

WAKE COUNTY BOARD OF EDUCATION COMMITTEE OF THE WHOLE

2008-09 STRATEGIC DIRECTIVES

- (X) LT Focus on Learning and Teaching
- () RRT Retain, Recruit, and Train High Quality Employees
- () SS Develop and Implement Systems and Organizational Structures to Support Schools, Ensure Accountability, and Engage the Community
- () FA Expand Fiscal Accountability

SUBJECT/TOPIC

INDIVIDUAL SCHOOL AUDIT MODEL

DEPARTMENT, BOARD/STAFF LIAISON(S), AND ANY PRESENTERS FROM OUTSIDE THE DISTRICT

Donna Hargens, Chief Academic Officer

METHOD

Staff will present general information regarding the CMSi Individual School Audit Model.

BACKGROUND

A Curriculum Management Audit was conducted in the Wake County Public School System during the 07-08 school year. A Curriculum Management Audit is a structured approach to organizational analysis, policy direction, curriculum quality and equity, and system use of feedback to determine school district effectiveness in promoting student educational achievement for all students. The audit report provided the district with 8 recommendations and 117 specific recommended actions as "blueprint" for improvement.

The Individual School Audit is a diagnostic process designed to reveal the extent to which a school, in conjunction with the district, has developed and implemented an approach that will result in high student achievement. Data about the current operation of the school is compared to a set of CMSi-designed standards for schools with high student performance. Specific actions are then recommended by the audit team to be implemented.

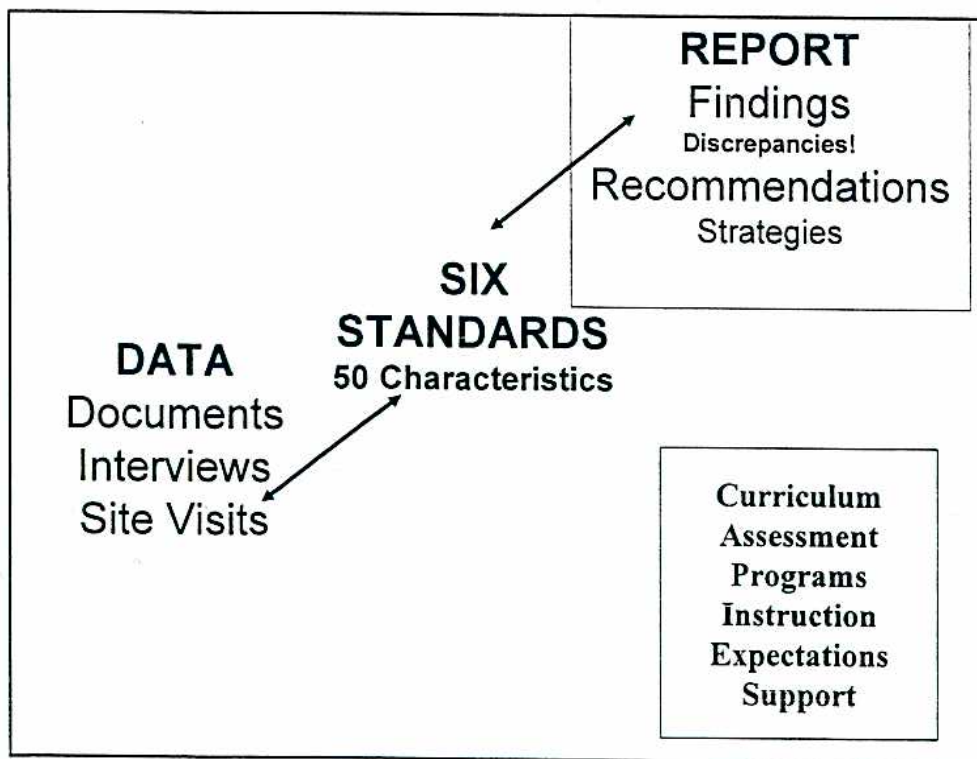
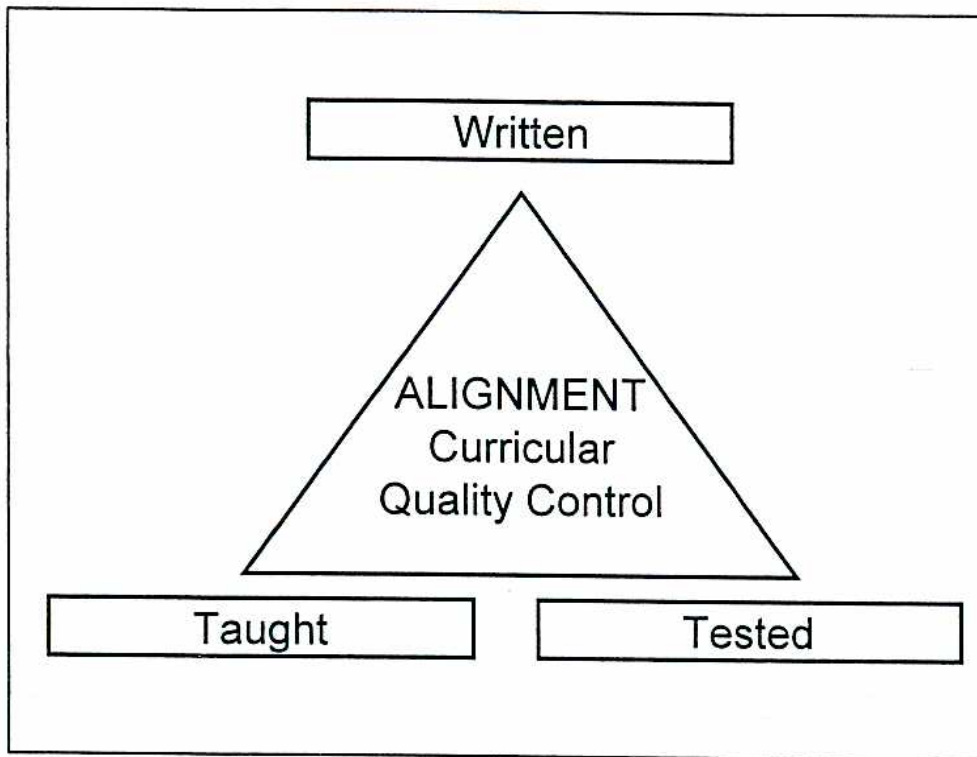
WCPSS staff members received training in the process in order to build the capacity within our system to conduct individual schools audits.

FISCAL IMPLICATIONS

N/A

BOARD ACTION/RESULTS EXPECTED

Approval of plans to support two schools in improving student achievement that include Individual School Audits is being recommended at the Board Meeting.



CMSi'S SIX STANDARDS

Standard One: Establish a Well-Crafted, Focused, Valid, and Clear Curriculum to Direct Teaching

Standard Two: Provide Assessments Aligned to the Curriculum

Standard Three: Align Program and Instructional Resources to the Curriculum and Provide Student Equality and Equity

Standard Four: Use a Mastery Learning Approach and Effective Teaching Strategies

Standard Five: Establish Curriculum Expectations, Monitoring, and Accountability

Standard Six: Institute Effective District and School Planning, Staff Development, Resource Allocation, and Provide a Quality Learning Environment

CMSi'S SIX STANDARDS AND 50 ESSENTIAL CHARACTERISTICS OF HIGH PERFORMING SCHOOLS	
Standard One: Establish a Well-Crafted, Focused, Valid, and Clear Curriculum to Direct Teaching	
D	1. Embed External Assessment Target Objectives in the Written Content Standards and Link Them to State Standards: There is a written set of district curriculum content standards which embed all external assessments administered to students and are linked to state standards/expectations for every grade/instructional level and course offered.
D	2. Have Clear and Precise District Curriculum Objectives—Content, Context, and Cognitive Type: The district curriculum objectives, aligned to external assessment objectives, provide <u>clearly specified</u> content (skills, knowledge, concepts, processes, attitudes, etc.) to be learned; the context in which the learning must be demonstrated, including the test format; the appropriate cognitive level to be mastered; and the standard of performance—the degree of mastery required.
D	3. Deeply Align Objectives from External Assessments: Objectives based on external assessments are placed (embedded) in the curriculum in a “deeply aligned” manner (content, context and cognitive type).
D	4. Sequence Objectives for Mastery Well in Advance of Being Tested: Objectives are placed in the sequence of learning at least six months to a year before the student must first demonstrate mastery on the external test.
D	5. Provide a Feasible Number of Objectives to be Taught: There is a feasible number of objectives to be learned so that students can master the objectives. A time range for each is noted. District time allocations for all subject areas/courses are in place from which to compare feasibility.
D	6. Identify Specific Objectives as Benchmark Standards: Some of the objectives have been identified as district benchmark standards to be used for learning progress feedback, program evaluation, curriculum redesign, promotion, etc.
D	7. Place Objectives in a Teaching Sequence: The objectives are developed in a teaching sequence, rather than the order of state standard/framework strands, and presented to teachers in this same manner.
S	8. Provide Access to Written Curriculum Documents and Direct Objectives to be Taught: The school-based administrators and teachers have in their possession current curriculum and instructional documents (e.g. scopes and sequences, course of studies, guides) for all curricular areas. Policy directs teachers to teach to the objectives, and administrators to monitor their implementation.
D	9. Conduct Staff Development in Curriculum and Its Delivery: School-based staff members receive quality training on the curriculum scope and sequence, and the use of curriculum documents.
P=Priority characteristic; D=District Preferred Level; S=School Preferred Level; C=Classroom Preferred Level	

Standard Two: Provide Assessments Aligned to the Curriculum	
D	10. Develop Aligned District Pre/Post Criterion-Referenced Assessments: For each objective there are criterion-referenced assessment items aligned by content, context, and type of cognition. From these items the district has secure district level pre-post assessments aligned to each district objective and external assessments. Practice assessments are also available. All assessment items for each objective are equivalent/parallel. These tests will be given to students at the appropriate instructional level.
D	11. Have a Pool of Unsecured Test Items by Objective: The district staff provide multiple equivalent (unsecured) probe criterion-referenced assessments for each objective. These are provided to teachers for use in diagnosing prerequisite skills, acquisition, and mastery of the objectives.
D	12. Establish Secured Performance Benchmark Assessments: Secured performance benchmark tests that assess the benchmark content objectives for each grade level/course are in place. These are administered as pre/post tests at the beginning and near the end year of the students' school year or at the end of each grading period. (Ties to Characteristic 6)
D	13. Conduct Assessment Training: There is adequate training provided in the classroom use of aligned assessments for directing classroom teaching
C	14. Use Assessments Diagnostically: Teachers use the assessments to gain diagnostic data of student learning on the objectives (prerequisite skills acquisition, and mastery); program assessment; and to direct instruction.
S	15. Teach Students to be "Test Wise." Teachers teach students test-taking skills that are aligned to the type of high-stakes tests being administered at the national, state, and district level.
S	16. Establish a Reasonable Testing Schedule and Environment: The district staff and school provide a reasonable schedule of testing as well as a proper physical setting for all assessment situations.
D	17. Disaggregate Assessment Data: District assessments as well as external assessments are disaggregated by student, teacher, course/class/grade level, gender, race, socio-economic level, and primary language, and data are used in making program and classroom decisions.
C	18. Maintain Student Progress Reports: Teachers maintain individual student progress reports by district objectives; students and parents are knowledgeable about the student's progress on such objectives.
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Standard Three: Align Program and Instructional Resources to the Curriculum and Provide Student Equality and Equity	
S	19. Align Programs with the Curriculum to Ensure Congruity: All formal and informal programs are investigated as to their alignment to the district curriculum objectives and modifications made to ensure high alignment.

S	20. Use Research and Data that Document Results to Drive Program Selection, and Validate Implementation of Programs with Action Research: Programs selected for use are research and data-driven. Further, the school staff members collect their own action research on the programs selected.
S	21. Evaluate Programs to Determine Their Effectiveness in Strengthening Student Achievement of Curriculum Objectives: Programs are evaluated to determine effectiveness in attaining student achievement on the curricular objectives.
D	22. Align Textbooks and Instructional Resources to the District Curriculum Objectives and Assessments in Both Content and Context Dimensions: The District staff have a process to ensure that textbooks and instructional resources are aligned to district objectives and assessments as well as external assessments. Analysis includes deep alignment both at the content and context levels.
S	23. Use Technology in Design or Selection Procedures to Assure Strong Connections to System Learning Expectations and Feedback: Technology software is designed or selected based on strong alignment to the content, context, and cognitive type of the district objectives and assessments and its potential to enhance the quality of instruction and learning.
D	24. Provide Training on Use of Instructional Resources and Their Alignment with System Curriculum Objectives (Content, Context, Cognitive Type): Staff members have been provided quality training on the use of instructional resources in alignment with district objectives--focusing on the content, context, and cognitive type of the objectives (or external assessments).
C	25. Select or Modify Instructional Resources for Lessons to Ensure Full Alignment with System Objectives and Tested Learning: Teachers select or modify instructional resources for lessons to ensure 100% alignment with the content and context of the district objectives and assessments including external assessments.
S	26. Place Student in Programs and Activities in an Equitable Manner and with Equal Access to the Curriculum: Students are placed in programs/activities in an equitable matter with equal access to the curriculum.
S	27. Implement Effective Programs and Strategies with English Language Learners: Effective programs and strategies for working with students whose primary language is not English are in place to focus on vocabulary development and reading comprehension approaches.
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Standard Four: Use a Mastery Learning Approach and Effective Teaching Strategies	
D,S, C	28. Implement a Mastery Learning Model: School-based administrators and all instructional staff have been trained on the mastery learning model and use it.
C	29. Align Teaching to the Curriculum: Teachers and other instructional staff align their teaching to the content, cognitive type, and in the context specified by the district curriculum objectives and assessments and external assessments especially if the district objectives do not have this type of precision.

C	30. Provide Differentiated Curriculum and Instruction as Well as Differentiated Time to Learn: Teachers and other instructional staff modify their instruction to provide objectives at the right level of difficulty for each student based on on-going diagnostic assessments, provide differentiated instruction based on student learning needs, and teach prerequisite knowledge as needed. Teachers and other instructional staff provide differentiated time for students to master the objectives, recognizing that students learn at different rates.
C	31. Provide Practice to Master the Curriculum: Teachers and other instructional staff teach to individual student mastery of the objectives providing ample practice opportunities over time to provide for both short- and long-term mastery.
C	32. Use Effective Instructional Practices: Teachers have high engagement rates for all students and use a variety of effective instructional practices such as: smooth, efficient classroom routines; clear and focused instruction; brisk instructional pace and smooth transitions between activities; effective questioning techniques; feedback and reinforcement regarding their learning progress; practices that promote student success in classroom interaction; comparing, contrasting, classifying, and using analogies and metaphors; using nonlinguistic representations; providing for active engagement of students; high but realistic expectations for student learning and their own instructional practices, and so on.
C	33. Use Powerful Vocabulary Development Strategies: Teachers and other instructional staff purposefully incorporate powerful vocabulary development strategies throughout their teaching. .
C	34. Establish ILPs for Low-Achieving Students: Individual Learning Plans (ILPs) are developed for students who are underachieving, as indicated by test data. Low quartile students and/or "bubble" students are provided intensive assistance to remediate deficiencies.
Standard Five: Establish Curriculum Expectations, Monitoring, and Accountability	
D, S, C	35. Provide for High Expectations for Achievement for Each Student: The superintendent, senior officers, school-based administrators, and instructional staff articulate strong expectations for high student achievement for each student.
D, S	36. Provide for High Expectations for Achievement for Each Student: The superintendent, senior officers, school-based administrators, and instructional staff articulate strong expectations for high student achievement for each student.
S	37. Visit Classrooms and Provide Follow-up: The principal and other school-based administrators visit each classroom at least twice a week to monitor curriculum design and delivery alignment.

Standard Five: Establish Curriculum Expectations, Monitoring, and Accountability (continued)	
S	38. Use Disaggregated Data in the Decision-Making Process: Principal monitors teacher use of all test data and has disaggregated data appropriately for teachers' use in decision-making.
D	39. Focus Staff Appraisal on Professional Growth: The staff appraisal/evaluation process focuses on the professional growth of staff in the accomplishment of high student achievement.
Standard Six: Institute Effective District and School Planning, Staff Development, Resource Allocation, and Provide a Quality Learning Environment	
D	40. Develop a District Planning Process That Is Strategic In Nature and provides Guidance for the Development of District and School Long-Range Plans: Planning efforts within the system provide the strategic vision for where the district is headed; utilize available data projections for the future; incorporate long-term budget implications; and inform the development of district, department and unit plans.
D	41. Create and Implement a Singular, Focused, Multiyear District Plan That Incorporates Change Strategies for Higher Student Achievement: Planning is built into one comprehensive district improvement plan that consolidates all planning efforts. The plan focuses on two or three academic goals for multiyear periods of time. The plan incorporates effective change strategies, including professional development endeavors.
S	42. Align School Plans to the District Plan: The school plan is aligned to a focused district-wide plan for increased student achievement and takes into account local contextual requirements.
D, S	43. Implement Aligned Teacher Training to Reach District and School Goals: Teachers receive and participate in on-going training as part of reaching the goals in the district and School Improvement Plans.
D	44. Implement Aligned Administrative Training Aligned to Curriculum and its Assessment and District Plan Priorities: Principal and other school-based administrators receive and participate in on-going training directly related to curriculum design and delivery, curriculum monitoring, and student and curriculum assessment and district and School Improvement Plan implementation.
D,S	45. Provide Differentiated Staff Development: Staff development is differentiated for staff and built around the CMSi staff development criteria.
D, S	46. Link Resource Allocations to Goals, Objectives, Priorities, and Diagnosed Needs of the System: The district and school budgets are built after the planning and illustrate how moneys have been distributed to focus on the changes/goals of the district and school plans.
D, S	47. Provide Qualified and Adequate Personnel: There are qualified and adequate school personnel in each position.
S	48. Remove Incompetent Staff or Help Them Achieve Satisfactory Functioning: Marginal staff either are coached to satisfactory performance or contracts not renewed.

D,S	49. Provide a Quality Learning Environment: There is a productive learning environment focusing on improving student achievement for all students.
D	50. Provide Quality Facilities: Facilities are well maintained, clean, and adequate to support creative and innovative approaches to teaching and learning.
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