

AGENDA SUMMARY SHEET

AGENDA ITEM: Curriculum Management Audit Update Report

MEETING DATE: July 1, 2013

DEPARTMENT: Educational Services

TITLE AND

BRIEF DESCRIPTION: Curriculum Management Audit Update Report

ACTION DESIRED: Information

BACKGROUND: The initial Phi Delta Kappa sponsored Curriculum Management Audit was conducted in the Millard Public Schools during the 1997-1998 school year. In the spring of 2007, the Millard Board of Education 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 Phi Delta Kappa Curriculum Management Audit™ is a third-party examination of the curriculum design and delivery system of a school district in which both curriculum policy and the system in which curriculum functions are analyzed by an audit team. The resulting recommendations help to ensure that the written, taught, and assessed curriculum are aligned with policy, resources, external controls, and a mechanism for ongoing evaluation of effectiveness. Millard is still but one of three school districts in Nebraska to engage in this external review and it is the only district in the state to have done so twice.

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, the Business Office, Technology, General Administration, and the Superintendent. Review and implementation of these recommendations continues as is appropriate.

The attached matrix outlines the progress ([shown in blue](#)) made in addressing these recommendations through the 2012-2013 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

Curriculum Management Audit Recommendation	Responsible Party							Policy/Rule Reference	Action Taken	Timeline
	ES	HR	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 revised with Board approval on July 1, 2013.
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. Watch for undue stress on teachers at given level.</i>	Seven year cycle adjustments made to align with NDE standards and state assessment revisions, 2008-2012. Program budgeting impact in 2012-13 results in nine year cycle.	As needed.
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 approved July 2, 2012.

Post-Audit Continuing Recommendations

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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>	Instructional time was increased by 30 minutes a day at elementary and 15 minutes a day at middle school in 2011-2012. Elementary course guides were adjusted for 2011-2012 increasing compliance with NDE guidelines for elementary time and content allocations.	Revision to Rule 6031.1 completed. Rule 6130.1 approved May 18, 2009. Rule 6031.1 revised in May 2011.
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 7 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 Exhibit 2.2 and to support Pre-K-12 articulation of the curriculum.						X		<i>Supt. for organizational chart.</i>	Revised Org Chart provided by Supt.	Revised Org Chart provided BOE on August 20, 2012
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.	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>	All new MEP postings assume a K-12 posture for MEP responsibilities	From 2008 forward

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- Establish a timeline for the creation of job descriptions that meet audit criteria for every position in the system; review at least every two years for updating and adjustment. Develop a board policy based on this directive.		X				X				
- Ensure that no position reports to more than one supervisor. If the nature of the duties performed requires coordinating with more than one administrator, the job description needs to clarify the roles of multiple supervisors. The final authority should be the person who evaluates the employee.		X						(HR—realistically some positions may not be able to avoid this)		
- Update job descriptions for principals and assistant principals to include expectations for monitoring the delivery of the curriculum in the classroom.	X	X							Job descriptions for building administrators (2100.51, .52, .53, .54, .55, .56, .57) were revised and presented to the Board on January 21, 2008	Done (Changes to Board January 21, 2008)
Strengthen the job descriptions to reflect current expectations: teaching the adopted curriculum; implementing the Millard Instructional Model expectations for the delivery of the curriculum (such as differentiation, active engagement, etc.); maintaining alignment of the written, taught, and tested curricula; and using achievement and other data to assess performance and adjust instruction.	X	X							Draft to HR from Ed Services for review	Done --April 24, 2008
3: Revise curriculum management planning to address audit recommendations.										
3.1: Revise the current plan in the area of assessment, adding or revising the following:										
- 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								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

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- Specifically link the curriculum management plan with the newly-developed student and program assessment plans (see Recommendation 4).	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. Strategic Plan 2013 calls for revisions of assessment system and distinction between formative and summative types	Completed upon approval by BOE on May 18, 2009. Strategic Action Plans activated for 2013-2014 school year.
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. BOE approved Math standards in May 2010. Science standards were approved in May and June 2011. Social Studies standards were approved June 3, 2013.	Strategic Action Plans 2.1 and 2.2 have been activated for 2013-2014 school year. Such will impact MEP development processes ensuring that Millard Standards are held to the highest standards including not only Nebraska state standards but external standards that are considered of high quality and rigor.
- 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

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- 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
- 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.	Done
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. July 2, 2012, changes to Rule 6315.1 reflect most recent assessment changes. Strategy 2, Action Plans 2-3 and 2-4 will require additional changes to 6315.1 and District assessment system

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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.									Multi-year staff development focus will be on RtI+I Tier I Core Curriculum & Instruction. Secondary focus will be a collaborative project with the Office of Staff Development and Secondary Education. It will be focused on reading across the content area under the direction of national expert, Sue Beers.	Kicked off spring 2011. Training continued through 2012-2013 school year.
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.	Comprehensive Staff Development Plan presented annually to BOE. Last updated August 20, 2012.
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								Comp Staff Dev. Plan	Last updated August 20, 2012.
5.3: Develop a systematic and consistent staff development program evaluation process that is based on the criteria listed in Board Policy 6400.1.	X									
5.4: Provide a system that is designed to ensure the institutionalization of district-wide staff development initiatives. Future staff development initiatives should be limited until institutionalization of existing programs has been achieved.	X								Comp Staff Dev. Plan	Last updated August 20, 2012.

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5.5: Include differentiated staff development for all employees.	X	X							Comp Staff Dev. Plan	Differentiation has been integrated into staff development offerings as is appropriate.
5.6: Place all staff development efforts including the New Teacher Induction Program under the leadership of the Director of Staff Development.	X	X							Office of Director of Staff Development moved from Ed Services to Human Resources with responsibility for New Staff Induction.	Completed 2011-2012.
6: Continue efforts to develop an articulated and coordinated Pre-K-12 curriculum and to provide consistency in curriculum implementation.										
6.1: Structure and operate the Educational Services division from a Pre-K-12 perspective (see <u>Recommendation 2</u>).	X								All procedures and operations are being approached from a PK-12 perspective as is appropriate.	On-going
– Continue with Pre-K-12 curriculum development.	X								Rule 6120.1 and Rule 6130.1.2.3	Completed with BOE approval May 18, 2009
– Establish a Pre-K-12 curriculum director position and K-12 MEP facilitator positions. Continue to vertically align and coordinate program initiatives, such as IB, AP, etc.	X					X				
6.2: Improve the quality of curriculum documents so they provide vertical articulation and the specificity needed to guide teaching and learning (see Recommendation 8).	X								Rule 6130.2 addresses Course Guides	Completed with BOE approval May 18, 2009
– Develop a scope and sequence for all curriculum guides.	X								Addressed as content area goes through cycle	Language Arts, Math, P.E., Art, Industrial Technology, Science completed. Music underway with social studies just starting.

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– Include instructional strategies and sample model lessons in curriculum guides.	X								Course Guides content	
6.3: Continue to use Professional Learning Communities as a vehicle for increasing articulation and coordination within schools.	X									Ongoing
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.	Administrative evaluation system revised and approved by Board March 18, 2013. Continuous review will occur as state pilots new evaluation system 2013-2014..
– 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

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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							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.	Ongoing	
<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							Rule 6130.1	Completed upon approval by BOE on May 18, 2009	

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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
– 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								HAL program revised during 2009-2010 with revised identification system in place.	HAL funding provided in 2010-2011 for program implementation support.
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. Rule is reviewed and/or revised every two years.	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							

