

AGENDA SUMMARY SHEET

AGENDA ITEM: Curriculum Management Audit Update

MEETING DATE: May 18, 2009

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Curriculum Management Audit Update

ACTION DESIRED: Information

BACKGROUND: The original Phi Delta Kappa sponsored Curriculum Management Audit was conducted in the Spring of 1998. In the Spring of 2007, the Board commissioned a follow-up Curriculum Management Audit to determine the progress that had been made over the preceding nine years and to identify those areas in further need of attention. The follow-up audit has nine continuing recommendations and numerous sub-points to each requiring the collective efforts of not only Educational Services, but also, Human Resources, Planning and Evaluation, the Business Office, Technology, General Administration, and the Superintendent. Review and implementation of these recommendations, where appropriate, is a multi-year project.

The attached matrix outlines the progress made in addressing these recommendations during the 2008-2009 school year.

RECOMMENDATIONS: NA

STRATEGIC PLAN REFERENCE: None

TIMELINE: On-going

RESPONSIBLE PERSON(S): Dr. Mark Feldhausen, Assoc. Supt. for Ed. Services

SUPERINTENDENT'S APPROVAL: _____
(Signature)

BOARD ACTION:

Post-Audit Continuing Recommendations

Recommendation	Responsible Party								Policy/Rule Reference	Action to be Taken	Timeline
	ES	HR	P/E	Tech	Bus/ Fin	Gen Adm	Supt	Exec Cabt			
1: Establish a cycle of board policy review. Continue to revise current policies or adopt new policies to provide for local curriculum management and quality control.											
1.1: Develop and adopt a policy that provides direction for a full scope of long- and short-range district planning. The policy should address development, implementation, monitoring, evaluation, relationship to the budget planning process, and public reporting procedures.						X			<i>Policy 10,000</i>	The Superintendent continues to direct that all policies and rules should be reviewed every seven years. The Director of Administrative Affairs is tasked with tracking Policy/Rule updates. This requires that 80 be reviewed and updated per year..	Rule 10,000.1 modified to include references to short term and long-term planning. Board approved on June 2, 2008.
1.2: Develop and adopt a policy that requires a seven-year cycle of board policy review. The cycle should be developed so that the core curricular areas of English/language arts, math, science, and social studies are not reviewed in the same year.	X								<i>(Seven year curriculum cycle 6120 & 6130, 6130.1 and BOE Policy review cycle 8110 are different issues. Watch for undue stress on teachers at given level)</i>		
1.3: Strengthen Board Policy 6120.1 to require that primary instructional resources and textbooks, aligned to the curriculum guides, are adopted by the board as part of the review cycle.	X								<i>6120.1 (Align with 6010.1 Review parallel language or reference each to the other)</i>	Revised Rule 6120.1 to address MEP Cycle and action of BOE regarding textbook approval	BOE to approve changes May 18, 2009
1.4: Develop and adopt a policy that establishes time allocations for instruction in the core content areas.	X								<i>(Rule 6031.1 Provide ranges for elem that corresponds to Rule 10 and state reporting—create rule or add to current—add pacing to K-12 curriculum guides)</i>	Rule 6031.1 revised and presented to BOE September 15, 2008. Time allocations strengthened in Rule. Course guides revised in 6130.1	Revision to Rule 6031.1 completed. Rule 6130.1 scheduled for BOE approval May 18, 2009.

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1.5: Develop and adopt a policy that establishes program budgeting procedures to ensure that planning priorities are reflected in budgeting and spending.					X				<i>(Fossen and Program Budgeting 3110 & 3110.1)</i>	embed program budgeting process into Rule 3110.1	BOE approved revised Rule 3110.1 July 7, 2008
1.6: Establish a calendar of systematic policy review so that board policies keep pace with current board expectations. During the reviews, update terminology, job titles referenced in policies, and legal requirements as needed.							X		<i>(Supt. and Ex. Cabinet, BOE 8110)</i>	Supt. requires all BOE Policies and Rules to be updated every 8 years. Matrix and calendar maintained by Dir. Of Admin Affairs	On-going
2: Revise the Table of Organization and Job Descriptions to reflect current expectations, roles, and responsibilities.											
2.1: Revise the organizational chart to meet audit criteria listed in <u>Exhibit 2.2</u> and to support Pre-K-12 articulation of the curriculum.							X		<i>(Supt. for organizational chart) (PK12 articulation to ES Rule####)</i>		
- Create and staff a Pre-K-12 Curriculum Director position. (This is an additional position in contrast to combining Directors of Elem and Secondary—perhaps a coordinator to maintain consistency and documentation, etc. Would need a job description.)	X						X			No action planned at this time.	
- Redesign the MEP Facilitator positions to have Pre-K-12 curriculum responsibilities.	X								<i>(Review current job description of ES MEP's)</i>	Most recent posting assumed a K-12 posture for MEP responsibilities	
- Address the span of control for the Superintendent, Associate Superintendent of Educational Services, Elementary and Secondary Directors.	X						X			No action planned at this time.	
- Clarify reporting relationships when job descriptions list more than one supervisor.		X							<i>(HR—All job descriptions that are not a part of Section 2000 should be available on the Intranet even if security 5 level)</i>	HR posted 20 certificated positions and 8 classified positions to the District HR Intranet site during the fall 2008 semester.	Done
- Address scalar relationships and full inclusion.	X	X					X		<i>(see page 33 for definitions)</i>		

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- Make statements regarding the purposes and use of assessment more specific, adopting a more formative focus and providing specific examples of how assessment data will be used in an ongoing fashion in every phase of the curriculum cycle.	X		X							Rule 6120.1 and Rule 6130.1 address formative assessment focus within Course Guides and MEP Cycle.	Completed upon approval by BOE on May 18, 2009
- Specifically link the curriculum management plan with the newly-developed student and program assessment plans (see Recommendation 4).	X		X							Rule 6120.1 and the revised MEP Cycle address the use of data in Phase I of the Cycle as a method of determining necessary action within the MEP process.	Completed upon approval by BOE on May 18, 2009
3.2: Revise the current plan in the area of curriculum development, adding or revising the following:											
- Add a step in the phase that requires all objectives and outcomes be evaluated for quality, rigor, measurability, and vertical alignment/spiraling. This evaluation is termed a quality "screening" process, and ensures that all objectives and outcomes are valid, up-to-date, applicable to real-life contexts, and are rigorous. It also ensures that all curriculum is vertically aligned and that content is connected and spirals uninterrupted from one level to the next.	X									Rule 6120.1 addresses the alignment of MPS standards and indicators with the state and calls for a complete scope and sequence PK-12 for all standards and indicators. The Language Arts Standards and Indicators were the first example of this process. BOE approved LA standards and indicators March 2, 2009.	Completed upon approval by BOE on May 18, 2009
- Require that all ELO and course objective development be conducted from a K-12 perspective, always beginning with the end in mind, to ensure that rigor is maintained.	X									Rule 6120.1 and 6130.1 address this issue.	Completed upon approval by BOE on May 18, 2009
- Revise the sequence of steps in the first phase of the curriculum cycle to place resource selection and piloting after the development of Essential Learner Outcomes, student objectives, and guides.	X									Rule 6120.1 revises the entire MEP cycle to address this issue.	Completed upon approval by BOE on May 18, 2009

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- Add a step that requires the solicitation of input from external evaluation sources (never publishers) regarding the quality and alignment of possible resource adoptions.	X									Addressed in MEP Cycle Procedures adopted by Ed. Services and distributed April 3, 2009.	Completed. Procedures include detailed Gantt Chart for timeline analysis.
3.3: Review the job descriptions of MEP facilitators. Consider requiring content area expertise and assigning Pre-K-12 responsibility (see Recommendations 2 and 6.)	X	X								Educational Services is making adjustments to the MEP process to make it more of a K-12 process, but it does not believe that this recommendation can be fully implemented without a significant increase in the number of MEP Facilitators especially if this is to be interpreted as one content expert per discipline. At this time, no further action will be taken on this recommendation.	On-going
4: Develop and initiate a program and student assessment plan that includes the PDK/CMSi Characteristics of a Comprehensive Student and Program Assessment Plan. Include the development of formal assessments that support district curricular offerings.										Nebraska State Statute 79-760 outlines revised state assessment system. The district will adjust and align its assessment system with the state's.	On-going
4.1: Develop a student and program assessment plan with components that meet the PDK/CMSi characteristics of a comprehensive program and student assessment plan. Obtain Board of Education approval for the plan.	X		X								
4.2: Continue to develop and initiate end-of-course assessments that can be centrally managed and used to determine student competency in the specific course.	X									Revised Course Guide parameters found in Rule 6130.2 address this recommendation.	Completed with BOE approval on May 18, 2009

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4.3: Develop and implement initiatives with a goal of increasing student performance on nationally nonmed achievement tests.	X		X						<i>(Strat Plan Objective #1 & Parameter #6)</i>		
4.4: Provide ongoing district-level training on the use of student assessment data to make decisions to increase student achievement.	X		X							District Strategic Initiative for data retreats addresses this issue. MPS RtI+I model also addresses this issue.	on-going
4.5: Improve program assessment procedures to include specifications for the data to be collected and the provision of information on the effectiveness of programs. Use these data to make decisions on program continuation, modification, or termination. Require that program evaluations be reported to the Board of Education on an annual basis.			X								
5: Continue to focus the staff development program to: provide connectivity between curriculum design and classroom delivery, provide linkage to goals and district long-range plans, provide staff development based on identified needs, and foster improved teacher performance and student achievement.											
5.1: Include in Board Policy 6400 the requirement of a written, comprehensive staff development plan. Add this responsibility to the Director of Staff Development's job description (Board Policy 2100.28).	X									A Comprehensive Staff Development Plan was assembled and presented to the Board as a report on March 3, 2008. This Plan aligns the initiatives of the District and focuses the staff development activities as recommended in the audit.	Done
5.2: Provide staff development that is based on student needs and weaknesses as determined by the use of disaggregated student assessment data and teacher appraisal information.	X		X							Comp Staff Dev. Plan	Done

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6.4: Clearly state and align expectations for monitoring the curriculum in board policy, administrators' job descriptions, and appraisal instruments.	X	X								Adminstrator job descriptions revised in accordance with CMA recommendations.	Done
– Support the revision of administrative priorities to ensure focus on classroom visits and related practices and to promote instructional leadership and coaching among principals and assistant principals at all grade levels.	X									New Teacher Evaluation System focuses on classroom walk-throughs.	New System approved by BOE July 7, 2008. The 2008-2009 school year is the first full year of implementation.
– Hold administrators accountable for monitoring the delivery of the curriculum, conducting classroom walk-throughs, and providing constructive feedback to teachers. Link administrative evaluations to effective curriculum monitoring practices.	X									Administrator Mutual Commitments, Job Descriptions, and Teacher Evaluation System address this issue.	
– Continue to do joint walk-throughs, and provide the next level of training in classroom walk-throughs.	X										
6.5: Specify and align expectations for instructional practices in board policy, the teacher's job description, and the appraisal instrument.	X										
– Focus district professional development on expected instructional strategies (e.g., use of technology in the classroom, differentiated instruction and student needs identified through assessment data analysis). Such training should be required of all administrators and teachers, with follow-up procedures established.	X									See Comprehensive Staff Development Plan	Revised Yearly
– Develop a commonly understood model for differentiated instruction in the Millard Public Schools to meet the diversity of learner needs. Include strategies and model lessons in curriculum guides.	X									Millard Instructional Model includes differeintiation examples	On-going

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<p>8.1: Clearly define, with references to professional or other literature used in staff development trainings, what quality instruction looks like in the classroom, particularly in world-class schools. Include in this description the type of strategies and approaches district leaders expect to see in every classroom, regardless of the grade level or content area. These descriptions should be detailed in the written curriculum documents, and stand apart from the suggested approaches or strategies that form a component of the guides. This piece is intended to define what instruction (the delivery of curriculum) should look like; the suggested strategies are intended to provide teachers with specific ideas on how to teach an objective or skill. Include examples of effective differentiation for different learning styles and skill levels, congruent with former trainings.</p>	X									<p>With each content areas adoption of new materials and adjusted curriculum, special administrator guides will be created to help principals know and understand the curriculum and the instructional best practices that should be observed in the classroom PK-12.</p>	<p>Language Arts Summer 2009</p>
<p>8.2: Revise the current policy for curriculum format and components, requiring guides to meet criteria more than just beyond the minimum components. Also, require the needed levels of specificity for each component and specify that the components themselves be internally aligned. For example, while the objectives specifically define the content and standard of performance of instruction, the suggested lessons and strategies, along with exemplary student assignments and practice activities, define the context and cognitive rigor of instruction. All parts should work in concert, assisting teachers in their task of facilitating and eliciting each child's learning. While alignment of the written, taught, and tested curriculum is desired in the implementation of the educational program across the district, similar alignment is desired within the curriculum documents themselves: objectives with suggested strategies, and these in turn with the assessment instruments.</p>	X								<p>Rule 6130.1</p>	<p>Completed upon approval by BOE on May 18, 2009</p>	

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8.4: Link suggested strategies to specific units and/or weeks. Have an "overview" page for every course within a content area that shows how content is organized into thematic or conceptual units or by units of time, and provide the links to suggested lessons/strategies. From those strategies or lessons, provide links to the available student activities.	X										
8.5: Revisit with all MEP facilitators as well as future curriculum development committees what quality, specific, and measurable enabling objectives look like. Ensure that all committees and facilitators involved in the development process have high quality sample guides from which to glean ideas for the guide under revision, and require all guides to be screened for quality (by designated persons, always the same ones) before they are disseminated to teachers and schools.	X										
8.6: Revisit, by content area, what differentiation looks like in the classroom. Integrate this content with the training in expectations for instructional delivery; this should all form a major part of the MIM training and reinforce district efforts to seamlessly unite curriculum and teaching.	X										
9: Continue to align new programs and initiatives with board policies, strategic planning priorities, and the curriculum. Control the number of district and building initiatives implemented. Provide staff development, support, and follow through over several years to increase the likelihood of success.											
9.1: Prioritize and limit the number of initiatives introduced at the district and school levels each year.							X	X		Only initiatives derived from the District's Strategic Plan or the Board's Goals for the Superintendent have been undertaken this year as identified in Rec 9.1.	Ongoing
– Establish a district leadership level clearinghouse to prioritize and monitor the number of new programs and innovations developed to address the goals of the Strategic Plan.							X	X		Priorities established by Superintendent with advise from Executive Cabinet.	Ongoing

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– Expect that school improvement teams consider district initiatives, new curriculum, and assessment requirements when adding additional school-based programs.							X			Component of Policy 10,000 and Rule 10,000.1 and site planning process.	Yearly
9.2: Require systematic evaluation of both district level and school programs.			X								
9.3: Evaluate and revise the HAL program so as to provide a high quality, consistent educational program to meet the needs of gifted and talented students.	X									Rec 9.3 calls for the review of the High Ability Learners (HAL) program. MEP/Cadre Kim Rice has lead this effort with recommendations for identification and program change forthcoming.	Report to BOE on HAL identification process on December 1, 2008
9.4: Revise and update the Technology portion of <i>Board Policy 10000.1: Site Based Planning and Shared Decision Making</i> to reflect district level decisions that include assistance with the integration of technology into the curriculum and district level technology staff development.						X	X		<i>Policy 10000.1</i>	Rec 9.4 was addressed in July 2007 in Rule 10,000.1	Done
9.5: Establish measurable criteria for the evaluation of the technology program in terms of supporting teaching and learning and increased productivity in district operations.			X	X							
9.6: Continue to refine technological procedures to facilitate instructional decision making. Among the areas that need attention are the following:	X		X	X							
– Efficient access to the curriculum online	X		X	X						Options under review	Cost and Support Issues
– Assessment and data reporting of ELOs	X		X	X						Rec 9.6 is being addressed by the implementation of the data warehouse and Growth Path Analytics software. This was approved by the Board on January 21, 2008.	GPA contract under review. Alternative vendor being sought.

