly, but there's not enough training to keep up." (Instructional Support)

This criterion was rated as partially met.

Criterion 9: Standards for hardware exist

The plan contained general references to standards for hardware, but no specific guidelines relative to selection criteria for instructional technology were included other than a specified dollar amount per student that would be budgeted.

This criterion was rated as partially met.

Criterion 10: Standards and guidelines for software/applications exist

The plan contained general references to guidelines for software; however, no specific guidelines were included relative to instructional technology use in the classroom.

This criterion was rated as not met.

Criterion 11: Internet access standards exist

The plan included basic guidelines regarding appropriate use of the Internet. Acceptable use guidelines are described for both students and staff.

This criterion was rated as met.

Criterion 12: The role of the school library/media center is stated

The plan did not address the role of the school library.

This criterion was rated as not met.

Criterion 13: A budget for program implementation/roll-out has been identified

Although the plan includes a proposed budgeted amount for some of its components, a proposed or projected budget for instructional technology in the classroom other than a per-student allocation was not addressed.

This criterion was rated as partially met.

Criterion 14: A budget for program maintenance has been identified

No budget for program maintenance was included in the plan.

This criterion was rated as not met.

Criterion 15: Technology site plans are aligned with district plans

Although the plan referenced the district improvement plan, no clear alignment with the district plan relative to instructional technology use was included.

This criterion was rated as partially met.

In summary, the auditors found that the technology plan is inadequate to provide expectations for and guide the use of instructional technology in the classroom for improved productivity in teaching and learning.

Summary

The Columbus City Schools does not have systems and processes in place that promote increased productivity of human capital. Linkage between and among performance review/evaluation, professional development, and improved performance is weak. The school district's process for evaluating teachers does not accurately reflect supervisors' observed behaviors due to the influence that the current procedure for establishing the student learning objective and the level of mastery for that objective can have on the overall performance rating. Professional development efforts have been left to each campus to design and implement without evaluation or coordination at the district level. As a result, the quality of professional development is inconsistent and loosely linked to district priorities and individual needs. Auditors found little reference to needed improvement efforts or professional development in evaluations and improvement plans.

A program/innovation evaluation process has not been institutionalized at the district or campus level; therefore, cost-benefit analyses to inform budgetary decisions regarding continuing funding of a program is unavailable.

The district's technology plan does not provide adequate direction and support the use of instructional technology in the classroom for increased productivity. Although the district has been increasing the ratio of computers to students, the numbers of teachers and students using technology to actively engage at levels beyond the substitution level are minimal and indicate a negative cost-benefit, considering the financial investment.

Finding 5.2: The district's budget development and financial decision-making process is not adequately directed by clientele needs, curricular goals, strategic priorities, or assessment data. Budget processes need greater use of feedback on student achievement of curriculum goals and objectives in the development of budget documents to facilitate determinations of cost-effectiveness and equity in program activities and services.

The budget is the major financial planning document for expressing in dollars the goals and priorities of the district and for keeping the organization focused on productivity. As such, it needs to reflect a direct connection between the resources provided and the significance of the goals toward which those resources are directed. System-wide productivity is enhanced by budgetary decisions that assure adequate resources to specific program activities and needs that are congruent with district goals and priorities and that can demonstrate success in meeting them. Without this systematic linkage, officials can easily allow themselves to spread district fiscal resources unevenly or unreasonably, drift from the system's mission and focus, and consequently serve the students and community ineffectively, inequitably, or inconsistently.

To determine the financial status and budgeting process in the Columbus City Schools, the auditors reviewed the Columbus City Schools board policies and other documents, interviewed district personnel, and reviewed responses on online surveys conducted before the on-site visit. Documents reviewed are listed in Exhibit 5.2.1.

<div align="center">

Exhibit 5.2.1

Documents Reviewed by the Auditors
Columbus City Schools
December 2019

</div>

Policy Code	Content/Title
PO 0122	Board Powers
PO 1130	Conflict of Interest
PO 1230	Responsibilities of the Superintendent
PO 6210	Fiscal Planning
PO 6220	Tax Budget Preparation
PO 6230	Tax Budget Hearing
PO 6231	Appropriations and Five-Year Estimation
PO 6400	Community Inclusion
PO 6800	System of Accounting
PO 9141	Business Advisory Council
Document	**Content/Title**
FY2015	Columbus City School District Single Audit
FY2016	Columbus City School District Single Audit
FY2017	Columbus City School District Single Audit
FY2018	Columbus City School District Single Audit
2019 TSR	Teacher Survey Results
2019 ASR	Administrator Survey Results
Board of Education	Meeting Agendas and Supporting Information
Budgeting Notes 2018	Development of General Fund Non-Salary School Budgets
Ohio Dept. of Education	Overview of School Funding in Ohio

Overall, the auditors found that the Columbus City Schools has not institutionalized a linkage between funding and program cost effectiveness or board-adopted priorities. Budget managers can ask for additional appropriations and apportion existing fiscal resource allocations indiscriminately without connections to the system's mission and focus. Therefore, the equitable and consistent distribution of funding for all students is at risk. Current budget development and decision-making processes and activities of the Columbus City Schools are not yet fully equipped in assuring system-wide cohesion, productivity, financial prudence, and cost-effective results of the budgeting process.

As indicated in <u>Finding 1.1</u>, the district's board policies on budgeting include little direction for establishing a budgeting process based on cost-effectiveness and allocations based on need. PO 6210 FISCAL PLANNING provides five goals for the Board's financial responsibilities, with the third goal being "to use the best available techniques for budget development and management." In PO 2114 MEETING STATE PERFORMANCE INDICATORS, the Superintendent is directed to estimate the resources needed to implement an annual plan that will facilitate all campuses meeting or exceeding "the performance levels established by the State Board of Education for each of the performance indicators;" however, no further details are provided.

Budgeting Process

The Columbus City Schools has changed its approach to budgeting in recent years. Affiliating with the Government Finance Officers' Association, the systems approach was found by the auditors to work with experts to align its resources with student achievement and success. The auditors were unable to identify clear linkages with instructional objectives and measurable outcomes. The auditors found that the budgeting process at the Columbus City Schools has been redefined to incorporate the following characteristics:

1. General Fund, non-personnel, department budgets are developed using a hybrid zero-based budgeting model for a five-year timeframe. All departments must allocate and justify every dollar they request.

2. Budgets are developed by identifying the programs/services proposed by line item.

3. Requests are quantified by amount of funding requested.

4. Each line item is aligned to one or more of the District's approved goals.

5. Budget requests are then presented and vetted through various forums:

   a. Senior Leadership team members,

   b. Finance & Appropriations (Board) Committee, and

   c. Board of Education.

6. The Board of Education approves the Annual Appropriations Resolution for the yearly budget.

7. The five-year budget is incorporated in the District's Five-Year Forecast.

As such, the auditors determined the document to be the rubric for what the Columbus School District intends to follow in its budgeting processes.

In the notes on development of budget documents, the auditors learned that the system incorporated some parts of the auditing criteria for performance-based budgeting,[1] but not all the criteria were addressed. For example, in the district's budgeting process, requests are developed by program or service including line items, quantified by the amount requested, linked to a district goal, and then vetted in a closely held setting by administrative and board personnel prior to approval by the board. The budget process is then augmented by a section that prescribes some budget amounts by enrollment as shown in the following paragraph:

> "The schools are funded for the following areas, Regular Education, Handicap Education, Library and Administration. The per-student amount for Regular Education is $41.60 for high schools and middle schools and $39.78 for elementary schools. Library is funded at $1.00 per student. Administration is funded at $14.02 per student. Handicap Education is also funded at $204.89 for Colerain Elementary which serves the orthopedically handicapped population and $245.12 for Huy Elementary for an estimate of the hearing-impaired population. Columbus Global Academy is funded at $94.28 per student, Beatty Park elementary and Columbus Scioto are funded at $157.13 per student."

Appropriations are made for each school on an enrollment basis. Moreover, the per-student appropriation is weighted with an enrollment number multiplied by one, and then added to a factor as shown in Exhibit 5.2.2.

Exhibit 5.2.2

FY2018 Development of General Fund Non-Salary Department Budgets
Columbus City Schools
December 2019

Grade Span	ADM	Weight	Regular	Library	Admin
Elementary	Building Enrollment	Econ Disadv %	$39.78	$1.00	$14.02
Middle	Building Enrollment	Econ Disadv %	$41.60	$1.00	$14.02
High	Building Enrollment	Econ Disadv %	$41.60	$1.00	$14.02
Data Sources: District Reports					

The auditors evaluated the proposed system using the CMSi protocol and criteria, which is delineated in the section later in this finding titled, What the Auditors Found: Budgeting Practices.

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[1] Refer to: *School Budgeting for Hard Times: Confronting Cutbacks and Critics.* Pp. 9-10. (2011) Corwin Press.

Revenues and Expenditures

The Columbus City Schools is a very large corporate enterprise, with nearly $1 Billion in annual financial operations. However, in three out of four recent years, the Columbus School System has spent more than it has received in revenues, as revealed in Exhibit 5.2.3.

Exhibit 5.2.3

Revenues and Expenditures - General Fund
Columbus City Schools
2015-2018
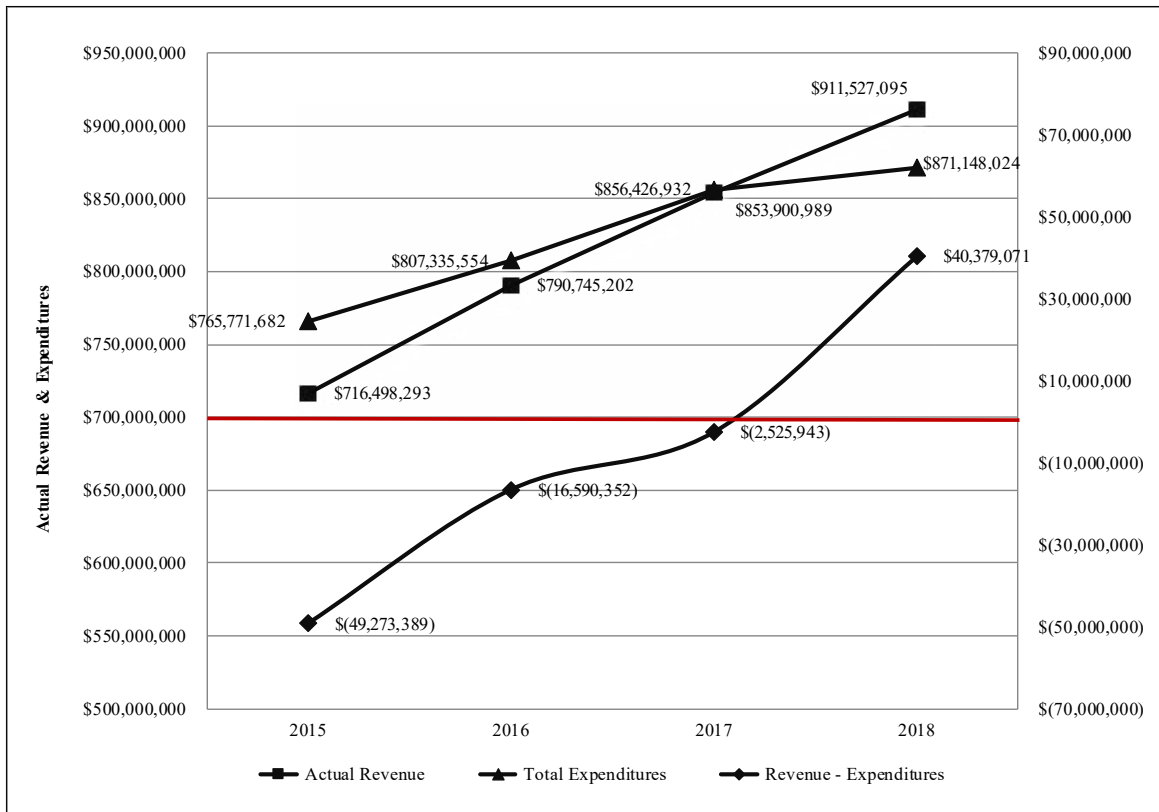
Data Sources: District reports

As indicated in Exhibit 5.2.3, the district's financial deficit was over $49 million in 2015, over $16 million in 2016, and over $2.5 million in 2017. However, in 2018, the system had an unspent balance of over $40 million. Steps had been taken by leadership to maintain expenditures within available revenues. Expenditures have increased for the school system annually, and the downturn in the annual discrepancy between revenues and expenditures indicates prudent attention to the limits for spending on the part of district leadership**.**

Given the disproportionate expenditures with revenues, the distribution of the available resources has followed a pattern of insufficient support of the system's solvency. Solvency is a ratio between revenues and expenditures with revenues divided by expenditures. A healthy solvency ratio is generally considered about 1.4, indicating that funds available have not been exceeded. The ratios for recent years are shown in Exhibit 5.2.4.

Exhibit 5.2.4

Deficit Spending and Solvency Ratios - General Fund
Columbus City Schools
2015-2018

Year	Revenue / Expenditures		Solvency Ratio
2015	**$ (49,273,389)**		**0.9357**
2016	**$ (16,590,352)**		**0.9795**
2017	**$ (2,525,943)**		**0.9971**
2018	$ 40,379,071		1.0464
Data Source: District reports			

As indicated in Exhibit 5.2.4, the solvency ratio for the Columbus City Schools was below 1.0 in three of the most recent four years for which data are available. It is important to note the trend in deficit spending over the four-year period, with the extent of overspending revenues diminishing from year to year until the fourth year, when overspending was surmounted. The more recent trend is a positive indicator of fiscal prudence in school system activities.

Fund Balance History

A district's general fund balance is the amount left in the school district's accounts, less any accounts payable, at the end of the fiscal year. The Columbus City Schools fund balance history is provided in Exhibit 5.2.5:

Exhibit 5.2.5

Fund Balances - General Fund
Columbus City Schools
2013-2018
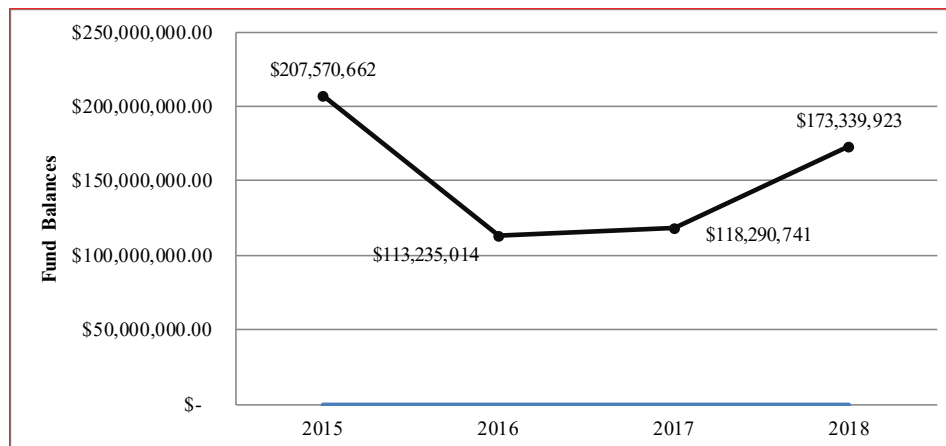
Data Source: District reports

As indicated in Exhibit 5.2.5, the district's general fund balance ranged from a low of approximately $113M to a high of over $207M from 2013-2017.

Expenditure Patterns

Expenditure patterns characterize major priorities in the use of funds available, and the following exhibits illustrate that instruction was the largest area of expenditure funding over the period studied, as indicated in Exhibit 5.2.6:

Exhibit 5.2.6

Expenditure Distributions
Columbus City Schools
2015-2018

	Instruction	Special Education	Administrative	Other
2015	53%	11%	6%	30%
2016	63%	11%	6%	20%
2017	51%	11%	6%	32%
2018	51%	12%	6%	32%
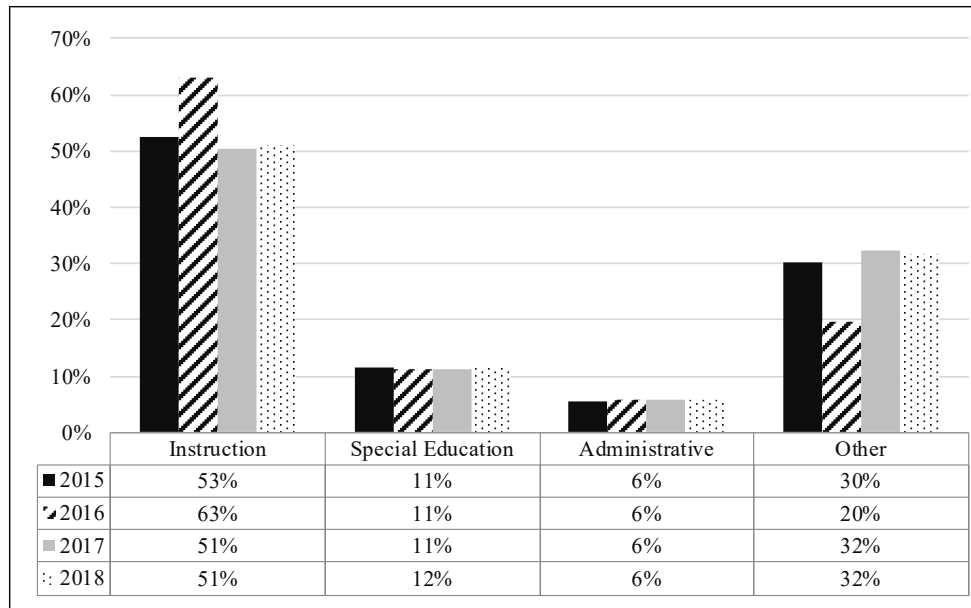
Data Source: District reports

As indicated in Exhibit 5.2.6, instructional expenditures have ranged from a low of 51% of overall budget in 2017 and 2018 to a high of 63% in 2016.

Other Budget Distribution Patterns

The auditors examined a sample of schools to determine patterns reflective of appropriation bias on ethnicity characteristics. In examining the Columbus City Schools high schools, no major disproportionality in apportionments was evident, but there were differences in the density of non-White students across schools. Despite the differences in ethnic composition, differences in fund appropriations were not evident, as shown in Exhibit 5.2.7.

Exhibit 5.2.7

High School Appropriation Distribution per Student and Ethnicity
Columbus City Schools
December 2019
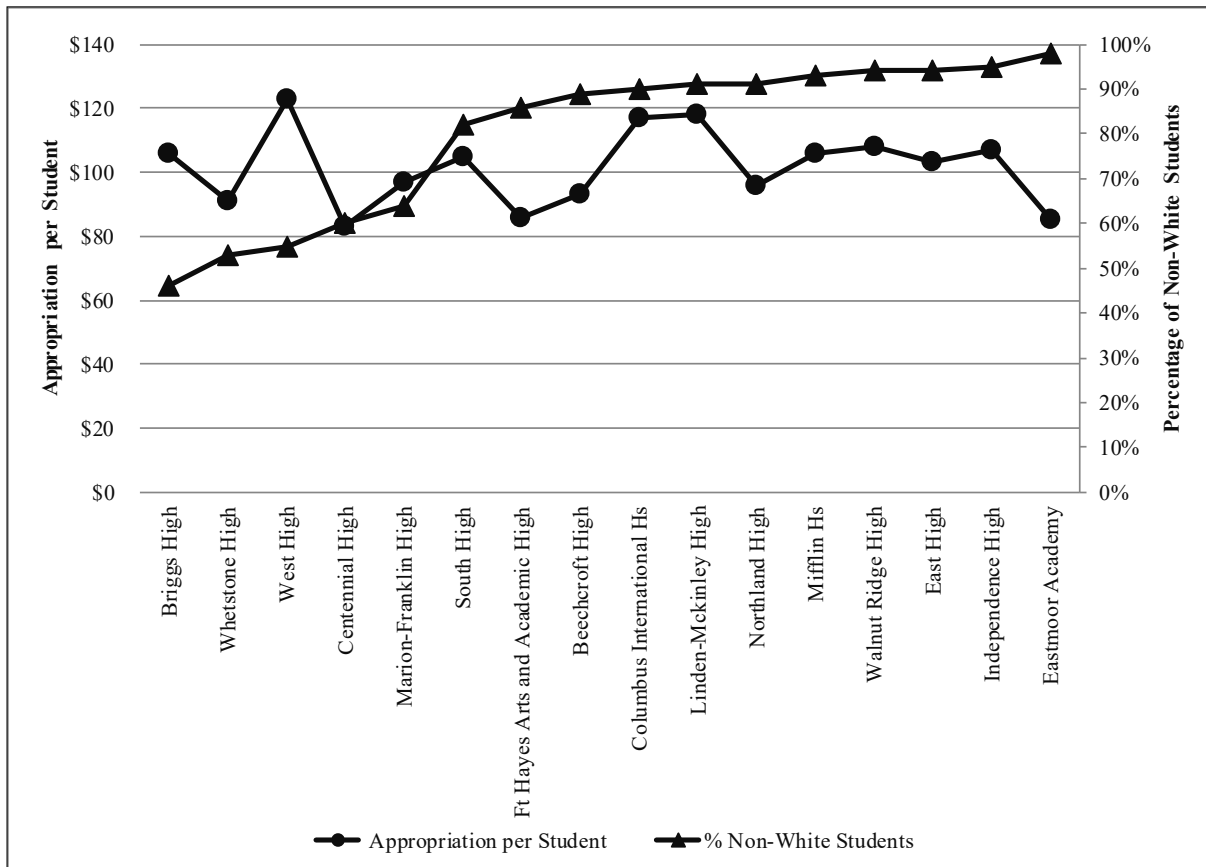
Data Source: District reports

The auditors found that there is a modest inverse relationship of magnitude between schools of differing ethnic composition in that a few schools with lower percentages of non-White students receive slightly larger appropriations per student. However, the difference is not palpable. Appropriations were not found to be dedicated in any perceptible and quantifiable manner toward specific objectives originating from feedback on student achievement.

Budgeting Practices: Board Responsibilities

The general role of a school board in the budget process should be to adopt policies that guide the district operations and budget activities at the program level. Boards have the responsibility to provide adequate oversight to assure that priorities and goals are clearly identified, based on data, and communicated system-wide prior to budget planning. A board must then assure the public that financial resources are placed to support the mission and declared priorities, educational goals, and identified needs. The auditors found that the Columbus City Schools board was not adequately able to exercise these functions according to their mission and oversight responsibilities due to factors delineated below.

In effect, the governing body needs to be able to determine the cost of various programs and services provided, and to measure the value, results, and effects of school system activities in order to derive a cost-benefit relationship between allocations and consequences.

The Columbus City Schools Goals Related to Budgeting:

Auditors found that the Columbus City Schools has established goals for students as indicated below.

1. "Each student reaches the student's full potential; to continue education, serve in the military, go to college, start a business, and enter the workforce as a life-long learner.

2. The District creates safe, student-centered, innovative learning environments and recruits, develops, and retains world-class talent.

3. The District is accountable to our communities and customers; confidence in the District is maintained through strategic, responsible and transparent leadership."

Budgeting Practices

The auditors found that the expenditure budget documents present little information for program activities and little information was found with interpretive guidance for the lay public and school personnel in understanding the budget. The budget says much about quantities of money and where it is to go, but it says very little about what the money is intended to do or to accomplish.

In examining the budgeting and financial documents cited earlier, the auditors found that configuration of the budget process inhibits the Board and superintendent from fulfilling their required duties and responsibilities, largely due to the lack of cost-benefit information about program activities and the lack of connectivity with program and services performance and assessment information. Decision making in budgeting is seriously missing key information for valid, creative, and profound accountability and oversight.

The auditors found that programs' mission, goals, and operations were not separately delineated in the district budget documents, which effectuates the following consequences:

- The board of education may not be equipped or best suited to do the following:

  ○ Identify the relationships between priorities, current spending, and outcomes for individual program activities and interventions.

  ○ Clarify both relative spending on discrete services and the organizational practices that influence how resources are deployed.

  ○ Establish the current cost of individual program activities as a necessary precursor to identifying whether if there are better ways to provide some services.

  ○ Prioritize specific program funding proposals to determine value to the system in terms of integral aims and purposes congruent with system needs.

- The Columbus City Schools budget is not organized with spending-on-activities approaches to cost analysis, which informs strategic resource decision making by zeroing in on what is provided compared to what is needed. This approach needs to break out per-student expenditures and performance results by the discrete programs and services that students receive. This programmatic-costing method is most appropriately categorized as a management tool, to be used on a periodic basis, rather than a new accounting system requiring continuous and extensive record keeping.

- "Zero-based budgeting" was not found to enable the board, leadership, and community to determine per-student expenditures for various courses of study, with connections between costs, benefits, results, and program performance. The enrollment–driven feature inhibits local determinations of how much "bang is obtained from the buck" which is not feasible without sorting out programmatic components with goals, objectives, assessment of outcomes and performance, and incumbent costs. In effect, goals and allocations need to be driven by cost-effectiveness processes.

- In the budgeting process, the district uses a closely held process with financial data for determining allocations for departments or schools. The current system fails to account for factors that contribute to differential costs for different schools, e.g., diverse student clientele, various programs, subject areas and course levels. Moreover, it is silent on what and how tangible performance outcomes impact allocations, depriving district and school leaders of information to manage resources efficiently and cost-effectively.

In effect, school leaders are not currently able to look at effectiveness results, what expenditures are for high-priority services, or the acceptability or unsuitability of program results and outcomes. Then the question is, "what changes are needed to improve outcomes?" Without the cost-of-services, results-driven, programmatic approaches, it is difficult to uncover relatively high spending in areas of low priority or performance. Allocations are not sorted by cost increments, which obviates making changes in program design and delivery that may reduce costs in one place in order to free up funds for redirection to a high-priority area.

A centrally planned, revenue-based process which determines revenues to all schools and district departments was determined to be present by auditors. School allocations varied, which potentially might cause disparities in programs and services across schools (see Exhibit 5.2.4). The auditors found the budgeting process and documents were inadequate to connect effectiveness of results to expenditures for various activities.

The audit team assessed the procedures and documents used in the Columbus City Schools budget development and management processes against the six audit components of a curriculum-driven or performance-based budget. Exhibit 5.2.8 lists the components expected in the budget development process and the auditors' ratings of the presence or absence of these in the district's budgeting approach. Adequacy is ≥70%.

Exhibit 5.2.8

Components of a Performance-Based Budget and Adequacy of Use
In the Budget Development Process and the Auditors' Ratings
Columbus City Schools
December 2019

Performance-Based Budget Criteria	Auditors' Rating	
	Met	Not Met
1. Tangible, demonstrable connections are evident between assessment of operational curriculum effectiveness and allocations of resources.		X
2. Rank ordering of program components is provided to permit flexibility in budget expansion, reduction, or stabilization based on changing needs or priorities.		X
3. Each budget request or submittal shall be described to permit evaluation of consequences of funding or non-funding in terms of performance or results.		X
4. Cost-benefits of components in curriculum programming are delineated in budget decision making.		X
5. Budget requests compete for funding based upon evaluation of criticality of need and relationship to achievement of curriculum effectiveness.	Partial*	
6. Priorities in the budget are set by participation of key educational staff in the decision-making process. Teacher and principal suggestions and ideas for budget priorities are incorporated into the decision-making process as allocations are crafted.		X
Total	0	6
Percent Adequate	0%	

*Partial ratings are tallied as not met.

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As noted in Exhibit 5.2.7, auditors found only one of the five relevant criteria to be partially present in the approach to budgeting, resulting in 0% adequacy. Further comments are provided on each criterion below.

Criterion 1: Connections

In this criterion, plans and previous performance results must be figured into decisions about budget requests and allocations, and conscious connections with budget planning and assessment must be consistently or systematically occurring. Budget instructions or request forms need to require information that demonstrates this linkage. In the Columbus City Schools, budget line items are delineated as cost items (using budget function coding) without connections to what the allocations provide in the system. In effect, budget requests and final allocations need important information that defines the program or service, identifies objectives to be addressed, describes activities to achieve objectives, delineates components with proposed costs at a number of levels, and clearly states what results will be measured and how performance or value of the program or service will be evaluated.

In effect, these are simple items that need to show what <u>results</u> the money purchases, produces, and delivers, not simply what the <u>cost</u> is of programs, services, or operations. This type of budgeting is commonly referred to as Level 1 – Line item budgeting. Cost-benefit determinations are not feasible with these budgeting procedures.

This criterion was rated as not met.

Criterion 2: Rank Ordering

Rank ordering of programmatic requests needs to be evident across program components, options and operations as well as other key programs provided by the system. No forms for developing differential funding levels for individual programs, rank ordering, or incremental presentation of requests at the system level were presented to auditors. Incremental budget requests reveal how program or service outcomes might be affected if funded at less or more than the current or previous year allocation.

This criterion was rated as not met.

Criterion 3: Descriptions for Evaluation of Funding Consequences

Descriptions of funding/non-funding consequences must be submitted to decision makers (board, administration, staff, etc.) with brief informational memoranda provided upon request. No standardized forms or procedures were presented as customary elements of the budgeting process for specific programs.

This criterion was rated as not met.

Criterion 4: Cost-benefits Analysis

Cost-to-benefit information must be presented with proposals for new programs or intervention efforts and cost/benefit analysis is also a systematic ingredient of budget requests for continuation programmatic items or proposals for deletion of budget components. Cost-benefit information was not cited in budgeting processes.

This criterion was rated as not met.

Criterion 5: Competition on Basis of Needs and Effectiveness

Any competition among proposals that is based on needs analysis or effectiveness of the services represented in the proposal occurs informally either within the staff from which the proposal is presented or within the decision-making discussions at the superintendent's level. Such considerations were not found to be formalized in an outlined procedure and forms to present competing proposals were not available.

This criterion was rated as partially met.

Criterion 6: Decision-making Process Participation

The budget process was found to limit participation of key district staff and stakeholders, thereby limiting important information and evaluations of budget proposals. Participative decision making is the extent to which the system allows or encourages stakeholders to share or participate in financial decision making for evaluating and recommending budget allocations. Nominal group techniques are employed to achieve consensus recommendations. Participatory decision making is typically (but not always) expected at the leadership level (school, department, or program), but also at the budget management and creation level. Key stakeholders,

including principals, teachers, parents, and community representatives participate in evaluating information about the planned budget, developing allocation frameworks with measurable objectives, and formulating collaborative recommendations to the superintendent for subsequent recommendations to the board. Principals, teachers, parents, and community representatives were not found to be participants in setting priorities at the allocation level, which delimits their suggestions and expertise in setting those priorities.

This criterion was rated as not met.

Without clear cut, measurable budgeting goals, it is impracticable to expect that progress for improvement will succeed. School system aspirations and allocations need to be monitored and progress measured with valid and appropriate assessment in order to be properly evaluated, followed by interventions and changes to overcome deficits and shortcomings of programs and services. Auditors found the following comments in a survey of school administrators regarding stakeholder participation in the budgeting process:

- "I am unaware of the budget and (I have) no input given in terms of need, etc."

- "The district decides what money/budget is given to each school."

- "The building has very little control over the financial and HR resources that are distributed by the district."

- "We have a pretty strict budgeting process, by buildings and department."

- "Principals just meet (individually) and tell (the Budgeting Office) what they need."

Seventy-five percent of the respondents to the school administrator survey agreed that the district budget is mostly developed or determined by personnel at the central office.

From interviews and survey comments, it was clear to the auditors that participation in the budgeting process is not well incorporated, nor did respondents express support for the "top-down" closely held nature of the budgeting process. Specific connections between goals and assessment feedback measures were not found to be discernible in budget formulations.

Summary

The auditors found that budgeting in the Columbus City Schools does not have the benefit of formal assessment to verify program efficacy or results, and a systematic linkage between funding and board-adopted priorities does not exist. Consequently, decision makers can easily apportion fiscal resource allocations indiscriminately without connections to the system's mission and focus. Without cost-effectiveness data on allocations for programs and service in terms of results and/or performance, the system could end up serving the students and community ineffectively, inequitably, or inconsistently. Current budget development and decision-making processes and activities of the Columbus City Schools are not yet fully equipped in assuring system-wide cohesion, productivity, financial prudence, and cost-effective results of the budgeting process.

Finding 5.3: Elements of facility planning are evident in multiple district documents. However, collectively, they do not support adequate long-range planning to provide quality learning environments for the teaching-learning process. The quality of current instructional facilities is inconsistent across the district.

Parents and guardians send their children to school every day trusting they will be safe, comfortable in both hot and cold weather, and have a clean and well-maintained learning environment. Teachers and students are demoralized when their learning environments are not consistent with other, more well-equipped schools in the district. The design of the school facility, adequacy of space, and flexibility of use should support and enhance the instructional program. Long-range facility planning should be based on the careful analysis of all factors that impact the learning environment, such as enrollment trends, curriculum needs, demographic changes, instructional practices, special education requirements, and the support needed to maintain the system. Long-range planning ensures a school district is prepared financially for the task of maintaining a level of quality in existing and future facilities. Planning should be commensurate with community expectations and the needs of the students and adults in the building.

The auditors visited 61 of the Columbus City Schools 109 school sites to gather data on the learning environment and any special problems that may exist in the facilities. District administrators, school administrators, teachers, and board members were interviewed, and the auditors reviewed policies and planning documents presented to them. Particular attention was paid to overall maintenance, physical atmosphere, accessibility, safety, and the use of buildings.

Overall, the auditors found components of a comprehensive master facilities plan in several documents. However, important elements of planning are missing, and the overall facility planning effort is inadequate to support quality learning environments for all students. Auditors found some schools in disrepair with inadequate heating and cooling systems, missing or dirty ceiling tiles, and overcrowded classrooms. Other schools were well-maintained with adequate space and heating and cooling systems.

The auditors found the following board policies and administrative guidelines that address facilities planning, maintenance, and school safety.

- PO 7100 FACILITIES PLANNING provides for a *Facilities Master Plan* that ensures learning environments are student-centered, efficient, stable, and meet the physical requirements of the programs developed to meet the needs of students, including suitable accommodations for students with disabilities according to law and regulation. The policy further states that planning should be grounded in accurate data, so construction efforts support community needs, and should be periodically reviewed and revised every three years.

- PO 7105 CLOSING OF SCHOOL BUILDINGS directs a task force to recommend which schools should be closed based on factors including, but not limited to, efficacy of a program at a school, capacity or space for the efficient, effective, and educationally sound organization of the enrollment, safety and access, accessibility for the handicapped, and age and condition of the facility.

- PO 7410 MAINTENANCE directs the superintendent to develop, for implementation by the custodial and maintenance staff, a maintenance program that includes repair and conditioning of buildings, a long-range program of building modernization, and repair or replacement of equipment or facilities for energy conservation, safety, or other environmental factors.

- PO 7420 HYGENIC MANAGEMENT provides for the safety of students, employees, and other persons using school facilities from any known safety hazards in a school building or on school grounds. Specifically addressed in the policy is the requirement of an integrated pest management plan.

- AG 7420 HYGENIC MANAGEMENT directs the building administrator to cooperate with the Board of Health to include regularly-scheduled inspections of school buildings, facilities, and associated grounds to identify/correct potentially hazardous conditions. The inspection will include a review of documentation of the school's health and safety procedures, documentation of abatement plans, and the report of implementation efforts.

- PO 7430 RISK REDUCTION PROCEDURES directs the superintendent to designate an employee to conduct periodic audits of health and safety conditions within the facilities of the district and to take appropriate action on any violations to the superintendent. The policy states that district employees and students have a right to an environment free of recognized hazards.

- AG 7430 RISK REDUCTION PROCEDURES provides for specific outcomes for the Human Resources Office, the Office of Buildings and Grounds, and the building administrator for risk reduction on campuses.

- PO 7440 FACILITY SECURITY authorizes the superintendent to approve installation of video surveillance/electronic monitoring equipment on school property in order to protect the health, welfare and safety of students, staff, visitors, and board property, as well as other security devices that would assist in the detection of guns and dangerous weapons.

- PO 7440.01 VIDEO SURVEILLANCE AND ELECTRONIC MONITORING clarifies the approved use of video obtained and requires the district to post signs informing students and employees that the area is being monitored by video surveillance.

- AG 7440 FACILITY SECURITY provides guidance to school administrators, teachers, and support staff on proper security matters at the school level including, but not limited to, guidelines on distribution of keys, door-locking procedures, and the requirement of personnel to wear badges at all times.

School Facilities

Exhibit 5.3.1 displays a description of all school buildings in the Columbus City Schools with the date of original construction, dates of renovations, current enrollments provided by the district for FY2020, and number of portables. The district-projected enrollment and utilization data was provided by the district personnel who arrived at that data by applying a formula over a four-year time span. If the school has not been renovated since construction, that cell is marked as n/a, or not available.

Exhibit 5.3.1

Description of School Facilities
Columbus City Schools
December 2019

Name	Date Built	Upgrade Date	Enrollment Current	Dist. Proj. Enrol 2014-17	Capacity	Utilized	Portables
Special Campuses							
*Beaty Park	unknown	n/a	89	87	120	72%	0
*Colerain	1957	1974	200	216	212	102%	0
*Columbus Gifted Academy	1898	1977	480	364	761	48%	0
*Columbus Global Academy	1963	1976	512	585	956	61%	0
*Columbus Scioto 6-12	2013	n/a	116	131	348	38%	0
Huy/AG Bell ES	2009	n/a	465	464	581	83%	0
Linden Park NECEC	1975	n/a	77	n/a	n/a	n/a	
High Schools							
*Beechcroft	1974	1977	566	611	741	83%	0
*Briggs	1974	n/a	922	906	921	98%	0
*Centennial	1975	n/a	686	767	614	125%	0
*Columbus Africentric Early College	2017	n/a	845	783	921	80%	0
Columbus Alternative	1926	n/a	797	775	903	86%	0
*Columbus Downtown	2009	n/a	431	552	813	68%	0
*Columbus North Intl	1922	1975	472	558	1012	55%	0
East	1920	1975/2009	423	487	957	51%	0
Eastmore Academy	1954	1966/1975	690	718	831	86%	0
*Fort Hayes Arts & Academics	1864-1894	2008	693	699	939	74%	0
*Fort Hayes Career Center	1976	2009	100	84			0
*Independence	1976	1978	790	627	831	75%	0
*Linden McKinley STEM	1927	1950/55/60/2012	643	672	885	76%	0
Marion Franklin	1951	1968/73/79	424	548	1030	53%	0
Mifflin	1976	n/a	722	782	813	96%	0
Northland	1966	1974	903	948	1156	82%	0
*South	1922	1975/2009	955	912	1012	90%	0
*Walnut Ridge	1960	1973/81	644	722	975	74%	0
*West	1927	1956/76	847	804	1138	71%	0
*Whetstone	1960	1966/75	914	904	957	94%	0

Name	Date Built	Upgrade Date	Enrollment Current	Dist. Proj. Enrol 2014-17	Capacity	Utilized	Portables
Middle Schools							
*Arts Impact	2007	n/a	531	526	611	86%	0
*Berwick k-8	2008	n/a	701	734	629	117%	0
Buckeye	1962	1967	458	425	503	84%	0
*Champion	2008	n/a	402	374	557	67%	0
Cols City Prep for Boys	1962	1966/78	137	178	430	41%	0
*Cols City Prep for Girls	1975	n/a	283	331	485	68%	0
Dominion	1955	1974	652	552	485	114%	0
Hilltonia	1956	1963/74	479	472	557	85%	0
Indianola Informal k-8	1914	1926/50/09	668	644	665	97%	0
Johnson Park	1958	1962/74	400	368	575	64%	0
Medina	1959	n/a	433	386	557	69%	0
*Mifflin	1935	1949/53/54/76	435	388	846	46%	0
*Ridgeview	1965	1974	533	517	521	99%	0
*Sherwood	1965	1974	528	445	665	67%	0
*Starling pre-k-8	2013	n/a	605	620	539	115%	0
*Wedgewood	2008	n/a	527	509	668	76%	0
*Westmoor	1958	n/a	491	523	539	97%	0
Woodward Park	1966	1974	849	849	647	89%	0
Woodward Park@Walden	1968	1974	849	849	304	89%	0
Yorktown	1962	1974	380	393	394	100%	0
Elementary Schools							
*Alpine	1966	1974	334	378	400	94%	3
*Avalon	1977	n/a	432	441	375	118%	0
Avondale	1895	2009	272	307	400	77%	0
Binns	2008	n/a	383	371	375	99%	0
Broadleigh	1952	1954/75	299	333	400	83%	2
Burroughs	1920	1927/2009	455	438	550	80%	0
Cassady	1964	1974	359	373	375	99%	0
Cedarwood	2013	n/a	384	412	475	87%	0
*Clinton	1922	2012	474	457	375	122%	0
CSIA	2016	n/a	n/a	345	450	77%	0
*Como	1954	1965/75	336	352	400	88%	1
*Cranbrook	1957	1964	300	299	325	92%	0
*Devonshire	1963	1968/74	504	512	450	114%	2
Duxberry Park	1959	1964/74	201	271	400	68%	0
*Eakin	1960	1963	284	319	350	91%	0
*Eastgate	2008	n/a	290	305	375	81%	0
*East Columbus	2007	n/a	426	387	375	103%	0
East Linden	2008	n/a	345	349	400	87%	0
*Easthaven	1967	1973	450	444	400	111%	0
Ecole Kenwood French Imm	2016	n/a	446	298	450	66%	0
*Fairmoor	2006	n/a	351	390	450	87%	0

Name	Date Built	Upgrade Date	Enrollment Current	Dist. Proj. Enrol 2014-17	Capacity	Utilized	Portables
Exhibit 5.3.1 (continued) **Description of School Facilities** **Columbus City Schools** **December 2019**							
Elementary Schools (continued)							
Fairwood	1924	1966/75	319	342	475	72%	0
*Forest Park	1962	1965	398	444	450	99%	2
*Gables	1975	1978	442	404	450	90%	8
Georgian Heights	2012	n/a	508	534	450	119%	0
Hamilton STEM Academy	1953	1955/57	465	496	575	86%	0
Highland	1895	1965	356	327	450	73%	0
Hubbard Mastery	1896	1975	293	336	375	89%	4
*Indian Springs	1949	1952	427	390	425	92%	0
Innis	1974	n/a	304	389	425	91%	4
Leawood	2008	n/a	311	318	350	91%	0
*Liberty	2012	n/a	551	518	450	115%	0
*Lincoln Park	2007	n/a	325	369	375	98%	0
Lindbergh	1958	1960/65	308	280	300	93%	1
Linden STEM	2004	n/a	415	470	525	89%	0
Livingston	2009	n/a	406	449	400	112%	0
Maize	1961	1964	336	302	425	71%	1
Moler	1967	1974	360	452	475	96%	2
North Linden	1943	1957	424	452	400	113%	1
*Northgate Intermediate	1976	n/a	339	330	375	88%	0
*Northtowne	1968	1968	331	316	300	105%	4
*Oakland Park	2008	n/a	327	332	350	95%	0
*Oakmont	2008	n/a	333	403	375	107%	0
*Ohio Avenue	1893	1950/68/2007	314	329	400	82%	0
Olde Orchard	2012	n/a	519	530	450	118%	0
Parkmoor	1966	1975	330	308	300	103%	1
*Parsons	2006	n/a	428	460	500	92%	0
Salem	1962	1965	309	352	350	101%	0
*Scottwood	1957	1961	495	479	450	106%	3
Shady Lane	2007	n/a	402	450	375	120%	0
*Siebert	1957	1961/75	384	321	275	117%	0
*South Mifflin	2008	n/a	290	329	375	88%	0
Southwood	1894	2009	301	349	400	87%	0
*Stewart	1874	1926/2014	322	326	325	100%	0
Sullivant	2007	n/a	306	311	400	78%	0
Trevitt	2008	n/a	241	294	425	69%	0
*Valley Forge	1964	1966	328	335	375	89%	0
*Valleyview	1957	1961	252	286	300	95%	7
*Watkins	2007	n/a	348	377	425	89%	0
*Weinland Park	2007	n/a	388	372	375	99%	0
West Broad	1914	1924/1966/74	425	520	550	95%	0
*West Mound	2007	n/a	392	453	450	101%	0
Westgate	1952	1954/76/89	298	331	450	74%	0

Name	Date Built	Upgrade Date	Enrollment Current	Dist. Proj. Enrol 2014-17	Capacity	Utilized	Portables
Exhibit 5.3.1 (continued) **Description of School Facilities** **Columbus City Schools** **December 2019**							
Elementary Schools (continued)							
*Windsor STEM	1960	1962/65/68	391	456	600	76%	0
Winterset	1967	1974	281	290	300	97%	0
Woodcrest	1963	1975/2001	288	379	350	108%	0
*Schools visited by auditors							
Data Source: District documents							

As indicated in Exhibit 5.3.1

- Buildings range in age from three to almost 155 years.

- Enrollment beyond capacity is reported for 24 of 109 (22%) buildings.

- Enrollment below 75% capacity is reported for 23 of 109 (21%) buildings.

- Utilization percentages indicate inconsistencies in space usage across the district. For example, the district report shows East High School with a 51% utilization rate, while Centennial High School has a 125% utilization rate.

- Forty-three portable classrooms are reported in use at 16 schools. Only 11 portables are located on a campus where enrollment exceeds building capacity.

Oxygen tank storage in a shower stall in a Colerain Elementary restroom

The *Columbus City Schools Recommendation Pathways* document outlines projects that have been completed and projects slated to be completed. The table for capacity and utilization provided to the auditors does not reflect the most current data; however, the auditors cross-referenced the *Pathways* document with data in Exhibit 5.3.1 to determine which schools with over-capacity limits either have been or are planned to be addressed.

The auditors found plans for upgrades for 17 of the schools that were beyond capacity in the data supplied by the district. Seven of the schools in the 2014-2017 data have had a decrease in enrollment, which corrected the capacity figures. One school, Seibert, is scheduled to be closed.

The auditors found Clinton Elementary School has a current enrollment of 474, but the 2012 update provided for 375 students, so according to district data, Clinton Elementary Schools remains over capacity. In two other planned or completed projects, Dominion Middle and East Columbus Elementary Schools, the completed projects are not adequate to house the current enrollment numbers.

Long Range Facilities Plan

The following facilities-related documents were provided to the auditors as the district's comprehensive facilities planning document:

- Facilities Master Plan Overview, 2018;

- State of the Facilities Report, 2019;

- Operation: Fix It; and

- Columbus City Schools Recommendation Pathways.

The Facilities Master Plan Overview, 2018 was the primary document reviewed; however, the district has a number of documents that project school closings and upgrades.

Exhibit 5.3.2 shows the components of a comprehensive long-range facilities plan and the auditors' ratings.

Exhibit 5.3.2

Components of a Comprehensive Long-Range Facilities Plan
Columbus City Schools
December 2019

Components of a Comprehensive Long-Range Facilities Plan	Auditors' Rating	
	Met	Not Met
1. Philosophical statements that reflect community aspirations and the educational mission of the district and their relationship to short- and long-range facilities goals	X	
2. Enrollment projections that take into account any known circumstances that may change the pupil population	Partial*	
3. The current organizational patterns of the district and identification of possible organizational changes necessary to support the educational program		X
4. Identification of educational programs considered by designers of capital projects for renovation or addition of school facilities	Partial*	
5. A detailed evaluation of each facility, including assessment of structural integrity, mechanical integrity and efficiency, energy efficiency, operations and maintenance, and health and safety requirements		X
6. Prioritization of needs for renovation of existing facilities and the provision of additional facilities	X	
7. Cost analysis of potential capital projects to meet the educational needs of the district, including identification of revenues associated with capital construction	X	
8. Procedures for the involvement of all stakeholders of the school community in the development and evaluation of the long-range facilities plan	X	
Total	**4**	**4**
Percentage Met	**50%**	
*Partial ratings are tallied as not met.		
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As described in Exhibit 5.3.2, the documents presented to auditors for review met 50% of the eight criteria for facilities planning, less than the 70% threshold for adequacy. A brief discussion of each criterion and auditor assessment of associated district plan components follows.

Criteria 1: Philosophical Statement

The following board policies and administrative guidelines reflect community aspirations and the education mission and expectations:

- PO 7100 FACILITIES PLANNING ensures learning environments are student-centered, efficient, stable, and meet the physical requirements of the programs developed to meet the needs of students, including suitable accommodations for students with disabilities pursuant to law and regulation.

- In PO 7410 MAINTENANCE and PO 7420 HYGENIC MANAGEMENT, the superintendent is directed to develop a maintenance program to assure safety and cleanliness; and

- In AG 7420 HYGENIC MANAGEMENT, the building administrator is charged with cooperating with the Board of Health to assure schools are safe and clean.

This criterion was rated as met.

Criterion 2: Enrollment Projections

The Columbus City Schools 2018 Facilities Task Force presented a *Facilities Master Plan Overview* that included enrollment projections from 2015-2025. The projections take into consideration the historical enrollment of the district, but the auditors were not presented with information that explains data analyzed to arrive at those projections.

This criterion was rated as partially met.

Criterion 3: Educational Program Support

Organizational patterns of the district and identification of possible organizational changes necessary to support the educational program were not provided to the auditors.

This criterion was rated as not met.

Criterion 4: Educational Program Needs

The Columbus City Schools *Facilities Master Plan Overview, 2018*, addresses the goals of encouraging flexibility in planning to allow for continuing adaptation to new academic methodologies and providing updated tools and guidelines to ensure that schools are state-of-the-art, 21st century learning environments. No specific plans were provided to delineate a timeline or to give criteria required for each school to reach those goals.

This criterion was rated as partially met.

Criterion 5: Facility Needs Assessment

The auditors were not presented with a description of each school building, its infrastructure, and an analysis of mechanical systems, system efficiencies, and health and safety requirements. Criterion 5 was not met.

This criterion was rated as met.

Criterion 6: Renovation and New Construction Prioritization

In October 2000, a master facilities planning framework was developed that showed a process for the successful completion of a *Facilities Master Plan Overview, 2018*, for the Columbus City Schools. The plan provided for a segmented approach, with seven segments delineating schools, and was created through a partnership with Ohio School Facilities Commission.

The plan calls for yearly updates, and the latest update provided was the Columbus City Schools *Facilities Master Plan Overview, 2018*. The overview notes that in 2016, a comprehensive review of the original 2002 *Facilities Master Plan* resulted in a recommendation to replace or renovate 111 schools (reduced from 116 in 2008).

This criterion was rated as met.

Criterion 7: Capital Cost Analysis

Facilities Master Plan Overview, 2018, provides a projected cost for each project included in the seven segments of upgrades or renovations.

This criterion was rated as met.

Criterion 8: Stakeholder Involvement

The original *Facilities Master Plan Overview* included a section on recommendations based on community input. Fifteen community meetings were conducted, and participants expressed a strong desire for continued involvement in oversight and decision-making activities associated with implementation of the master plan. The district has continued to conduct community meetings, and a schedule of upcoming meetings is posted on the district website.

This criterion was rated as met.

In an effort to provided transparency in the process and progress, the Columbus City Schools maintains a matrix of projects and progress on the district website. Community members can access that website to continue to remain informed.

Learning Environment and Auditors' Perceptions

Auditors visited the 61 instructional buildings. The tours included an examination of classrooms, media centers, cafeterias, all-purpose rooms, offices, work areas, and restroom facilities, as well as a general inspection of the grounds. They also interviewed building principals while on campuses. The auditors determined a majority of the buildings visited were found to be aging but adequate. However, instances of stained ceiling tiles, exposed wiring, chipped paint, and broken windows were observed in some schools. One school visited had a pest infestation pointed out by the principal. Additionally, auditors observed some classrooms were overcrowded.

Colerain Elementary School, serving the most medically fragile students, was an example of an inadequate learning environment. The facility has no air conditioning and is overcrowded with accessibility equipment stored in halls, which poses a safety concern. Oxygen tanks are stored in a shower stall, and the area that is used to take care of students' basic hygienic needs is blocked off only by curtains. The cafeteria is not adequate to serve the number of students who attend the school. Additionally, the room designated for physical therapy and occupational therapy houses too much equipment in a very small area not large enough to serve students' needs. As reported by a district administrator during interviews, "Colerain School is out of compliance. The school does not adequately serve its students. The building should be replaced, but the board has not approved funding. The school isn't safe."

Auditors heard the following comments related to facility safety and security:

- "I have been asking for a new security system for the modular units. The modular units contain ESL students and music. They are not secure." (School Administrator)

- "The space is inadequate for the needs of our students. It's not safe." (School Administrator)

Summary

The Columbus City Schools has policies and administrative guidelines that give direction to the superintendent and employees on the maintenance of the school facilities in terms of safety and security. The district also has several facility planning documents for building and upgrading facilities. However, planning documents are inadequate to provide for several major planning elements, such as the consideration of curriculum and instruction needs. Although many of the schools visited were aging but adequate, auditors observed inconsistency in the quality of instructional facilities across the district.

V. RECOMMENDATIONS OF THE PDK-CMSi CURRICULUM AUDIT™ TEAM FOR THE IMPROVEMENT OF THE COLUMBUS CITY SCHOOLS

Based on the four streams of data derived from interviews, documents, site visits, and online surveys, the PDK-CMSi Curriculum Audit™ Team has developed a set of recommendations to address its findings shown under each of the standards of the audit.

In the case of the findings, they have been <u>triangulated</u>, i.e., corroborated with one another. In the case of the recommendations, those put forth in this section are representative of the auditors' best professional judgments regarding how to address the problems that surfaced in the audit.

The recommendations are presented in the order of their <u>criticality</u> for initiating system-wide improvements. The recommendations also recognize and differentiate between the policy and monitoring responsibilities of the board of school directors, and the operational and administrative duties of the superintendent of schools.

Where the PDK-CMSi audit team views a problem as wholly or partly a policy and monitoring matter, the recommendations are formulated for the board. Where the problem is distinctly an operational or administrative matter, the recommendations are directed to the superintendent of schools as the chief executive officer of the school system. In many cases, the PDK-CMSi audit team directs recommendations to <u>both</u> the board and the superintendent, because it is clear that policy and operations are related, and both entities are involved in a proposed change. In some cases, there are no recommendations to the superintendent when only policy is involved, or none to the board when the recommendations deal only with administration.

Audit recommendations are presented as follows: The overarching goals for the board and/or the superintendent, followed by the specific objectives to carry out the overarching goals. The latter are designated "Governance Functions" and "Administrative Functions."

Recommendation 1: Establish and maintain adequate control over curriculum management with adoption and implementation of curriculum management related board policies and administrative guidelines; focus planning efforts, and develop quality planning documents, comprehensive job descriptions for all personnel, and organizational charts that meet the principles of sound organizational management.

The fundamental responsibility of a governance board is to establish and maintain fundamental control over all aspects of the school district to promote the focus of valuable resources on the district's mission and goals. The most important component of this effort is quality board policies and administrative procedures that express the board's expectation for how the district's mission should be accomplished to provide higher levels of learning by all students. The auditors found that adequate board policies and administrative guidelines are not in place to provide clear direction for curriculum management functions throughout the district (see <u>Finding 1.1</u>) and that current directive documents are not followed consistently.

Planning is another means of establishing and maintaining control over the district's human, financial, and time resources. Planning creates a process trajectory for focusing on the district's mission, and quality written plans provide road maps for guidance and avoidance of unnecessary detours. The auditors found that planning is in transition with the new superintendent's arrival and that the district does not have a strategic plan. The district, campus, and specific topical (e.g., technology, facility) management plans do not include all of the important elements necessary to guide decision making in the most expeditious and effective manner to accomplish the district's goals and mission (see <u>Findings 1.3</u>, <u>2.1</u>, <u>3.1</u>, <u>4.1</u>, <u>5.1</u>, <u>5.2</u>, and <u>5.3</u>).

Another important aspect of control is ensuring that the most valuable and financially demanding element of any school district—people (a.k.a. employees)—are assigned to important roles for which they are highly qualified, clearly understand their respective roles, and accept accountability for performing such roles in achieving the mission and goals of the district. Quality job descriptions and an organizational chart that reflects the principles of sound organizational management can help establish control over human resources within the district. Auditors found that job descriptions were not available for almost 50% of positions reflected on the executive organizational charts, and few of the available job descriptions included chain of command details.

The district's 10 organizational charts analyzed by the auditors met only one of the six principles of sound organizational management (see Finding 1.2).

The auditors present the following recommendations regarding establishing greater control over curriculum management and related functions through quality documents that clarify the board's and superintendent's expectations. These actions should be completed within one to two years.

Board Policies and Administrative Procedures

Governance Functions: The following actions are recommended to the Columbus City Schools Board of Education:

G.1.1: Develop and adopt a set of board policies that meets the Curriculum Audit™ criteria for the management of an aligned written, taught, and assessed curriculum as reported in Exhibits 1.1.3 through 1.1.7. Ideally, create a new policy to include all the policy criteria, providing critical expectations regarding curriculum management in one location that could easily be accessed by all stakeholders. Components related to supporting curriculum functions (e.g., curriculum planning [see Finding 2.1], assessment planning [see Finding 4.1], professional development and technology planning [see Finding 5.1], facilities planning [see Finding 5.3] and budgeting, [see Finding 5.2]) should be placed in policies in the respective categories (e.g., 0000, 1000, 2000) to reinforce expectations and provide broader control.

G.1.2: Request the superintendent to work with other district office personnel to develop administrative guidelines required by policy, as well as those desired locally, to provide clarification and further direction to staff regarding the interpretation and implementation of policies. Administrative guidelines are particularly important if the "how" of implementation (not just the outcome) of a board policy is critical; when a board policy is vague or stated in board terms; and/or if precise implementation is necessary for legal and/or mission impact reasons.

G.1.3: Contract with NEOLA to provide a consultant to lead an informational and planning session with the board and the new superintendent to review board policies and administrative guidelines to facilitate a clear understanding of the board's responsibilities and those for which the superintendent and leadership team are responsible. Such an activity will be a good review for seasoned board members and important initial training for the four new board members. The conversation should focus on four questions: (1) Do current board policies reflect all of the board's collective expectations about curriculum management and related functions? If not, what changes are needed? (See **G.1.1**.); (2) What directives/governance expectations are not being addressed by the board or superintendent? For example, PO 2605 PROGRAM ACCOUNTABILITY AND EVALUATION and AG 2605, the associated administrative guideline, provide general guidance for program evaluation process to be developed and implemented; however, a program and innovation evaluation process has not been established (see Finding 5.1). The auditors also found that several board policies require the development of administrative guidelines that have not been developed (see Finding 1.1). (3) What responsibilities, if any, are being assumed by the board that should be handled by the superintendent; and (4) What responsibilities, if any, are being assumed by the superintendent that should require board approval?

G.1.4: Ask the superintendent to present a plan that includes a timeline for completion and the resources needed to implement the administrative functions outlined below. Commit adequate resources and political support for timely implementation. Require regular board updates on progress.

G.1.5: Conduct a work session with the superintendent and Columbus Education Association officials to review and discuss ramifications of the current CEA agreement, focusing on what's best for Columbus City Schools students. In a spirit of good will, facilitate any agreed-upon revisions.

Administrative Functions: The following actions are recommended to the Columbus City Schools Superintendent:

A.1.1: Assist the board in developing new, revising existing, and adopting board policies referenced in **G.1.1**.

A.1.2: Assign content specialists (e.g., Chief Officers, Executive Directors) to review all policies within their respective content areas and provide guidance for the identification and development of all required and desired

administrative guidelines to provide clarification, interpretation, and expansion for the implementation of board policies. Consider adopting policies not mandated by the state but necessary for communicating the board's expectations regarding priority areas.

A.1.3: Develop and implement a process through the Supervisor of Policy and Government Affairs office for timely communication of changes in policies and administrative guidelines and training super users in their meaning and implementation. Establish a "help desk," or easily accessed point of support for internal and external stakeholders with questions regarding policies and administrative guidelines. Place accountability for major, high stakes policies and guidelines (by title) for which compliance fidelity is critical to the legal integrity and sound curriculum management of the district, directly into the job descriptions of top management positions, with overarching responsibility for the respective policy area (e.g., Chief Human Resources Officer for 3000 and 4000; Chief Academic Officer for 20000).

A.1.4: Work with the board president and NEOLA to schedule and plan the board policy and administrative guidelines training sessions described in **G.1.3** for a clear understanding of board and management responsibilities.

Planning

Governing Functions: The following actions are recommended to the Columbus City Schools Board of Education:

G.1.5: Expand **G.1.1** to include an expectation that the district engage in department/program planning across the district, including, but limited to planning for curriculum management, assessment management, professional development, facilities, program selection and evaluation, and technology. Although the auditors found some offices/departments were engaged in improvement planning, this important element has not been institutionalized across the district.

G.1.6: Request the superintendent to prepare and present for board review and adoption policy requiring the superintendent to submit to the board annually a summary of the outcomes of planning and improvement plans and the plans referenced in **G.1.5**.

G.1.7: Request the superintendent prepare and present for board review and adoption policy requiring a performance-based budget development process that links planning and plan priorities to the allocation of resources and coordinates the timing of planning and budget development (see also Recommendation 5).

G.1.8: Request the superintendent present a plan that includes a timeline for completion and the resources needed to implement the administrative functions outlined below. Commit adequate resources and political support for timely implementation. Require regular board updates on progress.

Administrative Functions: The following actions are recommended to the Columbus City Schools Superintendent:

A.1.5: Assist the board in developing policies described in **G.1.5** and **G.1.6** and present drafted policies to the board for review and adoption.

A.1.6: Develop administrative guidelines to further detail and provide guidance for the board policies related to planning. Administrative guidelines should stipulate that the respective planning process or plans include Curriculum Management Audit quality characteristics as designated in:

- Exhibit 1.3.2: District-wide planning
- Exhibit 1.3.4: Comprehensive district-wide improvement plan
- Exhibit 1.3.5: Campus and department improvement plans
- Exhibit 2.1.2: Curriculum management planning (see also Recommendation 2)
- Exhibit 4.1.2: Assessment management planning (see also Recommendation 4)
- Exhibit 5.1.3: Professional development planning (see also Recommendation 6)
- Exhibit 5.1.4: Program and innovation evaluation planning (see also Recommendation 6)

- <u>Exhibit 5.1.9</u>: Technology planning (see also <u>Recommendation 6</u>)

- <u>Exhibit 5.2.8</u>: Performance-based budgeting planning (see also <u>Recommendation 7</u>)

- <u>Exhibit 5.3.2</u>: Facilities planning (see also <u>Recommendation 6</u>)

A.1.7: Develop, distribute, implement, monitor, revise as necessary, and evaluate the plans addressed in **A.1.6**. Provide reports to the board on a designated schedule.

A.1.8: Require documentation of all decisions related to developing, deploying, implementation, monitoring, and evaluating plans and require public posting of the agendas and minutes of meetings of all groups (permanent and ad hoc) charged with major planning efforts to provide detailed documentation of all decisions. All minutes should include a report on action that has been taken to date to implement decisions made at previous meeting(s).

A.1.9: Develop PERT (Program Evaluation Review Technique) charts at <u>https://www.projectmanager.com/training/create-a-pert-chart</u> or similar project management charts to detail and plot progress on major district planning initiatives, as well as assign major personnel responsibilities. Place updates on respective committee meeting agendas.

A.1.10: Consider assigning the overarching responsibility for providing logistical oversight to all aspects of district-wide planning and plans to an existing top-level administrator.

A.1.11: Provide ongoing, detailed training and continuous support to planning teams for improved overall planning.

Job Descriptions and Organizational Charts

Governing Functions: The following actions are recommended to the Columbus City Schools Board of Education:

G.1.9: Expand **G.1.1** by revising PO 3120.01 JOB DESCRIPTIONS to explicitly require job descriptions for curriculum department personnel to include accountability for design and job descriptions for teachers, principals, and other instructional staff to include accountability for the delivery of an aligned curriculum. In addition to the four quality elements analyzed in <u>Exhibit 1.2.6</u>, requirements for job descriptions should also include differentiation between required and preferred qualifications and experience and categorization of job duties ad responsibilities (e.g., Instructional Leadership, Fiscal Responsibilities, Facilities Management).

G.1.10: Expand **G.1.1** by adopting new or revising existing board policy that clearly assigns the responsibility of maintaining and publicizing a current, accurate organizational chart for the Columbus City Schools. Require that the district's organizational chart meets the CMA criteria for sound organizational management as described in <u>Exhibit 1.2.2</u> and that revisions be posted on the website within a time designated as reasonable by the board.

G.1.11: Request the superintendent present a plan that includes a timeline for completion and the resources needed to implement the administrative functions outlined below. Commit adequate resources and political support for timely implementation. Require regular board updates on progress.

Administrative Functions: The following actions are recommended to the Columbus City Schools Superintendent:

A.1.12: Assist the board in developing the policies described in **G.1.9** and **G.1.10**.

A.1.13: Assign responsibility and accountability for maintaining a current and comprehensive set of job descriptions for all district employees (as directed in PO 3120.01) to an existing position in the Human Resources department.

A.1.14: Create or revise existing job descriptions for all current positions to include the minimum elements depicted in <u>Exhibit 1.2.3</u> and those mentioned in **G.1.9**, with a specific focus on a two-way chain of command for all positions. Include the following leadership responsibilities in the job descriptions of existing or revised positions:

a. District-level responsibility and accountability for the development, implementation, and evaluation of an innovation and program evaluation system (see also Recommendation 6).

b. District-level oversight/coordination and accountability for a comprehensive professional development program aligned to identified individual needs and school and district needs priorities (see also Recommendation 6).

c. District-level responsibility and accountability for providing logistical oversight and coordination to all aspects of planning and plans as referenced in **A.1.10**.

d. Responsibility and accountability for maintaining a current and comprehensive set of job descriptions for all district employees as referenced in **A.1.13**.

A.1.15: Establish and follow control procedures to provide a copy of a revised job description to the affected employee immediately and a copy of the ongoing job description to every employee on an annual basis, ideally at the time of performance review. Require the supervisor and employee sign the job description as evidence of communication.

A.1.16: Establish a 100% alignment between job titles on job descriptions and their respective organizational charts by developing and implementing a process in which any new and all revised position titles are immediately and correctly reflected on the respective job description and all organizational charts. The lag time for changes in position, job description, and organizational chart change should be no longer than one week. Even minor changes in job titles can create confusion for internal and external stakeholders in their efforts to identify and contact employees with specific responsibilities.

A.1.17: Revise all organizational charts to meet the CMA criteria for sound organizational management as described in Exhibit 1.2.3. The auditors' recommended organizational chart for the Executive Leadership Team is provided in Appendix I. The proposed chart reflects the following changes that will reduce the superintendent's supervisory responsibilities (span of control) to an acceptable number (13 to 12) and improve logical grouping of functions within the Executive Leadership Team.

1. Eliminate the Deputy Superintendent position and move existing supervisory relationships as follows to create improved logical grouping of functions:

    a. Move the Chief Counsel position under the direct supervision of the Superintendent, a more logical grouping of functions since all legal and governmental issues should be tightly connected to the chief executive officer of an organization.

    b. Move the Supervisor of Policy and Governmental Affairs and *vacant* Board Liaison positions to report directly to the Chief Counsel to place all governmental functions in the same department.

    c. Convert the *vacant* Chief Information Officer position to an Executive Director level position that reports directly to the Chief Operations Officer. According to the current job description for the Chief Information Officer, the primary function of the position is to "provide leadership and direction in the development, implementation, operation, and maintenance of the district's business and finance information systems, computer services, network communications, and management information services…" Therefore, the information office is more logically placed with other business functions.

2. Reassign the Executive Director of Budgeting and Financial Management to report directly to the Treasurer (responsible for predicting and managing district revenues and their sources) to connect budget functions of revenue and expenditures.

A.1.18: Present the revised Executive Leadership Team's organizational chart to the board, place it on the district's website, and communicate relevant information widely to internal and external stakeholders. As changes are determined throughout the year, ensure that they are communicated to all groups and clearly depicted on the district's website.

A.1.19: Assign the responsibility of selecting/developing and communicating a standard format to be used for all district organizational charts, ensuring that all charts are updated on an annual basis by an established deadline and posted on the district's website and other determined locations to promote a common understanding of the deployment of employees throughout the district to manage the work to be done. Ideally, all charts would be published by the same person to expedite and promote fidelity to the standard format.

A.1.20: Establish and follow control procedures to ensure 100% alignment between titles on job descriptions and positions depicted on the organizational chart.

Implementing the recommendations outlined above will assist the Columbus City Schools board and superintendent to establish improved control over valuable human resources, develop a system of predictable processes by which important planning for the future will emerge, and provide parameters within which these efforts can occur in a more reliable and effective manner.

Recommendation 2: Develop and implement a comprehensive curriculum management plan to provide system-wide direction for the design, delivery, monitoring, and evaluation of the curriculum. Revise existing curriculum documents in the English language arts, mathematics, science, and social studies areas to increase the alignment of the written, taught, and assessed curriculum. Develop written curriculum documents for non-core subject areas at all grade levels.

Quality curriculum planning requires a comprehensive curriculum management plan and written curriculum documents in order to focus the system on efforts to achieve a quality, deeply aligned curriculum with strong delivery and evaluation components. Curriculum management planning is based on the principle of tight alignment of the written, taught, and assessed curriculum. A curriculum management plan provides for instructional resources, strategies, and assessments aligned to the content, context, and cognitive type for each objective for students to attain and demonstrate mastery of the desired curricular results. In effective systems, the curriculum management plan is directed by school board policies that delineate the processes for curriculum development and review, roles and responsibilities of staff in the processes, and procedures for monitoring and evaluating the district curriculum. A well designed plan is critical to sound design, delivery, and evaluation of the written, taught, and tested curriculum and to provide reliable data for instructional decision making.

The auditors found that board policies and district documents were not adequate to provide for a curriculum management plan and quality control (see Finding 1.1). They also found that the Columbus City Schools lack a comprehensive management plan to provide for the design delivery, and alignment of the curriculum (Finding 2.1). The scope and quality of the district's written curriculum were inadequate to effectively guide teaching and learning (see Finding 2.2). Curriculum documents lack consistent alignment among instructional resources, instructional strategies, assessment items, and district objectives (see Finding 2.3). Achievement data indicate inadequate curriculum management and assessment planning, and the lack of tight alignment of the written, taught, and tested curriculum (see Finding 4.4). Internal inconsistencies in the content and quality of district curriculum documents (see Finding 2.2) and classroom instruction (see Finding 3.1) reflect a lack of adequate and effective professional development (see Finding 5.1) in the design, delivery, and evaluation of the district curriculum. The auditors also found that the use of the district curriculum is unfocused and inconsistent across the district (see Finding 2.1).

Based on their findings, the auditors present the following recommendations regarding the development and implementation of a comprehensive curriculum management system under the broad headings below. These actions should be completed within two years.

    I.   Curriculum Management Planning

    II. Curriculum Design, Development, and Revision of Existing Documents

    III. Curriculum Implementation

I. Curriculum Management Planning

The district needs a comprehensive plan for the development and implementation of a quality curriculum that is: 1) aligned to the Ohio Learning Standards, as well as the high stakes state/national assessments; 2) implemented

effectively in every classroom in the district; and 3) continuously evaluated using aligned, formative, and diagnostic assessments (see also Recommendation 4). This plan should be developed in concert with plans governing student assessment and program evaluation to ensure that all personnel and departments within the district work efficiently and effectively in achieving district goals related to increased student achievement.

Governance Functions: The following actions are recommended to the Columbus City Schools Board of Education:

G.2.1: Direct the superintendent (or designee) to draft a board policy that defines the roles and responsibilities of the board, district administrators, campus administrators, and teachers regarding curriculum, beyond those found in AG 2210A CURRICULUM DEVELOPMENT. Review the policy and adopt as per board procedures and protocol.

G.2.2: Direct the superintendent (or designee) to generate a plan for the development, revision, delivery, monitoring, and assessment of curriculum. The plan is intended to serve multiple purposes: 1) to define the processes surrounding the continuous evaluation and development of curriculum; 2) to provide guidelines for what the finished product should look like; and 3) to clarify which tasks and responsibilities are classroom-level, school-level, and district-level. This plan should also incorporate the district's mission statement and goals. It should explicitly coordinate functions across departments (such as curriculum design and development, curriculum delivery [elementary and secondary education], professional development, and assessment) so confusion among responsibilities and positions is minimized and gaps and/or overlaps are diminished.

Administrative Functions: The following actions are recommended to the Columbus City Schools Superintendent:

A.2.1: Draft a comprehensive policy for the Board of Education that defines the roles of the board, district administrators, and teachers regarding curriculum. For example, the Board of Education is primarily responsible for adopting curriculum; administrators are responsible for overseeing its development, evaluation, and revision, as well as for monitoring its implementation; teachers are responsible for delivering the adopted curriculum and sometimes assisting in the writing or reviewing of the curriculum, with assistance from outside consultants or district administrators. Present the policy for review and adoption to the Board of Education.

A.2.2: Develop a curriculum management plan for directing the design, delivery, monitoring, evaluation, and revision of curriculum. The plan should establish the following:

   a. A clear understanding of the curriculum functions and components that are tightly held vs. those that are loosely held;

   b. The definition and expectation of an aligned written, taught, and tested curriculum in all three dimensions (content, context, and cognitive type);

   c. The expectation of a Pre-K-12 scope and sequence of specific learning goals, benchmarks, and objectives that form the basis of all curriculum documents and that meet and exceed the Ohio Learning Standards expectations;

   d. A requirement that all courses offered, core and non-core, be supported by quality written curriculum that aligns with the Ohio Learning Standards;

   e. Formal board adoption of all curricula prior to implementation; and

   f. A district expectation that the district-developed curriculum will be used by all teachers at all levels and in all schools.

The plan should include the following components:

   1. **A philosophical framework for the design of the curriculum:** What are the underlying beliefs of district leadership regarding how children learn, what constitutes effective teaching, what is the teacher's role, what is the student's role, and what is a district's role in making available or ensuring a student's education? Is education a process, a goal, or both? Defining the beliefs and philosophy establishes the

foundation for what curriculum should look like, what the district's and schools' respective roles are in providing each child with an education, creates a picture of what an effective, engaging classroom might look like. Defining the philosophical framework must take place before defining and training teachers in the instructional model; and all curriculum work, both design and delivery, should reflect that same philosophy.

2. **Timing, scope and procedures for a periodic cycle of curriculum and resource review/development:** This ensures that every content area is addressed and has a written curriculum that facilitates effective, rigorous instruction, and that curriculum is kept up-to-date, particularly with changes in state or national standards or requirements as well as with testing modifications or changes. The cycle should also include procedures for when/how often to finalize updates and revisions to the written curriculum so teachers can rely on the accuracy of their content and prepare for anticipated changes and revisions. Such a cycle should also establish the timeline for reviewing the alignment, quality, and rigor of adopted resources and materials, and direct their revision or replacement where and when they are inadequate. All resources that are referenced or suggested by the written curriculum should be screened for rigor, appropriateness, cultural relevance, alignment to district expectations for instruction and student engagement, variations in context, and for content alignment. Weaknesses and gaps should be identified and supplements included. Note that while resources and materials are loosely held, these should be suggested to teachers to assist them in their instructional planning. Resources should also be fully aligned and current, thus eliminating an overabundance of unaligned or partially aligned materials that may not meet the needs of individual students.

3. **Stages of curriculum development:** This specifies the different stages involved in developing and revising the written curriculum. These might include: backloading and released item analysis; reviewing for alignment with external/target assessments in all three dimensions (content, context, cognition); assessing the complexity, rigor, and measurability of objectives; placing objectives in an articulated, Pre-K-12 sequence that expects mastery of content 6-9 months before it is encountered on the state assessment or other high stakes tests; developing mastery-level projects and activities with accompanying rubrics; and creating a bank of high quality assessment items and formative/diagnostic assessment instruments to support differentiated, individualized instruction (see <u>Recommendation 4</u>). See *50 Ways to Close the Achievement Gap*[2] for more specific suggestions and information.

4. **Staff roles and responsibilities for curriculum management:** This aspect of the plan delineates which tasks are primarily classroom-based, which are school-based, which are department/position-based, and which are board-based. For example, it is the Board of Education's responsibility to determine the content of the educational program, in congruence with state law, and to approve and adopt the written curriculum. It is the teacher's role to deliver the curriculum effectively (so students master it), the principal's to monitor its delivery (to ensure alignment), and instructional coaches' and principals' role to support teachers in delivering the curriculum, etc.

   Monitoring of classroom activities should be accomplished by principals and other designated support personnel to identify and promote productive practices that support learning, correct or eliminate practices that do not, and identify professional development needs. Clarify how monitoring responsibilities of any campus-based personnel complement one another to prevent duplication of effort or possible conflicts in carrying out monitoring responsibilities (see <u>Recommendation 3</u>).

5. **Format and components for curriculum documents:** This specifies the aspects or components of the written curriculum that are non-negotiable for consistency in every content area and the other aspects that are "fluid." The curriculum documents should include objectives, assessments, prerequisite skills, instructional resources, instructional strategies, and suggestions for meaningful student work. Ideally, they should include suggested student projects or activities that integrate all the expectations for rigorous student engagement and learning. The Columbus City Schools format currently utilized in English language arts, mathematics, science, and social studies include common templates across subject areas with these components. Combine the various documents found in the Elementary and

[2] Downey, English, Poston, Steffy (2009). Corwin Press.

Secondary Digital Binders into one comprehensive curriculum document to aid teachers in the ease of use of the available curriculum.

6. **Direction for how state standards will be included in the curriculum:** This includes whether or not to use a backloaded approach, in which the curriculum is derived from high-stakes tested learnings (topological and/or deep alignment), and/or a frontloaded approach, which derives the curriculum from the Ohio Learning Standards (but in a refined, more specific format).

7. **For every content area, a focused set of precise student objectives and standards:** These should be derived from the Ohio Learning Standards, be reasonable in number so the student has adequate time to master the content, be very specific so teachers clearly understand what mastery of these objectives looks like and what the standard of performance is, and should be measurable (written in measurable terms and linked to formative assessment measures).

   The written curriculum should not only specify the content of the student objectives, but also include multiple contexts and suggestions for activities and approaches that engage students in critical thinking, culturally responsive (and personally relevant) activities, and analytical cognitive types (suggested but not mandated, unless it is an assessment).

8. **Assessment beliefs and procedures to determine curriculum effectiveness and use of data:** What are all the instruments that will be used to measure progress toward meeting goals, including the goal of students' mastery of curriculum objectives? How the data will be used, who will use them, how they will be collected, analyzed, and disseminated to teachers, administrators, and concerned stakeholders should all be defined. There must be an expectation for formative assessments, included in the curriculum documents, that teachers can use to evaluate student progress in mastering objectives (or to determine whether they already know content about to be taught). These assessments are part of a comprehensive battery of tools. The availability and quality of formative, diagnostic assessment tools are critical to being able to determine and meet students' individual academic needs (see Recommendation 4).

9. **Design of curriculum to support differentiation and other expectations for delivery:** Curriculum documents are designed so that they support teachers' differentiation of instructional approaches (to match student preferences and learning styles) as well as teachers' selection of student objectives at the right level of difficulty (to meet students' academic needs). This ensures that those students who need prerequisite concepts, knowledge, and skills are moved ahead at an accelerated pace, so they don't fall further behind, and that students who have already mastered the objectives are also moved ahead at a challenging pace. Whole group, one-size-fits-all approaches cannot meet the needs of the majority of students in the district. District curriculum leaders must define what true academic differentiation looks like and how teachers can manage so many different skill levels and varying content knowledge in the classroom without holding some students back and leaving others behind. This is critical to meeting the needs of a district with a diverse student population and varied demographics and must be supported by the design of the curriculum in addition to all district documents that describe expectations for delivery (see Recommendation 3).

10. **A staff development program linked to curriculum design and delivery:** Professional development that prepares teachers to deliver the curriculum in accordance with the board's performance expectations is critical. This includes support in the classroom to ensure that training and curriculum materials are properly used (see Recommendation 6).

11. **Monitoring the delivery of curriculum:** The procedures, philosophy, and intent for monitoring the delivery of curriculum are outlined. Multiple means of monitoring (as well as multiple purposes) are suggested, including the *Three-Minute Walk-through* (Downey, et al.).

12. **Communication plan:** This establishes a plan for communicating among and across departments and levels of the district regarding the process of curriculum design and delivery (which also includes professional development and assessment) to maintain constancy of effort, focus, and continuity.

A.2.3: Make periodic reports to the board regarding the progress in curriculum management district-wide, using data from formative and summative assessments, as well as from monitoring practices. The importance of quality, deeply-aligned written curriculum that raises expectations for student performance and supports those expectations with critical resources for teachers cannot be overstated. Curriculum is a key component in ensuring better teaching and higher student achievement for all students; planning for its development, implementation, and revision is essential to impacting student learning in every classroom.

II. Curriculum Design, Development, and Revision of Existing Documents

Governance Functions: The following actions are recommended to the Columbus City Schools Board of Education:

G.2.3: Require that efforts to develop and/or revise the written curriculum begin immediately; require that decisions regarding which content areas receive priority be data-based.

G.2.4: Establish a common definition of curriculum and contrast it to the Ohio Learning Standards and commercially-produced materials and resources. Include the definition in policy.

G.2.5: Direct the superintendent (or designee) to review the concepts of deep curriculum alignment, and require that those concepts form the basis for curriculum design efforts across the district.

Administrative Functions: The following actions are recommended to the Columbus City Schools Superintendent:

A.2.4: Define what components and characteristics comprise a "model" curriculum document. The following components are minimum requirements:

1. **Objectives:** A learner objective is a specific restatement of the intended skill or knowledge to be learned, the (many) contexts in which it is to be learned and practiced, and the standard of performance by which a teacher knows mastery of that skill or knowledge has been achieved. These should all align closely with the state standards, but specific learner objectives give the teacher more precise information of what mastery looks like and clearly define which objectives are assigned to which grade or instructional level (so the first grade objective is clearly different from the second, and so on).

    The number of objectives included in the guide must also be manageable. It is better to focus on fewer objectives and address them more "deeply" than including an entire battery of objectives that teachers just touch on. Review all objectives for evidence of rigor (Depth of Knowledge), and integrate the objectives across all content areas.

    Giving teachers a clear continuum of student learning from preschool through grade 12 allows them to move students ahead at an appropriate pace, if the student is on-level, or to accelerate them, if they are behind. This is easier when the teacher knows exactly where a student is on the continuum of learning, knows what content is next in the sequence, and knows what students have mastered when they come into their classroom (this is particularly important in cases of high mobility within a district and changing demographics).

2. **Assessment:** How and when each objective will be assessed and with what tools must be included in the written curriculum documents. District formative assessments must be cross-referenced throughout, specifying when, how, and with which instrument each objective will be evaluated. Relying on released test items or commercially produced assessments or unit/chapter tests is insufficient; the sample items to be included should be items based on deconstructed, released test items that have been altered and "deepened" to provide students with a challenging level, ensuring their success on a multitude of test items related to the same content (English and Steffy, 2001). Teachers must have tools with which to continuously evaluate student progress and move them at the appropriate, individualized pace in all content areas. As standards change, so too must the assessment tools.

3. **Prerequisites/Scope and Sequence (tightly-held):** Place the learner objectives (Pre-K-12) within a scope and sequence document to allow teachers to easily discern what content and skills students

come in with, and what content and skills they are responsible for seeing students leave with. Such a document helps distribute accountability and eliminates gaps and overlaps in student learning—an important factor in an educational environment that must make the most of the time allowed with students. This will also facilitate greater articulation of the curriculum from one level to the next and assure greater coordination across a single level or course, as the mapping out of objectives is already completed and any misinterpretation of the Ohio Learning Standards is avoided.

4. **Suggested Strategies and Approaches (loosely-held):** This item is a critical part of ensuring high expectations for students and achieving deep alignment to provide teachers, particularly inexperienced teachers, with support in deciding ways to teach the assigned objectives. The suggested strategies should be developed to ensure they incorporate those contexts and cognitive types known to be part of the tests in use, as these strategies, activities, and projects allow students to become familiar with the contexts and cognitive types before they are encountered on the high stakes tests. This is the main tenet of the "doctrine of no surprises."

   However, such strategies should not only align with test contexts. A wide variety of authentic, student-centered contexts is recommended to ensure a more broad-based, real-life application of the concepts, skills, and knowledge so that students can connect personally with the learning, be more actively and cognitively engaged, and see the overall value of their learning.

   Classroom-based activities and strategies should always meet and exceed the rigor found on assessments—students should be challenged in the classroom, not by a high-stakes assessment.

5. **Resources and Materials (loosely-held)**: Every book, recommended professional resource, audiovisual aid, technological enhancement or program, and other materials should be listed (after ensuring teachers have all resources that are necessary) in the written curriculum and referenced by objective/strategy, after it has been screened for rigor, quality, developmental appropriateness, and alignment with the content, contexts, and cognitive types of the objectives. All suggested materials and resources should be analyzed for deep alignment to the curriculum and the tests in use; modifications are also included in the document to improve alignment. All resources must be congruent for content, context, and cognitive type, as well as up-to-date and current.

   Materials and resources are suggested—as with strategies and approaches—not required, to allow teachers and buildings flexibility in selecting those materials most effective and appropriate for their students. Adherence to the sequence of units or objectives in the curriculum documents by teachers across schools becomes important when students move from school to school. This consistency in what is taught is critical to ensure better transitions for students (while allowing for flexibility in how the content is taught).

6. **Student Work/Activities:** What is the student actually doing with the learning? What kind of work activities are teachers assigning related to the objective(s)? Are the activities aligned with the objective and at a high cognitive level? A comprehensive curriculum must include relevant student practice activities, projects, and assignments by objective or cluster of objectives that can be differentiated for content, process, and product. Curriculum guides must provide models to teachers for what quality student work assignments need to be, specifically aligned with the content, context, and cognition level of each learning target. Examples of student activities and assignments should be vetted for congruency and limited to those that are aligned with the objectives; likewise, software and websites should also be analyzed prior to student or teacher use. Sample activities and assignments should be differentiated for teachers to use with students who need modified content, process, or product, and/or students who demonstrate previous mastery of the identified objectives. Sample student assignments should reflect the district priorities, such as cognitive rigor and technology integration.

Beyond these components, the format for the documents should be determined. The degree of variation in curriculum documents from subject to subject is up to district leaders. However, the more similar the format, the more usable they are for teachers (particularly elementary teachers who teach more than one subject or the secondary teacher with multiple preparations within the same subject area).

A.2.5: Reflect in the design of the curriculum the expectation that instruction will be differentiated to accommodate individual student needs (academic) and learning styles. This requires the support of fluid student groups (pairs, small groups, etc.), RtI, and EL approaches in addition to the basic suggestions for remediation and enrichment within the documents themselves. Include also the curriculum design components and characteristics that reflect the district philosophy and beliefs concerning effective curriculum delivery. Design must support delivery. Make these expectations a part of the curriculum documents, rather than a stand-alone document.

A.2.6: Take steps to ensure that all courses (core and non-core) taught at all grade levels across the district have a corresponding written curriculum. Set priorities, beginning with the core content areas, for curriculum development and/or revision. This will be a major undertaking and may take three years to complete, depending on the availability of outside assistance.

A.2.7: As curriculum is developed and/or revised, require a deep alignment analysis to ensure the objectives, resources, and strategies included in curriculum documents are deeply aligned to the tests in use in all three dimensions—content, context, and cognitive type.

A.2.8: Wherever possible, integrate the district's expectations for instruction with strategies and approaches that are most effective with diverse populations. When these are integrated into all core and non-core courses, it is more likely to become an institutionalized expectation and practice.

A.2.9: Work with those responsible for professional development to prepare trainings for teachers in the use and effective implementation of the written curriculum.

A.2.10: Develop an administrative regulation attached to new board policy (**A.1.1**) that requires alignment of any proposed instructional program to the district curriculum prior to adoption, purchase, and/or implementation. The procedure should apply to all instructional programs, whether recommended for implementation at the classroom, campus, or district-wide level. The administrative regulation should outline the process of alignment in content, context, and cognitive type to the Ohio Learning Standards and state assessments.

A high-performing school district has only one curriculum.

III. Curriculum Implementation

Curriculum implementation includes the delivery of the curriculum to the students in the classroom and the monitoring of that curriculum delivery. Recommendation 3 includes detailed information related to curriculum implementation. Additionally, professional development is critical to student learning. Teachers must have a clear understanding of the curriculum to be taught and the necessary skills to provide effective instruction in that curriculum. Recommendation 6 addresses professional development.

Implementing the recommendations described above will assist the Columbus City Schools board and superintendent to establish improved direction over the district's curriculum; delineate the processes for curriculum development, review, and management; clearly establish the roles and responsibilities of staff in those processes; provide consistent and focused expectations for design, delivery, and evaluation of the written, taught, and tested curriculum; and provide reliable data for instructional decision making.

Recommendation 3: Implement systems that ensure effective instructional practices and rigorous student work associated with high levels of student achievement. Establish and implement standards and procedures for monitoring the delivery of the curriculum and the use of quality research-based instructional strategies.

The goal of all educators is to provide a quality learning environment where all students are successful. Districts who are meeting that goal are finding success by providing well-organized, focused, and efficient systems that effectively meet the academic needs of diverse populations.

Districts that effectively meet the learning needs of diverse student populations and bring those students to personal educational success typically focus on instructional practices as well as quality curriculum documents (see Finding 2.2 and Recommendation 2). These districts undertake well-planned writing of curriculum,

selection of aligned resources, and training for all who will implement the curriculum in classrooms, thereby creating alignment and connectivity across the system. Similarly, they attend to the current research in the most effective instructional practices to meet varied learning needs so that curriculum comes to life in students' daily learning activities. Along with these actions, successful districts establish both coaching services to support teachers in implementation of content and monitoring practices by campus administrators to oversee the faithful implementation of curriculum and emphasis on prioritized instructional practices. Monitoring, feedback, and consistent evaluation practices provide the information needed to determine if the instructional practices are meeting the needs of all student groups. Effective school districts have clear policies and procedures that identify and define the expectations for monitoring of instruction. Monitoring affords districts the ability to ensure the effective, consistent implementation of the curriculum. The absence of monitoring procedures leaves curriculum delivery to individual interpretations of district goals (see Finding 3.1).

It is in the classroom that the written curriculum is executed, and it is the work of the classroom that is ultimately assessed to determine student achievement. What goes on in the classroom has repercussions for the entire system. If a district has high expectations for student learning, but the classroom artifacts do not reflect these expectations, it is unlikely the district will achieve its goals. It is, therefore, critical that the content of student work artifacts be aligned to the written and assessed curriculum, and that the rigor of the artifacts embodies the high expectations of the district and the demands of the high stake tests in use (see Finding 3.2). It is for these reasons that the auditors recommend the periodic collection of student work samples for analysis.

Although high yield instructional strategies were identified and expected to occur in the classrooms in the Columbus City Schools, auditors found a wide range of expectations without a clear plan for training and implementation. The auditors found no clearly established expectations, routines, or focus for monitoring curriculum delivery or examining student work.

To eliminate the insufficiencies found in the instructional practices and monitoring systems in the Columbus City Schools, the auditors offer the following recommendations.

Instructional Practices

Instructional practices and the delivery of the curriculum are critical components of building a foundation for academic success. The alignment of the written and taught curriculum essentially equates to how well a teacher plans to teach the learning objective for any given day. Teachers should be allowed some flexibility in how they approach a particular objective, but a well-developed instructional framework provides teachers with research-proven suggestions to improve delivery.

Governance Functions: The following actions are recommended to the Columbus City Schools Board of Education:

G.3.1: Direct the superintendent to revise the policies and administrative guidelines (see Finding 1.1) to require a Common Instructional Framework or expectations for what curriculum delivery should look like in every Columbus City Schools classroom. The Common Instructional Framework should align with the district's long-range goals. Adopt the revised policies and administrative guidelines and direct the superintendent to ensure their implementation (see Recommendation 1).

G.3.2: Direct the superintendent to widely disseminate to all teachers and school level administrators an overview of research-based and supported instructional strategies that are effective with diverse student populations, including those that are economically disadvantaged, special education, and English learners. These should be considered the desired strategies and approaches used to deliver curriculum content in the Columbus City Schools classrooms (see Finding 3.1).

G.3.3: Direct the superintendent to develop a Common Instructional Framework to establish a district-wide expectation for implementation. In addition, direct the superintendent to develop and provide professional development to all classroom teachers to ensure implementation of district expectations for instruction. Require that all school administrators (principals and assistant principals), department heads, and/or other lead teachers attend and participate in professional development to ensure appropriate coaching and support is available for successful implementation.

Administrative Functions: The following actions are recommended to the Columbus City Schools Superintendent:

A.3.1: Assist the board of education in the revision of board policy and administrative guidelines described in **G.3.1**.

A.3.2: Develop the Common Instructional Framework expected in all classrooms across the district. During meetings and discussions with school administrators, provide clear communications about the purpose of the Common Instructional Framework. This is not intended to be a prescriptive, tightly held requirement. The framework is intended to provide a clear picture of what the district expects effective and rigorous instruction to look like. Teachers may have some latitude in selecting the strategies they want to utilize in delivering curriculum within this framework, but this autonomy is dependent upon the degree of success resulting from these strategies and approaches. Instructional expectations for the Common Instructional Framework should be integrated into one consolidated document that is adopted by the board. The types of teaching practices district leadership expects to see and that are proven and effective should be specifically described in writing and adopted in policy to ensure implementation. Suggested practices should be research-based, developmentally appropriate, and relevant to students, and might include:

    a.   Ensuring that the learning objective and language objective are posted and evident to students and that students can articulate what it is they are supposed to know and be able to do (using the <u>academic language of the standards</u>);

    b.   Implementing high-level questioning techniques to facilitate a deeper understanding of concepts and promote higher levels of cognition;

    c.   Implementing the use of formative and summative assessment strategies (formative strategies are defined as those techniques used daily by the teacher, such as quick checks for understanding, exit tickets, etc.) with emphasis on confirming student mastery or targeting for specific intervention based on those checks for understanding;

    d.   Differentiation of instruction that is individualized and based on student need;

    e.   Using varied activities such as small group, student partners, and cooperative learning strategies, providing students with opportunities to verbalize their thinking on a routine basis;

    f.   Using sheltered instruction strategies to provide English learners access to the core curriculum and to support their English language learning;

    g.   Using research-based instructional strategies based on a prioritized, specific list to provide special needs students access to the core curriculum and to support their academic development;

    h.   Engaging students in experimental inquiry, problem-solving, and investigation;

    i.   Engaging students in metacognitive activities, whereby they analyze their own thought processes in approaching test questions, assignments, and new information;

    j.   Integrating the use of technology by teachers and students that is meaningful and transformative;

    k.   Using non-linguistic ways to support comprehension of, identification with, and retention of new concepts or knowledge, such as pictures, graphic organizers, and outlines;

    l.   Providing students with opportunities to establish short- and long-term learning goals; and

    m.   Designing student work products that demand higher order thinking, are conceptual in nature, require students to demonstrate their thinking, and provide opportunities for extended reading and writing in all content areas.

A.3.3: Regularly evaluate the effectiveness of the delivery of the curriculum across the district. Such an evaluation should use data from multiple sources: formative assessments, summative assessments, monitoring data from the campus, and formal teacher appraisals. Set a clear precedent the Professional Learning Communities (PLCs)

be a structure for teachers to analyze student achievement data, examine student work, and improve their teaching practices to in turn improve student achievement. Provide ongoing support and assistance to enable data analysis expertise to grow. Provide annual reports to the board of education regarding the implementation of the Common Instructional Framework, including the progress made in regard to student achievement.

Instructional Monitoring

Monitoring instruction is primarily how well the curriculum is delivered to students, how well the delivery remains in alignment to the standards, and whether or not the instruction is being differentiated to meet individual student needs. To effectively monitor delivery, administrators need a clearly defined curriculum aligned to the state standards at the appropriate depth and complexity and a specific framework for instructional delivery (Common Instructional Framework). Monitoring is about supporting and facilitating quality and effective curriculum delivery, not just documenting a visit to the classroom.

Specifically, an effective classroom monitoring system must look at student engagement in relation to classroom practices of varying instructional strategies and approaches to instructional delivery (see Finding 3.1). Secondly, the system of monitoring must ensure that the content is aligned to the curriculum at the appropriate grade level and level of thinking or rigor (see Findings 2.2 and 2.3). The third and most definitive aspect of monitoring instruction rests with the documented evidence of instruction that is individualized to meet the academic needs of diverse student populations (see Findings 3.3 and 3.4).

Governance Functions: The following actions are recommended to the Columbus City Schools Board of Education:

G.3.4: Direct the superintendent to develop policies and administrative guidelines for adoption to align the monitoring of the curriculum delivery with the teacher evaluation system. The purpose of the monitoring and evaluation should be defined in terms of student achievement.

G.3.5: Develop the district philosophy of monitoring curriculum delivery. Determine the role of the school administrator as the instructional leader by determining the components necessary to effectively monitor curriculum delivery (e.g., teacher evaluation, related walk-throughs, and instructional walk-throughs (in alignment with the Common Instructional Framework).

G.3.6: Direct the superintendent to define the responsibilities for the monitoring of teachers in regard to the delivery of the curriculum. Identify specific roles and responsibilities for each position in the monitoring process and include the responsibilities in the job descriptions.

G.3.7: Direct the superintendent to develop a process for the creation of an ongoing revision of instructional monitoring tools. The tools should allow for the school administrators to facilitate and improve the instructional program through feedback that fosters growth of staff in the delivery of the curriculum.

G.3.8: Direct the superintendent to provide focused professional development to provide ongoing support for monitoring of instructional practices. Design training for new teachers and administrators on the Common Instructional Framework and monitoring expectations as they enter the district.

G.3.9: Appropriate adequate resources to support the ongoing monitoring and teacher evaluation training for both teachers and administrators.

G.3.10: Require an annual report to the board on the improvement of teacher monitoring and evaluation efforts in relation to student achievement.

Administrative Functions: The following actions are recommended to the Columbus City Schools Superintendent:

A.3.4: Revise board policies and administrative guidelines that reflect comprehensive monitoring and evaluation programs for all employees who support the delivery of the school curriculum. Policies and administrative guidelines should define individual and school responsibilities for monitoring and teacher evaluation and ensure the written and clear expectations for monitoring the delivery of the curriculum.

A.3.5: Include in district planning documents (see <u>Recommendation 1</u>) school monitoring requirements for delivery of curriculum, and specifically link monitoring components to the currently adopted teacher evaluation system. Incorporate how those components will affect teacher growth and impact student achievement. Include a process to update documents on a regular basis. Expectations should include:

a. Defining the purposes of monitoring (for example: learning environments, instructional activities, room arrangements, strategies utilized, curriculum that is being delivered, pacing, etc.).

b. Specifying the following:

1. Who will be monitoring, i.e., principals, assistant principals, coaches, department heads, lead teachers, and/or teacher teams;

2. What are their responsibilities;

3. What feedback is shared and how will it be shared;

4. How should it occur and what is the frequency; and

5. What are the minimum expected requirements for monitoring.

c. Establishing clear expectations for different types of walkthroughs to be conducted—evaluative based on teacher performance, or instructional to collect ongoing data for analysis—and review to determine professional development needs.

d. Designating which data from instructional walk-throughs will be used for feedback for the purpose of determining professional learning needs, monitoring delivery of the curriculum, etc. and which data will be used for teacher evaluations, instructional coaching, and improvement at the district and school levels.

e. Setting district and school goals with definitive expectations based on the indicators in the instructional walk-through form. Establish a requirement to periodically review data with teachers and set grade level or department goals. Determine a timeline for evaluation of district and school goals.

A.3.6: Define the instructional walk-through process to include the following characteristics:

a. The process is a research-based model that addresses the different skill levels of teachers;

b. The process is focused on the delivery of the curriculum, which includes the identification of effective instructional strategies;

c. The process should include frequent, short classroom visits; and

d. The process provides an opportunity for reflective thought and dialogue (feedback).

A.3.7: Use a classroom observation process (in addition to walk-throughs) to specifically evaluate student work assignments and objectives being used in classrooms in a collaborative, non-threatening context that can even be performed by teacher teams, department heads, or instructional coaches. Consider two other purposes and types of monitoring that supplement the non-supervisory classroom walk-throughs: *CMSi SchoolView* trend data collection and *Examining Student Work* data collection for calibrating student work. *CMSi SchoolView* is a system for collecting classroom observational data collected frequently over time to see if predominant teacher and student activities, the objectives taught, and the student work displayed all reflect the district's Common Instructional Framework. *Examining Student Work* is a method for collecting student work to calibrate it against the district, school, and state standards and expectations to check alignment and determine whether the work is above or below level. All three methods for collecting data are for different purposes, and all three comprise one facet of monitoring that contributes to valuable school-level feedback for decision making. Analysis of student assignments must include the following:

1. **Calibrate the student activity:** Determine if the skill area or concept to be mastered in the student activity matches the district's stated content objective or standard as described by the Ohio standards for the grade level.

2. **Examine cognition levels:** Determine if the student activities are meeting district expectations for cognitive demand. Are students being asked to understand a concept or analyze the content in a way that promotes higher order thinking?

3. **Determine the context:** Examine how students are interacting with the content. Certain types of contexts—ways in which students are called upon to demonstrate their learning—are inherently less engaging than others and, therefore, less likely to promote retention of the material. Contexts also determine the level of cognitive engagement students will likely experience during a lesson. Cognitive engagement is the level to which students are intellectually interested in participation in the activity. Activities that mimic tests, such as multiple-choice and fill-in-the-blank questions, as well as activities rarely seen outside of the classroom, are less engaging. Real World applications and Meaningful Writing experiences allow students an opportunity to engage with the content in a way that sparks interest. See Exhibit 3.2.27 for further explanation of contexts.

4. **Look for differences between student work samples:** Are students in one classroom consistently asked to engage with content at a higher cognition level than students in another classroom? Do some classroom teachers use highly engaging contexts to explore a concept, while others use less engaging activities?

A.3.8: Require that monitoring is the primary responsibility of the school leader (principal), including assistant principals and any other instructional personnel based at the campus.

A.3.9: Revise the principals' and assistant principals' job descriptions and board policy to include specific expectations for monitoring based on the adopted and newly created Common Instructional Framework.

A.3.10: Ensure that principals are monitored to ensure that instructional monitoring and evaluation occur as outlined in district procedures. Require that the monitoring and evaluation data be analyzed in terms of student achievement.

A.3.11: Design and revise professional development to monitor the delivery of the curriculum and to enhance the employee evaluation program. Provide training to and require attendance and participation of all instructional staff (superintendent, school administrators, instructional coaches, and classroom teachers) over the Common Instructional Framework to ensure effective implementation. Provide additional training to school administrators, coaches, department heads, or lead teachers on effective coaching, feedback, and instructional leadership to further develop capacity in regard to improving instruction through a consistent instructional walk-through and teacher evaluation process. Include in their training student work example calibration and alignment, using the dimensions of content, context, and cognition, and determine whether the work is on, above, or below level. This data can provide valuable district-level feedback for district decision making.

A.3.12: Provide teachers training in data collection and analysis concerning the grade level and cognitive rigor of materials used in the classrooms. Teachers must be informed consumers concerning the types of activities and materials they use with students—too many passive, low-level activities result in low-level learning and students who are not prepared for test success.

A.3.13: Develop timelines for analysis of school data. Hold periodic data discussions with school administrators (principals) to determine if the classroom instruction and student achievement are in alignment based on results of the instructional walk-through process. Evaluate for effectiveness and adjust goals as needed.

A.3.14: Develop an evaluation process to ensure consistent implementation that evaluates in terms of whether or not the implementation of the instructional framework is impacting student achievement.

A.3.15: Report annually to the board the progress of the monitoring procedures in relation to student achievement.

These recommendations, when fully implemented, should allow the Columbus City Schools to experience improvements in job performance related to effective instructional practices and delivery of the curriculum and monitoring the delivery of instruction and the quality of student work to ensure increased student achievement. Additionally, the steps will support creation of a systemic approach to implementation of a high quality instructional framework for teaching and learning in the Columbus City Schools.

Recommendation 4: Develop and implement a comprehensive system for student assessment that will provide meaningful opportunities to analyze data for decision making, close the district achievement gaps, and support improved student achievement. Develop system-wide formative and summative assessment tools concurrently with curriculum development.

In effective school systems, all administrators and teachers know how to analyze important trends in the instructional program, as well as areas of strength and weakness by classroom, student groups, and individual students. School leaders and teachers make frequent use of assessment data to design classroom instruction aimed at improving student achievement. Various forms of data are used to identify needs that can inform decision making at both the school and district levels.

Effective school systems have clear steps to follow when students are not meeting grade-level expectations. These steps are defined within a system that clearly identifies what the expectations are and what they look like when mastered, what the tools are to determine mastery of those expectations, how to interpret the data from those assessment tools, and what to do when mastery is not achieved. Accordingly, interventions are identified for use with students who require additional assistance to attain mastery, and guidelines for acceleration are also identified for those students who are performing above grade-level expectations.

In the Columbus City Schools, the auditors found board policies, plans, and job descriptions to be inadequate to direct student assessment and the use of data to address student needs and improve student achievement (see Findings 1.1, 1.2, and 1.3). Planning for a comprehensive assessment program was not in place to provide feedback to students, parents, teachers, and administrators with results of student attainment of expected outcomes (see Finding 4.1). Auditors found the scope of student assessment was inadequate to evaluate the taught curriculum in core and non-core courses so as to provide sufficient data for making sound curricular decisions (see Finding 4.2).

The district does not have a consistent process for the use of formative and summative student assessment data, and auditors found that the use of data varied from school to school. In addition, tightly-held, district-level formative assessments to monitor student mastery of a given objective or standard were not available to the Columbus City Schools (see Finding 4.3). Although the district has a very sophisticated system for data management, because of the nature of how the state collects data, the district has no way of knowing how economically disadvantaged students are performing academically against their non-economically disadvantaged peers. Auditors were unable to attain student achievement data based on economic status in order to analyze trends and compare the progress of students who are economically disadvantaged against those who are not. The district's inability to disaggregate data by economic status has ultimately created a veil over student performance and hinders the district's progress in closing that gap in student achievement. Without full transparency of data in terms of ethnicity, student groups, programs, economic status, and individual students, the district, schools, and teachers will face difficulty in planning to provide targeted interventions that will make a difference in student performance.

At all levels, the overall percentages of district students meeting the standard on state assessments has consistently remained well below those of students statewide and slightly below comparison districts. Although students show annual growth on the *NWEA MAP*, students are not making enough progress to improve their performance on the *Ohio State Test* (*OST*) to a large degree. Consequently, trends show that students from the Columbus City Schools are attending college more frequently, but more than half of the students who enroll must take remedial coursework in college (see Finding 4.4).

Auditors recommend revision of local policies directing design of comprehensive planning for student assessment in all core and non-core courses for kindergarten through grade 12. Additionally, auditors recommend revision of board policies directing data use to identify and respond to achievement gaps. Due to significant gaps in student achievement among certain subgroup populations, as presented in Finding 4.4, direction through policy and administrative regulation is an immediate necessity to address student needs and determine which student groups are in need of the most intensive interventions to begin closing the gap between student groups, ethnicities, and socio-economic status. Auditors recommend the revision of existing policies and/or development of new ones within six months.

Lacking a comprehensive plan for student assessment means the district lacks critical linkages with the curriculum (see Findings 2.1, 2.2, and 2.3) and, therefore, direction for producing desired learning outcomes. The leadership of the Columbus City Schools needs to consider, as a priority, design and implementation of a comprehensive student assessment planning process to include specific actions for the use of data for improvement of student achievement. Having an assessment process in place can serve as a means to acquire, organize, and analyze information needed to guide instructional planning, inform teachers about student learning, assess program effectiveness (see Finding 5.1), and make critical decisions regarding the educational program, district practices, and resource allocations. Closely tied to the curriculum management plan (see Recommendation 2), this plan should be in place within six months prior to the start of the next school year.

Governance Functions: The following actions are recommended to the members of the Board of Education of the Columbus City Schools:

G.4.1: Direct the superintendent to present to the board for review and adoption of a new or revised policy that provides a framework for a comprehensive student assessment plan, which may be part of the Curriculum Management Plan (see Recommendation 2) and which includes the following:

1. Description of the philosophical framework for the design of the student assessment plan and direction for both formative and summative assessment of the curriculum for every course and grade in congruence with board policy;

2. Requirement that formative, diagnostic assessment instruments are aligned to district curriculum and are administered to students frequently to give teachers information for instructional decision making;

3. Requirement that curriculum documents model types of assessment approaches to be used on an ongoing basis to monitor student learning;

4. Requirement that an easily accessible pool of high quality assessment items and tasks be available to teachers of all core courses (at a minimum) and all non-core courses for use diagnostically during instruction;

5. Require that district staff provide deeply aligned summative assessment tools to measure student mastery of key content of the curriculum after adequate opportunity to learn; and

6. Direction for use of data to analyze group, school, program, true demographic data, and system student trends and the expectation that, when achievement gaps are evident in the data, aggressive action must be taken to intervene.

G.4.2: Direct the superintendent to begin immediately the disaggregation of data to determine how students are performing based on ethnicity and economically disadvantaged status**.** Begin the development of trend analyses for economically disadvantaged students by district and school.

G.4.3: Direct the superintendent to prepare for board review and adoption a comprehensive student assessment plan as described in policy under action **G.4.1**.

G.4.4: Commit adequate resources to support implementation of comprehensive student assessment planning.

G.4.5: Direct the superintendent to implement the comprehensive student assessment plan adopted by the board as described in **G.4.3**.

G.4.6: Direct the superintendent to regularly report to the board the results of student assessments resulting from the implementation of the plan described in action **G.4.3**.

Administrative Functions: The following actions are recommended to the Superintendent of the Columbus City Schools:

A.4.1: Assist the board in developing a new or revised policy that provides direction for development and implementation of a comprehensive student assessment plan as described in governance action **G.4.1**.

A.4.2: Direct and monitor the immediate disaggregation of data by ethnicity and true economic status to determine how students are performing and develop in-house trend analyses for economically disadvantaged students by district and school.

A.4.3: Revise the purpose of the District Assessment Committee so its main priority is the analysis of student performance data by district, region, and school, including an analysis of all subgroup populations, ethnicity, economic status, and program. Include a requirement for the committee to develop action plans and assign clear roles and responsibilities for implementation and monitoring.

A.4.4: Tied closely with a curriculum management plan (see also Recommendation 2), develop a comprehensive student assessment plan containing the following elements:

1. The philosophical framework for the design of the student assessment plan and direction for both formative and summative assessment of the curriculum by course and grade in congruence with board policy;

2. Direction for use of data to analyze group, school, program, and system student trends; ensure that true demographic data, specifically for economically disadvantaged students, is disaggregated and analyzed by group, school, program, and individual student;

3. An expectation for an explicit set of formative and summative procedures to carry out these expectations, and provisions for regular formative and summative assessment at all levels of the system (organization, program, and student);

4. Requirement that formative, diagnostic assessment instruments are aligned to district curriculum and are administered to students frequently to give teachers information for instructional decision making;

5. Inclusion of a list of student assessment tools, purposes, subjects, type of student tested, timelines, and so forth. Tools should make use of diverse formative and summative assessment strategies for multiple purposes at all levels;

6. Specification of responsibilities of the district administrative staff and school-based staff for assessing all students using designated assessment measures, and for analyzing test data;

7. Procedures to direct the feedback process and assure the proper use of assessment data at all levels;

8. Specification of connection(s) among district, state, and national assessments;

9. Specification of the overall assessment and analysis procedures used to determine curriculum effectiveness;

10. Requirement that aligned student assessment examples and tools be placed in curriculum and assessment documents;

11. Specifics regarding how equity issues will be identified and addressed using data sources, including controls for possible bias;

12. Identification of components of the student assessment system to be included in program evaluation and specifics as to how these data will be used to determine continuation, modification, or termination of a given program (see Finding 5.1 and Recommendation 6);

13. Provision for appropriate trainings for various audiences on assessment and the instructional use of assessment results;

14. Delineation of responsibilities and procedures for monitoring administration of the comprehensive student assessment and program evaluation plan and/or procedures;

15. Establishment of processes for communicating and training staff in the interpretation of results, changes in state and local student achievement tests, and new trends in the student assessment field; and

16. Description of creation of an assessment data system that allows for the attribution of costs by program, permitting program evaluations to support program-based cost-benefit analyses (see Finding 5.1 and Recommendation 6).

A.4.5: Implement the comprehensive student assessment plan as directed by the board in action step **G.4.5**, including assigning clear responsibility for development and implementation of formalized procedures for systematic student assessment aligned with the curriculum management plan (see Recommendation 2).

A.4.6: Expand training in formative and summative data access, analysis, and use in facilitating teaching and learning. Extend this training to all instructional staff and administrators and provide systems to connect this training to district-wide efforts to increase student achievement (see also Recommendation 6).

A.4.7: Develop tightly-held, district-created formal formative and summative curriculum-based assessments and implement the required use of those district-wide formal formative and summative curriculum-based assessments (concurrently with curriculum development) in all schools. These assessments should be aligned to the district curriculum documents to determine student mastery of curricular objectives.

A.4.8: Establish clear expectations for administrators and teachers in board policies, administrative regulations, and job descriptions on use of assessment data for diagnosing student needs, evaluating student progress, determining curriculum and program effectiveness, and making decisions in all district operations (see also Recommendation 1).

A.4.9: Develop plans and processes to systematize use of student assessment data for instructional decision making at all levels of the system to include the following:

    a. District level procedures for data analysis and communication of assessment results;

    b. Classroom instruction that makes use of research-based, powerful instructional strategies; cultural and linguistic responsiveness; and cognitive rigor both in materials and student activities (see also Recommendation 3);

    c. School level PLC processes related to use of student assessment data; and

    d. RtI processes, including use of data for Tier I, II, and III interventions designed to target student needs.

A.4.10: Monitor closely achievement by high risk student subgroups at all levels through state assessments, curriculum-based assessments, and formalized formative assessments, as well as national assessment tools and exams, such as *MAP*, *AP*, *SAT*, and *ACT*; aggressively address instructional practices and interventions to ensure low-performing students receive appropriate, effective interventions.

These recommendations, if implemented within six months to two years, should give the district a means of ensuring consistent, appropriate use of data to assess student progress, analyze results, and ensure such results are used to make sound decisions about curriculum and instruction. Additionally, assessment and evaluation data will be available for use in informing students, parents, and other stakeholders of the effectiveness of district staff in educating their students.

Recommendation 5: Prioritize equity in every policy, plan, and aspect of teaching and learning. Establish written, planned procedures for monitoring equity issues across the district. Develop and implement a plan of action to establish clear guidance, direction, and coordination in instructional delivery and planning for the ESL program.

Equity is about ensuring that students have equal access to not only quality programs and services, but also to academic success. Ensuring academic success means providing instruction and resources to students based on their individual needs, not based on what worked for the majority of students or even based on a formula or standardized procedure. Equity in public education shifts the district focus from what teachers and administrators do to what the students need teachers and administrators to do. This means a comprehensive shift in priority: focusing on individual students and their needs, rather than system-level priorities and needs. Such a shift in focus must take place at every level of the system to realize improvement in every student's academic achievement: system level, building level, and classroom level.

At the system level, areas of inequity must be monitored and addressed through system-wide efforts, such as new policy directives, professional development initiatives, or even staffing changes. Identifying areas of inequity in a district is achieved through data analysis, as well as anecdotal evidence collected from district

stakeholders. Areas of inequity must also be identified, monitored, and addressed in individual building-level planning, such as the School Improvement Plan.

In the classroom, teachers monitor equity in similar ways but with a much smaller population, looking at test data by student subgroups, monitoring their own instructional strategies and behaviors, and ultimately evaluating whether students are making appropriate gains in achievement despite any demographic factors that might predict failure. What is fair for one student might in fact be unfair for another; being equitable (fair) many times means teachers must treat children unequally. The driving philosophy behind the concept of equity is that all students can attain academic success if they are given adequate support, instruction, and time. There are no exceptions; expectations must remain high for every single child, and failure is never considered an option. A child who fails to succeed academically is a failure on the part of the system.

The Columbus City Schools has policy that provides assurance that the district will not discriminate and directs that equal educational opportunities shall be available to all students, but it lacked specificity and a requirement for annual review of equity data and subsequent development of a plan for inequities. The district has developed a job description for a Chief Equity Officer, but the position had not been filled at the time of the audit.

The audit team found the delivery of programs, services, and opportunities ineffective in bringing about equal access to the curriculum and equitable distribution of resources necessary for student success. Finding 3.3 revealed that staff demographics do not reflect the ethnic representation of the student population; student participation in special programs is not representative of their numbers in the overall student population; student subgroups are overrepresented in discipline and retention; and students in schools with economically disadvantaged percentages above the district average have higher rates of chronic absences, more interruptions in instruction due to lack of substitute coverage, and low graduation rates. Further, English learners (EL) and special education students demonstrate performance gaps in comparison with other groups and there is little direction to successfully address the needs of the EL population (see Finding 3.4). Auditors examined the Columbus City Schools documents that describe the programming for English learner (EL) students. The district's program is based on state requirements and includes suggestions for instructional delivery, program models, and general goals and expectations. The district does not have board policy or administrative guidelines to direct program implementation across schools in the district. Programs that provide services to EL students must be clearly and specifically defined to assure effective implementation and monitoring and are essential in providing students with the supports they need for success. Effective district-level direction translates into support for the teachers in delivering program services for the ultimate benefit of the child.

Governance Functions: The following actions are recommended to the Board of Education of the Columbus City Schools to address the issues and concerns related to equity and access to programs and effectiveness of services. These actions should be implemented within one to three years.

G.5.1: Request the administration to revise PO 2260 DISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITIES or draft new policies and administrative guidelines for review and adoption that are specifically focused on equity and accomplish the following:

  a. Define equity specifically in terms that clearly contrast it with equality. Specify when things are to be equal (access to resources, materials, courses) and when they are to be equitable (fair, just, and different in order to meet individual student differences);

  b. Require regular disaggregation (minimally every year) of all centrally collected assessment data by student subgroups (ethnicity, language, gender, GT/special education, and economically disadvantaged), and implement a plan to monitor subgroups' performance. Instruct district leaders to pay close attention to achievement gaps that fail to narrow over a reasonable amount of time, such as two years;

  c. Specify expectations for communication at all levels of the system to assure improved coordination and integration of district initiatives, departments, and procedures;

  d. Establish the district expectation and prioritize for high quality student-centered instruction that is always culturally responsive and congruent with expected strategies in every classroom; and

  e. Require a report on the status of equity and monitoring for the policy across the district.

G.5.2: Require the development of a plan for implementing initiatives and procedures for monitoring and supporting equity, equal access, communication, and consistency district-wide. In policy, require the plan to include the following components for action:

1. Establish goals for equity, congruent with expectations in revised PO 2260, or in newly written equity policy;

2. Clearly specify the necessary actions (in measurable terms) to attain district goals with a corresponding timeline and persons responsible;

3. Define roles and responsibilities of all key stakeholders in working toward equity and equal access;

4. Describe procedures for monitoring actions and assigned tasks and initiatives;

5. Include evaluation components to clearly demonstrate changes in professional practice that link directly to meeting the needs of diverse learners and improving student performance;

6. Collect data on the effectiveness of the plan's implementation;

7. Review and evaluate the assigned actions periodically, with reports to the board; and

8. Revise the plan accordingly based on evaluation results.

G.5.3: Require the superintendent to develop, along with principals and teaching and learning department staff, strategies to help students experience success in the district's educational program and to incorporate such strategies into the District Improvement Plan, department plans, and school improvement plans to create an aligned, coordinated, central system of support for all efforts to achieve equity across the district.

G.5.4: Require, when problems with equity are evident, multiple measures to evaluate reasons for achievement gaps and identify the key factors that contribute to maintaining the gap. Determine the suitability of current efforts to eliminate gaps based on the new data.

G.5.5: Request periodic updates from the superintendent regarding equity across the district, using measures congruent with policy and directed by the equity and equal access plan. Request the superintendent to conduct a study of teacher assignment practices and their impact on equity across schools with regard to access to effective teachers.

G.5.6: Direct the superintendent to develop and implement a realistic plan to recruit administrators and teachers that more closely reflect the ethnic and gender characteristics of the student population.

G.5.7: Direct the development of a plan of action to achieve substitute coverage to provide continuity of instruction in a teacher's absence.

Administrative Functions: The following actions are recommended to the Columbus City Schools Superintendent:

A.5.1: Assist the board of education in revising policy to prioritize equity across the district and to improve coordination and integration within the system.

A.5.2: Oversee the development of administrative guidelines to support the implementation of board policies focused on equity.

A.5.3: Assist the board in obtaining ALL stakeholders' (Columbus Education Association, district and school administrators and staff, parents, and community partners) commitment to equal access and equitable allocation of resources. Take steps to ensure that all students can succeed regardless of ethnicity, primary language, mobility, or economic status. Establish linkage to the budget process.

A.5.4: Develop a plan for assuring and monitoring for equity and equal access across the district. Having a plan in writing that defines expectations, responsibilities, and tasks is essential in establishing improved culture, realizing change, and improving accountability. Monitoring for equity is necessary since many inequities exist without stakeholders' knowledge or intent.

In addition to the main components outlined in **G.5.2**, the following are to be integrated into the plan.

a. Re-emphasize, across the district, the philosophy that serves as the foundation for assuring equity and equal access in all aspects of district decision-making processes and communications. With all definitions of equity, emphasize that challenge, rigor, and relevance are to go hand in hand with ensuring academic success and access for all students. A collaborative relationship with parents, school stakeholders, and the community is a priority in realizing this philosophy.

b. Describe how high expectations for all students, regardless of race, income level, language proficiency, gender, etc., to be established throughout the planning process, will be upheld and enacted district-wide. Specifically describe how those expectations are to be actualized in classrooms, in schools, and across the district in day-to-day actions. Connect these expectations with every professional development initiative or training in explicit ways.

c. For each area where inequities and inconsistencies exist, establish goals (as specified in **G.5.2**) with action steps for remedying the inequities and inconsistencies. Be focused in the identification of actions to take; too many initiatives or activities is not better. Rely on research and on what has worked in similar districts, keeping in mind the characteristics and student profiles unique to the Columbus City Schools. Allow enough time for the initiatives to work. Hold each person assigned to the action steps accountable for their implementation and monitor results.

d. Institutionalize the importance of equity in all curriculum management functions throughout the district: planning, monitoring, curricular revisions, curriculum delivery, etc. Establish steps to be taken in developing, reviewing, evaluating, and revising curriculum and accompanying resources to assure equity and equal access. Assuring representation of all subgroups in materials and resources is critical.

e. Direct the methods to be used in collecting data on equity across the district. Specify the instruments, measures, and procedures to be used to identify equity problems, to determine probable causes, and to evaluate the effect of the plan's action steps.

f. Establish the district priority for a welcoming, inviting, and accepting district culture that emphasizes high quality, student-centered instruction. This instruction must always be culturally responsive and integrate the SIOP model in every classroom. Require that training in SIOP and in culturally responsive instruction be completed by every single staff member and administrator, at all levels, within the next two years.

g. Collect data regarding which staff have completed which trainings; provide incentives to those who complete it. Be especially mindful of the differences among and within ethnic groups. Considerable diversity exists within the larger constructs of race; sensitivity to these differences and to the intersection of race, language, and economic level is very important. Nobody can be an "expert" at any culture but the one from which one came. However, being open, maintaining transparency regarding one's lack of understanding or familiarity, and affirming the advantage of differences are all part of creating a culture of valuing and appreciating every child, every family, and a school's overall diversity.

h. Set expectations for inta-district collaboration and coordination. Ensure that all departments at the central office and all schools are communicating effectively, coordinating initiatives to minimize gaps and overlaps, and are working together toward district goals.

i. Determine the professional development needed to accomplish the goals of the equity and consistency. Require training for personnel in sensitive positions, particularly in cultural sensitivity and culturally responsive instruction, as well as socio-emotional learning. Evaluate effectiveness of professional development and modify as needed based on new data or needs.

j. Require application-only programs to monitor their student body enrollment by subgroups and gender in order to maintain proportionality in their enrollment.

k. Monitor achievement by student subgroups at ALL levels, using progress-monitoring tools that align to the standards and that provide meaningful data.

l. Establish procedures for building-based application for additional resources to support programming and/or equity-based allocations. Criteria for the application should focus on goals for the resource, rationale for needing them (supported with data); specific actions to be taken if granted the resources, and a plan for collecting data and results to evaluate effectiveness.

A.5.5: Establish the importance of high-quality, student-centered instruction, and require an instructional model that is centered on individual student needs: both for curriculum and for activities. The model should reflect the latest research concerning effective approaches and activities for culturally, linguistically, and economically diverse students. Describe specifically what such instruction looks like in the classroom, and require teachers to adhere to the model for instruction.

A.5.6: Provide professional development for both teachers and administrators over what effective instruction for the Columbus City Schools looks like. Academic improvement should not be consistent for every child, students who are below grade level must have accelerated instruction and learning opportunities, so they make faster gains than other students to ensure that they do not fall farther and farther behind.

A.5.7: Beyond offering or requiring professional development for teachers and administrators, require the implementation and monitoring of new learnings in the classroom. Collect classroom observational trend data to determine whether professional development is having the desired impact on teaching and learning. This differs from the walk-through in that the observational data are collected and analyzed in the following areas:

a. Dominant student activities observed;

b. Dominant teacher activities observed;

c. Evidence of student work that gives testimony to adherence to the adopted instructional model;

d. Evidence of powerful instructional strategies (SIOP);

e. Evidence of cognitive rigor in both the materials/resources being used as well as in the students' activities;

f. Evidence of cultural and linguistic responsiveness; and

g. Evidence of access to the core curriculum.

A.5.8: Direct principals to monitor instruction for evidence of the instructional model and the framework for effective strategies, and require them to monitor test scores for student gains in achievement. This means monitoring a single cohort of students' gains over time—from year to year—to ensure their performance is improving.

A.5.9: Require regular and accurate analysis of disaggregated data pertaining to all district practices (e.g., program enrollment, course offerings, disciplinary actions, and interventions to determine disparities and inequities). Use these analyses for equitable and rational program and instructional decision making.

A.5.10: Require that procedures defined for clustering students with special needs (EL, special education, gifted and talented) be used across schools for greater consistency. Having too many students from any subgroup in a single classroom also creates an inordinate burden for teachers, especially if multiple subgroups are in the same class: gifted, special education, and ELs.

A.5.11: Coordinate all human resources, curriculum delivery, and campus administrator functions to prioritize instructional quality and promote equity across the district. Ensure that schools with the greatest needs (such as the highest percentages of at-risk students and greatest numbers of English learners) have the most experienced and effective principals and teachers. Require that teachers with unsatisfactory evaluations remain at their current campus (not be transferred) until documented problems are resolved or they are dismissed. Model and maintain an emphasis on meeting students' needs and demonstrating high expectations at all levels of the district. Integrate these functions with teacher evaluation and monitoring.

A.5.12: Regularly review site-based decision making for equity, particularly the decisions that impact the delivery of the educational program and equitable access to learning opportunities. For example, analyze minutes

of instructional time, access to the educational program in the classroom through appropriate differentiation, sheltering of content, accommodations, and identification of and access to programs and services.

A.5.13: Work with the Columbus Education Association and school administration to create a staffing strategy that recognizes staff expertise for new hires and targets appropriate assignments for current staff to address student needs versus student numbers, teacher preference, and seniority.

A.5.14: Prepare and implement a realistic plan to recruit administrators and teachers that reflect the ethnic and gender characteristics of the student population.

A.5.15: Develop a plan of action to recruit, train, and maintain an expanded cadre of substitutes to provide classroom coverage in the event of a teacher's absence to maintain the learning environment for continuity of instruction.

A.5.16: Make community partners and other support organizations aware of the district's shift in focus on individual needs of students and implementation of specific, research-based, curricular strategies to meet their needs. Develop a process to work with partners as supplemental activities, opportunities, and interventions are being designed and developed so they are aligned with the district focus and student needs to ensure equal access and equity.

Program Planning: ESL/EL

Governance Functions: The following actions are recommended to the board of education of the Columbus City Schools to address the issues and concerns related to equity and access to programs and effectiveness of services for EL students. These actions should be implemented within one to three years.

G.5.8: Direct the superintendent to present new or revised policies and administrative guidelines for board adoption to provide a framework for a comprehensive program for the education of EL students. The framework should require specifications outlined in **A.5.17**.

G.5.9: Require that a comprehensive EL Plan be developed, including mission, vision, goals, and objectives related to improving EL achievement, along with budgetary implications and an evaluation process.

G.5.10: Commit adequate resources to support effective program implementation and required professional development to meet the needs of English learners.

G.5.11: Direct the superintendent to analyze and recommend staffing changes to better meet the needs of EL students.

G.5.12: Require the superintendent to submit an annual report to the board of education that includes progress of EL students from one language proficiency level to another, the number of EL students meeting and exceeding the state required proficiency level, progress towards meeting state academic standards, access to accelerated courses, enrollment in the gifted and talented program, enrollment in the special education program, disciplinary statistics, and graduation rates.

Administrative Functions: The following actions are recommended to the Columbus City Schools Superintendent:

A.5.17: Develop a comprehensive plan directing programming for English learners to align with the district mission and goals and differentiates services for students at all grade levels. The plan should include the following components (some of which may already exist in district documents) that address deficiencies outlined in Finding 3.4:

1. Revise current policy or draft new policies and administrative guidelines to define high expectations for EL students that meet or exceed all standards for English language proficiency and content area mastery as quickly as possible while providing equal access to the core curriculum.

2. Review and evaluate the ESL Plan and Handbook. Clarify the rationale, goals, objectives and feasibility of each program. Set expectations for student participation and proportional representation in core curriculum content, academic language development, gifted and talented program, accelerated learner courses, and AP courses.

3. Establish a philosophy for ESL programming. Review the statement in current documents that articulates the philosophical approach to English language acquisition that serves as the foundation for assuring equity and equal access in all programs. Revise this statement, as needed, to reflect the district's philosophy of education, instructional approach and commitment to respecting and valuing the ethnic, cultural, linguistic, and economic diversity in the district.

4. Articulate clear and measurable objectives for the ESL program that target student attainment of the academic achievement goals expected for all students.

5. Set specific goals for the ESL program in terms of students' language progress and content mastery, as well as their sense of self-efficacy and positive self-image as a language learner. Keep the goals measurable, observable, and assigned to specific personnel for execution and monitoring with a timeline for completion. Establish a number of goals that are feasible and aligned to the district improvement plan.

6. Establish provision for the integration of specific objectives related to English language development as a core subject for EL students in addition to the integrated SIOP strategies expected to be used in all content areas. These SIOP strategies should be integrated into every content area to support the sheltered instruction model and other models adopted by the district. ESL personnel should participate and be included in all curriculum development stages.

7. Direct the design of curriculum that explicitly embeds sheltered strategies in the core content areas in addition to language development strategies and approaches.

8. Direct the alignment of district and site programs with the specific objectives of the ESL enrichment programs, such as interventions used across the district where EL students are served.

9. Schedule professional development for instructional, non-instructional, and administrative staff in effective delivery of services for ESL programming. Connect this professional development to the focus on effective instructional practices and a Common Instructional Framework as presented in Recommendation 3.

10. Ensure that all instructional resources are available to all teachers in the district at the required proficiency levels be research-based, and analyzed and evaluated for their appropriateness, rigor, quality, and alignment with the district-adopted sheltered instruction model and curriculum, such as SIOP.

11. Delineate roles and responsibilities for all professionals who have a responsibility to administer the design/delivery of ESL services.

A.5.18: Engage district and site staff in executing the design elements of the plan as outlined above in **A.5.17**.

A.5.19: Provide aggressive professional development to principals in effectively monitoring the delivery of curriculum content as well as providing English language development support in every classroom. Mentor principals on how to monitor and coach teachers more effectively to improve teachers' instruction and their students' achievement.

A.5.20: Supervise principals' monitoring of classrooms and implementation of the appraisal process, particularly with teachers who are struggling with instructional differentiation and the use of diagnostic assessment data to drive their teaching and planning.

A.5.21: Integrate principal supervisory functions with teacher evaluation and monitoring. In addition, provide principals with support in coaching and evaluating teachers and, when necessary, removing ineffective personnel.

A.5.22: Establish clear guidelines related to which type of decisions about the ESL program are made at the district and school levels. Address decisions that support and/or detract from programmatic cohesion, equal educational opportunity, and consistency of services to EL students.

The actions outlined in this recommendation represent a significant commitment on the part of the Columbus City Schools to equity and equal access for their diverse learners. These recommendations, when fully

implemented, should allow the district to fully engage in equitable practices based on student needs and experience improvements related to the delivery of curriculum and instructional strategies to increase student achievement. These steps will support the creation of a systematic approach to the implementation of high quality teaching and learning in the Columbus City Schools.

Recommendation 6: Design and implement a process to support improved productivity of human capital throughout the district for higher levels of learning by all students.

Productivity can be defined as doing more with the same resources or doing the same with less resources. In a school system, productivity depends upon processes for evaluating the effectiveness of all district employees, programs and interventions, professional development, accessibility and use of technology, and the utilization of facilities. Tracking district expenditures against measurable benefits in each of these areas allows decisions regarding continuation or termination to be made based on data.

Because the organization makes such a large investment in human capital, maximizing human capital is an excellent way to improve productivity in a people-rich organization. Focusing on the human capital of the district allows the system get the most out of its number one resource—people thereby increasing the productivity of the organization through an approach that will help to maximize the use of resources available to the school district. To be effective in developing human capital, a viable performance evaluation system that allows for the identification of areas in need of improvement must be institutionalized and used to inform quality professional development linked directly to improved learning for all students. Increased productivity also requires the use of instructional technology in a manner that increases the efficiency and/or effectiveness of the teaching and learning process. Further, when financial resources can be allocated according to identified priorities and the cost-benefit of programs and innovations through formal evaluations, increased productivity in financial as well as human capacity can be achieved.

The auditors present the following recommendations regarding productivity and maximizing the effective use of the human capital within the school system. Specifically, areas of focus include professional development and its relationship to performance review, the effective use of technology, the utilization of facilities, and the cost-benefit of district intervention and program efforts through a systematic and outcome-based evaluation process. These actions should be completed within three years.

<u>**Productivity**</u>

Governance Functions: The following actions are recommended to the Columbus City Schools Board of Education:

G.6.1: Direct the superintendent to develop a draft policy for consideration and adoption by the board that supports the philosophy of productivity and requiring continuing productivity (human and financial) that demonstrates the following:

   a. Planned and actual congruence among curriculum objectives, results, and financial costs;

   b. Specific goals and strategies that have been selected and implemented to attain improved results in the schools over a specific time period;

   c. A planned series of interventions that have raised pupil performance levels over time and maintained those levels within the same cost parameters as in the past; and

   d. A financial network that is able to track costs relative to results, provide fiduciary control, and function as a viable data base in making policy and operational decisions.

G.6.2: Request and expect to receive periodic reports and updates on improved productivity across the district.

G.6.3: Provide the financial support required to implement the administrative functions of this recommendation.

Administrative Functions: The following actions are recommended to the Columbus City Schools Superintendent:

A.6.1: Assist the board by preparing a draft policy for consideration and adoption by the board as outlined in **G.6.1**.

A.6.2: Design and implement the following processes and procedures to develop a culture and expectation of continued improvement of productivity of human capital within the school system:

 a. A performance review process that considers staff member performance and the impact it has on student achievement levels established without bias;

 b. A professional development program linked to the results of the performance reviews and monitored at the district level;

 c. A process for selecting, implementing, and evaluating programs and interventions that are linked to identified student needs and the district's curriculum;

 d. A technology plan that requires equitable access to and the use of instructional technologies in the classroom and supports the use of technology across the school system to increase productivity; and

 e. A facilities planning process that equitably maximizes the utilization of the district's current facilities to create an effective learning environment and plans for future learning environment needs of the district.

A.6.3: Work with district staff to develop a budget that provides the funding resources required to implement the administrative functions of this recommendation, including employee performance and program evaluation systems, professional development, technology, and facilities.

Performance Evaluation

Governance Functions: The following actions are recommended to the Columbus City Schools Board of Education:

G.6.4: Direct the superintendent to prepare and present for board review and adoption or revision policies that require staff performance reviews to be followed by quality professional development linked to those reviews. Require that staff performance is monitored for evidence of growth in a continuous improvement loop.

G.6.5: Direct the superintendent to begin the process to negotiate a new contract with the union that includes a revised performance evaluation process that balances student growth and staff performance data by revising the student learning objective (SLO) and value-added (VA) measures and requires a professional development component linked to student achievement needs and teacher and administrator performance data.

Administrative Functions: The following actions are recommended to the Columbus City Schools Superintendent:

A.6.4: Assist the board in developing policies that require the superintendent design and implement a performance evaluation process that balances student growth and staff performance data as described in **G.6.5**.

A.6.5: Redesign and implement a performance evaluation process that balances student growth and staff performance data and includes a professional development component linked to student achievement needs and teacher and administrator performance data (see **G.6.5**). Include the following steps to redesign the performance evaluation process:

 a. Eliminate the current provisions that allow the teacher to select the student learning outcome (SLO) upon which his or her evaluation is based;

 b. Replace the SLO provision with the requirement that SLOs should come from the expected student outcomes as identified in district and school improvement plans and that the SLOs are selected by a committee that is representative of both teachers and district and school administrators;

 c. Eliminate the use of the value-added (VA) measures as a mechanism to carry forward a teacher's evaluation ratings from the previous year; and

d. Revise the current procedure that allows a teacher to carry forward a performance evaluation rating from prior years to ensure that every teacher and administrator participates in a full evaluation cycle at least every two years.

Under the current performance review process, teachers are allowed to select the student learning objective (SLO) <u>and</u> establish the mastery level for that SLO. In some cases, this results in the teacher's performance review rating being significantly better than the rating that was based on the administrator's classroom observations of the teacher. The auditors found that the current teacher evaluation process does not achieve its intended purpose of improved performance, resulting in a failure to improve the productivity of district's human capital. This failure is an example of poor return on investment (ROI) in that the financial and time investment to conduct personnel evaluations has resulted in little return or benefit.

A.6.6: Provide professional development to all (supervisors and supervisees) based on the philosophy of improved performance and productivity through performance review. Then provide ongoing professional development in <u>how</u> to use the process, including writing constructive comments and connecting areas of weakness to professional development.

A.6.7: Establish a system for monitoring the continuous improvement loop—performance review, professional development, and improved performance—that includes a district walk-through procedure that provides consistency in terms of a minimum frequency of walk-throughs and non-negotiable components across the district that reflect best practices in the delivery of instruction.

Professional Development

Governance Functions: The following actions are recommended to the Columbus City Schools Board of Education:

G.6.6: Request the superintendent to prepare and present for board review and adoption a policy or a revision of PO 3242 EVALUATION OF TEACHERS that requires the development, implementation, and evaluation of a professional development plan for the district that includes the following characteristics of comprehensive professional development program:

a. <u>Policy</u>: Having clearly written policies helps ensure compliance and consistency in providing professional development across the school district. The policies should have these characteristics:

 1. Has policy that directs professional development;

 2. Fosters an expectation for professional growth; and

 3. Is for all employees.

b. <u>Planning and Design</u>: Quality professional development is carefully planned to meet the specific needs of the employees and is designed to be aligned with the goals of the district. The following characteristics support effective planning and design for professional development:

 1. Is based on careful analysis of data and is data-driven;

 2. Provides for system-wide coordination and has a clearinghouse function in place;

 3. Has a current plan that provides a framework for integrating innovations related to mission, vision, and curriculum implementation;

 4. Has a professional development mission in place;

 5. Is built using a long-range planning approach;

 6. Provides for organizational, unit, and individual development in a systematic manner; and

 7. Focuses on organizational change, meaning professional development efforts are aligned to district goals.

c. <u>Delivery</u>: To be effective, professional development needs to be delivered in a manner appropriate for the intended recipients. Incorporating the following characteristics helps ensure that the professional development is received by the audience and followed up with coaching. Delivery of professional development should demonstrate the following:

1. Is based on proven research-based approaches that have been shown to increase productivity;

2. Provides for three phases of the change process: initiation, implementation, and institutionalization;

3. Is based on human learning and development and adult learning research;

4. Uses a variety of professional development approaches;

5. Provides for follow-up coaching and on-the-job application that are necessary to ensure change in practice; and

6. Expects each supervisor to be a staff developer of staff supervised.

d. <u>Evaluation and Support</u>: Professional development requires financial support and evaluation in order to establish the cost-benefit of the training. Both the following characteristics need to be present:

1. Provides the necessary funding to carry out professional development goals; and

2. Requires an evaluation of process that is ongoing, includes multiple sources of information, focuses on all levels of the organization, and is based on actual change in behavior.

Administrative Functions: The following actions are recommended to the Columbus City Schools Superintendent:

A.6.8: Develop a draft of a new policy or a revised version of policy PO 3242 EVALUATION OF TEACHERS for review and approval by the board that includes all of the characteristics as listed in **G.6.6**.

A.6.9: Revise existing administrative guidelines or design additional ones appropriate for the revised policy, PO 3242 EVALUATION OF TEACHERS.

A.6.10: Develop a job description and employ or appoint an existing employee to the responsibility for coordinating all professional development across the district and directing a clearing house for all professional development training in the district, including tracking all professional development expenditures.

A.6.11: Design and implement a procedure for tracking expenditures for all professional development activities, including all costs associated with locally-provided professional development sessions as well as all costs related to travel expenses for out-of-district trainings and conferences. Use this expenditure data as part of the cost-benefit analysis for all professional development. Report the cost-benefit findings to the board annually.

Program and Innovation Evaluation

Governance Functions: The following actions are recommended to the Columbus City Schools Board of Education:

G.6.7: Direct the superintendent to develop for board approval a revised program evaluation policy, PO 2605 PROGRAM ACCOUNTABILITY AND EVALUATION, to include the following elements:

1. Requires board policies or administrative directives to have program evaluation procedures in place;

2. Specifies procedures for program evaluation, including needs assessment and formative and summative evaluation methods;

3. Specifies the proficiencies of persons responsible for conducting the evaluation, enhancing likelihood that findings achieve maximum credibility and acceptance;

4. Expects multiple measures designed to obtain quality data about the goals and objectives of the program and to be accurate and reliable measures;

5. Provides for multiple measures of data collection to be used, including both quantitative and qualitative data;

6. Directs ongoing formative assessments for the first two years for any new program implementation and summative evaluation at the end of the third year;

7. Directs all existing programs to undergo a program evaluation at least every three years;

8. Expects procedures to be used in the evaluation process to be clearly described;

9. Specifies that program evaluation reports clearly describe the program, including its context, purposes, and procedures;

10. Expects program evaluation reports to be utilized to support timely decisions regarding program effectiveness, identify both strengths and weaknesses of the program, and include findings and recommendations for continuation as is, modification, or termination;

11. Directs that program evaluation designs be practical, ethical, and cost effective, and adequately address relevant political issues; and

12. Expects all proposals for the initiation of new programs to include needs assessment data, a description of formative and summative evaluations, and data collection procedures.

G.6.8: Direct the superintendent to require formal written reports for each program evaluation and present these reports to the board on an annual basis. Reports must include the following components:

1. Describes why this program was selected to be evaluated, with reasons that suggest an expected evaluation outcome;

2. Presents a description of the program goals, objectives, activities, individuals served, context, funding source, staffing patterns, and expected outcomes;

3. Uses multiple measures of data collection, resulting in both quantitative and qualitative data. The report describes what data was collected from what sources and the collection methodology;

4. Clearly describes the program evaluation procedures, findings, and recommendations;

5. Describes specific procedures used in the evaluation process;

6. Includes design for program evaluation that are practical, ethical, cost effective, and adequately address relevant political issues;

7. Is performed in a timely manner so that decisions regarding program effectiveness and their maintenance can be made;

8. Uses only sampling techniques that are adequate to support the conclusions that are drawn or any generalizations made to different settings or populations;

9. Is performed by independent evaluators, or by individuals who do not attempt to influence or control the results;

10. Supports findings with triangulated data (clear evidence);

11. Makes recommendations that correlate with reported findings and that are reasonable and feasible; and

12. Contains information related only to the program evaluation.

G.6.9: Discontinue the prior practice of having a board committee evaluating and recommending programs and innovations and replace it with the requirement that the superintendent give a presentation to the board annually prior to the beginning of budget development for the upcoming school year outlining current innovative projects and programs and the most current data that demonstrate the degree to which each of these innovations and programs has impacted student achievement.

Administrative Functions: The following actions are recommended to the Columbus City Schools Superintendent:

A.6.12: Redesign and implement an evaluation process that examines the effectiveness of current district and campus innovations and programs in terms of student achievement growth prior to the beginning of budget development for the upcoming school year. Include the most current data that demonstrate the degree to which each of these innovations and programs has impacted student achievement along with a recommendation for continued funding, revisions, or termination of each innovative program. See **G.6.7** for specific components of the process.

A.6.13: Prepare and present program evaluation reports annually as directed in **G.6.9**, including the components of program evaluation reports found in **G.6.7**.

A.6.14: Assign the responsibility for and the accountability of the evaluation and cost-benefit analysis of new programs and innovations to the Chief Accountability Officer as a member of the Executive Leadership Team for the school district.

Instructional Technology

Governance Functions: The following actions are recommended to the Columbus City Schools Board of Education:

G.6.10: Direct the superintendent to prepare a policy that requires the use of instructional technologies in the classroom in order to improve the productivity of the staff and students and to address the instructional technology goals described in the revised technology plan.

G.6.11: Direct the superintendent to work in collaboration with district and campus administrators, teachers, and other stakeholders to make decisions about exactly what they expect from instructional technology (IT) beyond just reaching a one-to-one ratio in terms of equipment. Expectations include: developing goals for teacher and student use, establishing procedures for procurement of new hardware and software technology, providing professional development on the use of instructional technologies in the classroom according to the SAMR model, and implementing a system for ongoing tech support and maintenance.

G.6.12: Direct the superintendent to prepare a comprehensive budgetary proposal that provides adequate financial support for the costs associated with the revised technology plan.

Administrative Functions: The following actions are recommended to the Columbus City Schools Superintendent:

A.6.15: Working with district stakeholders and staff members from district and campus levels, revise the existing technology plan to address the following criteria for instructional technology programs:

1. Board policy or administrative regulation for instructional technology exists. Policies and administrative guidelines need to be in place that clarify the district's expectations regarding the role that instructional technology in the classroom.

2. There is a clear statement of program philosophy/vision. The district's beliefs regarding instructional technology should be clearly communicated in a program philosophy or vision statement that is understandable and accessible by the general public.

3. A comprehensive view of technology exists. The technology plan needs to express a view of technology that encompasses fully both administrative and classroom instructional technology uses by all stakeholders.

4. A needs assessment has been completed and evaluated. Before decisions to acquire additional technology, the needs of the school district should first be determined by a needs assessment process that is focused on the mission and purpose of the school district as it relates to technology.

5. Measurable student goals and objectives exist. The technology plan needs to identify specific goals and objectives for students relative to the use of technology. Without measurable goals, the effectiveness of the use of technology cannot be determined.

6. An ongoing student assessment component exists. Once measurable goals have been identified, assessment data can be collected and monitored over time to see the effect that instructional technology has on student achievement.

7. An ongoing program assessment component exists. Monitoring a program's effectiveness includes ongoing assessment of the effectiveness of that program over time.

8. There are comprehensive staff trainings related to existing standards and objectives. Staff training relative to the standards and objectives of instructional technologies needs to address all aspects of technologies in schools and be accessible to all staff members.

9. Standards for hardware exist. Clearly written and communicated standards for the procurement, use, and distribution of hardware need to be in place and utilized across the district.

10. Standards and guidelines for software/applications exist. Clearly written and communicated standards for the procurement, use, and distribution of software need to be in place and utilized across the district.

11. Internet access standards exist. A clear set of standards that addresses the acceptable use of the internet should be in place.

12. The role of the school library/media center is stated. To avoid confusion or the duplication of efforts, the school library/media center's purpose and role needs to be clearly communicated to all stakeholders.

13. A budget for program implementation/roll-out has been identified. Funds need to be available to support the implementation and use of technologies in the classroom as is defined in the technology plan.

14. A budget for program maintenance has been identified. Adequate funds need to be allocated to support the maintenance of the instructional technologies of the district.

15. Technology site plans are aligned with district plans. To support the productive use of resources, the site-based technology plans need to be aligned with the district plans, including the curriculum management plan, the district and campus improvement plans, and the district technology plan.

A.6.16: Prepare a comprehensive budgetary proposal that incorporates both the projected expenditures as well as recommended sources for revenue to provide the necessary technology hardware, software, and maintenance support to address the recommendations included in the revised technology plan as required by **G.6.10** to meet determined goals.

A.6.17: Develop policies for board consideration that require the use of instructional technologies in the classroom in order to improve the productivity of the staff and students and address the instructional technology goals described in the technology plan. Develop associated administrative guidelines to support those policies.

Facilities and Learning Environment

Governance Functions: The following actions are recommended to the Columbus City Schools Board of Education:

G.6.13: Direct the superintendent to develop a revised version of PO 7100 FACILITIES PLANNING for board consideration that includes the following components of a comprehensive long-range facilities plan:

1. Philosophical statements that reflect community aspirations and the educational mission of the district and their relationship to short- and long-range facilities goals;

2. Enrollment projections that consider any known circumstances that may change the pupil population;

3. The current organizational patterns of the district and identification of possible organizational changes necessary to support the educational program;

4. Identification of educational programs considered by designers of capital projects for renovation or addition of school facilities;

5. A detailed evaluation of each facility, including assessment of structural integrity, mechanical integrity and efficiency, energy efficiency, operations and maintenance, and health and safety requirements;

6. Prioritization of needs for renovation of existing facilities and the provision of additional facilities;

7. Cost analysis of potential capital projects to meet the educational needs of the district, including identification of revenues associated with capital construction; and

8. Procedures for the involvement of all stakeholders of the school community in the development and evaluation of the long-range facilities plan.

G.6.14: Direct the superintendent to present to the board a report including the current capacities and utilization levels of all district facilities. Include in this report a five-year projection of capacities and utilization based on multiple enrollment scenarios for the school district. The report should also include a recommendation of proposed facility closures, renovations, and new construction.

Administrative Functions: The following actions are recommended to the Columbus City Schools Superintendent:

A.6.18: Develop for board consideration a revised version of PO 7100 FACILITIES PLANNING that includes the components of a comprehensive long-range facilities plan as listed in **G.6.13**.

A.6.19: Develop administrative guidelines necessary for the implementation and monitoring of the revised PO 7100 FACILITIES PLANNING.

A.6.20: Prepare a report for presentation to the board that provides the current capacities and utilization levels of all district facilities and addresses the great variations in building capacities and enrollments (see Exhibit 5.3.1).

A.6.21: Using the task force called for in PO 7105 CLOSING OF SCHOOL BUILDINGS, review the current capacities and utilization figures for all campuses, design a plan for addressing overcrowded and underutilized facilities to improve the productive use of all facilities. The action plan should address the following:

a. Equity and equality issues related to the facilities/learning environments, including the overcrowd and unsafe environment at Colerain due to the significant amount of specialized equipment needed at that location to serve the needs of the medically fragile students;

b. Determining the most productive use of the Southland Center facility as a possible location for the medically-fragile students from Colerain or a professional development training center for the district;

c. Utilization of portable classroom buildings to best serve the learning environment needs of the district; in particular, address the current use and location of the 43 portable classroom buildings, of which only 11 are located at campuses where the enrollment exceeds the capacity of the facility;

d. The costs of maintaining and utilizing portable facilities verses balancing the student enrollments to address overcrowded facilities through redrawing attendance areas; and

e. Costs verses benefits of having one centralized district administrative facility in terms of time lost due to travel between multiple sites and its impact on productive use of personnel.

When these recommendations are fully implemented, the Columbus City Schools can have a performance review process in place that reflects the impact that actions taken by a teacher or administrator have on student achievement through the use of a fair and consistent review procedure. Professional development in the district can be coordinated at the district level to ensure a constancy of focus on district and campus goals and individual staff improvement plans. An evaluation process can be in place to monitor the effectiveness of professional development efforts and the impact these efforts have on student achievement. New programs and innovations can be focused on the district's goals and monitored at the district level to gather data upon which decisions

regarding the continuation or termination of programs can be made. Instructional technology can be equitably accessible throughout the district and can be supported with quality and timely professional development and maintenance. No matter where in the district students attend school, they can experience a positive and safe learning environment that is not overcrowded or ill-suited for learning. These actions and efforts can result in increased productivity throughout the school district, resulting in improved student achievement.

Recommendation 7: Adopt a three-year plan for development and implementation of a performance-based budget that allocates resources in accordance with needs and provides efficient use of resources.

Board and administrative actions relative to uses and allocations of the funds of the Columbus School System have been constrained by limited information to evaluate value received for money spent (see Finding 5.2). The budget is a compilation of historically developed cost centers, but it is not easily possible for the board to know if it is getting sufficient "bang for the buck." The Columbus School District needs to develop a budget that better responds to the needs of the district and reflects the educational priorities of the district.

Given the need to monitor results discussed in other recommendations of this audit report, such results must be used in determining budget priorities. Once the Columbus School System has put into place and set into action a specific system to link curricular policies, adopted goals and objectives, and testing and performance feedback data, it will be possible to move ahead with programmatic, performance-based budgeting.

Programmatic budgeting processes, tailored specifically for the Columbus School System, can offer an efficient way for the board and superintendent to allocate resources with a cost-benefit system. In other words, the board and superintendent could ascertain how well funds were being used in addressing system needs. To do this, all programs and activities of the organization must first be evaluated and reviewed on the basis of performance and cost. Reviews and budget building should include a team of district personnel, composed of key instructional staff, including principals, teachers, community representatives, and parents.

The current budgeting system (see Finding 5.2) builds on previous budget and program allocations and enrollment, with limited involvement and limited cost benefit analysis. Taking last year's budget levels as the baseline and adding an increase for the subsequent year delimits planning necessary to deliver performance on educational priorities, given limited financial resources. System planning efforts provide greater relevance to system priorities, but the absence of monitoring of results and prioritization of expenditures by program activity performance perpetuates a traditionally difficult to understand format.

An annual budget, built anew each year, is advised for use in the areas of capital equipment and purchased services and should be considered for expansion into other areas of the budget where appropriate. Such areas are those where cost centers change annually and needs, once met and paid for, do not recur automatically the subsequent year (e.g., maintenance, construction, textbooks).

For the basic instructional and support areas of the budget, linkages are needed with performance information. The major steps of installing programmatic budgeting include the following recommended actions:

Governance Functions: The following actions are recommended to the Columbus School System Board of Education:

G.7.1: The board reviews recommendations from the superintendent (who in turn reviews recommendations from a broad group of budget advisory participants), evaluates priorities, establishes final programs and services to be funded and at what level, and the budget is passed and set into place.

G.7.2: The board, once it has approved the final configuration of allocations based on needs and results will be able then to share such information with the community as to system performance.

Within such a budgeting system, both finances and curriculum are monitored simultaneously. It is important to note that such a system should not be implemented hastily, nor can it be put into place overnight.

Administrative Functions: The following actions are recommended to the Columbus School System Superintendent:[3]

A.7.1: Identify various educational activities or programs and group them into broad areas of need or purpose served. Focus on activities or ends instead of inputs or cost items. Examples would be "elementary instruction, personnel, gifted education, fine arts and music, custodial services, district governance (board and superintendent functions), high school instruction, counseling and guidance, etc." Try to divide the organization into the most logical (but least number necessary) subgroups possible based on the existing operating structure.

A.7.2: Build budget "packages" within each of the subgroups that <u>incrementally</u> (or increasingly) deliver the objectives of the area of need or purpose. For example, any given program could be defined, and packaged into units which provide programs and services at (1) 90% of last year's budget, (2) 100% of last year's budget, and (3) 105% of last year's budget level.

A.7.3: Have budget managers prepare packages for their areas, with each package representing a level of activity that stands alone but builds sequentially on the previous package. Budget packages should be concise and meaningful. No program should be guaranteed continued funding based on last year's budget.

A.7.4: Define a tentative program structure after grouping and compilation of budget packages. Each activity or program should have a program manager and a planning group to develop its packages.

A.7.5: Include in each program area (package group) a goal statement, which expresses the purpose it serves and provides a basis for evaluation of results.

A.7.6: Compile goal statements and budget packages, and give to appropriate staff to gather data to best describe service levels, program outputs, and cost benefits.

A.7.7: Define organizational performance data, appropriate involvement of staff (including principals and teachers), current and desired service, and program objectives.

A.7.8: Prepare guidelines and recommendations and give them to those who will develop the program budgets.

A.7.9: Compile budget packages, including costs, into a work sheet with instructions for evaluating and ranking. Priorities must be set among competing intentions

A.7.10: Couple past cost information, especially expenditure percentages of budget with performance data and recommendations to guide preliminary budget-building estimates.

A.7.11: Give budget program packages to the appropriate budget directors and staff for evaluation and ranking, and publish compiled results in a tentative budget program package list in order of ranked priority.

A.7.12: Make final decisions based upon measured effectiveness of programs elements, revenues available, the appropriation levels to be authorized, and the program funding priorities and rankings by the superintendent, and recommend to the board.

Given this approach to budgeting, changing funding or allocation levels will be based upon "how well are we doing?" instead of "how much did we spend last year?" Central management, the board, and the public will have a more complete idea of what is funded (and what is not) in operations, programs, and services of the Columbus City Schools. Moreover, tangible linkages can be identified among curriculum results, curriculum objectives, and curriculum costs. It will be far easier to explain why certain portions of the budget are increasing (and perhaps why certain portions are decreasing) each year. The superintendent and board will have a credible rationale and system for appropriating and/or reallocating finances, especially from old, obsolescent, or unproductive programs and activities to new, emerging programs or activities of high priority. Again, it is important to stress that it may take three or more years to develop such a budgetary system, and the budget's cornerstones must be curriculum unity and monitored performance in the Columbus School System.

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[3] For more information about performance-based budgeting, see *School Budgeting in Hard Times: Confronting Cutbacks and Critics. (2011). Corwin Press.*

VI. APPENDICES

Appendix A

Auditors' Biographical Data

Rosanne Stripling, EdD

Rosanne Stripling is a co-owner of *Resources Unlimited*, a consulting group that focuses on leadership training in the public and private sectors and Pre-K-12 education improvement. She is recently retired from Texas A&M University-Texarkana where she served as Professor of Education Leadership, Dean of the College of Arts and Sciences and Education, and Provost and Vice President for Academic affairs. Prior to entering higher education employment, Dr. Stripling had a long career in Pre-K-12 public education. Her last appointment was superintendent of schools for the Waco Independent School District in Waco, Texas.

Dr. Stripling received her bachelor's and master's degrees from Texas A&M University-Commerce and holds a doctorate in education leadership from Baylor University. Dr. Stripling has worked as a consultant for the California State Department of Education, the Texas Education Agency, and several Texas and Arkansas school districts in assisting teachers and administrators in low performing schools to remove the barriers to higher student achievement. A curriculum management auditor since 1997, a lead auditor for 18 years, and a senior lead auditor since 2015, she has conducted audits of small, medium-sized, and large districts in Texas, Alaska, Arizona, Kansas, California, Washington, Vermont, Maryland, Kentucky, and North Carolina. Dr. Stripling is also a licensed trainer for the Curriculum Management Improvement Model (Levels I and II) and 50 Ways to Close the Achievement Gap.

Iris V. Anderson, MA

Iris Anderson is presently a Student Teacher Supervisor for San Diego State University. During her 35-year tenure in the San Diego Unified School District, she worked in various capacities. In addition to being a classroom teacher, Title One resource teacher, and a site and district-wide Peer Coach/Staff Developer, she was also a state-trained CORE curriculum trainer and a member of the district-based PAR Team that performed local audits on struggling schools. Iris was also a member of the California Teachers Association's State Board of Education Committee for 3 years, participating in the review of documents written for the adoption of California's Common Core Mathematics and ELA Standards. She served on the Governing Board for the San Diego Teachers Association and chaired the SDEA Curriculum Committee. Iris earned a bachelor of science from Lincoln University in Jefferson City, MO, an A.M.I. Montessori pre-school credential from the Montessori Training Academy in Chesterfield, MO, an elementary teaching certificate from Harris-Stowe College in St. Louis, MO, and a MA in Curriculum and Supervision and Administrative Credential from Point Loma Nazarene College in San Diego, CA. Iris completed her auditor training in Phoenix, Arizona, in 2018.

Mary Arthur, EdD

Mary Arthur is currently retired from the position of Language Arts Coordinator for the Grapevine-Colleyville Independent School District in Texas, where she served for 15 years. She also served 18 years as an adjunct professor for the University of North Texas, teaching classes and supervising student teachers in the College of Education. Dr. Arthur holds Texas Teacher certifications in Home Economics, Secondary English, and Professional Reading Specialist K-12. She has served as a classroom teacher, reading specialist, new teacher liaison, and district curriculum coordinator for Language Arts, for a total of 33 years in education.

Dr. Arthur earned a Doctor of Education degree from the University of North Texas with a major in Reading Education and a minor in Computer Education and Cognitive Systems. She received her audit training in Tucson, Arizona, in 2010 and has served on audits in Texas, Washington, Illinois, and Kentucky.

Patricia E. Braxton, MA

Patricia Braxton is an educator with 42 years of experience. She retired as Director of Curriculum and Instruction of the Woodstown-Pilesgrove Regional School District in Woodstown, New Jersey, in 2015. Prior to that, she completed 16½ years with the Camden City Schools in Camden, New Jersey, serving in various teaching and administrative roles including; Project Manager for the Cooper's Poynt Professional Development School, elementary reading center teacher, secondary reading department chairperson, and coach/trainer with the Office of Staff Development. She was a secondary reading instructor in Philadelphia Public Schools in Philadelphia, Pennsylvania, and began her career as a fifth-grade teacher in Newport News Public Schools in Virginia. She has taught at the elementary, middle, and high school levels.

Ms. Braxton completed her undergraduate studies at Hampton Institute in Virginia and earned master's degree in Psychology of Reading (Temple University in Philadelphia, PA) and in School Administration (Rowan University in Glassboro, New Jersey). Ms. Braxton is certified as an elementary teacher, reading specialist K-12, supervisor, and school administrator. She completed Curriculum Management Audit training in 2006 and has served on audit teams in Maryland, Michigan, Arizona, Missouri, Alabama, Washington DC, New Jersey, Pennsylvania, Texas, Georgia, and Connecticut.

Victoria Butler, PhD

Victoria Butler has 26 years of experience in education and is currently the principal of West Point Middle School in Cullman, Alabama. Before returning to work directly with students and teachers in 2014, she served as Secondary Curriculum Coordinator in Cullman County for eight years and Federal Programs Director for three and a half years. She taught high school English for nine years. Dr. Butler has extensive experience in strategic planning and leading schools and the district through the change process using the Concerns-Based Adoption Model. She led the district through its first successful AdvancEd district accreditation process, serving as internal coordinator for the district's 28 school sites. She is an adjunct instructor for the University of Alabama at Birmingham where she teaches School Finance, Cultural Diversity, and Data-Driven Decision Making.

Dr. Butler received her bachelor's degree from Athens College and her master's, education specialist, and doctorate from the University of Alabama at Birmingham. She is a 2007 graduate of the Learning Forward Academy, a graduate of Alabama's Superintendent Academy, and a Certified Instructional Leader through the Council for Leaders in Alabama Schools. She completed her audit training in 2019.

Abby Cook, EdD

Abby Cook is the supervisor of a unique blended learning career tech campus in southwest Ohio. She has more than 20 years of experience in various roles in education, having served as Director of Curriculum and Assessment, a virtual school curriculum coordinator, an online teacher, and a classroom teacher for at-risk students.

Dr. Cook earned her doctorate from the University of Cincinnati in Curriculum & Instruction and has a Master's Degree in Curriculum & Instruction: Instructional Technology and Design. She completed her Curriculum Management Audit training in Arizona in 2009 and has served on audits in Texas, Kentucky, Massachusetts and Georgia. Her own school district has participated in multiple Curriculum Management Audits over the last decade.

Maureen Cotter, EdD

Maureen Cotter has 30 years of experience in education, policy, advocacy, and governance in Rhode Island as high school teacher, central office professional, and consultant assisting state and national education agencies on program development, curriculum design, and project management. Dr. Cotter consulted with the National Institute for School Leadership in Washington DC and facilitated executive leadership trainings with school districts in Pennsylvania and Arizona. Dr. Cotter also served on an elected school board in Rhode Island for 19 years and currently consults with school boards and executive staff providing governance and leadership training.

She earned her EdD in Educational Leadership from Johnson & Wales University, MEd in Education Administration from Providence College, MS in Physical Education at the University of Rhode Island, and BS in Physical Education at Rhode Island College. Dr. Cotter completed her Curriculum Management Audit training in Tucson, Arizona, in 2009 and has conducted audits in Arizona, Texas, Massachusetts, Rhode Island, Connecticut, Ohio, Iowa, North Carolina, Kentucky, Georgia, Maryland, and Pennsylvania,

Kelly Cross, EdD

Kelly Cross is a Clinical Associate Professor in the College of Education at Boise State University. She is Program Coordinator for the Educational Leadership Program, preparing educators for leadership positions and serves as Associate Director of the Center for School Improvement and Policy Studies at Boise State University. Kelly serves as the Principal Investigator of the Idaho Special Education Support and Technical Assistance (SESTA) Project for the state of Idaho. Prior to her position with Boise State University, Kelly worked for 18 years with the Independent School District of Boise as a teacher and school administrator.

Dr. Cross has been a licensed Curriculum Auditor since 2003 and has conducted audits in New York, Virginia, Iowa, Washington, Texas, Arizona, Missouri, Kentucky, Mississippi, and Ohio. She earned her Doctorate in Curriculum and Instruction from Boise State University and her Specialist Degree in Educational Leadership from the University of Idaho.

Jim Ferrell, EdD

Jim Ferrell currently serves as department chair for the Educational Leadership Department at Northeastern State University in Tahlequah, Oklahoma. He also serves as program chair for the School Administration Program within the Educational Leadership Department. He worked as a classroom teacher for 12.5 years teaching social studies and Spanish in grades 6-12. After leaving the classroom, he worked as a middle school principal for six years.

Dr. Ferrell earned a BA in history from Oklahoma City University, an MA in history from the University of Central Oklahoma, and an EdD in school administration from Oklahoma State University. He received his curriculum auditor training in Tucson, Arizona, in 2008. He has participated on audit teams in Arkansas, Arizona, Georgia, Illinois, Iowa, Kentucky, Massachusetts, North Carolina, Texas, Washington, and Wisconsin.

Penny Gray, PhD

Penny Gray has been an educator for 45+ years, as a teacher and an administrator, in Indiana and California. She taught elementary school for 20 years and was Director of Curriculum Services in the San Marcos Unified School District in California. She has taught graduate courses in educational leadership and supervised students in the Administrative Credential Program for San Diego State University. Dr. Gray co-authored articles on state testing programs and labor relations and three books, *From Good Schools to Great Schools: What Their Principals Do Well, Leading Good Schools to Greatness: Mastering What Great Principals Do Well,* and *The New School Management by Wandering Around.*

Dr. Gray received her PhD from Claremont Graduate School and completed her audit training in Burlingame, California in 1998. Dr. Gray has served on 35 curriculum management audits in 13 states and Bermuda.

Leanne Howell, PhD

Leanne Howell teaches at Baylor University in the School of Education within the Department of Curriculum & Instruction. Her areas of expertise are preparing pre-service teachers to teach in urban settings and fostering university/school partnerships within Professional Development School (PDS) settings. In 2017, she was a pivotal team member in earning the most honorable PDS award in the nation from the National Association of Professional Development Schools—the *Exemplary PDS Achievement Award*. Dr. Howell has taught courses pertaining to social equity issues within school contexts, social foundations of education, instructional technology, and courses in professional pedagogy and responsibility for teacher candidates. She is currently part of the Graduate Faculty at Baylor and teaches in the online EdD program.

Dr. Howell earned her bachelor's degree in Education and her master's degree in Education Psychology—both from Baylor University. She holds a PhD from Texas A&M University in Curriculum & Instruction with an emphasis in Urban Education. She completed her curriculum management training in July 2019 in Austin, Texas.

Sarah McKenzie, PhD

Sarah McKenzie is Executive Director of the Office for Education Policy at the University of Arkansas. She has taught Pre-K to university level, has provided training and consulting to public school districts, and has presented nationally and internationally on educational statistics.

Sarah received her PhD from the University of Arkansas in Educational Statistics and Research Methods. She received a master of arts degree in early childhood education from Mills College and a bachelor of arts degree in literature from Claremont McKenna College. Dr. McKenzie completed her curriculum audit training in Tucson, Arizona in 2010, and has participated in audits in Massachusetts, Arizona, Arkansas, Illinois, and Texas.

William K. Poston Jr., EdD

William K. Poston Jr. is Emeritus Professor of Educational Leadership and Policy Studies at Iowa State University in Ames, Iowa, where he served from 1990 to 2005. Bill began his educational career as a math and physics teacher, and he accumulated 25 years of experience in educational administration, including five years as secondary school principal, and 15 years as a superintendent in Tucson, Arizona, in Phoenix, Arizona, and in Billings, Montana. He has many distinctive professional achievements, including service as the youngest-elected international president of Phi Delta Kappa, selection as an Outstanding Young Leader in American Education in 1980, and recipient of the Distinguished Alumni Award from the University of Northern Iowa. He has authored numerous professional articles and has published 16 professional books, including *School Budgeting for Hard Times: Confronting Cutbacks and Critics* (2010), and *School Finance* (Chapter in Handbook of Educational Leadership), 2011. Dr. Poston taught school finance and school business management at Iowa State University, and he was the founding Director of the Iowa School Business Management Academy, sponsored by the Iowa Association of School Business Officials.
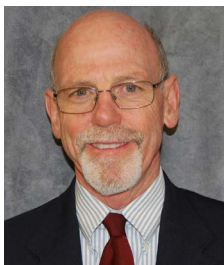
John P. Rouse, MEd

John Rouse is currently serving as the principal for Potomac School District in Potomac, Montana. His teaching experiences range from elementary school through university instruction. Prior to becoming principal in Potomac, John served as a superintendent in Browning, Montana on the Blackfeet Indian Reservation. He has also served as a superintendent in both Texas and Colorado, 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 both a bachelor's degree and a master's degree from Texas A&M University in College Station, Texas.

John completed his curriculum audit training in San Antonio, Texas in 1995 and has participated in audits in Texas, Alaska, Massachusetts, Indiana, Ohio, California, Kansas, North Carolina, Arizona, and Bermuda.

Jeani Stoddard, MA

Jeani Stoddard is a practicing educator with 40 years of experience in grades K-12 and adult education. Her experience includes large and small schools in Texas, where she has served in general education and special education classrooms and as curriculum director, assistant principal, reading coach, reading and math RtI interventionist, and dyslexia interventionist. She currently teaches and coordinates the 504, Dyslexia, Special Education, Gifted/Talented, RtI, and testing programs for San Vicente ISD.

Jeani holds a BA in Political Science and an MA in Secondary Education from Austin College and an MA in Exercise Physiology from Texas Woman's University. In addition, she earned an Educational Administrator certification through the University of Texas at Arlington and an Educational Diagnostician certification through Sul Ross State University. She completed her curriculum audit training in 2009, and has participated in audits in Mississippi, Kentucky, Arizona, Georgia, Alabama, and Texas.

Christy Tidwell, MEd

Christy Tidwell is the Executive Director of Curriculum and Instruction for Texarkana Independent School District in Texarkana, Texas. She has been involved in public education for 22 years and started her career in Texarkana ISD. She has served as an elementary principal in Texarkana ISD and middle school principal in the Liberty-Eylau Independent School District in Texarkana, Texas.

Ms. Tidwell has an extensive background in curriculum alignment, instructional delivery, and working with diverse student populations. She received her BS in Interdisciplinary Studies and her MS in Education from the Texas A & M University-Texarkana. She completed her audit training in 2007 in Phoenix, Arizona, and has participated in numerous audits throughout Texas, as well as Georgia and Washington State.

Susan N. Van Hoozer, MEd

Sue Van Hoozer has been an educator for over 40 years. She was a teacher at the elementary level and taught developmental and remedial reading in middle school and high school in several districts in Texas. Mrs. Van Hoozer was an elementary principal, high school assistant principal, and high school principal in San Angelo, Texas. She worked in human resources and served as Executive Director of Schools, supervising principals, for the San Angelo Independent School District. Mrs. Van Hoozer worked as an Administrative Services Specialist for Education Service Center, Region 15 in San Angelo, Texas, where she provided technical assistance and professional development for principals, superintendents, and school trustees. She also taught in the Education department at Angelo State University in San Angelo, Texas.

Mrs. Van Hoozer received her BS and MEd degrees from Angelo State University. She completed audit training in Tucson, Arizona, in 2004, and has served as an auditor in Texas, California, Virginia, Mississippi, Wisconsin, Minnesota, New York, Kentucky, Arkansas, Arizona, Idaho, Michigan, and Washington.

Olivia Elizondo Zepeda, MEd

Olivia Elizondo Zepeda graduated from Northern Arizona University with a BA in Elementary Education. She began her teaching career upon graduation from NAU and later earned a Master's degree in Bilingual and Multicultural Education. Olivia served as Associate Superintendent for the Gadsden Elementary School District from 2000 to 2017 and had previously served the district as director of curriculum and staff development, director of federal projects, principal, and teacher at the elementary and middle school. Olivia is currently retired, and she serves on the Arizona Western College as Board of Trustees. Olivia has taught graduate and undergraduate classes at the University level and is fully bilingual in English and Spanish. Olivia has a passion for service and enjoys serving in agencies that provide assistance to children and adults for educational purposes. Olivia completed her audit training in Austin, Texas, in June 2017 and has served on audits in Arizona, Georgia, Pennsylvania and Texas.

Appendix B

List of Documents Reviewed
by the
Columbus City Schools Audit Team

Document	Date of Development
Assessed Valuation	Nov-19
Audit Statement (Superintendent)	Nov-19
Audit, Financial	2015 - 2018
Background, District & Schools	Nov-19
Bargaining Agreements	Jul-19
Board Committees & Administrative Councils/Group	Jul-19
Board Members	Jul-19
Board Minutes	November - December 2019
Board Policies	Ongoing
Bond Sale Documentation	Nov-19
Bond Sales Document	Ongoing - Annual Process
Budget, Planning Process Description	Ongoing - Annual Process
Budget, professional development activities (district & school)	Ongoing - Annual Process
Budgets, District & School; Financial Reports	2016 - 2020
Building capacity Levels	Aug-19
Class Size Data by School and Grade	August - November 2019
Course Description Documents	Ongoing - updated August - December 2019
Curriculum (Approval, Development, Revision, Implementation, Evaluation)	June 2015 - Ongoing Review & Revision - June 2017 ELA & Math CLT Revised
Curriculum Guides	June 2015 - Ongoing Review & Revision - June 2017 ELA & Math CLT Revised - with Ongoing Revision of Curriculum Guides to align with state revisions and identified needs
Demographic Data by School	August - November 2019
Demographic Data, District	Nov-19
Discipline Referral Statistics	August - November 2019
District Improvement Plans	Dec-19
District Technology Plan	July - December 2019
Documents on Grouping, Retention, Placement, Etc.	Oct-19
Employee Contracts	Jul-19
Enrollment in special programs (Bilingual, Gifted/Talented)	August - December 2019
Evaluation/appraisal Procedures; Classroom Walkthrough Protocols	July - November 2019
Facilities History, Studies & Planning	August - December 2019
Federal Programs Planning & Implementation	Ongoing - Annual Process
Follow-up Studies	Oct-19
Fund-raising Guidelines	Nov-19
Grade Distribution Reports	August - December 2019
Grants/Gifts/Awards, by School (externally provided)	Ongoing - Annual Process
Higher-Order Thinking Taxonomy, District-Endorsed	Nov-19
History of Columbus City Schools	August - December 2019
Instructional Monitoring Expectations	Ongoing and aligned to District & School Improvement Plans
Instructional Time Allocations	8/1/2014 with ongoing revisions based on need
Interventions; Supplemental & replacement academic Programs (Adoption Process)	Nov-19

Appendix B (continued)	
List of Documents Reviewed	
Document	**Date of Development**
Job Descriptions, Certificated and Non-certificated Positions	Jul-19
Library Book Count	July - August 2019
Master Schedule by School	August - December 2019
Minutes of Curriculum Meetings	Ongoing
Mission Statements and Goals for District; Strategic Plan	Aug-19
Nationally-Normed Assessments	Aug-19
OCR reports	August - December 2019
Organizational Chart	August - December 2019
Other Curriculum Documents Guiding Instruction	June 2015 - Ongoing Review & Revision - June 2017 ELA & Math CLT Revised - with Ongoing Revision of other curriculum documents to align with state revisions and identified needs
Planning Documents	Oct-19
Program Evaluation Model	Oct-19
Program Evaluations	Oct-19
Program Innovations	October - November 2019
Response to Intervention (RtI)	Nov-19
Retention, Graduation, Drop Out Data	August - November 2019
Salary Schedules	Jul-19
School Improvement Plans	November - December 2019
Special Initiative Plan - Crisis Prevention/Response	Nov-19
Staff and faculty handbooks	Sep-19
Staff Development Plans & Professional Development Delivered	June 2018 - Ongoing
Staffing Formulas & Teacher & Admin Demographics	Jul-19
State Accountability Ratings	2014 - 2019
State Testing Program	Nov-19
Student Assessment & Feedback Plan	August - November 2019
Student Assessment Reports by School	August - December 2019
Student Test Data	August - November 2019
Supplemental or Replacement Academic Programs/Interventions (List)	Ongoing - Annual Process
Surveys, District	Aug-19
Teacher/Staff Evaluations	Oct-19
Technology Teaching Tools	Jul-19
Tests administered (Summative & Formative)	August - October 2019
Textbook or Instructional Materials Adoption Process	2015-2016 school year
Work Schedules	July - August 2019

Department of Academic Achievement Support Services

Office of College & Career Readiness (New Title)
~~Career Technical Education, Workforce Development and Adult & Community Education~~

Table of Organization
Revised: September 4, 2019

COLUMBUS CITY SCHOOLS

Dr. Tracy Ocasio
Chief Academic Officer

Regina DeLoach
Executive Secretary II

Vacancy
Executive Secretary I

Pegeen Cleary Potts
Executive Director
Office of College & Career Readiness (NEW TITLE)

VACANCY
Director of CTE Programs
(Perkins Funded – Salary | General Fund – Benefits)

Tammy Calloway
Coordinator for CTE Compliance (Budget and EMIS)

Kevin Prenger
Coordinator for CTE Curriculum

Christy Manson
Coordinator for CTE Resources (Internships and CTPD Schools)

Cheryl Cooper
Coordinator for Downtown HS
Academic Specialist

David Madison
Coordinator for CTE Curriculum

Joe Rader
Coordinator for Ft. Hayes Career Center
Academic Specialist

Susan Smith
Coordinator for CTE Career Advising (0.60 FTE)

Ronda Stewart
Coordinator for CTE Curriculum

Diane Barnes
Robert Hern
James Martiny
Special Projects (PT)

Career & College Resource Coordinators
11

Tanya McClanahan
Supervisor of Higher Education Partnerships, Dual Enrollment, CCP,

Cheryl McCamont
Administrator
College Credit Plus

Lois Carson
Secretary I

Vacancy
College Credit Plus

Danielle Bomar
Supervisor
Division of Alternative Pathways, VCAP and Options for Success

Bill Mitchell
Supervisor
High School Counselors
(140)

Recommending
Director
Opportunity Options

Danielle Bomar
Supervisor
Division of Alternative Pathways, VCAP and Options for Success

Bill Mitchell
Supervisor
High School Counselors
(140)

Tanya McClanahan
Supervisor of Higher Education Partnerships, Dual Enrollment, CCP,

Vacancy
College Credit Plus

Lois Carson
Secretary I

Cheryl McCamont
Administrator
College Credit Plus

Ed O'Reilly
Director
Division of Workforce Development & Adult & Community Education

Patty Clark
Secretary II

Patricia Harris
Supervisor of Adult & Community Education Health Occupations

Health Programs
5 FT Instructors
10 PT Instructors

Tim Harry
Coordinator of Aspire, Adult Basic Literacy Education, ESOL, GED, Diploma Plus

5 Full Time Instructors
22 PT Instructors
2 Instructional Assistants

James Ries
Operations
Adult & Community Education

Emerson Foster
Coordinator of Adult and Community Education Financial Aid

Matthew Kramer
Coordinator of Adult and Community Education Academic Admissions

Julie Kudika
Coordinator of Adult and Community Education Customer Service

Valerie Griffith
Coordinator of Adult & Community Education - Student Accounts

Department of Academic Achievement Support Services
Office of Special Education and Student Support Services

Table of Organization
Revised: September 6, 2019

Department of Academic Achievement
Support Services
Office of Teaching & Learning

Table of Organization
Revised: September 6, 2019

COLUMBUS
CITY SCHOOLS

Dr. Tracy Ocasio
Chief Academic Officer

Sandee Donald
Executive Director
of Teaching & Learning

Vacancy
Administrative Secretary

Division of ESL Support Services

Michael Sain
Director

Lisa Price
Secretary

Maria Martinez
ESL Office Support

ESL Curriculum Support Coordinators (ESL Coaches)
Alisa Jones-Secondary
Phitsamay (Myra) Talley-Elementary
Mark Paskert-Secondary
Roxana Perez-Elementary
John Michael-Math Curriculum
Charlotta Beis-ESL Spec.Ed.
Denell DeHaro-Mesa- Elementary
Robyn Secrest-Secondary

ESL Language Assistance Center
Leela Adhikari-Nepali Interpreter
Yam Routh-Nepali Interpreter
Samia Dawah-Spanish Interpreter
Sheerlene Jones-Morgan-Spanish Interpreter
Kouadio (Boris) Amani-French
Doha Dawah-Arabic
Zakarie Allouche-Arabic
Mohamed Esse-Somali

ESL Data/Technology
Milot Thaci
Timothy (Tim) Crabtree

ESL Family & Support Service
Fernando Garcia

ESL Family & Community Engagement
Ummu Abdallah

Psychologist
Diane Fowler
Maria Sais

Division of Gifted & Talented

Colleen Boyle
Director

Jean Rimmel
Secretary

Gifted Resource Coordinators
Nancy Alley (E)
Jackie Galbreath (E)
Beth Gasior (E)
Joan Johnson (E)
Lisha Perdue (E)
Denise Staffilino (E)
Michele Ballinger (M)
Vonda Spencer-Keane (M)
Linda Key (H)
Kirsten Smith (H)

Primary Enrichment Coordinators
Molly Beam
Wendi Briggs
Angela Brumley
Debra Gill
Jan Maragos
Patty Martarello-Harmon
Cathy Mast
Andrea Millas Mikes
Jean Miller
Becky Myers
Amy Rodocker
Alice Speegle

Testing Coordinators
Becky Ferguson
Jeanne Melvin (PT)
Vacancy (PT)

Division of High School Curriculum

Nancy Shaumaker
High School Secretary

Alyse Clark
Director of High School Curriculum

6-12 T&L Coordinators
Carla Mae Phillps
Secondary English/Language Arts
Timothy Wangler
Literacy Resources and Special Projects
Steve Hiner
Secondary Mathematics
Geri Granger
Science, Spruce Run and Outdoor Education
Matt Doran
Secondary Social Studies and Blended Learning
Sybil Brown
Stem Coordinator
Jennifer Nord
Science Coordinator
Dawn Hasselbach
Coordinator for World Language and Credit Flex
Jesse Ireland
K-12 T & L Coordinator

Division of Elementary Curriculum

Diane Rood
Elementary Secretary

Leslie Kelly
Director of Elementary Curriculum

Betty Hill
Supervisor
United Arts

Benita Dailey
Secretary

Dr. Don Cain
K-12 Physical Education/Health/ Dance Coordinator

M. Ross Shirley
Instrumental, Vocal, Art, Drama Coordinator

K-5 Teaching & Learning Coordinators
Amber Bernal
Reading Coordinator
Charlise Warren
Reading Coordinator
Marsha Burkholder
Math Coordinator
Heather Allen
Science Coordinator
Johari Mitchell
K-12 T & L Coordinator
Lynda Ray
K-12 Multiple Literacy Coordinator
Pamela McCray
K-12 Coordinator
Andrea Pannell
Multiple Literacy Support
Kate Nelson
ELA Instructional Coach

Division of Early Childhood Education

Diane Burkitt
Secretary II

Pamela Jones
Secretary I

Ann Lockett
Director of Early Childhood Ed. & Speech & Language Svs, OT, PT

Rhonda Childs
Principal/Supervisor Neighborhood Early Childhood Ed. Center, FCBDD
Linden Park ECE
Luther Johnson, Area Superintendent

Rochelle Wilkerson
Supervisor
Early Childhood Education

Bertha McCrory
Secretary I

Meloney Barton
Secretary I

Felicia Sinkler
Secretary II

Lisa German
Parent & Community Engagement Coordinator

Linden Park Neighborhood Early Childhood Ed. Center Staff

4
ECE Coordinators

3
Latchley Coordinators

26
Latchley Teachers

4
ECE Nurses

3
ECE Social Workers

105 ECE Teachers
11 Itinerant Teachers

153 IA's

CCS ECE
@ Johnstown Road

Alicia Maynard
Central Enrollment

CCS ECE
@ G. Tyree

Department of Administrative Services
Office of Technology

Table of Organization
Revised: August 26, 2019

COLUMBUS
CITY SCHOOLS

Dr. John Stanford
Deputy Superintendent

Vacancy
Chief Information Officer

Vacancy
Executive Secretary II

Michele A. VanDyke
Director
Office of Technology

Millie Young
Secretary II

Vacancy
Manager – Supervisor A
Division of Applications Development and E-Rate

Project Management
Agile Project Manager: Vasavi Gudhe
Business Analyst: Judy Jackson

Application Development
Application Architect: Dario Pardo, Ryan Schor
Senior Application Developer: Shelia Smith, Nicodemus Parker, Jr., **Vacancy**
Application Developer: Ricky Hooks, Jesse Elliott, Tyler Morrisson, Mitchel Skees
Manifest - Contract Employees: Dan Kelly, Kevin Weichel

Enterprise Resource Planning (ERP)
ERP System Administrator: Catherine Lynch
IT Security Analyst: Sonya Allen
Application Developer: Taleia Drain

Database Administration
Alex Smith
Lenwood Gay

Chris Campbell
Manager – Supervisor B
Division of Infrastructure and Support Services

Jackie Howard
Receptionist

Network Manager
Dave Haung
Network Engineer: Tim Miller
Network Analysts: John Trepp, Charles Kelley, Billie Collier
CBTS: Contract Employees

Telecomm
Data Comm Specialist I: Troy Beasy, Steve Engel
Data Comm Specialist II: Steve Fling, Dan Sauder

Server Team
System Administrators: Chris Francia, Erik Landeg, Jiri Mlynek, Kevin Newton, Ron Smith, Daryl Stewart, Jiri Mlynek
Senior System Administrators: Phil Tancreti, Bryan Clymer, John DeRose, David Kennedy, **Vacancy**

Field Support
Technical Support Analyst: Dustin Thomas, Rob Frum, Jamie Woods, Arthur Dvorkin, Jack Trout, Ethan Bingaman, **Vacancy**
Desktop Support Technician: Curtis Jarvis, Keith Jordan
CBTS: Contract Employees
PSI: Contract Employees

COLUMBUS
CITY SCHOOLS

Superintendent's Cabinet
2019-2020 Organizational Chart

Updated August 12, 2019

Superintendent/CEO
Dr. Talisa Dixon

Chief Academic Officer
Dr. Tracy Ocasio

Chief Transformation and Leadership Officer
Dr. Angela Chapman

Chief Accountability Officer
Dr. Machelle Kline

Chief Engagement Officer
Alesia Gillison

Chief Communications Officer
Scott Wortman

Chief Equity Officer
TBD

Chief Human Resources Officer
Mira Wright

Chief Operations Officer
Maurice Oldham

Deputy Superintendent, Administrative Services
Dr. John Stanford

Executive Director, Budget and Financial Management
Scott Gooding

Special Assistant to the Superintendent/CEO
Monique Jacquet

Chief Information Officer
TBD

Supervisor of Policy & Government Affairs
Dr. Erik Roush

Appendix D

Job Descriptions for Positions Listed on Organizational Charts
Columbus City Schools
December 2019

Note: Positions are listed in alphabetical order under the respective organizational chart. Auditors found and chose to analyze job descriptions with similar titles to some positions on the organizational charts. However, parallelism of the position titles was not confirmed. Titles posted on similar job descriptions are provided in parentheses below the position title on the organizational charts. Names of positions duplicated in more than one organizational chart are in italics and not included in the metrics.

Position Title	With JD	Without JD
Executive Leadership Team		
Area Superintendent	X	
Chief Academic Officer	X	
Chief Accountability Officer		X
Chief Communications Officer		X
Chief Engagement Officer		X
Chief Equity Officer	X	
Chief Human Resources Officer	X	
Chief Information Officer	X	
Chief Operations Officer		
Chief Transformation and Leadership Officer		X
Deputy Superintendent, Administrative Services		X
Executive Director, Accountability		X
Executive Director, Budget and Financial Management		X
Executive Director, Business & Operations and Transportation	X	
Executive Director, College and Career Readiness		X
Executive Director, Engagement		X
Executive Director, HR Operations		X
Executive Director, Student Support Services		X
Executive Director, Teaching & Learning		X
General Counsel	X	
Internal Auditor	X*	
Special Assistant to the Superintendent	X	
Sr. Executive Director, Business & Operations	X	
Superintendent	X*	
Supervisor of Policy & Government Affairs		X
Treasurer	X*	
Total	**13 (50%)**	**13 (50%)**
Department of Academic Achievement Support Services		
Chief Academic Officer (Appears with Executive Leadership Team)		
Director of Career and Technical Education Programs	X	
Director of Opportunity Options		X
Director, Division of Academics		X
Director, Division of ESL Services		X
Director, Division of Gifted & Talented		X
Director, Division of Grades 1-8 ELA		X
Director, Division of Grades 1-8 Math		X
Director, Division of Health Family & Community Services		X

Appendix D (continued) Job Descriptions for Positions Listed on Organizational Charts Columbus City Schools December 2019		
Position Title	**With JD**	**Without JD**
Director, Division of High School Curriculum		X
Director, Division of Pre-K - Kindergarten		X
Director, Division of Social Emotional & Student Support Services		X
Director, Division of Special Education Policy & Programming Services		X
Director, Division of Workforce Development & Adult & Community Education		X
Executive Director, Office of Teaching & Learning (Appears with Executive Leadership Team)		
Executive Secretary I	X	
Executive Secretary II	X	
Supervisor of Higher Education Partnerships		X
Supervisor, Division of Alternative Pathways, VCAP and Options for Success		X
Supervisor, High School Counselors		X
Total	**3 (17%)**	**15 (83%)**
Department of Accountability & Other Support Services		
Academic Performance Analysts	X	
Chief Accountability Officer (Appears with Executive Leadership Team)		
Concierge/Receptionist	X	
Data Reporting Specialist	X	
Director, Central Enrollment		X
Director, Office of Information Management		
Director, Office of Testing & Program Services	X	
Ed. Systems Administrator	X	
Ed. Systems Data Analyst I	X	
Ed. Systems Data Analyst II	X	
Ed. Systems Support Analyst	X	
EL Instructional Assistant Assessor		X
Enrollment Specialist	X	
Executive Director, Accountability & Other Support Services (Appears with Executive Leadership Team)		
Project Connect		X
Secretary I	X	
Secretary II	X	
Student Data Assistants	X	
Student Data Specialist	X	
Supervisor A, Central Enrollment		X
Supervisor B, Student Information		X
Teacher on Special Assignment (TOSA)		X
Total	**13 (68%)**	**6 (32%)**
Department of Administrative Services		
Board Liaison-Professional I	X	
Chief Information Officer (Appears with Executive Leadership Team)		
Executive Director Budget and Financial Management (Appears with Executive Leadership Team)		
Deputy Superintendent (Appears with Executive Leadership Team)		
General Counsel (Appears with Executive Leadership Team)		
Executive Secretary II (Appears with Executive Leadership Team)		

Position Title	With JD	Without JD
Legal Assistant	X	
Supervisor, Policy & Government Affairs (Appears with Executive Leadership Team)		
Compliance Officer		X
Compliance Officer PT		X
Director, Division of State and Federal Programs		X
Director, Division of Diversity, Equity & Inclusion		X
Director, Office of Legal Services		X
Director, Office of Technology		X
PT Hearing Officer		X
Supervisor A-260, Application Manager		X
Supervisor B-260, Infrastructure Manager		X
Total	**2 (18%)**	**9 (82%)**
Office of Budget and Financial Management		
Accountant II (Accountant)	X	
Budget Analyst – Professional III		X
Deputy Superintendent (Appears with Executive Leadership Team and Administrative Services)		
Director Division of State & Federal Programs (Appears with Administrative Services)		
Executive Director Budget and Financial Management (Appears with Executive Leadership Team and Administrative Services)		
Office Automation Coordinator		X
Program Specialist		X
Secretary I (Appears on other Organizational Charts)		
Secretary II (Appears on other Organizational Charts)		
Senior Grant Specialist		X
Superintendent (Appears with Executive Leadership Team)		
Supervisor Division of Non-Public School Support		X
Title I Instructional & Technical Coordinator		X
Total	**1 (12.5%)**	**7 (87.5%)**
Department of Business & Operations		
Assistant Director, Office of Custodial Services	X	
Assistant Director, Office of Food Services		X
Assistant Director, Office of Safety & Security		X
Assistant Director, Office of Student Activities & Athletics	X	
Assistant Supervisor A-260, Fleet Services (Fleet Services Assistant Supervisor)	X	
Athletic Director		X
Chief Operations Officer (Appears with Executive Leadership Team)		
Construction Contract Manager	X	
Contract Manager	X	
Delivery Services Professional III – 260		X
Director, Office of Buildings & Grounds	X	
Director, Office of Capital Improvements	X	
Director, Office of Custodial Services	X	
Director, Office of Food Services	X	
Director, Office of Real Estate & Shared Facilities		X
Director, Office of Safety & Security	X	

Position Title	With JD	Without JD
Director, Office of Student Activities & Athletics	X	
Executive Director, Business, Operations, and Transportation (Appears with Executive Leadership Team)		
Executive Secretary II (Appears on other Organizational Charts)		
Manager Supervisor B-260 (Manager, Transportation Operations – Supervisor B)	X	
Outreach Supervisor (Supervisor, Outreach – Supervisor A-260)	X	
Printing & Duplicating Professional III-260		X
Procurement Specialists	X	
Professional II-260, Supervisors (Administrative Supervisor, Food Services-Professional II)	X	
Project Manager Professional III, Capital Improvements	X	
Senior Executive Director, Business and Operations (Appears with Executive Leadership Team and Administrative Services Organizational Charts		
Sub. Admin. Compliance Officer		X
Supervisor A-260, Fleet Services (Supervisor, Fleet Services)	X	
Supervisor B-260		X
Supervisor, Office of Custodial Services	X	
Supervisors A-260, Energy Management (Manager, Energy A-260)	X	
Warehouse Services Supervisor	X	
Total	**20 (71%)**	**8 (29%)**
Department of Communications		
Communications Manager	X	
Chief of Communications (Appears with Executive Leadership Team)		
Executive Secretary II (Appears on other Organizational Charts)		
Secretary I (Appears on other Organizational Charts)		
Customer Relations Service Coordinator		X
Director of Communications		X
Fact Line Coordinator		X
Multimedia Journalist		X
Print Communications Specialist	X	
Supervisor, Customer Relations		X
Supervisor, Media Technologies		X
Transportation Call Center Representatives	X	
Transportation Call Center Supervisor	X	
Total	**4 (40%)**	**6 (60%)**
Department of Engagement		
109 Family Ambassador		X
Chief Engagement Officer (Appears with Executive Leadership Team)		
Executive Secretary II (Appears with other Organizational Charts)		
Business Partnership Coordinator		X
Director of Mentoring Initiatives (2 positions)		X
Executive Director, Community & Stakeholder Engagement (Appears with Executive Leadership Team)		
Family & Community Engagement Coordinator (FACE)		X
Host/Producer		X
Host/Producer [Traffic Director]		X

Position Title	With JD	Without JD
Interim WCBE General Manager		X
Office Manager		X
Radio Station Operator		X
Senior Director of Mentoring Initiatives		X
Underwriting & Marketing Associate	X	
Total	**1 (9%)**	**10 (91%)**
Department of Human Resources		
Director Labor Management & Employee Relations (Director Employee Relations)	X	
Director HR Administration	X	
Executive Director, Human Resources (Appears with Executive Leadership Team)		
Chief Human Resources Officer (Appears with Executive Leadership Team)		
Executive Secretary II (Appears with Executive Leadership Team)		
Director Organizational Learning		X
Director Talent Acquisition (Director Human Resource Employment & Staffing)	X	
Employee Benefits Analyst	X	
HR Assistant I	X	
HR Assistant II	X	
HR Generalist	X	
HR Representative	X	
Manager Employee Benefits Administration	X	
Manager HR Data & Systems (Manager, HRIS, Data and Projects-Supervisor B 260)	X	
Manager HRA	X	
Manager Labor Management & Employee Relations		X
Manager Talent Acquisition Certificated		X
Manager Talent Acquisition Classified (Employment & Staffing Manager-classified)	X	
Officer Labor Management & Employee Relations		X
PAR Consulting Teachers		X
Personnel Info. System Coordinator		X
Prof. Learning & Licensure Specialist	X	
Worker's Comp Coordinator	X	
Total	**14 (70%)**	**6 (30%)**
Department of Transformation & Leadership		
Area Superintendent (Appears with Executive Leadership Team)		
Chief Transformation and Leadership Officer (Appears with Executive Leadership Team)		
Director of Leadership Development		X
Leadership Intern		X
Leadership Intern Program Administrator		X
School Improvement Coordinator		X
Total	**0 (0%)**	**4 (100%)**
Grand Totals	**71 46%**	**84 54%**

* Position description retrieved from board policies

Note: Names of positions duplicated in more than one organizational chart are in italics and not included in the metrics.

Appendix E
Exhibits 2.2.6-2.2.8 Auditors' Ratings of Curriculum Documents
Scope of the Written Curriculum
Basic Minimum Guide Components and Specificity Criteria
Columbus City Schools
December 2019

Appendix E: Scope and Minimum Components of Curriculum Documents (Finding 2.2)

Level	Core	Department	Course Number	COURSE NAME	Grade Level	Doc	Date Written	Obj	Asmt	Prereq	Res	Appr	Student Work	Total
ES	Core	Language Arts	020000	LANGUAGE ARTS K	K	Yes	2018	2	0	2	3	2	2	11
ES	Core	Reading	021500	READING K	K	Yes	2018	2	0	2	3	2	2	11
ES	Core	Language Arts	120000	LANGUAGE ARTS 1	1	Yes	2018	2	0	2	3	2	2	11
ES	Core	Reading	121500	READING 1	1	Yes	2018	2	0	2	3	2	2	11
ES	Core	Language Arts	220000	LANGUAGE ARTS 2	2	Yes	2018	2	0	2	3	2	2	11
ES	Core	Reading	221500	READING 2	2	Yes	2018	2	0	2	3	2	2	11
ES	Core	Language Arts	320000	LANGUAGE ARTS 3	3	Yes	2018	2	2	2	3	2	2	13
ES	Core	Language Arts	320800	SPELLING 3	3	Yes	2018	2	2	2	3	2	2	13
ES	Core	Language Arts	321000	WRITING 3	3	Yes	2018	2	2	2	3	2	2	13
ES	Core	Reading	321500	READING 3	3	Yes	2018	2	2	2	3	2	2	13
ES	Core	Language Arts	420000	LANGUAGE ARTS 4	4	Yes	2018	2	2	2	3	2	2	13
ES	Core	Language Arts	420800	SPELLING 4	4	Yes	2018	2	2	2	3	2	2	13
ES	Core	Language Arts	421000	WRITING 4	4	Yes	2018	2	2	2	3	2	2	13
ES	Core	English	421220	COLLEGE/CAREER READY LIT 4	4	No								
ES	Core	Reading	421500	READING 4	4	Yes	2018	2	2	2	3	2	2	13
ES	Core	Language Arts	520000	LANGUAGE ARTS 5	5	Yes	2018	2	2	2	3	2	2	13
ES	Core	Language Arts	520800	SPELLING 5	5	Yes	2018	2	2	2	3	2	2	13
ES	Core	Language Arts	521000	WRITING 5	5	Yes	2018	2	2	2	3	2	2	13
ES	Core	English	521220	COLLEGE/CAREER READY LIT 5	5	No								
ES	Core	Reading	521500	READING 5	5	Yes	2018	2	2	2	3	2	2	13
ES	Core	Math	002000	MATHEMATICS K	K	Yes	2018	2	1	3	2	3	0	11
ES	Core	Math	102000	MATHEMATICS 1	1	Yes	2018	2	1	3	2	3	0	11
ES	Core	Math	202000	MATHEMATICS 2	2	Yes	2018	2	1	3	2	3	0	11
ES	Core	Math	302000	MATHEMATICS 3	3	Yes	2018	2	1	3	2	3	0	11

Appendix E: Scope and Minimum Components of Curriculum Documents (Finding 2.2)

Level	Type	Subject	Code	Course	Document	Year							Total
ES	Core	Math	402000	MATHEMATICS 4	Yes	2018	2	1	3	2	3	0	11
ES	Core	Math	502000	MATHEMATICS 5	Yes	2018	2	1	3	2	3	0	11
ES	Core	Science	010000	SCIENCE K	Yes	2015	2	0	0	2	2	1	7
ES	Core	Science	110000	SCIENCE 1	Yes	2015	2	0	2	2	2	1	9
ES	Core	Science	210000	SCIENCE 2	Yes	2015	2	0	2	2	1	1	8
ES	Core	Science	310000	SCIENCE 3	Yes	2015	2	0	2	1	1	1	7
ES	Core	Science	410000	SCIENCE 4	Yes	2015	2	0	2	1	1	0	6
ES	Core	Science	510000	SCIENCE 5	Yes	2015	2	1	2	2	1	0	8
ES	Core	Social Studies	030000	SOCIAL STUDIES K	Yes	2015-16	3	3	3	3	3	3	18
ES	Core	Social Studies	130000	SOCIAL STUDIES 1	Yes	2015-16	3	3	3	3	3	3	18
ES	Core	Social Studies	230000	SOCIAL STUDIES 2	Yes	2015-16	3	3	3	3	3	3	18
ES	Core	Social Studies	330000	SOCIAL STUDIES 3	Yes	2015-16	3	3	3	3	3	3	18
ES	Core	Social Studies	430000	SOCIAL STUDIES 4	Yes	2015-16	3	3	3	3	3	3	18
ES	Core	Social Studies	530000	SOCIAL STUDIES 5	Yes	2015-16	3	3	3	3	3	3	18
ES	Non-core	Health and Physical Education	050000	HEALTH K	Yes	2017	2	1	0	2	2	0	7
ES	Non-core	Health and Physical Education	150000	HEALTH 1	Yes	2017	2	1	0	2	2	0	7
ES	Non-core	Health and Physical Education	250000	HEALTH 2	Yes	2017	2	1	0	2	2	0	7
ES	Non-core	Health and Physical Education	350000	HEALTH 3	No								
ES	Non-core	Health and Physical Education	450000	HEALTH 4	No								
ES	Non-core	Health and Physical Education	550000	HEALTH 5	No								
ES	Non-core	Health and Physical Education	050010	PHYSICAL EDUCATION K	Yes	No date	1	1	1	1	1	0	5
ES	Non-core	Health and Physical Education	150010	PHYSICAL EDUCATION 1	Yes	No date	1	1	1	1	1	0	5
ES	Non-core	Health and Physical Education	250010	PHYSICAL EDUCATION 2	Yes	No date	1	1	1	1	1	0	5
ES	Non-core	Health and Physical Education	350010	PHYSICAL EDUCATION 3	Yes	No date	1	1	1	1	1	0	5
ES	Non-core	Health and Physical Education	450010	PHYSICAL EDUCATION 4	Yes	No date	1	1	1	1	1	0	5

Appendix E: Scope and Minimum Components of Curriculum Documents (Finding 2.2)

ES	Non-core	Health and Physical Education	550010	PHYSICAL EDUCATION 5	5	Yes	No date	1	1	1	1	1	0	5
ES	Non-core	Health and Physical Education	063200	DANCE K	K	Yes	No date	1	0	1	0	0	0	2
ES	Non-core	Health and Physical Education	163200	DANCE 1	1	Yes	No date	1	0	1	0	0	0	2
ES	Non-core	Health and Physical Education	263200	DANCE 2	2	Yes	No date	1	0	1	0	0	0	2
ES	Non-core	Health and Physical Education	363200	DANCE 3	3	Yes	No date	1	0	1	0	0	0	2
ES	Non-core	Health and Physical Education	463200	DANCE 4	4	Yes	No date	1	0	1	0	0	0	2
ES	Non-core	Health and Physical Education	563200	DANCE 5	5	Yes	No date	1	0	1	0	0	0	2
ES	Non-core	Fine Arts	060000	MUSIC K	K	Yes	No date	1	0	1	0	0	0	2
ES	Non-core	Fine Arts	160000	MUSIC 1	1	Yes	No date	1	0	1	0	0	0	2
ES	Non-core	Fine Arts	260000	MUSIC 2	2	Yes	No date	1	0	1	0	0	0	2
ES	Non-core	Fine Arts	360000	MUSIC 3	3	Yes	No date	1	0	1	0	0	0	2
ES	Non-core	Fine Arts	460000	MUSIC 4	4	Yes	No date	1	0	1	0	0	0	2
ES	Non-core	Fine Arts	560000	MUSIC 5	5	Yes	No date	1	0	1	0	0	0	2
ES	Non-core	Fine Arts	460100	INST MUSIC 4	4	Yes	No date	1	0	1	0	0	0	2
ES	Non-core	Fine Arts	560100	INST MUSIC 5	5	Yes	No date	1	0	1	0	0	0	2
ES	Non-core	Fine Arts	460200	CHORUS 4	4	Yes	No date	1	0	1	0	0	0	2
ES	Non-core	Fine Arts	560200	CHORUS 5	5	Yes	No date	1	0	1	0	0	0	2
ES	Non-core	Fine Arts	063000	DRAMA K	K	Yes	No date	1	0	0	0	0	0	1
ES	Non-core	Fine Arts	163000	DRAMA 1	1	Yes	No date	1	0	1	0	0	0	2
ES	Non-core	Fine Arts	263000	DRAMA 2	2	Yes	No date	1	0	1	0	0	0	2
ES	Non-core	Fine Arts	363000	DRAMA 3	3	Yes	No date	1	0	1	0	0	0	2
ES	Non-core	Fine Arts	463000	DRAMA 4	4	Yes	No date	1	0	1	0	0	0	2
ES	Non-core	Fine Arts	563000	DRAMA 5	5	Yes	No date	1	0	1	0	0	0	2
ES	Non-core	Fine Arts	065000	ART K	K	Yes	No date	1	0	1	0	0	0	2
ES	Non-core	Fine Arts	165000	ART 1	1	Yes	No date	1	0	1	0	0	0	2
ES	Non-core	Fine Arts	265000	ART 2	2	Yes	No date	1	0	1	0	0	0	2
ES	Non-core	Fine Arts	365000	ART 3	3	Yes	No date	1	0	1	0	0	0	2
ES	Non-core	Fine Arts	465000	ART 4	4	Yes	No date	1	0	1	0	0	0	2

Appendix E: Scope and Minimum Components of Curriculum Documents (Finding 2.2)

Level	Type	Subject	Code	Course	Grade		Date							
ES	Non-core	Fine Arts	565000	ART 5	5	Yes	No date	1	0	1	0	0	0	2
ES	Non-core	World Language	070000	SPANISH LANGUAGE ARTS K	K	Yes	2013	1	0	0	0	1	0	2
ES	Non-core	World Language	170000	SPANISH LANGUAGE ARTS 1	1	Yes	2013	1	0	0	0	1	0	2
ES	Non-core	World Language	270000	SPANISH LANGUAGE ARTS 2	2	Yes	2013	1	0	0	0	1	0	2
ES	Non-core	World Language	370000	SPANISH LANGUAGE ARTS 3	3	Yes	2013	1	0	0	0	1	0	2
ES	Non-core	World Language	470000	SPANISH LANGUAGE ARTS 4	4	Yes	2013	1	0	0	0	1	0	2
ES	Non-core	World Language	570000	SPANISH LANGUAGE ARTS 5	5	Yes	2013	1	0	0	0	1	0	2
ES	Non-core	World Language	070010	FRENCH LANGUAGE ARTS K	K	Yes	2013	1	0	0	0	1	0	2
ES	Non-core	World Language	170010	FRENCH LANGUAGE ARTS 1	1	Yes	2013	1	0	0	0	1	0	2
ES	Non-core	World Language	270010	FRENCH LANGUAGE ARTS 2	2	Yes	2013	1	0	0	0	1	0	2
ES	Non-core	World Language	370010	FRENCH LANGUAGE ARTS 3	3	Yes	2013	1	0	0	0	1	0	2
ES	Non-core	World Language	470010	FRENCH LANGUAGE ARTS 4	4	Yes	2013	1	0	0	0	1	0	2
ES	Non-core	World Language	570010	FRENCH LANGUAGE ARTS 5	5	Yes	2013	1	0	0	0	1	0	2
ES	Non-core	World Language	070060	MANDARIN CHINESE K	K	Yes	2013	1	0	0	0	1	0	2
ES	Non-core	World Language	170060	MANDARIN CHINESE 1	1	Yes	2013	1	0	0	0	1	0	2
ES	Non-core	World Language	270060	MANDARIN CHINESE 2	2	Yes	2013	1	0	0	0	1	0	2
ES	Non-core	World Language	370060	MANDARIN CHINESE 3	3	Yes	2013	1	0	0	0	1	0	2
ES	Non-core	World Language	470060	MANDARIN CHINESE 4	4	Yes	2013	1	0	0	0	1	0	2
ES	Non-core	World Language	570060	MANDARIN CHINESE 5	5	Yes	2013	1	0	0	0	1	0	2
MS	Core	Special Education	620000E	LANGUAGE ARTS 6	6	Yes	2018	2	2	2	2	2	2	12
MS	Core	English	620010	ENGLISH LIT & COMP 6	6	Yes	2018	2	2	2	2	2	2	12
MS	Core	Special Education	621220E	READING 6	6	Yes	2018	2	2	2	2	2	2	12
MS	Core	English	621509	READING INITIATIVE 6	6	No								
MS	Core	Gifted and Talented	629910G	ENGLISH LIT & COMP 6	6	No								

			Code	Course	Grade		Year						
MS	Core	English	720000EB	LANGUAGE ARTS 7	7	Yes	2018	2	2	2	2	2	12
MS	Core	English	720010	ENGLISH LIT & COMP 7	7	Yes	2018	2	2	2	2	2	12
MS	Core	ESL	721210L	ESL READING 7	7	No							
MS	Core	English	721220	COLLEGE/CAREER READY LIT 7	7	No							
MS	Core	English	721509	READING INITIATIVE 7	7	No							
MS	Core	Gifted and Talented	729910G	ENGLISH LIT & COMP 7	7	No							
MS	Core	English	820010	ENGLISH LIT & COMP 8	8	Yes	2018	2	2	2	2	2	12
MS	Core	ESL	821210L	ESL READING 8	8	No							
MS	Core	English	821220	COLLEGE/CAREER READY LIT 8	8	No							
MS	Core	English	821509	READING INITIATIVE 8	8	No							
MS	Core	English	822000	HUMANITIES LANG ARTS 8	8	No							
MS	Core	Gifted and Talented	829900G	ENGLISH LIT & COMP 8	8	No							
MS	Core	English	829910	ENGLISH LIT & COMP 7/8	7-8	No							
MS	Core	Math	600200	ALGEBRA READINESS-S.T.E.M. 6	6	No							
MS	Core	Math	601305	ALEKS MATH 6	6	No							
MS	Core	Math	602000	MATHEMATICS 6	6	Yes	2018-19	2	3	2	2	0	10
MS	Core	Math	701305	ALEKS MATH 7	7	No							
MS	Core	Math	702000	MATHEMATICS 7	7	Yes	2018-19	2	3	2	2	0	10
MS	Core	Math	801305	ALEKS MATH 8	8	No							
MS	Core	Math	802000	MATHEMATICS 8	8	Yes	2018-19	2	3	2	0	0	8
MS	Core	Math	802020	COMPACTED MATHEMATICS 7-8	7-8	No							
MS	Core	Gifted and Talented	809900G	MATHEMATICS 8	8	No							
MS	Core	Science	610000	SCIENCE 6	6	Yes	2016	2	2	2	1	0	7
MS	Core	Science	710000	SCIENCE 7	7	Yes	2014	2	2	2	1	0	7
MS	Core	Science	810000	SCIENCE 8	8	Yes	2014	2	2	2	1	0	7
MS	Core	Social Studies	630000	SOCIAL STUDIES 6	6	Yes	2019-20	3	3	3	3	3	18
MS	Core	Social Studies	630010	AFRICAN AMERICAN STUDIES 6	6	No							
MS	Core	Social Studies	730000	SOCIAL STUDIES 7	7	Yes	2019-20	3	3	3	3	3	18
MS	Core	Social Studies	830000	SOCIAL STUDIES 8	8	Yes	2019-20	3	3	3	3	3	18

Appendix E: Scope and Minimum Components of Curriculum Documents (Finding 2.2)

MS	Core	Subject	Code	Course	Grade									
MS		Social Studies	830050	HUMANITIES SOCIAL STUDIES 8	8	No		1	1	0	1	0	0	3
MS	Non-core	Health and Physical Education	650101	PHYSICAL EDUCATION 6.1	6	Yes	No date	2	2	1	1	2	1	9
MS	Non-core	Health and Physical Education	650201	FITNESS FOR LIFE 6.2	6	Yes	No date	1	1	1	1	0	0	4
MS	Non-core	Health and Physical Education	650301	SPORTS EDUCATION 6.3	6	Yes	No date	2	2	1	1	2	1	9
MS	Non-core	Health and Physical Education	750101	FITNESS AND WELLNESS 7.1	7	Yes	No date	1	1	1	1	0	0	4
MS	Non-core	Health and Physical Education	750201	FITNESS FOR LIFE 7.2	7	Yes	No date	1	1	1	1	0	0	4
MS	Non-core	Health and Physical Education	750301	SPORTS EDUCATION 7.3	7	Yes	No date	2	2	1	1	2	1	9
MS	Non-core	Health and Physical Education	850205	PHYS. EDUC. FIT FOR LIFE 8.1	8-12	Yes	No date							
MS	Non-core	Health and Physical Education	856000	MS BASEBALL	8	No								
MS	Non-core	Health and Physical Education	856001	MS BASKETBALL	8	No								
MS	Non-core	Health and Physical Education	856003	MS SOCCER	8	No								
MS	Non-core	Health and Physical Education	856004	MS SOFTBALL	8	No								
MS	Non-core	Health and Physical Education	856005	MS TRACK AND FIELD	8	No								
MS	Non-core	Fine Arts	660000	GENERAL MUSIC 6	6	Yes	No date	1	0	0	0	0	0	1
MS	Non-core	Fine Arts	760000	GENERAL MUSIC 7	7	Yes	No date	1	0	0	0	0	0	1
MS	Non-core	Fine Arts	660100	INSTRUMENTAL MUSIC 6	6	Yes	No date	1	0	1	0	0	0	2
MS	Non-core	Fine Arts	660110	INSTRUMENTAL MUSIC SPECIALTY 6	6	No								
MS	Non-core	Fine Arts	760100	INSTRUMENTAL MUSIC 7	7	Yes	No date	1	0	1	0	0	0	2
MS	Non-core	Fine Arts	760110	INSTRUMENTAL MUSIC SPECIALTY 7	7	No								
MS	Non-core	Fine Arts	660300	ORCHESTRA 6	6	Yes	No date	1	0	1	0	0	0	2
MS	Non-core	Fine Arts	760300	ORCHESTRA 7	7	Yes	No date	1	0	1	0	0	0	2

Appendix E: Scope and Minimum Components of Curriculum Documents (Finding 2.2)

MS	Non-core	Fine Arts	660200	VOCAL MUSIC 6	6	Yes	No date	1	0	0	0	0	0	1
MS	Non-core	Fine Arts	760200	VOCAL MUSIC 7	7	Yes	No date	1	0	0	0	0	0	1
MS	Non-core	Fine Arts	663000	DRAMA 6	6	Yes	No date	1	0	1	0	0	0	2
MS	Non-core	Fine Arts	763005	DRAMA 7	7	Yes	No date	1	0	1	0	0	0	2
MS	Non-core	Fine Arts	663101	THEATRE 6	6	Yes	No date	1	0	1	0	0	0	2
MS	Non-core	Fine Arts	763101	THEATRE 7	7	Yes	No date	1	0	1	0	0	0	2
MS	Non-core	Fine Arts	663205	DANCE 6	6	Yes	No date	1	0	1	0	0	0	2
MS	Non-core	Fine Arts	763200	DANCE 7	7	Yes	No date	1	0	1	0	0	0	2
MS	Non-core	Fine Arts	665001	ART 6	6	Yes	No date	1	0	1	0	0	0	2
MS	Non-core	Fine Arts	765001	ART 7	7	Yes	No date	1	0	1	0	0	0	2
MS	Non-core	Fine Arts	665101	INTRO TO MEDIA ARTS 6TH GRADE	6	No								
MS	Non-core	Fine Arts	766000	INTRO TO MEDIA ARTS 7TH GRADE	7	No								
MS	Non-core	World Language	670010	SPANISH READING 6	6	Yes	No date	2	1	0	2	1	0	6
MS	Non-core	World Language	770015	SPANISH SURVEY 7	7	Yes	No date	2	1	0	2	1	0	6
MS	Non-core	World Language	671010	FRENCH READING 6	6	Yes	2013	1	0	0	0	1	0	2
MS	Non-core	World Language	771015	FRENCH SURVEY 7	7	Yes	2013	1	0	0	0	1	0	2
MS	Non-core	World Language	676010	MANDARIN CHINESE 6	6	Yes	2013	1	0	0	0	1	0	2
MS	Non-core	World Language	776010	MANDARIN CHINESE 7	7	Yes	2013	1	0	0	0	1	0	2
MS	Non-core	World Language	679911	INTRO TO WORLD LANGUAGES 6	6	Yes	2013	1	0	0	0	1	0	2
MS	Non-core	World Language	779915	INTRO TO WORLD LANGUAGES 7	7	Yes	2013	1	0	0	0	1	0	2
MS	Non-core	Technology	640021	COMPUTER AWARENESS 6	6	No								
MS	Non-core	Technology	640221	GATEWAY TO TECHNOLOGY 6	6	No								
MS	Non-core	Technology	740025	COMPUTER AWARENESS 7	7	No								
MS	Non-core	Technology	741005	PLTW DESIGN & MODELING 7	7	No								
MS	Non-core	Technology	741015	PLTW AUTOMATION & ROBOTICS 7	7	No								
MS	Non-core	Technology	841005	PLTW DESIGN & MODELING 8	8	No								
MS	Non-core	Technology	841015	PLTW AUTOMATION & ROBOTICS 8	8	No								

			Code	Course	Grade		Year						
MS	Non-core	Career Technical	740605	INTRO TO COMPUTER SCIENCE I 7	7	No							
MS	Non-core	Career Technical	740615	INTRO TO COMPUTER SCIENCE II 7	7	No							
MS	Non-core	Career Technical	840605	INTRO TO COMPUTER SCIENCE I 8	8	No							
MS	Non-core	Career Technical	840615	INTRO TO COMPUTER SCIENCE II 8	8	No							
MS	Non-core	Elective	691000	ROBOTICS CHALLENGE	6	No							
MS	Non-core	Elective	791000	ROBOTICS CHALLENGE	7	No							
MS	Non-core	Elective	891000	ROBOTICS CHALLENGE	8	No							
MS	Non-core	Elective	811305	BIOMED PATHWAY	8	No							
MS	Non-core	Elective	890016	STEM	8	No							
HS	Core	English	929910	ENGLISH 8/9	8-9	No							
HS	Core	English	920010	ENGLISH 9	9	Yes	2018	2	2	2	2	2	12
HS	Core	English	920020	ENGLISH 10	10	Yes	2018	2	2	2	2	2	12
HS	Core	English	920030	ENGLISH 11	11	Yes	2018	2	2	2	2	2	12
HS	Core	English	920040	ENGLISH 12	12	Yes	2018	2	2	2	2	2	12
HS	Core	English	922020	HUMANITIES: ENGLISH 9	9	Yes	2010-11	1	2	1	2	2	10
HS	Core	English	922000	HUMANITIES: ENGLISH 10	10	No							
HS	Core	English	922010	AMERICAN HUMANITIES-ENG	11-12	No							
HS	Core	English	922030	ACCELERATED ENGLISH 9	9	No							
HS	Core	English	922040	ACCELERATED ENGLISH 10	10	No							
HS	Core	English	925000	AP ENGLISH LANGUAGE & COMP	11-12	No							
HS	Core	English	925010	AP ENGLISH LITERATURE & COMP	11-12	No							
HS	Core	English	924530	IB ENGLISH A LITERATURE SL 11	11	No							
HS	Core	English	924540	IB ENGLISH A LITERATURE SL 12	12	No							
HS	Core	English	924570	IB ENGLISH A LITERATURE HL 11	11	No							

HS	Core	English	924580	IB ENGLISH A LITERATURE HL 12	12	No							
HS	Core	English	923500	AFRICAN AMERICAN LITERATURE	11-12	No							
HS	Core	English	923510	MAJOR BRITISH WRITERS SEMINAR	12	No							
HS	Core	English	924001	COMMUNICATIONS STRATEGIES	11-12	No							
HS	Core	English	920510	SPEECH COMMUNICATION	11-12	No							
HS	Core	English	921000	WRITERS SEMINAR	9-12	No							
HS	Core	English	921005	CREATIVE WRITING	11-12	No							
HS	Core	English	921015	ENGLISH COMPOSITION	9-10	No							
HS	Core	English	921500	READING/WRITING IN YOUR CAREER	9-12	No							
HS	Core	English	921520	COLLEGE/CAREER READY LITERACY	9-12	No							
HS	Core	English	921530	STRATEGIC REASONING	9-12	No							
HS	Core	English	921540	STRATEGIC READING	9-12	No							
HS	Core	English	930410	WORLD STUDIES HUMANITIES-ENG	11-12	No							
HS	Core	English	925500	PUBLICATIONS IN NEWSPAPER	9-12	No							
HS	Core	English	925510	PUBLICATIONS IN YEARBOOK	9-12	No							
HS	Core	Special Education	900220E	ALGEBRA II	11-12	No							
HS	Core	Math	900500	PRECALCULUS	11-12	Yes	2018-19	2	0	2	2	0	8
HS	Core	Math	900710	IB MATHEMATICS SL 11	11	No							
HS	Core	Math	900720	IB MATHEMATICS SL 12	12	No							
HS	Core	Math	900730	IB MATHEMATICS HL 11	11	No							
HS	Core	Math	900740	IB MATHEMATICS HL 12	12	No							
HS	Core	Math	900750	IB MATHEMATICAL STUDIES 11	11	No							
HS	Core	Math	900760	IB MATHEMATICAL STUDIES 12	12	No							
HS	Core	Math	900800	AP STATISTICS	11-12	No							
HS	Core	Math	900810	AP CALCULUS AB	11-12	No							

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HS	Core	Math	900820	AP CALCULUS BC	11-12	No								
HS	Core	Math	901000	TRANSITION TO ADVANCED MATH	9-10	No								
HS	Core	Math	901010B	TRANSITION TO MATH I	9	No								
HS	Core	Math	901020B	TRANSITION TO MATH II	10	No								
HS	Core	Math	901100	INTEGRATED ALG & DATA ANALYSIS	9-12	No								
HS	Core	Math	901305	ALEKS MATH	9-12	No								
HS	Core	Math	902010	INTEGRATED MATHEMATICS I	9	Yes	2019-20	2	1	0	3	3	0	9
HS	Core	Math	902020	INTEGRATED MATHEMATICS II	10	Yes	2018-19	2	0	0	3	2	0	7
HS	Core	Math	902030	INTEGRATED MATHEMATICS III	11	Yes	2018-19	2	1	2	3	2	0	10
HS	Core	Math	902040	ADV QUANTITATIVE REASONING	12	Yes	No date	1	0	0	1	0	0	2
HS	Core	Math	902050	STATS THROUGH SOCIAL JUSTICE	11-12	No								
HS	Core	Science	911000	BIOLOGY	10	Yes	2015-16	2	1	2	1	1	0	7
HS	Core	Science	911020	PRE AP IB BIOLOGY	10	No								
HS	Core	Science	911030	IB BIOLOGY SL	11	No								
HS	Core	Science	911040	IB BIOLOGY HL 12	12	No								
HS	Core	Science	911050	AP BIOLOGY	11-12	No								
HS	Core	Science	912000	ANATOMY - PHYSIOLOGY	11-12	Yes	2015-16	2	0	0	2	0	0	4
HS	Core	Science	913000	IB ENVIRON SYS & SOCIETIES SL	11-12	No								
HS	Core	Science	913020	AP ENVIRONMENTAL SCIENCE	11-12	No								
HS	Core	Science	913030	ENVIRONMENTAL SCIENCE	11-12	Yes	2018-19	2	0	2	2	1	0	7
HS	Core	Science	914000	PHYSICAL SCIENCE	9	Yes	2015-16	2	0	2	1	0	0	5
HS	Core	Science	915000	CHEMISTRY	11-12	Yes	2015-16	2	0	2	2	0	0	6
HS	Core	Science	915010	AP CHEMISTRY	11-12	No								
HS	Core	Science	915020	PRE AP IB CHEMISTRY	9-10	No								
HS	Core	Science	916000	MATERIALS SCIENCE	11-12	Yes	2015-16	1	0	0	0	0	0	1
HS	Core	Science	917010	PHYSICS	11-12	Yes	2015-16	2	0	2	1	1	0	6

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HS	Core	Science	917000	IB PHYSICS SL	11-12	No							
HS	Core	Science	917030	AP PHYSICS 1: ALGEBRA-BASED	11-12	No							
HS	Core	Social Studies	930600	MODERN WORLD HISTORY 9	9	Yes	2019-20	3	3	3	3	3	18
HS	Core	Social Studies	930940	HUMANITIES: MOD WORLD HIST 9	9	No							
HS	Core	Social Studies	930620F	WORLD STUDIES 9	9	No							
HS	Core	Social Studies	930820	AMERICAN HISTORY 10	10	Yes	2018-19	3	3	3	3	3	18
HS	Core	Social Studies	930900	HUMANITIES: AMERICAN HIST 10	10	No							
HS	Core	Social Studies	930500	AMERICAN GOVERNMENT	11	Yes	2018-19	3	3	3	3	3	18
HS	Core	Social Studies	930050	AMERICAN HUMANITIES-SOC STY	9-12	No							
HS	Core	Social Studies	930120F	WORLD GEOGRAPHY	9-12	No							
HS	Core	Social Studies	930220V	VCAP AFRICAN AMERICAN STUDIES	11-12	No							
HS	Core	Social Studies	930245	PSYCHOLOGY	11-12	No							
HS	Core	Social Studies	930725	SOCIOLOGY	11-12	No							
HS	Core	Social Studies	930300	LAW	11-12	Yes	2018-19	3	3	3	3	3	18
HS	Core	Social Studies	930610	GLOBAL ISSUES	11-12	Yes	2018-19	3	3	3	3	3	18
HS	Core	Social Studies	930710	SOCIOLOGY PSYCHOLOGY	11-12	Yes	2018-19	3	3	3	3	3	18
HS	Core	Social Studies	930810	AFRICAN AMERICAN STUDIES	11-12	Yes	2018-19	3	3	3	3	3	18
HS	Core	Social Studies	930910	HUMANITIES: AMERICAN GOV.	11	No							
HS	Core	Social Studies	930130	AP UNITED STATES HISTORY	10	No							
HS	Core	Social Studies	930140	AP U.S. GOVERNMENT & POLITICS	11	No							
HS	Core	Social Studies	930150	AP EUROPEAN HISTORY	11-12	No							
HS	Core	Social Studies	930160	AP WORLD HISTORY	11-12	No							
HS	Core	Social Studies	930170	AP HUMAN GEOGRAPHY	11-12	No							
HS	Core	Social Studies	930180	AP COMPARATIVE GOV AND POLITIC	11-12	No							

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HS	Core	Social Studies	930230	IB SOC & CULTURAL ANTHRO HL 11	11	No							
HS	Core	Social Studies	930340	IB SOC & CULTURAL ANTHRO HL 12	12	No							
HS	Core	Social Studies	930350	IB HISTORY HL 11	11	No							
HS	Core	Social Studies	930360	IB HISTORY HL 12	12	No							
HS	Core	Social Studies	930370	IB SOC & CULTURAL ANTHRO SL	11-12	No							
HS	Core	Social Studies	930380	IB PSYCHOLOGY SL	11-12	No							
HS	Non-core	Health and Physical Education	950005	HEALTH	9-12	Yes	2017	2	2	0	1	1	6
HS	Non-core	Health and Physical Education	950105	PHYSICAL EDUCATION I	8-12	Yes	2017	1	0	0	1	0	2
HS	Non-core	Special Education	950200E	PHYSICAL EDUCATION II	8-12	Yes	2017	1	0	0	1	0	2
HS	Non-core	Health and Physical Education	950205	PHYSICAL EDUCATION II	8-12	Yes	No date	1	0	1	1	0	3
HS	Non-core	Health and Physical Education	950305	PHYS. EDUC. SPORT EDUC. 1.2	8-12	Yes	No date	1	0	0	1	0	2
HS	Non-core	Health and Physical Education	955000	BASEBALL - VARSITY & JV	9-12	No							
HS	Non-core	Health and Physical Education	955010	BASKETBALL (M/F) - VARSITY & JV	9-12	No							
HS	Non-core	Health and Physical Education	955030	BOWLING (M/F)	9-12	No							
HS	Non-core	Health and Physical Education	955050	CHEERLEADING - AUTUMN/WINTER	9-12	No							
HS	Non-core	Health and Physical Education	955070	CROSS COUNTRY (M/F)	9-12	No							
HS	Non-core	Health and Physical Education	955090	FOOTBALL - VARSITY & JV	9-12	No							
HS	Non-core	Health and Physical Education	955100	GOLF - VARSITY & JV	9-12	No							
HS	Non-core	Health and Physical Education	955110	LACROSSE (M/F) - VARSITY & JV	9-12	No							
HS	Non-core	Health and Physical Education	955130	SOCCER (M/F) - VARSITY & JV	9-12	No							

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HS	Non-core	Health and Physical Education	955150	SOFTBALL - VARSITY & JV	9-12	No							
HS	Non-core	Health and Physical Education	955160	SWIMMING - VARSITY & JV	9-12	No							
HS	Non-core	Health and Physical Education	955170	TENNIS (M/F) - VARSITY & JV	9-12	No							
HS	Non-core	Health and Physical Education	955190	TRACK & FIELD (M/F) VARSITY & JV	9-12	No							
HS	Non-core	Health and Physical Education	955210	VOLLEYBALL - VARSITY & JV	9-12	No							
HS	Non-core	Health and Physical Education	955220	WRESTLING - VARSITY & JV	9-12	No							
HS	Non-core	Health and Physical Education	963210	DANCE: COMPOSITION	9-12	Yes	No date	1	0	1	0	0	2
HS	Non-core	Health and Physical Education	963220	DANCE ENSEMBLE	9-12	Yes	No date	1	0	1	0	0	2
HS	Non-core	Health and Physical Education	963230	ADVANCED DANCE	9-12	Yes	No date	1	0	1	0	0	2
HS	Non-core	Health and Physical Education	963240	DANCE: THEORY & PRACTICE	9-12	Yes	No date	1	0	1	0	0	2
HS	Non-core	Fine Arts	960000	MUSIC SURVEY	8-12	Yes	No date	1	0	0	0	0	1
HS	Non-core	Fine Arts	960015	MUSIC SURVEY ELEMENTS & SKILLS	8-12	Yes	No date	1	0	0	0	0	1
HS	Non-core	Fine Arts	960025	MUSIC SURVEY: HISTORY & CULTURE	8-12	Yes	No date	1	0	0	0	0	1
HS	Non-core	Fine Arts	960100	BASIC INSTRUMENTAL MUSIC	8-12	Yes	No date	1	0	0	0	0	1
HS	Non-core	Fine Arts	960105	INSTRUMENTAL SMALL ENSEMBLE	9-12	Yes	No date	1	0	0	0	0	1
HS	Non-core	Fine Arts	960300	ORCHESTRA	8-12	Yes	No date	1	0	0	0	0	1
HS	Non-core	Fine Arts	960400	BEGINNING STRINGS	8-12	Yes	No date	1	0	0	0	0	1
HS	Non-core	Fine Arts	960510	PIANO I	9-12	Yes	No date	1	0	0	0	0	1
HS	Non-core	Fine Arts	960515	BASIC KEYBOARD FUNDAMENTALS I	9-12	Yes	No date	1	0	0	0	0	1
HS	Non-core	Fine Arts	960520	PIANO II	8-12	Yes	No date	1	0	1	0	0	2

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HS	Non-core	Fine Arts	960525	BASIC KEYBOARD FUNDAMENTALS II	8-12	Yes	No date	1	0	1	0	0	0	2
HS	Non-core	Fine Arts	960610	HANDBELL I	8-12	Yes	No date	1	0	0	0	0	0	1
HS	Non-core	Fine Arts	960620	HANDBELL II	8-12	Yes	No date	1	0	1	0	0	0	2
HS	Non-core	Fine Arts	960710	MODERN BAND	8-12	Yes	No date	1	0	0	0	0	0	1
HS	Non-core	Fine Arts	960720	MUSIC AND TECHNOLOGY	8-12	Yes	No date	1	0	0	0	0	0	1
HS	Non-core	Fine Arts	961000	MARCHING/CONCERT BAND	9-12	Yes	No date	1	0	0	0	0	0	1
HS	Non-core	Fine Arts	961010	CONCERT BAND	8-12	Yes	No date	1	0	0	0	0	0	1
HS	Non-core	Fine Arts	961030	PERCUSSION ENSEMBLE	8-12	Yes	No date	1	0	0	0	0	0	1
HS	Non-core	Fine Arts	961035	CONCERT BAND (SEM 2)	9-12	No								
HS	Non-core	Fine Arts	961100	JAZZ ENSEMBLE	8-12	Yes	No date	1	0	0	0	0	0	1
HS	Non-core	Fine Arts	961160	MEDIA ARTS I	8-12	No								
HS	Non-core	Fine Arts	961200	BASIC MUSIC THEORY	9-12	Yes	No date	1	0	0	0	0	0	1
HS	Non-core	Fine Arts	961210	AP MUSIC THEORY	9-12	Yes	No date	1	0	1	0	0	0	2
HS	Non-core	Fine Arts	961225	FUNDAMENTALS OF MUSIC THEORY	8-12	No								
HS	Non-core	Fine Arts	961230V	VCAP MUSIC APPRECIATION	9-12	Yes	No date	1	0	0	0	0	0	1
HS	Non-core	Fine Arts	961400	MIXED ENSEMBLE	9-12	Yes	No date	1	0	0	0	0	0	1
HS	Non-core	Fine Arts	961410	SOLO & ENSEMBLES	9-12	Yes	No date	1	0	0	0	0	0	1
HS	Non-core	Fine Arts	961500	MIXED CHORUS I	8-12	Yes	No date	1	0	0	0	0	0	1
HS	Non-core	Fine Arts	961600	MIXED CHORUS II	9-12	Yes	No date	1	0	0	0	0	0	1
HS	Non-core	Fine Arts	961700	URBAN CONTEMPORARY CHOIR	9-12	Yes	No date	1	0	0	0	0	0	1
HS	Non-core	Fine Arts	961710	MIXED ENSEMBLE: SHOW CHOIR	9-12	Yes	No date	1	0	0	0	0	0	1
HS	Non-core	Fine Arts	961810	TENOR AND BASS CHORUS 1 CR	9-12	Yes	No date	1	0	0	0	0	0	1
HS	Non-core	Fine Arts	961820	SOPRANO & ALTO CHORUS 1 CR	9-12	Yes	No date	1	0	0	0	0	0	1
HS	Non-core	Fine Arts	963110	THEATRE SEMINAR	9-12	Yes	No date	1	0	0	0	0	0	1
HS	Non-core	Fine Arts	963115	THEATRE HISTORY & PERFORMANCE	8-12	Yes	No date	1	0	0	0	0	0	1
HS	Non-core	Fine Arts	963125	TECHNICAL THEATRE & PRODUCTION	8-12	Yes	No date	1	0	0	0	0	0	1

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Level	Type	Subject	Code	Course	Grade								Total
HS	Non-core	Fine Arts	963155	INTRODUCTION TO THE THEATRE	8-12	No							
HS	Non-core	Fine Arts	963200	DANCE I: SURVEY	8-12	Yes	No date	1	0	1	0	0	2
HS	Non-core	Fine Arts	963310	ACTING I	8-12	Yes	No date	1	0	1	0	0	2
HS	Non-core	Fine Arts	963320	ACTING II	8-12	Yes	No date	1	0	1	0	0	2
HS	Non-core	Fine Arts	963410	STAGECRAFT I	9-12	Yes	No date	1	0	1	0	0	2
HS	Non-core	Fine Arts	963420	STAGECRAFT II	9-12	Yes	No date	1	0	1	0	0	2
HS	Non-core	Fine Arts	963455	MODERN MUSIC STYLES	9-12	No							
HS	Non-core	Fine Arts	963500	PLAY PRODUCT TECH THEATRE	9-12	Yes	No date	1	0	0	0	0	1
HS	Non-core	Fine Arts	963520	FUND OF TECH THEATRE PROD	8-12	No							
HS	Non-core	Fine Arts	965015	VISUAL ART SURVEY: STUDIO & SKL	8-12	Yes	No date	1	0	0	0	0	1
HS	Non-core	Fine Arts	965025	VISUAL ART SURVEY: HIST & APPRE	9-12	Yes	No date	1	0	0	0	0	1
HS	Non-core	Fine Arts	965040	ART & THE COMMUNITY	9-12	Yes	No date	1	0	0	0	0	1
HS	Non-core	Fine Arts	965100	IB VISUAL ART SL	11-12	Yes	No date	1	0	0	0	0	1
HS	Non-core	Fine Arts	965110	IB VISUAL ARTS HL 11	11	Yes	No date	1	0	0	0	0	1
HS	Non-core	Fine Arts	965120	IB VISUAL ARTS HL 12	12	Yes	No date	1	0	0	0	0	1
HS	Non-core	Fine Arts	965135	ART AND DESIGN	9-12	Yes	No date	1	0	0	0	0	1
HS	Non-core	Fine Arts	965200	AP ART HISTORY	11-12	Yes	No date	1	0	0	0	0	1
HS	Non-core	Fine Arts	965210	IB ART HISTORY SL	110-12	No							
HS	Non-core	Fine Arts	965215	AMERICAN HUMANITIES-ART	9-12	Yes	No date	1	0	0	0	0	1
HS	Non-core	Fine Arts	965220V	VCAP ART HIST & APPRECIATION	9-12	Yes	No date	1	0	0	0	0	1
HS	Non-core	Fine Arts	965320	ART II MINOR	9-12	Yes	No date	1	0	0	0	0	1
HS	Non-core	Fine Arts	965330	ART III MINOR	9-12	Yes	No date	1	0	0	0	0	1
HS	Non-core	Fine Arts	965340	ART IV MINOR	9-12	Yes	No date	1	0	0	0	0	1
HS	Non-core	Fine Arts	965350	ART V MINOR	9-12	Yes	No date	1	0	0	0	0	1
HS	Non-core	Fine Arts	965510	BLACK & WHITE PHOTOGRAPHY	9-12	Yes	No date	1	0	0	0	0	1
HS	Non-core	Fine Arts	965520	DIGITAL PHOTOGRAPHY	9-12	Yes	No date	1	0	0	0	0	1
HS	Non-core	Fine Arts	965530	ART SPEC BEG PHOTOGRAPHY	9-12	No							

Level	Core	Subject	Number	Course	Grade	Doc?	Date							
HS	Non-core	Fine Arts	965540	ART SPEC ADV PHOTOGRAPHY	9-12	No							0	1
HS	Non-core	Fine Arts	965600	BEGINNING DRAWING	9-12	No								
HS	Non-core	Fine Arts	965620	ART SPEC DRAWING PAINTING	9-12	No								
HS	Non-core	Fine Arts	965630	AP ART STUDIO ART: DRAWING	9-12	Yes	No date	1	0	0	0	0	0	1
HS	Non-core	Fine Arts	965640	STUDIO DRAWING & PAINTING	9-12	No								
HS	Non-core	Fine Arts	965650	TWO-DIMENSIONAL DESIGN	9-12	No								
HS	Non-core	Fine Arts	965800	ART SPEC CERAMICS SCULPTURE	9-12	Yes	No date	1	0	0	0	0	0	1
HS	Non-core	Fine Arts	965810	ART SPEC CARTOON/ CERAMICS	9-12	Yes	No date	1	0	0	0	0	0	1
HS	Non-core	Fine Arts	965820	STUDIO SCULPTURE & CERAMICS	9-12	Yes	No date	1	0	0	0	0	0	1
HS	Non-core	Fine Arts	965830	INTRODUCTION TO CERAMICS	9-12	Yes	No date	1	0	0	0	0	0	1
HS	Non-core	Fine Arts	965840	ADVANCED CERAMICS	9-12	Yes	No date	1	0	0	0	0	0	1
HS	Non-core	Fine Arts	965850	INTRODUCTION TO SCULPTURE	9-12	Yes	No date	1	0	0	0	0	0	1
HS	Non-core	Fine Arts	965870	ADOBE CREDENTIALS	9-12	No								
HS	Non-core	Fine Arts	965905	TEXTILE CRAFTING	9-12	Yes	No date	1	0	0	0	0	0	1
HS	Non-core	Fine Arts	966005	MUSICAL THEATRE STYLES (MUSIC)	9-12	No								
HS	Non-core	Fine Arts	966010	IB FILM HL 11	11	No								
HS	Non-core	Fine Arts	966015	MUSICAL THEATRE STYLES (DRAMA)	9-12	No								
HS	Non-core	Fine Arts	966020	IB FILM HL 12	12	No								
HS	Non-core	Fine Arts	966030	IB FILM SL 11	11	No								
HS	Non-core	Fine Arts	966300	COMPUTER GRAPHICS	9-12	Yes	No date	1	0	0	0	0	0	1
HS	Non-core	Fine Arts	966310	ART SPEC COMPUTER GRAPH I	9-12	No								
HS	Non-core	Fine Arts	966320	ART SPEC COMPUTER GRAPH II	9-12	No								

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HS	Non-core	Fine Arts	966330	MUSIC THEATRE	9-12	No							
HS	Non-core	Fine Arts	985200	ART MATERIALS & STYLES	9-12	No							
HS	Non-core	Fine Arts	985210	ART PORTFOLIO II TECHNOLOGY	9-12	No							
HS	Non-core	Fine Arts	985230	LIFE & OBJECT STUDIES: ART I	9-12	No							
HS	Non-core	Fine Arts	986030	FILM MAKING	9-12	No							
HS	Non-core	Fine Arts	984080	GRAPHIC LAYOUT & PROCESS I	9-12	No							
HS	Non-core	Fine Arts	C16033	CSCC MUS 1204 CONCERT BAND	9-12	No							
HS	Non-core	World Language	979900	INTRODUCTION TO WORLD LANGUAGE	9-12	No							
HS	Non-core	World Language	970010	SPANISH I	9-12	No							
HS	Non-core	World Language	970020	SPANISH II	9-12	No							
HS	Non-core	World Language	970030	SPANISH III	9-12	No							
HS	Non-core	World Language	970040	SPANISH IV	9-12	No							
HS	Non-core	World Language	970050	SPANISH V	9-12	No							
HS	Non-core	World Language	970060	SPANISH VI	9-12	No							
HS	Non-core	World Language	970110	AP SPANISH LANGUAGE	9-12	No							
HS	Non-core	World Language	970210	IB SPANISH B SL	9-12	No							
HS	Non-core	World Language	970220	IB SPANISH B HL	9-12	No							
HS	Non-core	World Language	970300	HERITAGE SPANISH	9-12	Yes	2017	2	2	2	2	2	12
HS	Non-core	World Language	971010	FRENCH I	9-12	No							
HS	Non-core	World Language	971020	FRENCH II	9-12	No							
HS	Non-core	World Language	971030	FRENCH III	9-12	No							
HS	Non-core	World Language	971040	FRENCH IV	9-12	Yes	2010-11	1	0	2	1	0	5
HS	Non-core	World Language	971050	FRENCH V	9-12	Yes	2010-11	1	0	2	1	0	5
HS	Non-core	World Language	971110	AP FRENCH LANGUAGE	9-12	No							
HS	Non-core	World Language	971210	IB FRENCH B SL	9-12	No							
HS	Non-core	World Language	972010	GERMAN I	9-12	Yes	2008	2	2	2	2	2	12
HS	Non-core	World Language	972020	GERMAN II	9-12	Yes	2008	2	2	2	2	2	12
HS	Non-core	World Language	972030	GERMAN III	9-12	Yes	2008	2	2	2	2	2	12
HS	Non-core	World Language	972040	GERMAN IV	9-12	Yes	2008	2	2	2	2	2	12

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HS	Non-core	World Language	972060	GERMAN VI	9-12	Yes	2008	2	2	2	2	2	12
HS	Non-core	World Language	972070F	KOREAN I	9-12	No							
HS	Non-core	World Language	973010	LATIN I	9-12	Yes	No date	1	2	2	1	0	8
HS	Non-core	World Language	973020	LATIN II	9-12	Yes	2007	3	2	3	3	1	15
HS	Non-core	World Language	973030	LATIN III	9-12	Yes	No date	1	2	2	1	0	8
HS	Non-core	World Language	973040	LATIN IV	9-12	Yes	2007	3	2	2	3	2	14
HS	Non-core	World Language	973050	LATIN V	9-12	Yes	2007	3	2	2	3	3	15
HS	Non-core	World Language	973110	AP LATIN LANGUAGE	9-12	No							
HS	Non-core	World Language	973210	IB LATIN SL 11	9-12	No							
HS	Non-core	World Language	973220	IB LATIN HL 11	9-12	No							
HS	Non-core	World Language	973230	IB LATIN SL 12	9-12	No							
HS	Non-core	World Language	973240	IB LATIN HL 12	9-12	No							
HS	Non-core	World Language	973510	IB GREEK AND ROMAN STUDIES SL	9-12	No							
HS	Non-core	World Language	974010	JAPANESE I	9-12	No							
HS	Non-core	World Language	974020	JAPANESE II	9-12	No							
HS	Non-core	World Language	974030	JAPANESE III	9-12	No							
HS	Non-core	World Language	974040	JAPANESE IV	9-12	No							
HS	Non-core	World Language	974050	JAPANESE V	9-12	No							
HS	Non-core	World Language	975010	RUSSIAN I	9-12	No							
HS	Non-core	World Language	975015F	RUSSIAN I	9-12	No							
HS	Non-core	World Language	975020	RUSSIAN II	9-12	No							
HS	Non-core	World Language	975025F	RUSSIAN II	9-12	No							
HS	Non-core	World Language	975030F	RUSSIAN III	9-12	No							
HS	Non-core	World Language	975040F	RUSSIAN IV	9-12	No							
HS	Non-core	World Language	975050F	RUSSIAN V	9-12	No							
HS	Non-core	World Language	976010	MANDARIN CHINESE I	9-12	No							
HS	Non-core	World Language	976020	MANDARIN CHINESE II	9-12	No							
HS	Non-core	World Language	976030	MANDARIN CHINESE III	9-12	No							
HS	Non-core	World Language	976030F	MANDARIN CHINESE III	9-12	No							
HS	Non-core	World Language	976040	MANDARIN CHINESE IV	9-12	No							
HS	Non-core	World Language	976050F	MANDARIN CHINESE V	9-12	No							
HS	Non-core	World Language	976100	AP CHINESE LANGUAGE & CULTURE	9-12	No							
HS	Non-core	World Language	976510F	HINDI I	9-12	No							

HS	Non-core	World Language	976520F	HINDI II	9-12	No								
HS	Non-core	World Language	976530F	HINDI III	9-12	No								
HS	Non-core	World Language	976540F	HINDI IV	9-12	No								
HS	Non-core	World Language	976550F	HINDI V	9-12	No								
HS	Non-core	World Language	977010	AMERICAN SIGN LANGUAGE I	9-12	Yes	2013	2	1	0	2	2	1	8
HS	Non-core	World Language	977020	AMERICAN SIGN LANGUAGE II	9-12	Yes	2013	2	1	0	2	2	1	8
HS	Non-core	World Language	977030	AMERICAN SIGN LANGUAGE III	9-12	Yes	2013	2	1	0	2	2	1	8
HS	Non-core	World Language	977040	AMERICAN SIGN LANGUAGE IV	9-12	No								
HS	Non-core	World Language	977200F	URDU I	9-12	No								
HS	Non-core	World Language	977210F	URDU II	9-12	No								
HS	Non-core	World Language	977220F	URDU III	9-12	No								
HS	Non-core	World Language	977230F	URDU IV	9-12	No								
HS	Non-core	World Language	977240F	URDU V	9-12	No								
HS	Non-core	World Language	977400F	YORUBA I	9-12	No								
HS	Non-core	World Language	977410F	YORUBA II	9-12	No								
HS	Non-core	World Language	977420F	YORUBA III	9-12	No								
HS	Non-core	World Language	977430F	YORUBA IV	9-12	No								
HS	Non-core	World Language	977440F	YORUBA V	9-12	No								
HS	Non-core	World Language	977600F	TWI I	9-12	No								
HS	Non-core	World Language	977610F	TWI II	9-12	No								
HS	Non-core	World Language	977620F	TWI III	9-12	No								
HS	Non-core	World Language	977630F	TWI IV	9-12	No								
HS	Non-core	World Language	977640F	TWI V	9-12	No								
HS	Non-core	World Language	977800F	NEPALI I	9-12	No								
HS	Non-core	World Language	977810F	NEPALI II	9-12	No								
HS	Non-core	World Language	977820F	NEPALI III	9-12	No								
HS	Non-core	World Language	977830F	NEPALI IV	9-12	No								
HS	Non-core	World Language	977840F	NEPALI V	9-12	No								
HS	Non-core	World Language	978010	ARABIC I	9-12	No								
HS	Non-core	World Language	978020	ARABIC II	9-12	No								
HS	Non-core	World Language	978030F	ARABIC III	9-12	No								

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			Code	Course	Grade		Year							
HS	Non-core	World Language	978040F	ARABIC IV	9-12	No								
HS	Non-core	World Language	978050F	ARABIC V	9-12	No								
HS	Non-core	World Language	978510F	SOMALI I	9-12	No								
HS	Non-core	World Language	978520F	SOMALI II	9-12	No								
HS	Non-core	World Language	978530F	SOMALI III	9-12	No								
HS	Non-core	World Language	978540F	SOMALI IV	9-12	No								
HS	Non-core	World Language	978550F	SOMALI V	9-12	No								
HS	Non-core	World Language	979010	ITALIAN I	9-12	Yes	2007	2	3	2	2	3	2	14
HS	Non-core	World Language	979020	ITALIAN II	9-12	Yes	2007	2	3	2	2	3	2	14
HS	Non-core	World Language	979030	ITALIAN III	9-12	Yes	2007	2	1	0	1	1	0	5
HS	Non-core	World Language	979040	ITALIAN IV	9-12	No								
HS	Non-core	World Language	979050	ITALIAN V	9-12	No								
HS	Non-core	Technology	940000	IT ESSENTIALS I: PC HARDWARE	9-12	No								
HS	Non-core	Technology	940030	EXPLORING COMPUTER SCIENCE	9-12	No								
HS	Non-core	Technology	940120	HTML	9-12	No								
HS	Non-core	Technology	940125	WEB PUBLISHING	9-12	No								
HS	Non-core	Technology	940135	WEB ESSENTIALS	9-12	No								
HS	Non-core	Technology	940215	MICROSOFT WORD I	9-12	No								
HS	Non-core	Technology	940225	MICROSOFT WORD II	9-12	No								
HS	Non-core	Technology	940235	MICROSOFT EXCEL/ ACCESS BASICS	9-12	No								
HS	Non-core	Technology	940245	POWERPOINT	9-12	No								
HS	Non-core	Technology	940255	MICROSOFT POWERPOINT	9-12	No								
HS	Non-core	Technology	940300	INTRO TO MULTIMEDIA	9-12	No								
HS	Non-core	Technology	940305	STEM DIGITAL MUSIC I	9-12	No								
HS	Non-core	Technology	940315	INTERNATIONAL SEMINAR I	9-12	No								
HS	Non-core	Technology	940325	TECH ENG & MANF. FOUNDATION	9-12	No								
HS	Non-core	Technology	940405	MICROSOFT ACCESS CERTIFICATION	9-12	No								
HS	Non-core	Technology	940415	PC APPLICATIONS I	9-12	No								
HS	Non-core	Technology	940500	STEAM TECHNOLOGY	9-12	No								

Level	Type	Department	Code	Course	Grades	Yes/No	Year					
HS	Non-core	Technology	940515	PC APPLICATIONS II	9-12	No						
HS	Non-core	Technology	940525	EXPLORING COMPUTER SCIENCE	9-12	No						
HS	Non-core	Technology	940600	HEALTH INFORMATICS I	9-12	No						
HS	Non-core	Technology	940630	MOS INDUSTRY CREDENTIAL	9-12	No						
HS	Non-core	Technology	940705V	VCAP CCS TECH I	9-12	No						
HS	Non-core	Technology	940715V	VCAP CCS TECH II	9-12	No						
HS	Non-core	Technology	941015	PLTW AUTOMATION & ROBOTICS	9-12	No						
HS	Non-core	Technology	944005	INTR TO CS PYTHON-SEM	9-12	No						
HS	Non-core	Technology	944010	INTR TO CS PYTHON	9-12	No						
HS	Non-core	Technology	944030	STEM DIGITAL MUSIC I	9-12	No						
HS	Non-core	Technology	944040	APP DEV W/SWIFT	9-12	No						
HS	Non-core	Technology	944045	COMPUTER LITERACY	9-12	No						
HS	Non-core	Technology	944055	INTR TO APP DEV W/ SWIFT	9-12	No						
HS	Non-core	Technology	984060	ADOBE DESIGN APPS FOR GRAPH PR	9-12	No						
HS	Non-core	Technology	995015	INTRO INTERNATIONAL SEMINAR	9-12	No						
HS	Non-core	Technology	995025	INTERNATIONAL SEMINAR II	9-12	No						
HS	Non-core	Special Education	940025E	COMPUTER LITERACY	9-12	No						
HS	Non-core	Career Technical	941005	PLTW DESIGN & MODELING	9-12	No						
HS	Non-core	Career Technical	944020	WEB DESIGN	9-12	No						
HS	Non-core	Career Technical	930320	ARCHITECT DESIGN STRUCT & MECH	9-12	No						
HS	Non-core	Career Technical	930330	ARCHITECT DESIGN SITE FOUND PL	9-12	No						
HS	Non-core	Career Technical	980010	CARPENTRY & MASONRY TECH SKILL	9-12	Yes	2014	2	0	0	0	1	4
HS	Non-core	Career Technical	980020	MECH, ELEC. & PLUMBING SYSTEMS	9-12	Yes	2014	2	0	0	0	1	4
HS	Non-core	Career Technical	980030	STRUCTURAL SYSTEMS	9-12	Yes	2014	2	0	0	0	1	4

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HS	Non-core	Career Technical	980040	MASONRY-BRICK AND BLOCK	9-12	Yes	2014	2	0	0	0	1	1	4
HS	Non-core	Career Technical	980050	CONCRETE & RESIDENTIAL MASONRY	9-12	Yes	2014	2	0	0	0	1	1	4
HS	Non-core	Career Technical	980080	PLAN READING	9-12	Yes	2014	2	0	0	0	1	1	4
HS	Non-core	Career Technical	980090	HEATING AND COOLING SYSTEMS	9-12	Yes	2014	2	0	0	0	1	1	4
HS	Non-core	Career Technical	980100	HVAC REFRIGERATION	9-12	Yes	2014	2	0	0	0	1	1	4
HS	Non-core	Career Technical	980110	CONSTRUCTION PRE-APPRENTICESHIP	9-12	No								
HS	Non-core	Career Technical	980120	THE CORRECTIONAL SYSTEM & SERV	9-12	Yes	No date	2	0	0	0	1	1	4
HS	Non-core	Career Technical	980130	SECURITY AND PROTECTIVE SERV	9-12	Yes	No date	2	0	0	0	1	1	4
HS	Non-core	Career Technical	980140	POLICE WORK & PRACTICE IN SAFE	9-12	No								
HS	Non-core	Career Technical	980150	HOMELAND SECURITY	9-12	Yes	No date	2	0	0	0	1	1	4
HS	Non-core	Career Technical	980160	LAW & PUBLIC SAFETY CAPSTONE	9-12	No								
HS	Non-core	Career Technical	980170	CONSTRUCTION ELECTRICITY	9-12	No								
HS	Non-core	Career Technical	980180	BRICK LAYING AND CONCRETE SYST	9-12	No								
HS	Non-core	Career Technical	980190	HEATING, VENTILATION & AIR COND	9-12	No								
HS	Non-core	Career Technical	980200	CARPENTRY	9-12	No								
HS	Non-core	Career Technical	980220	CRIMINAL JUSTICE & LAW ENFORC	9-12	No								
HS	Non-core	Career Technical	980260	AMERICAN CRIMINAL JUST SYS	9-12	Yes	No date	2	0	0	0	1	1	4
HS	Non-core	Career Technical	980900	VISUAL CREATION	9-12	Yes	2014	2	0	0	0	1	1	4
HS	Non-core	Career Technical	980910	VISUAL DESIGN PRIMER	9-12	Yes	2014	2	0	0	0	1	1	4
HS	Non-core	Career Technical	980920	VISUAL DISTRIBUTION	9-12	Yes	2014	2	0	0	0	1	1	4
HS	Non-core	Career Technical	980950	DIGITAL PRINT DESIGN FOR INTER	9-12	Yes	2014	2	0	0	0	1	1	4
HS	Non-core	Career Technical	981140	DIGITAL MEDIA ART	9-12	Yes	2014	2	0	0	0	1	1	4

HS	Non-core	Career Technical	981150T	ARTS AND COMMUNICATION PRIMER	9-12	Yes	2014	2	0	0	0	1	1	4
HS	Non-core	Career Technical	981180	PHOTOGRAPHY PRODUCTION	9-12	Yes	2014	2	0	0	0	1	1	4
HS	Non-core	Career Technical	981190	PHOTOGRAPHIC COMPOSITION	9-12	Yes	2014	2	0	0	0	1	1	4
HS	Non-core	Career Technical	981200	MACHINE TOOLS	9-12	Yes	2018	2	0	0	0	1	1	4
HS	Non-core	Career Technical	981210	MANUFACTURING OPERATIONS	9-12	Yes	2018	2	0	0	0	1	1	4
HS	Non-core	Career Technical	981220	MACHINING W/IND MILL MACHINES	9-12	Yes	2018	2	0	0	0	1	1	4
HS	Non-core	Career Technical	981230	MACHINING W/IND LATHES	9-12	Yes	2018	2	0	0	0	1	1	4
HS	Non-core	Career Technical	981240	COMPUTER INTEGRATED MANF	9-12	No								
HS	Non-core	Career Technical	981250	MANUFACTURING CAPSTONE	9-12	No								
HS	Non-core	Career Technical	981260	DESIGN TECHNIQUES	9-12	No								
HS	Non-core	Career Technical	981330	HUMAN BODY SYSTEMS	9-12	No								
HS	Non-core	Career Technical	981350	BIOMEDICAL INNOVATION	9-12	No								
HS	Non-core	Career Technical	981360	MEDICAL INTERVENTIONS	9-12	No								
HS	Non-core	Career Technical	981370	PRINCIPLES OF BIOMEDICAL SCI	9-12	No								
HS	Non-core	Career Technical	981390	CLINICAL LABORATORY TECHNIQUES	9-12	Yes	2014	2	0	0	0	1	1	4
HS	Non-core	Career Technical	981440	CHOREOGRAPHY	9-12	Yes	2014	2	0	0	0	1	1	4
HS	Non-core	Career Technical	981450	DANCE	9-12	Yes	2014	2	0	0	0	1	1	4
HS	Non-core	Career Technical	981540	STRATEGIC ENTREPRENEURSHIP	9-12	No								
HS	Non-core	Career Technical	981550	BUSINESS FOUNDATIONS	9-12	No								
HS	Non-core	Career Technical	981580	STRATEGIC ENTREPRENEURSHIP	9-12	No								
HS	Non-core	Career Technical	981590	OFFICE MANAGEMENT	9-12	No								

HS	Non-core	Career Technical	981600	GRANT OCCUPATIONAL SKILLS	9-12	No								
HS	Non-core	Career Technical	981610	COMMUNITY HOME SERVICE RH	9-12	No								
HS	Non-core	Career Technical	981620	ENVIRONMENTAL SERVICES	9-12	No								
HS	Non-core	Career Technical	981720	FUNDAMENTALS OF FINANCE & SERV	9-12	No								
HS	Non-core	Career Technical	981795T	ARTS AND COMMUNIC PRIMER MS	9-12	No								
HS	Non-core	Career Technical	981800	BUSINESS ADMIN FINANCE	9-12	No								
HS	Non-core	Career Technical	981810	BUSINESS ARTS COMMUNICATION	9-12	Yes	2014	2	0	0	0	1	1	4
HS	Non-core	Career Technical	981900	PRINCIP & PRACT OF BIOSCIENCE	9-12	Yes	2014	2	0	0	0	1	1	4
HS	Non-core	Career Technical	981910	ANIMAL & PLANT BIOTECHNOLOGY	9-12	Yes	2014	2	0	0	0	1	1	4
HS	Non-core	Career Technical	981920	GENETICS OF PLANTS & ANIMALS	9-12	Yes	2014	2	0	0	0	1	1	4
HS	Non-core	Career Technical	981970	BIOSCIENCE TECHNOLOGY	9-12	No								
HS	Non-core	Career Technical	981990	CTE ANATOMY - PHYSIOLOGY	9-12	Yes	2014	2	0	0	0	1	1	4
HS	Non-core	Career Technical	982000	INFORMATION TECHNOLOGY	9-12	Yes	No date	2	0	0	0	1	1	4
HS	Non-core	Career Technical	982010	COMPUTER HARDWARE	9-12	No								
HS	Non-core	Career Technical	982020	COMPUTER SOFTWARE	9-12	No								
HS	Non-core	Career Technical	982060	COMPUTER & MOBILE APPLICATION	9-12	Yes	No date	2	0	0	0	1	1	4
HS	Non-core	Career Technical	982070	CREATING & EDIT DIGITAL GRAPH	9-12	No								
HS	Non-core	Career Technical	983000	PROGRAMMING	9-12	Yes	2018	2	0	0	0	1	1	4
HS	Non-core	Career Technical	983005	CNC TECH W/ MILLS AND LATHES	9-12	Yes	2018	2	0	0	0	1	1	4
HS	Non-core	Career Technical	983010	GAME DESIGN	9-12	Yes	2018	2	0	0	0	1	1	4

Appendix E: Scope and Minimum Components of Curriculum Documents (Finding 2.2)

HS	Non-core	Career Technical	983140	CULINARY ARTS II TECHNOLOGY	9-12	No								
HS	Non-core	Career Technical	983150	HOSPITALITY FUNDAMENTALS	9-12	Yes	2015	2	0	0	0	1	1	4
HS	Non-core	Career Technical	983160	FUNDAMENTALS OF FOOD PRODUCTION	9-12	Yes	2015	2	0	0	0	1	1	4
HS	Non-core	Career Technical	983180	RESTAURANT MANAGEMENT	9-12	Yes	2015	2	0	0	0	1	1	4
HS	Non-core	Career Technical	983190	BAKING AND PASTRY ARTS	9-12	Yes	2015	2	0	0	0	1	1	4
HS	Non-core	Career Technical	984000	ANIMATION	9-12	Yes	2017	2	0	0	0	1		4
HS	Non-core	Career Technical	984020	CT WEB DESIGN	9-12	No								
HS	Non-core	Career Technical	984055	INTRO TO COMPUTER SCIENCE I	9-12	No								
HS	Non-core	Career Technical	984065	INTRO TO COMPUTER SCIENCE II	9-12	No								
HS	Non-core	Career Technical	984090	DIGITAL IMAGE EDITING	9-12	Yes	2014	2	0	0	0	1	1	4
HS	Non-core	Career Technical	984130	COLLISION ELECTRICAL SYSTEMS	9-12	Yes	No date	2	0	0	0	1	1	4
HS	Non-core	Career Technical	984140	COLLISION NONSTRUCTURAL	9-12	Yes	No date	2	0	0	0	1	1	4
HS	Non-core	Career Technical	984150	COLLISION PAINTING REFINISHING	9-12	Yes	No date	2	0	0	0	1	1	4
HS	Non-core	Career Technical	984160	COLLISION STRUCTURAL	9-12	Yes	No date	2	0	0	0	1	1	4
HS	Non-core	Career Technical	984210	HEALTH SAFETY & NUTRITION	9-12	No								
HS	Non-core	Career Technical	984230	INFANT & TODDLER EDUCATION	9-12	No								
HS	Non-core	Career Technical	984240	EARLY CHILDHOOD EDUCATION PRIN	9-12	No								
HS	Non-core	Career Technical	984250	ADOBE/MOS CREDENTIALS	9-12	No								
HS	Non-core	Career Technical	984290	CURRICULUM & INSTRUC FOR TEACH	9-12	No								
HS	Non-core	Career Technical	984300	CT WEB DESIGN	9-12	No								

HS	Non-core	Career Technical	985040	COSTUMING AND MAKEUP	9-12	Yes	2014	2	0	0	0	0	1	1	4
HS	Non-core	Career Technical	985050	PERFORMING ARTS PRIMER	9-12	Yes	2014	2	0	0	0	0	1	1	4
HS	Non-core	Career Technical	985140	ASE MAINTENANCE AND REPAIR	9-12	No									
HS	Non-core	Career Technical	985150	BRAKE SUSPENSION STEERING	9-12	No									
HS	Non-core	Career Technical	985160	ENGINE PERFORMANCE	9-12	No									
HS	Non-core	Career Technical	985170	TRANSPORTATION ELECTRICAL	9-12	No									
HS	Non-core	Career Technical	985180	TRANSPORTATION MAINTENANCE	9-12	No									
HS	Non-core	Career Technical	986040	ACTING AND SCRIPT ANALYSIS	9-12	Yes	2014	2	0	0	0	0	1	1	4
HS	Non-core	Career Technical	986050	ACTING PERFORMANCE	9-12	Yes	2014	2	0	0	0	0	1	1	4
HS	Non-core	Career Technical	986060	MOTION GRAPHICS	9-12	Yes	2014	2	0	0	0	0	1	1	4
HS	Non-core	Career Technical	986070	MULTI MEDIA WEB PRODUCTION	9-12	Yes	2014	2	0	0	0	0	1	1	4
HS	Non-core	Career Technical	986110	WELDING I	9-12	No									
HS	Non-core	Career Technical	986130	GAS METAL ARC WELDING	9-12	Yes	2018	2	0	0	0	0	1	1	4
HS	Non-core	Career Technical	986140	SHIELDED METAL ARC WELDING	9-12	Yes	2018	2	0	0	0	0	1	1	4
HS	Non-core	Career Technical	986150	FLUX CORE ARC WELDING	9-12	Yes	2018	2	0	0	0	0	1	1	4
HS	Non-core	Career Technical	986160	GAS TUNGSTEN ARC WELDING	9-12	Yes	2018	2	0	0	0	0	1	1	4
HS	Non-core	Career Technical	987030	AUDIO BROADCAST	9-12	Yes	2014	2	0	0	0	0	1	1	4
HS	Non-core	Career Technical	987150	MICROBIOLOGY & INFECTION CONTROL	9-12	Yes	2015	2	0	0	0	0	1	1	4
HS	Non-core	Career Technical	987160	TRICHOLOGY	9-12	Yes	2015	2	0	0	0	0	1	1	4
HS	Non-core	Career Technical	987170B	FUNDAMENTALS HAIR CTG & STYLG	9-12	Yes	2015	2	0	0	0	0	1	1	4
HS	Non-core	Career Technical	987180B	SALON OPERATIONS & COMMUNICATION	9-12	Yes	2015	2	0	0	0	0	1	1	4

HS	Non-core	Career Technical	988005B	BIORESEARCH	9-12	Yes	2014	2	0	0	0	0	1	1	4
HS	Non-core	Career Technical	988025	CHILD & ADOLESCENT DEVELOPMENT	9-12	No									
HS	Non-core	Career Technical	988030	MUSIC CONCEPT	9-12	Yes	2014	2	0	0	0	0	1	1	4
HS	Non-core	Career Technical	988070	MUSIC ENSEMBLE COMPOSITION	9-12	Yes	2014	2	0	0	0	0	1	1	4
HS	Non-core	Career Technical	988080	MUSICAL ENGINEERING	9-12	Yes	2014	2	0	0	0	0	1	1	4
HS	Non-core	Career Technical	988090	MUSICAL THEATRE	9-12	Yes	2014	2	0	0	0	0	1	1	4
HS	Non-core	Career Technical	988160	EDUCATION & TRAINING CAPSTONE	9-12	No									
HS	Non-core	Career Technical	988200	INFANT & TODDLER EDUCATION	9-12	Yes	No date	2	0	0	0	0	1	1	4
HS	Non-core	Career Technical	988230	CLASSROOM MANAGEMENT	9-12	Yes	No date	2	0	0	0	0	1	1	4
HS	Non-core	Career Technical	988240	EDUCATION PRINCIPLES	9-12	Yes	No date	2	0	0	0	0	1	1	4
HS	Non-core	Career Technical	988250	CURR & INST TEACH PROF	9-12	Yes	No date	2	0	0	0	0	1	1	4
HS	Non-core	Career Technical	988260	EDUCATIONAL ASSESSMENT	9-12	Yes	No date	2	0	0	0	0	1	1	4
HS	Non-core	Career Technical	989020	MEDICAL TERMINOLOGY	9-12	Yes	2014	2	0	0	0	0	1	1	4
HS	Non-core	Career Technical	989040	HEALTH SCIENCES CAPSTONE	9-12	No									
HS	Non-core	Career Technical	989050	NUTRITION AND WELLNESS	9-12	No									
HS	Non-core	Career Technical	989070	FITNESS EVALUATION & ASSESSMNT	9-12	No									
HS	Non-core	Career Technical	989080	HEALTH SCIENCE AND TECHNOLOGY	9-12	Yes	2014	2	0	0	0	0	1	1	4
HS	Non-core	Career Technical	989100	CIVIL ENGINEERING & ARCHITECT	9-12	No									
HS	Non-core	Career Technical	989110	PRINCIPLES OF ENGINEERING	9-12	No									
HS	Non-core	Career Technical	989120	DIGITAL ELECTRONICS	9-12	No									
HS	Non-core	Career Technical	989130	ENGINEERING DSGN & DEVELOPMENT	9-12	No									
HS	Non-core	Career Technical	989140	INTRO ENGINEERING DESIGN	9-12	No									

			Code	Course	Grade		Year							
HS	Non-core	Career Technical	989150B	NSSC BIO 1010 ARTICULATION	9-12	No								
HS	Non-core	Career Technical	989170	INTRODUCTION TO ENGINEERING	9-12	No								
HS	Non-core	Career Technical	989300	DENTAL RADIOGRAPHY	9-12	Yes	2014	2	0	0	0	1	1	4
HS	Non-core	Career Technical	989310	PATIENT CENTERED CARE	9-12	Yes	2014	2	0	0	0	1	1	4
HS	Non-core	Career Technical	989320	SURGICAL SUPPORT	9-12	Yes	2014	2	0	0	0	1	1	4
HS	Non-core	Career Technical	989330T	INTRO TO EMERGENCY MEDICAL SER	9-12	No								
HS	Non-core	Career Technical	989340	DENTAL TECHNOLOGY	9-12	No								
HS	Non-core	Career Technical	989350	MEDICAL & DENTAL OFC TECHNOLGY	9-12	No								
HS	Non-core	Career Technical	989360	PATIENT CENT'D CARE & DIAGNOST	9-12	No								
HS	Non-core	Career Technical	C18031	CSCC STERILE PROCESSING TECH I	9-12	No								
HS	Non-core	Career Technical	C18041	CSCC STERILE PROCESSING TECH 2	9-12	No								
HS	Non-core	Career Technical	C18051	CSCC STERILE PROCESSING EXAM R	9-12	No								
HS	Non-core	Career Technical	C53071	ODU ECN 208 MICROECON	9-12	No								
HS	Non-core	Career Technical	994050	BUSINESS MANAGEMENT	9-12	No								
HS	Non-core	Career Technical	980000	CONSTRUCTION TECH-CORE	9-12	Yes	2014	2	0	0	0	1	1	4
HS	Non-core	Elective	920005F	COMMUNITY JOURNALISM	9-12	No								
HS	Non-core	Elective	940310	INTRO COMPUTER GRAPHICS	9-12	No								
HS	Non-core	Elective	940535	DIGITAL BUSINESS TECHNOLOGY I	9-12	No								
HS	Non-core	Elective	940545	DIGITAL BUSINESS TECHNOLOGY II	9-12	No								
HS	Non-core	Elective	940610	ENTERPRISE AND INNOVATION	9-12	No								
HS	Non-core	Elective	940620	DIGITAL BUSINESS TECHNOLOGY	9-12	No								

Appendix E: Scope and Minimum Components of Curriculum Documents (Finding 2.2)

HS	Non-core	Elective	941000	ROBOTICS CHALLENGE	9-12	No				
HS	Non-core	Elective	941010	ROBOTICS CHALLENGE	9-12	No				
HS	Non-core	Elective	944000	INTRO TO COMPUTER SCIENCE JAVA	9-12	No				
HS	Non-core	Elective	944015	MOS INDUSTRY CREDENTIAL I	9-12	No				
HS	Non-core	Elective	944025	MOS INDUSTRY CREDENTIAL II	9-12	No				
HS	Non-core	Elective	944035	PRINCIPLES OF STEM	9-12	No				
HS	Non-core	Elective	944065	CUSTOMER SERVICE I	9-12	No				
HS	Non-core	Elective	944075	CUSTOMER SERVICE II	9-12	No				
HS	Non-core	Elective	944085	INTRODUCTION TO BUSINESS	9-12	No				
HS	Non-core	Elective	944095	PERSONAL FINANCE	9-12	No				
HS	Non-core	Elective	981090	AGRICULTURE, FOOD & NATURAL RE	9-12	No				
HS	Non-core	Elective	981980F	LAUNCHING A RESTAURANT VENTURE	9-12	No				
HS	Non-core	Elective	990000	INTRO TO ACCOUNTING	9	No				
HS	Non-core	Elective	990015	ACCOUNTING I	10	No				
HS	Non-core	Elective	990025	ACCOUNTING II	11	No				
HS	Non-core	Elective	991010	AIR FORCE JUNIOR ROTC I	9	No				
HS	Non-core	Elective	991020	AIR FORCE JUNIOR ROTC II	10	No				
HS	Non-core	Elective	991030	AIR FORCE JUNIOR ROTC III	11	No				
HS	Non-core	Elective	991040	ROTC-CC	12	No				
HS	Non-core	Elective	991090	AIR FORCE JUNIOR ROTC	9-12	No				
HS	Non-core	Elective	992010	ARMY JUNIOR ROTC I	9	No				
HS	Non-core	Elective	992020	ARMY JUNIOR ROTC II	10	No				
HS	Non-core	Elective	992030	ARMY JUNIOR ROTC III	11	No				
HS	Non-core	Elective	992040	ARMY JUNIOR ROTC IV	12	No				
HS	Non-core	Elective	991200	BROADCASTING MEDIA SURVEY	9-12	No				
HS	Non-core	Elective	991240	PRINCIPLES OF STEM	9-12	No				
HS	Non-core	Elective	991330	AP SEMINAR	12	No				

HS	Non-core	Elective	991340	AP RESEARCH	12	No		
HS	Non-core	Elective	994015	MANAGING INTERPERSONAL SKILLS	9-12	No		
HS	Non-core	Elective	994025	MARKETING PRINCIPLES	9-12	No		
HS	Non-core	Elective	994035	SMALL BUSINESS DEVELOPMENT	9-12	No		
HS	Non-core	Elective	994045	BUSINESS MANAGEMENT PRINCIPLES	9-12	No		
HS	Non-core	Elective	994050B	BUSINESS MANAGEMENT	9-12	No		
HS	Non-core	Elective	995035	INTERNATIONAL SEMINAR III	11-12	No		
HS	Non-core	Elective	995045	INTERNATIONAL SEMINAR IV	11-12	No		
HS	Non-core	Elective	996000	PERSONAL FINANCE	9-12	No		
HS	Non-core	Elective	998015	IB THEORY OF KNOWLEDGE 11	11	No		
HS	Non-core	Elective	998025	IB THEORY OF KNOWLEDGE 12	12	No		
HS	Non-core	Elective	999000E	INDUSTRIAL TECH SURVEY	9-12	No		

Appendix F

Years to Parity Example (Formula)
Columbus City Schools
December 2019

Subgroup	Grade/Subject	Percent Passing				
		2010	**2011**	**2012**	**2013**	**2014**
(1) Non-English Learners	Grade 3 Literacy	58	62	69	70	63
(2) English Learners	Grade 3 Literacy	54	56	69	60	54
Difference		4	6	0	10	9
Change in difference	*(1st year difference-Final year difference)*					-5
Gain by year	*(Change in difference) / (number of years – 1**)*					-1.25
Years to Parity	*(Final Year gap/gain by year) [x/x]*					**-7.2**

Subgroup	Grade/Subject	Percent Passing				
		2010	**2011**	**2012**	**2013**	**2014**
(1) Non-Economically Disadvantaged	Grade 3 Literacy	68	70	76	77	70
(2) Economically Disadvantaged	Grade 3 Literacy	48	54	63	63	56
Difference		20	16	13	14	14
Change in difference	*(1st year difference-Final year difference)*					6
Gain by year	*(Change in difference) / (number of years – 1**)*					1.5
Years to Parity	*(Final Year gap/gain by year)*					**9.3**

* If the final gap grows larger, Years to Parity will equal "Never" (heading the wrong way). **The number of years is numerically 1 greater than the intervals between years. The number of years is 5, but there are 4 intervals. Consequently, the divisor needs to be number of years – 1 (n-1).

Appendix G

Scope of Middle School Courses Tested
Columbus City Schools
December 2019

Courses Offered	Grade Level	Number Courses Offered	Number Courses Assessed	Assessment Used
Core Courses				
English Language Arts/Reading				
LANGUAGE ARTS	6-7	2	2	MAP/OST
ENGLISH LIT & COMP	6-8	3	3	MAP/OST
READING 6	6	1	1	MAP/OST
READING INITIATIVE	6-8	3	3	MAP/OST
ESL READING	6-8	3	3	MAP/OST/OELPA
COLLEGE/CAREER READY LIT	7-8	2	2	MAP/OST
HUMANITIES LANG ARTS 8	8	1	1	MAP/OST
Totals (ELAR)		**15**	**15**	
Percentage of ELAR Courses Assessed			**100%**	
Mathematics				
ALGEBRA READINESS-S.T.E.M. 6	6	1	1	MAP/OST
ALEKS MATH	6-8	3	3	MAP/OST
MATHEMATICS 6	6	1	1	MAP/OST
MATHEMATICS 7	7	1	1	MAP/OST
MATHEMATICS 8	8	1	1	MAP/OST
INTEGRATED MATHEMATICS I	8-12	1	1	OST EOC
INTEGRATED MATHEMATICS II	8-12	1	1	OST EOC
Totals (Mathematics)		**9**	**9**	
Percentage of Mathematics Courses Assessed			**100%**	
Science				
SCIENCE 6	6	1	0	
SCIENCE 7	7	1	0	
SCIENCE 8	8	1	1	OST
Totals (Science)		**3**	**1**	
Percentage of Science Courses Assessed			**33%**	
Social Studies				
SOCIAL STUDIES 6	6	1	0	
AFRICAN AMERICAN STUDIES 6	6	1	0	
SOCIAL STUDIES 7	7	1	0	
SOCIAL STUDIES 8	8	1	0	
HUMANITIES SOCIAL STUDIES 8	8	1	0	
Totals (Social Studies)		**5**	**0**	
Percentage of Social Studies Courses Assessed			**0%**	
Total Core Courses		**32**	**25**	
Percentage of Core Courses Assessed			**78%**	

Appendix G (continued) Scope of Middle School Courses Tested Columbus City Schools December 2019				
Courses Offered	**Grade Level**	**Number Courses Offered**	**Number Courses Assessed**	**Assessment Used**
Non-Core Courses				
Physical Education/Athletics				
PHYSICAL EDUCATION 6.1	6	1	0	
FITNESS FOR LIFE 6.2	6	1	0	
SPORTS EDUCATION 6.3	6	1	0	
FITNESS AND WELLNESS 7.1	7	1	0	
FITNESS FOR LIFE 7.2	7	1	0	
SPORTS EDUCATION 7.3	7	1	0	
PHYS. EDUC. FIT FOR LIFE 8.1	8	1	0	
PHYSICAL EDUCATION I	8-12	1	1	Ohio Department of Education
PHYSICAL EDUCATION II	8-12	1	0	
PHYS. EDUC. SPORT EDUC. 1.2	8-12	1	0	
MS BASEBALL	8	1	0	
MS BASKETBALL	8	1	0	
MS SOCCER	8	1	0	
MS SOFTBALL	8	1	0	
MS TRACK AND FIELD	8	1	0	
Totals (Physical Education/Athletics)		**15**	**1**	
Percentage of Physical Education/Athletics Courses Assessed			**7%**	
World Languages				
SPANISH READING 6	6	1	0	
FRENCH READING 6	6	1	0	
MANDARIN CHINESE 6	6	1	0	
INTRO TO WORLD LANGUAGES 6	6	1	0	
SPANISH SURVEY 7	7	1	0	
FRENCH SURVEY 7	7	1	0	
MANDARIN CHINESE 7	7	1	0	
INTRO TO World Languages 7	7	1	0	
SPANISH I	8-12	1	0	
FRENCH I	8-12	1	0	
MANDARIN CHINESE I	8-12	1	0	
INTRO TO WORLD LANGUAGES	8-12	1	0	
Totals (World Languages)		**12**	**0**	
Percentage of World Languages Courses Assessed			**0%**	

Appendix G (continued) Scope of Middle School Courses Tested Columbus City Schools December 2019				
Courses Offered	**Grade Level**	**Number Courses Offered**	**Number Courses Assessed**	**Assessment Used**
Unified Arts				
GENERAL MUSIC 6	6	1	0	
INSTRUMENTAL MUSIC 6	6	1	0	
INSTRUMENTAL MUSIC SPECIALTY 6	6	1	0	
VOCAL MUSIC 6	6	1	0	
ORCHESTRA 6	6	1	0	
DRAMA 6	6	1	0	
THEATRE 6	6	1	0	
DANCE 6	6	1	0	
ART 6	6	1	0	
INTRO TO MEDIA ARTS 6TH GRADE	6	1	0	
GENERAL MUSIC 7	7	1	0	
INSTRUMENTAL MUSIC 7	7	1	0	
INSTRUMENTAL MUSIC SPECIALTY 7	7	1	0	
VOCAL MUSIC 7	7	1	0	
ORCHESTRA 7	7	1	0	
DRAMA 7	7	1	0	
THEATRE 7	7	1	0	
DANCE 7	7	1	0	
ART 7	7	1	0	
INTRO TO MEDIA ARTS 7TH GRADE	7	1	0	
MUSIC SURVEY	8-12	1	0	
MUSIC SURVEY ELEMENTS & SKILLS	8-12	1	0	
MUSIC SURVEY: HISTORY & CULTURE	8-12	1	0	
BASIC INSTRUMENTAL MUSIC	8-12	1	0	
ORCHESTRA	8-12	1	0	
BEGINNING STRINGS	8-12	1	0	
PIANO II	8-12	1	0	
BASIC KEYBOARD FUNDAMENTALS II	8-12	1	0	
HANDBELL I	8-12	1	0	
HANDBELL II	8-12	1	0	
MODERN BAND	8-12	1	0	
MUSIC AND TECHNOLOGY	8-12	1	0	
CONCERT BAND	8-12	1	0	
PERCUSSION ENSEMBLE	8-12	1	0	
JAZZ ENSEMBLE	8-12	1	0	
DANCE	8	1	0	

Appendix G (continued) Scope of Middle School Courses Tested Columbus City Schools December 2019				
Courses Offered	**Grade Level**	**Number Courses Offered**	**Number Courses Assessed**	**Assessment Used**
THEATRE HISTORY & PERFORMANCE	8-12	1	0	
TECHNICAL THEATRE & PRODUCTION	8-12	1	0	
ACTING I	8-12	1	0	
ACTING II	8-12	1	0	
VISUAL ART SURVEY: STUDIO & SKL	8-12	1	0	
Totals (Unified Arts)		**41**	**0**	
Percentage of Unified Arts Courses Assessed			**0%**	
Technology				
COMPUTER AWARENESS 6	6	1	0	
GATEWAY TO TECHNOLOGY 6	6	1	0	
ROBOTICS CHALLENGE	6-8	3	0	
INTRO TO COMPUTER SCIENCE I	7-8	2	0	
INTRO TO COMPUTER SCIENCE II	7-8	2	0	
COMPUTER AWARENESS 7	7	1	0	
PLTW DESIGN & MODELING 7	7-8	2	0	
PLTW AUTOMATION & ROBOTICS 7	7-8	2	0	
STEM	8	1	0	
Totals (Technology)		**15**	**0**	
Percentage of Technology Courses Assessed			**0%**	
Other				
BIOMED PATHWAY	8	1	0	
Total (Other)		**1**	**0**	
Percentage of Other Courses Assessed			**0%**	
Total Non-Core Courses		**84**	**1**	
Percentage of Non-Core Courses Assessed			**1%**	
Data Sources: District Course Catalogue, District website, Interviews				

Appendix H

Scope of High School Curriculum Formally Assessed
Columbus City Schools
December 2019

Courses Offered	Grade Offered	Number of Course Offerings	Courses Formally Assessed	Assessment(s) Used
Core Content Area Courses				
English/Language Arts				
ENGLISH 9	9	1	1	OST EOC
ENGLISH 10	10	1	1	OST EOC
ENGLISH 11	11	1	0	
ENGLISH 12	12	1	0	
SPEECH COMMUNICATION	11-12	1	0	
WRITERS SEMINAR	11-12	1	0	
CREATIVE WRITING	11-12	1	0	
ENGLISH COMPOSITION	9-10	1	1	OST EOC
READING/WRITING IN YOUR CAREER	9-12	1	0	
COLLEGE/CAREER READY LITERACY	9-12	1	0	
HUMANITIES: ENGLISH 10	10	1	1	OST EOC
AMERICAN HUMANITIES-ENG	11-12	1	0	
HUMANITIES: ENGLISH 9	9	1	1	OST EOC
ACCELERATED ENGLISH 9	9	1	1	OST EOC
ACCELERATED ENGLISH 10	10	1	1	OST EOC
AFRICAN AMERICAN LITERATURE	11-12	1	0	
MAJOR BRITISH WRITERS SEMINAR	12	1	0	
IB ENGLISH A LITERATURE SL 11	11	1	1	IB Test
IB ENGLISH A LITERATURE SL 12	12	1	1	IB Test
IB ENGLISH A LITERATURE HL 11	11	1	1	IB Test
IB ENGLISH A LITERATURE HL 12	12	1	1	IB Test
AP ENGLISH LANGUAGE & COMP	10-12	1	1	AP Test
AP ENGLISH LITERATURE & COMP	10-12	1	1	AP Test
Totals (English/Language Arts)		**23**	**13**	
Percent of English/Language Arts Courses Assessed			**57%**	
Mathematics				
ALGEBRA II	9-12	1	1	OST-sped
PRECALCULUS	11-12	1	0	
IB MATHEMATICS SL 11	11-12	1	1	IB Test
IB MATHEMATICS SL 12	11-12	1	1	IB Test
IB MATHEMATICS HL 11	11-12	1	1	IB Test
IB MATHEMATICS HL 12	11-12	1	1	IB Test
IB MATHEMATICAL STUDIES 11	11-12	1	1	IB Test
IB MATHEMATICAL STUDIES 12	11-12	1	1	IB Test
AP STATISTICS	11-12	1	1	AP Test
AP CALCULUS AB	11-12	1	1	AP Test
AP CALCULUS BC	11-12	1	1	AP Test
TRANSITION TO ADVANCED MATH	10-11	1	0	
INTEGRATED ALG & DATA ANALYSIS	9-12	1	0	
INTEGRATED MATHEMATICS I	8-12	1	1	OST EOC
INTEGRATED MATHEMATICS II	8-12	1	1	OST EOC

Courses Offered	Grade Offered	Number of Course Offerings	Courses Formally Assessed	Assessment(s) Used
		Appendix H (continued)		
		Scope of High School Curriculum Formally Assessed		
		Columbus City Schools		
		December 2019		
INTEGRATED MATHEMATICS III	10-12	1	0	
ADV QUANTITATIVE REASONING	12	1	0	
STATS THROUGH SOCIAL JUSTICE	11-12	1	0	
Totals (Mathematics)		**18**	**12**	
Percent of Mathematics Courses Assessed			**67%**	
Science				
BIOLOGY	9-12	1	1	OST EOC
PRE AP IB BIOLOGY	9-12	1	1	OST EOC/
IB BIOLOGY SL	9-12	1	1	IB Test
IB BIOLOGY HL 12	9-12	1	1	IB Test
AP BIOLOGY	9-12	1	1	AP Test
ANATOMY - PHYSIOLOGY	11-12	1	0	
IB/AP ENVIRON SYS & SOCIETIES SL	11-12	1	1	IB or AP Test
ENVIRONMENTAL SCIENCE	11-12	1	0	
PHYSICAL SCIENCE	9-12	1	0	
CHEMISTRY	11-12	1	0	
AP CHEMISTRY	11-12	1	1	AP Test
PRE AP IB CHEMISTRY	11-12	1	0	
MATERIALS SCIENCE	11-12	1	0	
IB PHYSICS SL	11-12	1	1	IB Test
PHYSICS	11-12	1	0	
AP PHYSICS 1: ALGEBRA-BASED	11-12	1	1	AP Test
Totals (Science)		**16**	**9**	
Percent of Science Courses Assessed			**56%**	
Social Studies				
AMERICAN HUMANITIES-SOC STY	11-12	1	0	
AP UNITED STATES HISTORY	10-12	1	1	OST EOC/AP Test
AP US GOVERNMENT & POLITICS	10-12	1	1	OST EOC/AP Test
AP EUROPEAN HISTORY	10-12	1	1	AP Test
AP WORLD HISTORY	10-12	1	1	AP Test
AP HUMAN GEOGRAPHY	9-12	1	1	AP Test
AP COMPARATIVE GOV AND POLITIC	11-12	1	1	AP Test
VCAP AFRICAN AMERICAN STUDIES	11-12	1	0	
IB SOC & CULTL ANTHRO HL 11-12	11-12	1	1	IB Test
PSYCHOLOGY	11-12	1	0	
LAW	11-12	1	0	
IB HISTORY HL 11-12	11-12	1	1	IB Test
IB SOC & CULTURAL ANTHRO SL	11-12	1	1	IB Test
IB PSYCHOLOGY SL	11-12	1	1	IB Test
AMERICAN GOVERNMENT	11-12	1	1	OST EOC
MODERN WORLD HISTORY 9	9	1	0	
GLOBAL ISSUES	11-12	1	0	

<table>
<tr><td colspan="5" align="center">Appendix H (continued)
Scope of High School Curriculum Formally Assessed
Columbus City Schools
December 2019</td></tr>
<tr><td align="center">Courses Offered</td><td align="center">Grade Offered</td><td align="center">Number of Course Offerings</td><td align="center">Courses Formally Assessed</td><td align="center">Assessment(s) Used</td></tr>
<tr><td>WORLD STUDIES 9</td><td>9</td><td>1</td><td>0</td><td></td></tr>
<tr><td>SOCIOLOGY PSYCHOLOGY</td><td>11-12</td><td>1</td><td>0</td><td></td></tr>
<tr><td>SOCIOLOGY</td><td>12</td><td>1</td><td>0</td><td></td></tr>
<tr><td>AFRICAN AMERICAN STUDIES</td><td>10-12</td><td>1</td><td>0</td><td></td></tr>
<tr><td>AMERICAN HISTORY 10</td><td>10</td><td>1</td><td>1</td><td>OST EOC</td></tr>
<tr><td>HUMANITIES: AMERICAN HIST 10</td><td>10</td><td>1</td><td>1</td><td>OST EOC</td></tr>
<tr><td>HUMANITIES: AMERICAN GOV.</td><td>11</td><td>1</td><td>1</td><td>OST EOC</td></tr>
<tr><td>HUMANITIES: MOD WORLD HIST 9</td><td>9</td><td>1</td><td>0</td><td></td></tr>
<tr><td align="right">Totals (Social Studies)</td><td></td><td align="center">25</td><td align="center">14</td><td></td></tr>
<tr><td colspan="2" align="right">Percent of Social Studies Courses Assessed</td><td align="center">56%</td><td></td><td></td></tr>
<tr><td colspan="2" align="right">Totals (Core Courses)</td><td align="center">82</td><td align="center">48</td><td></td></tr>
<tr><td colspan="2" align="right">Total Percent of Core Content Courses Assessed</td><td align="center">59%</td><td></td><td></td></tr>
<tr><td colspan="5" align="center">Non-Core Content Area Courses</td></tr>
<tr><td colspan="5">World Languages</td></tr>
<tr><td>SPANISH I</td><td>8-12</td><td>1</td><td>0</td><td></td></tr>
<tr><td>SPANISH II</td><td>9-12</td><td>1</td><td>0</td><td></td></tr>
<tr><td>SPANISH III</td><td>9-12</td><td>1</td><td>1</td><td>CAAP Exam</td></tr>
<tr><td>SPANISH IV</td><td>9-12</td><td>1</td><td>1</td><td>CAAP Exam</td></tr>
<tr><td>SPANISH V</td><td>9-12</td><td>1</td><td>1</td><td>CAAP Exam</td></tr>
<tr><td>SPANISH VI</td><td>9-12</td><td>1</td><td>1</td><td>CAAP Exam</td></tr>
<tr><td>AP SPANISH LANGUAGE</td><td>9-12</td><td>1</td><td>1</td><td>AP Test</td></tr>
<tr><td>IB SPANISH B SL</td><td>9-12</td><td>1</td><td>0</td><td></td></tr>
<tr><td>IB SPANISH B HL</td><td>9-12</td><td>1</td><td>0</td><td></td></tr>
<tr><td>HERITAGE SPANISH</td><td>9-12</td><td>1</td><td>0</td><td></td></tr>
<tr><td>FRENCH I</td><td>8-12</td><td>1</td><td>0</td><td></td></tr>
<tr><td>FRENCH II</td><td>9-12</td><td>1</td><td>0</td><td></td></tr>
<tr><td>FRENCH III</td><td>9-12</td><td>1</td><td>1</td><td>CAAP Exam</td></tr>
<tr><td>FRENCH IV</td><td>9-12</td><td>1</td><td>1</td><td>CAAP Exam</td></tr>
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<tr><td>AP FRENCH LANGUAGE</td><td>9-12</td><td>1</td><td>1</td><td>AP Test</td></tr>
<tr><td>IB FRENCH B SL</td><td>9-12</td><td>1</td><td>0</td><td></td></tr>
<tr><td>GERMAN I</td><td>9-12</td><td>1</td><td>0</td><td></td></tr>
<tr><td>GERMAN II</td><td>9-12</td><td>1</td><td>0</td><td></td></tr>
<tr><td>GERMAN III</td><td>9-12</td><td>1</td><td>0</td><td></td></tr>
<tr><td>GERMAN IV</td><td>9-12</td><td>1</td><td>0</td><td></td></tr>
<tr><td>GERMAN VI</td><td>9-12</td><td>1</td><td>0</td><td></td></tr>
<tr><td>KOREAN I</td><td>9-12</td><td>1</td><td>0</td><td></td></tr>
<tr><td>LATIN I</td><td>9-12</td><td>1</td><td>0</td><td></td></tr>
<tr><td>LATIN II</td><td>9-12</td><td>1</td><td>0</td><td></td></tr>
<tr><td>LATIN III</td><td>9-12</td><td>1</td><td>0</td><td></td></tr>
<tr><td>LATIN IV</td><td>9-12</td><td>1</td><td>0</td><td></td></tr>
<tr><td>LATIN V</td><td>9-12</td><td>1</td><td>0</td><td></td></tr>
<tr><td>AP LATIN LANGUAGE</td><td>9-12</td><td>1</td><td>1</td><td>AP Test</td></tr>
<tr><td>IB LATIN SL 11</td><td>9-12</td><td>1</td><td>0</td><td></td></tr>
</table>

Courses Offered	Grade Offered	Number of Course Offerings	Courses Formally Assessed	Assessment(s) Used
IB LATIN HL 11	9-12	1	0	
IB LATIN SL 12	9-12	1	0	
IB LATIN HL 12	9-12	1	0	
IB GREEK AND ROMAN STUDIES SL	9-12	1	0	
JAPANESE I	9-12	1	0	
JAPANESE II	9-12	1	0	
JAPANESE III	9-12	1	0	
JAPANESE IV	9-12	1	0	
JAPANESE V	9-12	1	0	
RUSSIAN I	9-12	1	0	
RUSSIAN I	9-12	1	0	
RUSSIAN II	9-12	1	0	
RUSSIAN II	9-12	1	0	
RUSSIAN III	9-12	1	0	
RUSSIAN III	9-12	1	0	
RUSSIAN IV	9-12	1	0	
RUSSIAN V	9-12	1	0	
MANDARIN CHINESE I	9-12	1	0	
MANDARIN CHINESE II	9-12	1	0	
MANDARIN CHINESE III	9-12	1	1	CAAP Exam
MANDARIN CHINESE IV	9-12	1	1	CAAP Exam
MANDARIN CHINESE V	9-12	1	1	CAAP Exam
AP CHINESE LANGUAGE & CULTURE	9-12	1	1	AP Test
HINDI I	9-12	1	0	
HINDI II	9-12	1	0	
HINDI III	9-12	1	0	
HINDI IV	9-12	1	0	
HINDI V	9-12	1	0	
AMERICAN SIGN LANGUAGE I	9-12	1	0	
AMERICAN SIGN LANGUAGE II	9-12	1	0	
URDU I	9-12	1	0	
URDU II	9-12	1	0	
URDU III	9-12	1	0	
URDU IV	9-12	1	0	
URDU V	9-12	1	0	
YORUBA I	9-12	1	0	
YORUBA II	9-12	1	0	
YORUBA III	9-12	1	0	
YORUBA IV	9-12	1	0	
YORUBA V	9-12	1	0	
TWI I	9-12	1	0	
TWI II	9-12	1	0	
TWI III	9-12	1	0	
TWI IV	9-12	1	0	

Appendix H (continued) Scope of High School Curriculum Formally Assessed Columbus City Schools December 2019				
Courses Offered	**Grade Offered**	**Number of Course Offerings**	**Courses Formally Assessed**	**Assessment(s) Used**
TWI V	9-12	1	0	
NEPALI I	9-12	1	0	
NEPALI II	9-12	1	0	
NEPALI III	9-12	1	0	
NEPALI IV	9-12	1	0	
NEPALI V	9-12	1	0	
ARABIC I	9-12	1	0	
ARABIC II	9-12	1	0	
ARABIC III	9-12	1	0	
ARABIC IV	9-12	1	0	
ARABIC V	9-12	1	0	
SOMALI I	9-12	1	0	
SOMALI II	9-12	1	0	
SOMALI III	9-12	1	0	
SOMALI IV	9-12	1	0	
SOMALI V	9-12	1	0	
ITALIAN I	9-12	1	0	
ITALIAN II	9-12	1	0	
ITALIAN III	9-12	1	0	
ITALIAN IV	9-12	1	0	
ITALIAN V	9-12	1	0	
INTRO TO WORLD LANGUAGES	9-12	1	0	
Totals (World Languages)		**96**	**14**	
Percent of World Languages Courses Assessed			**15%**	
Journalism				
COMMUNITY JOURNALISM	9-12	1	0	
PUBLICATIONS IN NEWSPAPER	9-12	1	0	
PUBLICATIONS IN YEARBOOK	9-12	1	0	
Totals (Journalism)		**3**	**0**	
Percentage of Journalism Courses Assessed			**0%**	
Unified Arts				
MUSIC SURVEY	8-12	1	0	
MUSIC SURVEY ELEMENTS & SKILLS	8-12	1	0	
MUSIC SURVEY: HISTORY & CULTURE	8-12	1	0	
BASIC INSTRUMENTAL MUSIC	8-12	1	0	
INSTRUMENTAL SMALL ENSEMBLE	9-12	1	0	
ORCHESTRA	8-12	1	0	
BEGINNING STRINGS	8-12	1	0	
PIANO I	9-12	1	0	
BASIC KEYBOARD FUNDAMENTALS I	9-12	1	0	
PIANO II	8-12	1	0	
BASIC KEYBOARD FUNDAMENTALS II	8-12	1	0	
HANDBELL I	8-12	1	0	
HANDBELL II	8-12	1	0	

Courses Offered	Grade Offered	Number of Course Offerings	Courses Formally Assessed	Assessment(s) Used
MODERN BAND	8-12	1	0	
MUSIC AND TECHNOLOGY	8-12	1	0	
MARCHING/CONCERT BAND	9-12	1	0	
CONCERT BAND	8-12	1	0	
PERCUSSION ENSEMBLE	8-12	1	0	
CONCERT BAND (SEM 2)	9-12	1	0	
JAZZ ENSEMBLE	8-12	1	0	
MEDIA ARTS I	8-12	1	0	
BASIC MUSIC THEORY	9-12	1	0	
AP MUSIC THEORY	9-12	1	1	AP Test
FUNDAMENTALS OF MUSIC THEORY	9-12	1	0	
VCAP MUSIC APPRECIATION	9-12	1	0	
MIXED ENSEMBLE	9-12	1	0	
SOLO & ENSEMBLES	9-12	1	0	
MIXED CHORUS I	9-12	1	0	
MIXED CHORUS I	9-12	1	0	
MIXED CHORUS II	9-12	1	0	
URBAN CONTEMPORARY CHOIR	9-12	1	0	
MIXED ENSEMBLE: SHOW CHOIR	9-12	1	0	
TENOR AND BASS CHORUS 1CR	9-12	1	0	
SOPRANO & ALTO CHORUS 1CR	9-12	1	0	
THEATRE SEMINAR	9-12	1	0	
THEATRE HISTORY & PERFORMANCE	8-12	1	0	
TECHNICAL THEATRE & PRODUCTION	8-12	1	0	
INTRODUCTION TO THE THEATRE	9-12	1	0	
DANCE I: SURVEY	8-12	1	0	
ACTING I	8-12	1	0	
ACTING II	8-12	1	0	
STAGECRAFT I	9-12	1	0	
STAGECRAFT II	9-12	1	0	
MODERN MUSIC STYLES	9-12	1	0	
PLAY PRODUCT TECH THEATRE	9-12	1	0	
FUND OF TECH THEATRE PROD	9-12	1	0	
VISUAL ART SURVEY:STUDIO & SKL	8-12	1	0	
VISUAL ART SURVEY: HIST & APPRE	9-12	1	0	
ART & THE COMMUNITY	9-12	1	0	
IB VISUAL ART SL	11-12	1	0	
IB VISUAL ARTS HL 11	11	1	0	
IB VISUAL ARTS HL 12	12	1	0	
ART AND DESIGN	9-12	1	0	
AP ART HISTORY	11-12	1	1	AP Test
AMERICAN HUMANITIES-ART	9-12	1	0	
VCAP ART HIST & APPRECIATION	9-12	1	0	
ART II MINOR	9-12	1	0	

Courses Offered	Grade Offered	Number of Course Offerings	Courses Formally Assessed	Assessment(s) Used
ART III MINOR	9-12	1	0	
ART IV MINOR	9-12	1	0	
ART V MINOR	9-12	1	0	
BLACK & WHITE PHOTOGRAPHY	9-12	1	0	
DIGITAL PHOTOGRAPHY	9-12	1	0	
ART SPEC BEG PHOTOGRAPHY	9-12	1	0	
ART SPEC ADV PHOTOGRAPHY	9-12	1	0	
BEGINNING DRAWING	9-12	1	0	
ART SPEC DRAWING PAINTING	9-12	1	0	
AP ART STUDIO ART: DRAWING	9-12	1	0	
STUDIO DRAWING & PAINTING	9-12	1	0	
TWO-DIMENSIONAL DESIGN	9-12	1	0	
ART SPEC CERAMICS SCULPTU	9-12	1	0	
ART SPEC CARTOON/CERAMICS	9-12	1	0	
STUDIO SCULPTURE & CERAMICS	9-12	1	0	
INTRODUCTION TO CERAMICS	9-12	1	0	
ADVANCED CERAMICS	9-12	1	0	
INTRODUCTION TO SCULPTURE	9-12	1	0	
ADOBE CREDENTIALS	9-12	1	0	
TEXTILE CRAFTING	9-12	1	0	
MUSICAL THEATRE STYLES (MUSIC)	9-12	1	0	
IB FILM HL 11	9-12	1	0	
MUSICAL THEATRE STYLES (DRAMA)	9-12	1	0	
IB FILM HL 12	9-12	1	0	
IB FILM SL 11	9-12	1	0	
COMPUTER GRAPHICS	9-12	1	0	
ART SPEC COMPUTER GRAPH I	9-12	1	0	
ART SPEC COMPUTER GRAPH II	9-12	1	0	
MUSIC THEATRE	9-12	1	0	
ART MATERIALS & STYLES	9-12	1	0	
ART PORTFOLIO II TECHNOLOGY	9-12	1	0	
LIFE & OBJECT STUDIES: ART I	9-12	1	0	
FILM MAKING	9-12	1	0	
GRAPHIC LAYOUT & PROCESS I	9-12	1	0	
CSCC MUS 1204 CONCERT BAND	9-12	1	0	
Totals (Unified Arts)		**92**	**2**	
Percentage of Unified Arts Courses Assessed			**2%**	
Technology/Applications				
IT ESSENTIALS I: PC HARDWARE	9-12	1	0	
COMPUTER LITERACY	9-12	1	0	
EXPLORING COMPUTER SCIENCE	9-12	1	0	
HTML	9-12	1	0	
WEB PUBLISHING	9-12	1	0	
WEB ESSENTIALS	9-12	1	0	

Appendix H (continued) Scope of High School Curriculum Formally Assessed Columbus City Schools December 2019				
Courses Offered	**Grade Offered**	**Number of Course Offerings**	**Courses Formally Assessed**	**Assessment(s) Used**
MICROSOFT WORD I	9-12	1	0	
MICROSOFT WORD II	9-12	1	0	
MICROSOFT EXCEL/ACCESS BASICS	9-12	1	0	
POWERPOINT	9-12	1	0	
MICROSOFT POWERPOINT	9-12	1	0	
INTRO TO MULTIMEDIA	9-12	1	0	
STEM DIGITAL MUSIC I	9-12	1	0	
INTRO COMPUTER GRAPHICS	9-12	1	0	
INTERNATIONAL SEMINAR I	9-12	1	0	
TECH ENG & MANF. FOUNDATION	9-12	1	0	
MICROSOFT ACCESS CERTIFICATION	9-12	1	0	
PC APPLICATIONS I	9-12	1	0	
STEAM TECHNOLOGY	9-12	1	0	
PC APPLICATIONS II	9-12	1	0	
EXPLORING COMPUTER SCIENCE	9-12	1	0	
DIGITAL BUSINESS TECHNOLOGY I	9-12	1	0	
DIGITAL BUSINESS TECHNOLOGY II	9-12	1	0	
HEALTH INFORMATICS I	9-12	1	0	
ENTERPRISE AND INNOVATION	9-12	1	0	
DIGITAL BUSINESS TECHNOLOGY	9-12	1	0	
MOS INDUSTRY CREDENTIAL	9-12	1	0	
VCAP CCS TECH I	9-12	1	0	
VCAP CCS TECH II	9-12	1	0	
ROBOTICS CHALLENGE	9-12	1	0	
PLTW DESIGN & MODELING	9-12	1	0	
ROBOTICS CHALLENGE	9-12	1	0	
PLTW AUTOMATION & ROBOTICS	9-12	1	0	
INTRO TO COMPUTER SCIENCE JAVA	9-12	1	0	
INTR TO CS PYTHON-SEM	9-12	1	0	
INTR TO CS PYTHON	9-12	1	0	
MOS INDUSTRY CREDENTIAL I	9-12	1	0	
WEB DESIGN	9-12	1	0	
MOS INDUSTRY CREDENTIAL II	9-12	1	0	
STEM DIGITAL MUSIC I	9-12	1	0	
PRINCIPLES OF STEM	9-12	1	0	
APP DEV W/ SWIFT	9-12	1	0	
COMPUTER LITERACY	9-12	1	0	
INTR TO APP DEV W/ SWIFT	9-12	1	0	
ADOBE DESIGN APPS FOR GRAPH PR	9-12	1	0	
INDUSTRIAL TECH SURVEY (WOODSHOP)	9-12	1	0	
BROADCASTING MEDIA SURVEY	9-12	1	0	
PRINCIPLES OF STEM	9-12	1	0	
Totals (Technology/Applications)		**48**	**0**	
Percentage of Technology Applications Courses Assessed			**0%**	

Courses Offered	Grade Offered	Number of Course Offerings	Courses Formally Assessed	Assessment(s) Used
Business				
CUSTOMER SERVICE I	9-12	1	0	
CUSTOMER SERVICE II	9-12	1	0	
INTRODUCTION TO BUSINESS	9-12	1	0	
PERSONAL FINANCE	9-12	1	0	
MANAGING INTERPERSONAL SKILLS	9-12	1	0	
MARKETING PRINCIPLES	9-12	1	0	
SMALL BUSINESS DEVELOPMENT	9-12	1	0	
BUSINESS MANAGEMENT PRINCIPLES	9-12	1	0	
BUSINESS MANAGEMENT	9-12	1	0	
LAUNCHING A RESTAURANT VENTURE	9-12	1	0	
INTRO TO ACCOUNTING	9-12	1	0	
ACCOUNTING I	9-12	1	0	
ACCOUNTING II	9-12	1	0	
Totals (Business)		**13**	**0**	
Percentage of Business Courses Assessed			**0%**	
Health, Physical Education, Athletics				
HEALTH	9-12	1	0	
PHYSICAL EDUCATION I	8-12	1	1	Ohio Department of Ed
PHYSICAL EDUCATION II	8-12	1	0	
PHYS. EDUC. SPORT EDUC. 1.2	8-12	1	0	
BASEBALL	9-12	1	0	
BASKETBALL	9-12	1	0	
BOWLING	9-12	1	0	
CHEERLEADING	9-12	1	0	
CROSS COUNTRY	9-12	1	0	
FOOTBALL	9-12	1	0	
GOLF	9-12	1	0	
LACROSSE	9-12	1	0	
SOCCER	9-12	1	0	
SOFTBALL	9-12	1	0	
SWIMMING	9-12	1	0	
TENNIS	9-12	1	0	
TRACK & FIELD	9-12	1	0	
VOLLEYBALL	9-12	1	0	
WRESTLING	9-12	1	0	
DANCE: COMPOSITION	9-12	1	0	
DANCE ENSEMBLE	9-12	1	0	
ADVANCED DANCE	9-12	1	0	
DANCE: THEORY & PRACTICE	9-12	1	0	
Totals (Health, Physical Education/Athletics)		**23**	**1**	
Percentage of Health, Physical Education/Athletics Courses Assessed			**4%**	

Appendix H (continued) Scope of High School Curriculum Formally Assessed Columbus City Schools December 2019				
Courses Offered	**Grade Offered**	**Number of Course Offerings**	**Courses Formally Assessed**	**Assessment(s) Used**
Career and Technical Education				
ARCHETECT DESGN STRUCT & MECH	9-12	1	0	
ARCHITECT DESGN SITE FOUND PL	9-12	1	0	
CARPENTRY & MASONRY TECH SKILL	9-12	1	0	
MECH, ELEC. & PLUMBING SYSTEMS	9-12	1	0	
STRUCTURAL SYSTEMS	9-12	1	0	
MASONRY-BRICK AND BLOCK	9-12	1	0	
CONCRETE & RESIDENTIAL MASONRY	9-12	1	0	
PLAN READING	9-12	1	0	
HEATING AND COOLING SYSTEMS	9-12	1	0	
HVAC REFRIGERATION	9-12	1	0	
CONSTRUCTION PRE-APPRENTICESHIP	9-12	1	0	
THE CORRECTIONAL SYSTEM &SERV	9-12	1	0	
SECURITY AND PROTECTIVE SERV	9-12	1	0	
POLICE WORK & PRACTICE IN SAFE	9-12	1	0	
HOMELAND SECURITY	9-12	1	0	
CONSTRUCTION ELECTRICITY	9-12	1	0	
BRICK LAYING AND CONCRETE SYST	9-12	1	0	
HEATING,VENTILATION & AIR COND	9-12	1	0	
CARPENTRY	9-12	1	0	
CRIMINAL JUSTICE & LAW ENFORC	9-12	1	0	
AMERICAN CRIMINAL JUST SYS	9-12	1	0	
VISUAL CREATION	9-12	1	0	
VISUAL DESIGN PRIMER	9-12	1	0	
VISUAL DISTRIBUTION	9-12	1	0	
DIGITAL PRINT DESIGN FOR INTER	9-12	1	0	
AGRICULTURE, FOOD & NATURAL RE	9-12	1	0	
DIGITAL MEDIA ART	9-12	1	0	
ARTS AND COMMUNICATION PRIMER	9-12	1	0	
PHOTOGRAPHY PRODUCTION	9-12	1	0	
PHOTOGRAPHIC COMPOSITION	9-12	1	0	
MACHINE TOOLS	9-12	1	0	
MANUFACTURING OPERATIONS	9-12	1	0	
MACHINING W/ IND MILL MACHINES	9-12	1	0	
MACHINING W/ IND LATHES	9-12	1	0	
COMPUTER INTEGRATED MANF	9-12	1	0	
MANUFACTURING CAPSTONE	9-12	1	0	
DESIGN TECHNIQUES	9-12	1	0	
HUMAN BODY SYSTEMS	9-12	1	0	
BIOMEDICAL INNOVATION	9-12	1	0	
MEDICAL INTERVENTIONS	9-12	1	0	
PRINCIPLES OF BIOMEDICAL SCI	9-12	1	0	
CLINICAL LABORATORY TECHNIQUES	9-12	1	0	
CHOREOGRAPHY	9-12	1	0	

Appendix H (continued) Scope of High School Curriculum Formally Assessed Columbus City Schools December 2019				
Courses Offered	**Grade Offered**	**Number of Course Offerings**	**Courses Formally Assessed**	**Assessment(s) Used**
DANCE	9-12	1	0	
STRATEGIC ENTREPRENEURSHIP	9-12	1	0	
BUSINESS FOUNDATIONS	9-12	1	0	
STRATEGIC ENTREPRENEURSHIP	9-12	1	0	
OFFICE MANAGEMENT	9-12	1	0	
GRANT OCCUPATIONAL SKILLS	9-12	1	0	
COMMUNITY HOME SERVICE RH	9-12	1	0	
ENVIRONMENTAL SERVICES	9-12	1	0	
FUNDAMENTALS OF FINANCE & SERV	9-12	1	0	
ARTS AND COMMUNIC PRIMER MS	9-12	1	0	
BUSINESS ADMIN FINANCE	9-12	1	0	
BUSINESS ARTS COMMUNICATION	9-12	1	0	
PRINCIP & PRACT OF BIOSCIENCE	9-12	1	0	
ANIMAL & PLANT BIOTECHNOLOGY	9-12	1	0	
GENETICS OF PLANTS & ANIMALS	9-12	1	0	
BIOSCIENCE TECHNOLOGY	9-12	1	0	
CTE ANATOMY - PHYSIOLOGY	9-12	1	0	
INFORMATION TECHNOLOGY	9-12	1	0	
COMPUTER HARDWARE	9-12	1	0	
COMPUTER SOFTWARE	9-12	1	0	
COMPUTER & MOBILE APPLICATION	9-12	1	0	
CREATING & EDIT DIGITAL GRAPH	9-12	1	0	
PROGRAMMING	9-12	1	0	
CNC TECH W/ MILLS AND LATHES	9-12	1	0	
GAME DESIGN	9-12	1	0	
CULINARY ARTS II TECHNOLOGY	9-12	1	0	
HOSPITALITY FUNDAMENTALS	9-12	1	0	
FUNDAMENTLS OF FOOD PRODUCTION	9-12	1	0	
RESTAURANT MANAGEMENT	9-12	1	0	
BAKING AND PASTRY ARTS	9-12	1	0	
ANIMATION	9-12	1	0	
CT WEB DESIGN	9-12	1	0	
INTRO TO COMPUTER SCIENCE I	9-12	1	0	
INTRO TO COMPUTER SCIENCE II	9-12	1	0	
DIGITAL IMAGE EDITING	9-12	1	0	
COLLISION ELECTRICAL SYSTEMS	9-12	1	0	
COLLISION NONSTRUCTURAL	9-12	1	0	
COLLISION PAINTING REFINISHING	9-12	1	0	
COLLISION STRUCTURAL	9-12	1	0	
HEALTH SAFETY & NUTRITION	9-12	1	0	
INFANT & TODDLER EDUCATION	9-12	1	0	
EARLY CHILDHOOD EDUCATION PRIN	9-12	1	0	
ADOBE/MOS CREDENTIALS	9-12	1	0	
CURRICULUM & INSTRUC FOR TEACH	9-12	1	0	

Appendix H (continued) Scope of High School Curriculum Formally Assessed Columbus City Schools December 2019				
Courses Offered	**Grade Offered**	**Number of Course Offerings**	**Courses Formally Assessed**	**Assessment(s) Used**
CT WEB DESIGN	9-12	1	0	
COSTUMING AND MAKEUP	9-12	1	0	
PERFORMING ARTS PRIMER	9-12	1	0	
ASE MAINTENANCE AND REPAIR	9-12	1	0	
BRAKE SUSPENSION STEERING	9-12	1	0	
ENGINE PERFORMANCE	9-12	1	0	
TRANSPORTATION ELECTRICAL	9-12	1	0	
TRANSPORTATION MAINTENANCE	9-12	1	0	
ACTING AND SCRIPT ANALYSIS	9-12	1	0	
ACTING PERFORMANCE	9-12	1	0	
MOTION GRAPHICS	9-12	1	0	
MULTI MEDIA WEB PRODUCTION	9-12	1	0	
WELDING I	9-12	1	0	
GAS METAL ARC WELDING	9-12	1	0	
SHIELDED METAL ARC WELDING	9-12	1	0	
FLUX CORE ARC WELDING	9-12	1	0	
GAS TUNGSTEN ARC WEDLING	9-12	1	0	
AUDIO BROADCAST	9-12	1	0	
MICROBIOLOGY & INFECTON CONTRL	9-12	1	0	
TRICHOLOGY	9-12	1	0	
FUNDAMENTALS HAIR CTG & STYLG	9-12	1	0	
SALON OPERATIONS & COMMUNICATN	9-12	1	0	
BIORESEARCH	9-12	1	0	
CHILD & ADOLESCENT DEVELOPMENT	9-12	1	0	
MUSIC CONCEPTS	9-12	1	0	
MUSIC ENSEMBLE COMPOSITION	9-12	1	0	
MUSICAL ENGINEERING	9-12	1	0	
MUSICAL THEATRE	9-12	1	0	
EDUCATION & TRAINING CAPSTONE	9-12	1	0	
INFANT & TODDLER EDUCATION	9-12	1	0	
CLASSROOM MANAGEMENT	9-12	1	0	
EDUCATION PRINCIPLES	9-12	1	0	
CURR & INST TEACH PROF	9-12	1	0	
EDUCATIONAL ASSESSMENT	9-12	1	0	
MEDICAL TERMINOLOGY	9-12	1	0	
HEALTH SCIENCES CAPSTONE	9-12	1	0	
NUTRITION AND WELLNESS	9-12	1	0	
FITNESS EVALUATION & ASSESSMNT	9-12	1	0	
HEALTH SCIENCE AND TECHNOLOGY	9-12	1	0	
CIVIL ENGINEERING & ARCHITECT	9-12	1	0	
PRINCIPLES OF ENGINEERING	9-12	1	0	
DIGITAL ELECTRONICS	9-12	1	0	
ENGINEERING DSGN & DEVELOPMENT	9-12	1	0	
INTRO ENGINEERING DESIGN	9-12	1	0	

Appendix H (continued)				
Scope of High School Curriculum Formally Assessed				
Columbus City Schools				
December 2019				
Courses Offered	**Grade Offered**	**Number of Course Offerings**	**Courses Formally Assessed**	**Assessment(s) Used**
NSSC BIO 1010 ARTICULATION	9-12	1	0	
INTRODUCTION TO ENGINEERING	9-12	1	0	
DENTAL RADIOGRAPHY	9-12	1	0	
PATIENT CENTERED CARE	9-12	1	0	
SURGICAL SUPPORT	9-12	1	0	
INTRO TO EMERGENCY MEDICAL SER	9-12	1	0	
DENTAL TECHNOLOGY	9-12	1	0	
MEDICAL & DENTAL OFC TECHNOLGY	9-12	1	0	
PATIENT CENT'D CARE & DIAGNOST	9-12	1	0	
CSCC STERILE PROCESSING TECH I	9-12	1	0	
CSCC STERILE PROCESSING TECH 2	9-12	1	0	
CSCC STERILE PROCESSING EXAM R	9-12	1	0	
ODU ECN 208 MICROECON	9-12	1	0	
BUSINESS MANAGEMENT	9-12	1	0	
CONSTRUCTION TECH-CORE	9-12	1	0	
Totals (CATE)		**146**	**0**	
Percentage of Career/Technical Education Courses Assessed			**0%**	
Totals (Non-Core Courses)		**421**	**17**	
Percentage of Non-Core Courses Assessed			**4%**	
Note: Not all courses available at every campus. Courses without grade level specified in documents were listed as 9-12.				
Data Source: District Course Catalogue				

Appendix I

Recommended Table of Organization
Columbus City Schools
December 2019