

Saint Louis Public Schools

Curriculum Management Audit

Status Update

December 6, 2011

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Deputy Superintendent for Academics

Curriculum Management Audit Update

- ▶ Purpose of Curriculum Management Audit
- ▶ Overview of Curriculum Management Audit
- ▶ Review of Five Overall Recommendations
- ▶ Focus on Recommendation #2
 - Curriculum Management
 - Professional Development
 - Student Assessment and Program Evaluation
- ▶ Key Areas of Focus 2011-2012
 - Theory of Action for Improvement
 - Levers for Improvement and Implementation Actions
- ▶ Next Steps

Purpose of the Curriculum Management Audit

“ [It] was undertaken to provide guidance and create a coherent focus for the District to increase achievement and improve school performance.”

Dr. Kelvin Adams, Superintendent

Curriculum Management Audit Review Process

- **Systems Approach**
 - Examines the interrelationships of systems that directly affect curriculum and instructional improvement.
 - Focuses on the core purpose of school systems: teaching and learning.
- **Conducted November 2009 – September 2010**
- **Data Collection Methods:**
 - Site visits to every school/classroom observations
 - Stakeholder Interviews (200 conducted - Superintendent, Board members, Principals, Local 420 representatives, Parents, Students)
 - Document Review (300 documents - 165 curriculum guides, budget and finance, human resource)

Curriculum Management Audit

Five Significant Recommendations

1. Rapidly shift to a curriculum-driven budgeting process that links curricular programs, plans, and priorities to available resources.
2. Develop, document, and execute a curriculum management process to establish control of the curriculum.
3. Stabilize leadership and key staff for more effective organization and employment of human resources.
4. Define and clarify the scope, responsibilities, cycles, and products of the district's policy management and planning systems.
5. Comply with board policies to eliminate achievement gaps and provide access and equity for students.

Focus on Recommendation #2

Develop, document and execute a curriculum management process to establish control of the curriculum. The process should include the following aspects of curriculum management: design, delivery monitoring, student and program evaluations, and professional development to support curriculum delivery.

Sub Categories	Total Recommended Actions	Total Completed or In Process
Curriculum Management	11	7
Professional Development	13	10
Student Assessment and Program Evaluation	8	4
Total	32	21

Theory of Action for Improvement

If the district...

- ▶ aligns resources (human and fiscal) strategically to develop and support effective, high-quality school leaders and teaching staff;
- ▶ provides targeted support to schools and implements clear standards and data-driven processes for accountability;
- ▶ implements high-quality, robust professional development linked to improving student learning;
- ▶ designs and delivers a uniform, rigorous district-wide core curriculum preK-12;
- ▶ aligns systemic processes and targeted support for continuous school improvement.

Then we will...

realize statistically significant improvements in student achievement.

Key Areas of Focus 2011-2012

Levers for Improvement

Implementation Actions

Lever 1: Developing Effective School Leadership

1. Weekly Principals' Newsletter – academic/operational focus to streamline communication
2. Pragmatic, instructionally-focused professional development for principals:
 - Book study – *The Skillful Leader: Confronting Mediocre Teaching*
 - Effective practices panels- building leadership capacity by providing forums to examine practices and share effective strategies district-wide
3. Targeted leadership and peer-to-peer support for 18 elementary principals in collaboration with Associate Superintendent Knight
4. Performance-based evaluation system linked to student outcomes geared to developing common language and defining “distinguished” criteria

Key Areas of Focus 2011-2012

Levers for Improvement

Implementation Actions

Lever 2: Targeted Support to Schools

1. Data-driven processes at all school levels with a deliberate focus on using assessment results (Acuity 3-8 and HS benchmarks). *Reflection Question:* How are we using data as a school community to guide decision-making and continuous improvement?
2. Strategic use of resources (fiscal and human) to support district literacy initiatives (e.g., Leveled Book Rooms, early literacy development, classroom libraries)
3. Align positions to school improvement efforts and district initiatives (e.g., CSR teachers, TLFs) and support for academic and socials/emotional/behavioral interventions (RtI)
4. System-wide standards of professional performance linked to student achievement

Key Areas of Focus 2011-2012

Levers for Improvement

Implementation Actions

Lever 3: Robust, Job- Embedded, Results-oriented Professional Development

1. Strengthen effective teaching by building content knowledge expertise and ensuring teachers are skilled in using research-based instructional strategies
 - Six district-wide days focusing on District initiatives
 - Six black-out days focusing on content area literacy, communication arts and math (grades 3-8)
 - District-wide reading/math institute (Spring 2012)
2. Curriculum supervisors are using MAP and EOC data to identify the essential core of the state's content standards in mathematics and communication arts and “power” GLEs (Grade Level Expectations)
3. Electronic management system to monitor, align and evaluate PD (MyLearningPlan)

Key Areas of Focus 2011-2012

Levers for Improvement

Implementation Actions

Lever 4: Curriculum Alignment (Written/Taught/Tested)

1. Reviewing and revising core curriculum guides in communication arts and mathematics in grades 3-8 to reflect DOK levels 2, 3, and 4 (higher level tasks, complex thinking, and academic language) aligned with state standards
2. Established a Curriculum Committee, co-chaired by Melanie Adams, comprised of key stakeholders (local universities, district representatives, parents, community members, union representatives) who provide guidance and oversight on curriculum revisions, with a focus on literacy development
3. Weekly instructional meetings with Curriculum Supervisors to identify areas needing support to strengthen the link between data and targeted school improvement
4. Common curriculum-based lesson plan design tool across all school levels (essential questions, differentiation, assessments, DOK levels)

Key Areas of Focus 2011-2012

Levers for Improvement	Implementation Actions
<p>Lever 5: Aligning Systemic Processes</p>	<ol style="list-style-type: none">1. Data/Accountability review meetings - “Critical Friends Review” - fall and spring reviews2. 30-60-90 day data-informed strategic planning at the school level3. Cross-departmental budget committee to address systemic alignment of resources4. 3-tiered approach to support 18 elementary schools in a cycle of school improvement (Mentors/Collegial bi-weekly meetings/Focused Instructional Learning Walks)5. Cross-departmental, data-driven meetings (ELT, Deputy, Academic) focused on improving student achievement and the mission-critical responsibilities of each department

Next Steps

- ▶ Continue to monitor progress of curriculum development based on the curriculum management audit recommendations
- ▶ Continue to establish cross-departmental processes to ensure efficacious use of resources and development of policies, programs and processes for systemic alignment and school improvement
- ▶ Continue to develop district-wide processes for program evaluation and improvement
- ▶ Review and revise evaluation system to include improved student achievement and effective instruction as outcome measures