The Curriculum Audit:
District Curriculum Audit Process

November 21, 2013
Purpose of the Audit

• To determine the extent to which the district curriculum and campus implementation are successful in propelling student academic success.
Training Method

• The Curriculum Audit Guide found online.
• Chapters:
  – Process
  – Curriculum Design
  – Template
  – Scoring
  – Data Review Methods
  – Designing the Survey
  – Conducting Focus Groups
  – Document Review
  – Executive Summary
  – Presenting the Findings
Standards for Analysis

I. Coordination of Curriculum
   Horizontal alignment of scope and sequence

II. Articulation of Curriculum
    Vertical alignment of curriculum concepts

III. Monitoring of Curriculum
     Degree of fidelity to curriculum

IV. Needs Assessment
    For curriculum design and revision

V. Curriculum Plan
    Long-range development plan

VI. Professional Development
    For staff, writers, users, new teachers

VII. Curriculum-based Assessment
     Monitoring of the curriculum implementation and student performance through frequent formative and summative assessments
Methodology

• Focus Groups
  – Central Staff, Principals, Curriculum Writers, Teacher

• Document Review
  – Written Curriculum – 4 core areas minimum, all documents

• Assessment Review
  – Assessment Plan, Sample CBAs

• Individual Curriculum Coordinator Interviews

• Principals Interviews

• Teacher Survey
May also include:

- District initiatives that impact Curriculum or its implementation
- Board documents
- Budget information
- Needs assessment documents
### III. MONITORING THE CURRICULUM

**Description:** The district has determined what should be tightly held related to curriculum and instruction and has monitoring processes in place to determine if expectations are met.

<table>
<thead>
<tr>
<th></th>
<th>Commendations</th>
<th>Recommendations</th>
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<tbody>
<tr>
<td>Everyone is familiar with the curriculum plan and philosophy – what is tightly held vs. loosely held. (x2)</td>
<td>0 1 2</td>
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<tr>
<td>Administrators receive adequate training to successfully monitor curriculum implementation.</td>
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<tr>
<td>The LEA uses local and high-stakes assessment to fairly assess curriculum implementation at the campus and classroom level.</td>
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<td>Campus administrators use curriculum walk-throughs to determine curriculum implementation.</td>
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<td>The campus uses a system of assessing lesson plans to monitor implementation.</td>
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<td>Other specialists are used to monitor curriculum implementation through department meetings, professional learning communities, coaching, etc.</td>
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**Summary:**
III. MONITORING THE CURRICULUM

- Description: The district should determine what should be tightly held related to curriculum and instruction and has monitoring processes in place to determine if expectations are met. English has advanced the concept of tightly-held vs. loosely-held as the terms relate to curriculum components. All stakeholders should know what is at the district control vs. the campus or individual level. In What Works in Schools, Marzano has laid out action steps for curriculum implementation that include ensuring that teachers address the essential content. This is achieved through monitoring of lesson plans, conferencing and taking part in PLCs, observations and powerful professional development including action planning.
Scoring

• 0 – No Evidence of Implementation

• 1 – Evidence of Partial Implementation

• 2 – Evidence of Full Implementation

• Some criteria are double weighted due to their essential nature in the research.
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Summary:
# Summary of Scores

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
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<tbody>
<tr>
<td>I. COORDINATION</td>
<td>11 / 22</td>
</tr>
<tr>
<td>II. ARTICULATION</td>
<td>7 / 14</td>
</tr>
<tr>
<td>III. MONITORING OF CURRICULUM</td>
<td>5 / 14</td>
</tr>
<tr>
<td>IV. NEEDS ASSESSMENT</td>
<td>9 / 14</td>
</tr>
<tr>
<td>V. CURRICULUM PLAN</td>
<td>7 / 14</td>
</tr>
<tr>
<td>VI. PROFESSIONAL DEVELOPMENT</td>
<td>9 / 14</td>
</tr>
<tr>
<td>VII. ASSESSMENT</td>
<td>11 / 22</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>57 / 114</strong></td>
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Average score of one indicates that virtually all research-based principles are in a stage of development or implementation.
Executive Summary

• Overall Observations
• Commendations
• Recommendations – Next Steps
Key Overall Observations: Sample

- Coordinated, Purposeful Multi-faceted Curriculum
- Site-based, de-centralized approach to several facets of curriculum
  - Materials decisions, instruction, monitoring, CBAs
- Development and training time for writers is highly limited (2 days per summer)
- Conflicting philosophies of assessment apparent in the CBAs (area of dissatisfaction)
Sample Commendations

- Clear vision and dedicated curriculum philosophy which can be articulated by central staff and administrators
- High degree of confidence by administrators in teachers’ ability to implement curriculum without instructional exemplar lessons, strategies, etc.
- User-friendly curriculum management system
Sample Recommendations

• Revise horizontal scope and sequence to include spiraling of target SEs, key concepts, processes and skills – purposefully placed and assessed for maximum teacher attention

• Consider exemplar lessons.

• Choose a clear curriculum-based assessment strategy – either unit tests or short frequent CBAs – short, infrequent CBAs are not identified in the literature as a best practice for either planning interventions or monitoring curriculum implementation**

**Significant finding of the Audit
Sample Next Steps

- Determine recommendations that have most merit for district’s situation
- Investigate options for remedies
- Prioritize goals
- Make a one year “surgery” plan and revise long-term plan
- Provide training and access other support from regional service center or other partners
Resources

• PDF Guidebook
• Web-based Tool

• Create your own account