



Curriculum Management Audit Phi Delta Kappa-CMSi® Findings and Status Report to-date

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Overview

- ▶ During the 2009–2010 school year, the Superintendent requested a Curriculum Management Audit from Phi Delta Kappa (PDK) to determine the curricular quality control of the written curriculum, the taught curriculum and the tested curriculum.
- ▶ The Curriculum Management Audit is based upon generally-accepted concepts pertaining to effective instruction and curricular design and delivery.
- ▶ The Curriculum Management 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.

Background

- ▶ A team of 12 auditors interviewed representatives from all District stakeholders. They visited every classroom and conducted interviews with the superintendent, board members, central office, staff, principals, representatives of Local 420, and parents.
- ▶ Over 300 documents were provided for their analysis, including the policy manual, curriculum guides, academic reports, financial reports, reports from human resource, district plans (Accountability Plan, CLRP, MSIP, CSIP, etc).
- ▶ The PDK Curriculum Management Audit used five standards against which to compare, verify, triangulate and comment upon St. Louis Public Schools existing curricular management practices.

Standards

- **Standard 1:** The School district demonstrates its control of resources, programs and personnel. A curriculum is centrally defined and adopted by the board of education.
- **Standard 2:** The school district has established clear and valid objectives for students.
- **Standard 3:** The school district demonstrates internal consistency and rational equity in its program development and implementation.
- **Standard 4:** The school district uses the results from system-designed and/or adopted assessments to adjust, improve or terminate ineffective practices or programs.
- **Standard 5:** The school district has improved productivity.

Audit Results

- ▶ In August 2010, the final report was presented.
- ▶ There were 5 major recommendations from the Audit, with 82 sub-recommendations that address all areas of the organization.

Five Significant Recommendations

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



PDK Work Plan Group

Academic Office: Curriculum Management Plan

- ▶ Of the 5 recommendations made by the audit team, a decision has been made to focus intensely on the second recommendation, which is restated below:
 - 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 supervision capacity.
- ▶ Members of the Academic Team (curriculum, special education, ESOL, gifted education, career technical education and professional development) are developing a Curriculum Management Plan.



PDK Work Plan Group

Academic Office: Curriculum Guides

- 165 SLPS curriculum guides were reviewed during the audit process. 85 curriculum guides were reviewed for Advanced Placement courses.
- An internal review is being undertaken to determine if all the curriculum guides are currently being used by SLPS and/or if the course(s) are being offered in the district.
- Curriculum guides were rated on 5 specific criterion and could receive a score as high as 15 points; 12 points was the standard set for a guide to be considered of sufficient quality to guide instruction.



PDK Work Plan Group

Academic Office: Curriculum Guides

- ▶ The five criterions are:
 - Clarity and specificity of objectives;
 - Congruity of the curriculum to the assessment process;
 - Delineation of the prerequisite essential skills, knowledge and attitudes;
 - Delineation of the major instructional tools and
 - Clear approaches for classroom use.



PDK Work Plan Group

Academic Office: Curriculum Guides

- ▶ Curriculum Guides receiving a score less than 11 will be re-written. Curriculum guides receiving a 12 or more will be slightly re-written to receive the highest score possible—15.
- ▶ Members of the Academic Team are being trained in the writing of curriculum guides.
- ▶ Members of the Academic Team are also designing a systematic format for all curriculum guides to be used in the district, with all the required components and criterion on which the curriculum guides were rated.
- ▶ It is anticipated that this work will be completed by the end of March 2011, with a selected team of end users identified to review and critique the work prior to professional development being conducted and implementation for the 2011-2012 school year.



PDK Work Plan Group

Process for Addressing 82 Sub-Recommendations

- ▶ A Work Plan document has been developed to address corrective actions to be taken over a period of time. For the most part, the following actions can be taken across all departments to move the District to an even more “systems” approach to educational improvement.
 - Develop policies
 - Write regulations/directives and guidelines
 - Create measures for enhanced accountability across the district at all levels
 - Develop processes and structures to move the district toward system thinking
 - Create a systemic plan of professional development and training for both certified and non-certified personnel
 - Design a public relations campaign/information sharing
 - Align budget to shift to a curriculum driven budgeting process



PDK Work Plan Group

Process for Addressing 82 Sub-Recommendations

- ▶ The protocol being used will address the following:
 - functions and actions to be taken by SAB and/or the Superintendent,
 - alignment to other district plans (e.g. Accountability Plan, Five-Year Financial Plan),
 - the level and order of priority (high to low),
 - the anticipated duration of actions and tasks to be completed (addressed in terms of months),
 - responsible department(s)/owner(s),
 - internal or external support needs and
 - estimated implementation costs (one time and/or recurring costs).

Cost of Recommendation

- ▶ Any anticipated costs to implement the recommendations from the Curriculum Management Audit will be addressed in the 2011–2012 budget and subsequent budgets over the next several years.

Summation (Advantages to be Realized)

- ▶ Addressing the recommendations will assist district leaders in building an educational system of interlocking subsystems.
- ▶ Designing curriculum driven budgets will provide adequate support to educational programs.
- ▶ Providing quality curricula will provide for a strong foundation for educational programs.
- ▶ Providing professional development for all personnel will allow staff to do their jobs more effectively.
- ▶ Providing for a personnel evaluation system that reflects the board's goals for student achievement.
- ▶ Differentiating resources will address issues of equity and will help students be successful.
- ▶ Providing a process for ongoing evaluation of programs to determine their effectiveness and whether they a modified, continued or eliminated on their merits.
- ▶ Using data to drive decisions is a must—leading to improved student achievement and closing of the achievement gap.