

**ARLINGTON INDEPENDENT SCHOOL DISTRICT
Financial Futures Committee
February 26, 2013
6:30 pm, Mac Bernd Professional Development Center**

WELCOME.....Dan Malone
Chairperson

OVERVIEW OF CURRICULUM AUDIT.....Dr. Kevin Singer
Lead Auditor, Curriculum Management Systems, Inc.

STAFFING PROTOCOL FOR COURSE OFFERINGS.....Michelle Wilmoth-Senato
Area Superintendent

COMMITTEE INPUT ON PROTOCOL FOR COURSE OFFERINGS.....Dan Malone
Cindy Powell
Michelle Wilmoth-Senato

COMMITTEE DISCUSSION – NEXT STEPS.....Dan Malone
Cindy Powell



Arlington Independent School District: Financial Futures Committee

An Introduction to the Curriculum Management Audit

Texas Association of School Administrators
Dr. Kevin Singer
February 25, 2013



The Content of this Presentation

- The audit team
- Audit standards and data
- The audit lens and conceptual model
- Alignment
- The Arlington ISD Audit



The Curriculum Audit Team

- 18 auditors from eight states in the United States
- Collectively, they have worked on more than 225 audits in the U.S. and other countries
- All have extensive educational backgrounds



Audit Standards

- 1) CONTROL
- 2) DIRECTION
- 3) CONNECTIVITY and EQUITY
- 4) FEEDBACK
- 5) PRODUCTIVITY



Data Sources of the Audit

- Documents
(Policies, plans, curriculum guides, linkage documents, assessment reports, organizational performance, etc.)
- Interviews
(Board Members, Administrators, Teachers, Parents, Patrons)
- School Site Visitations



The Curriculum Audit

- Is a highly structured, intensive examination of selected functions in a school system
- The school system is the unit of analysis
- Curriculum is neither designed nor delivered in a vacuum, but in a human organization called a school system



The Arlington ISD Audit

- Alignment to TX, US, AP/IB, International Standards (content, context, cognition)
- Scope and Quality of Arlington curriculum (clarity, specificity, feasibility)
- Internal Consistency & Congruity (objective activity, assessment contexts, prerequisite skills, resources, teaching strategies)
- Alignment of Curriculum Delivery to Curriculum Design (classroom artifacts, cognitive types, calibrated classroom objectives, best instructional practice)



Six Auditor Principles

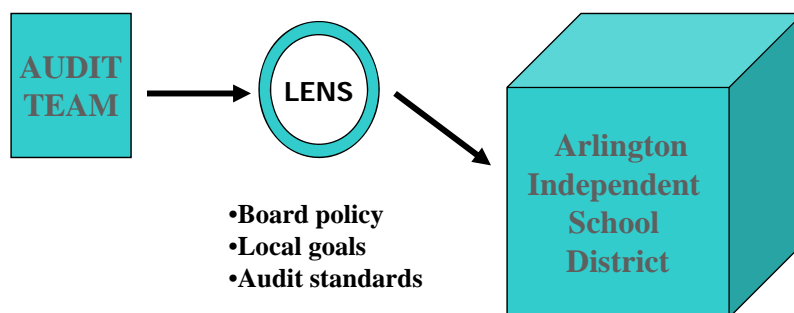
1. **Technical Expertise**
Actual experience in conducting the affairs of a school system at all levels audited.
2. **The Principle of Independence**
No vested interest in the findings or outcomes of the audit.
3. **The Principle of Objectivity**
Evidence observable and verifiable. Facts of the audit must be triangulated by the auditors.

Six Auditor Principles (cont.)

4. **The Principle of Consistency**
The same methods from one audit to the next.
5. **The Principle of Materiality**
Authority to select that which is important from that which is not.
6. **The Principle of Full Disclosure**
All relevant information to the users of the audit.

The Audit Team's Lens

The influence of local control of schools

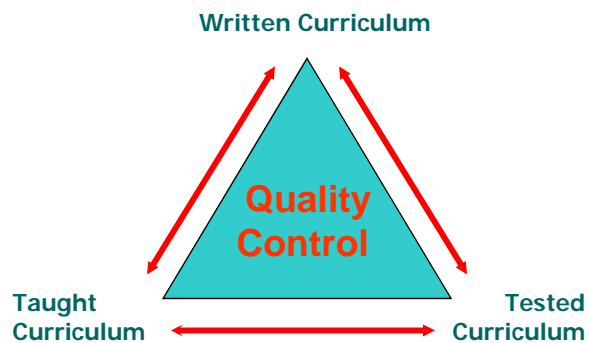


Three elements of Quality Control

- (1) a **written curriculum** that can be translated into the work of teachers in classrooms,
- (2) a **taught curriculum** shaped by the written curriculum, and
- (3) a **tested curriculum** consisting of the assessment tools of pupil learning which are linked to both the taught and written curricula.

The Conceptual Core

The Core of the Audit is Quality Control



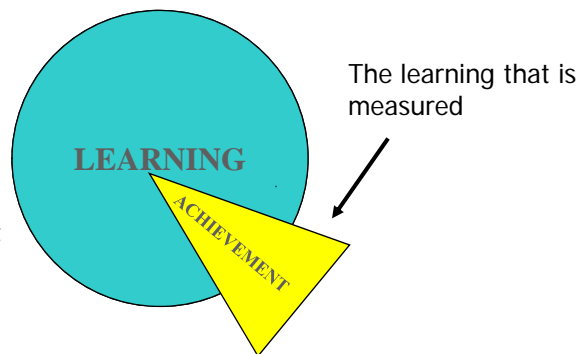
What Makes a Difference

- The essence of quality control is the capability of the school system to bring into congruence the written, taught, and tested curricula
- Because, by bringing them into congruence, the system teaches more of what it tests
- 30 years of research says children do better when taught what is tested than not
- No amount of exemplary instruction is a substitute for teaching the “right stuff.”

Knowing the Difference

Between learning and achievement:

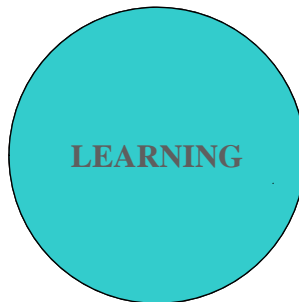
New learning programs will not improve achievement unless they include content via deep alignment that is tested



Knowing the Difference

Between learning and achievement:

New learning programs will not improve achievement unless they include content via deep alignment that is tested



The learning that is measured



Improving Assessment Results

... is an application of transfer theory which today is simply called:

ALIGNMENT

Two Levels of Alignment

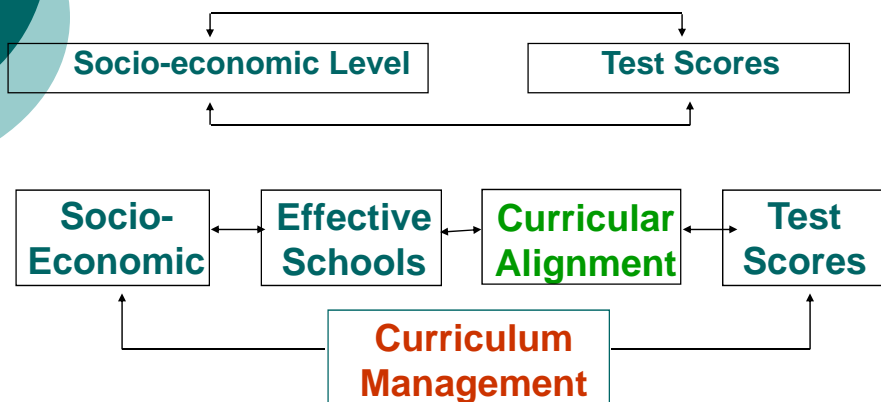
Topological alignment

Sometimes called surface alignment, it means matching teaching and curriculum with the content, context, and cognitive types of the test.

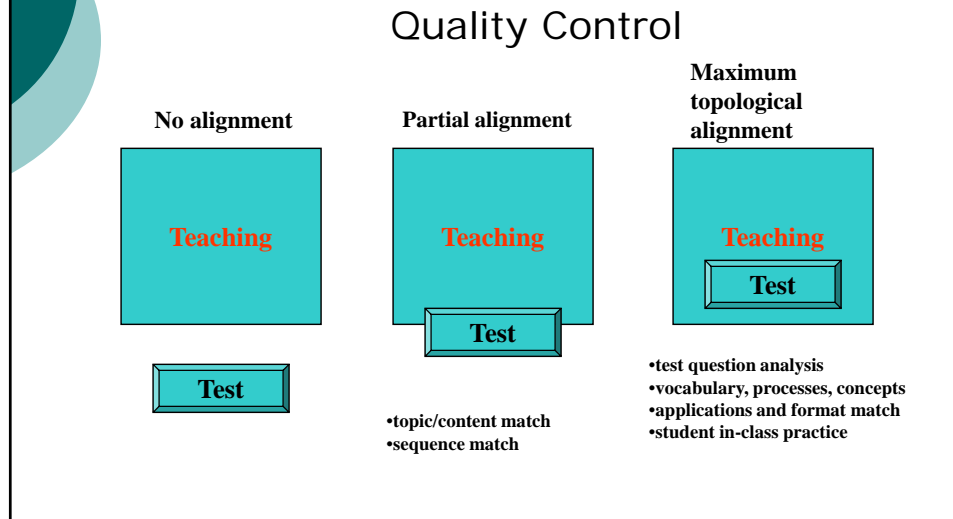
Deep alignment

Means matching teaching and curriculum with the content, context, and cognitive types of current and *future* forms of the tests.

Breaking the Cycle of Socio-Economic Determinism with Curriculum Alignment



What Is Complete Alignment?



Deep Alignment:

- Alignment of the taught and written curriculum, using derivative methods, with current and future forms of the tests in use in all three dimensions:
 - Content
 - Context
 - Cognitive type



Case Study: After One Year of Deep Alignment

“Curriculum alignment, when used in a large metropolitan school district, had a significant positive effect on the student achievement of ALL third graders (n=4,000) in mathematics. This is evident by the overall significant NCE mean score gains of ALL matched third graders, who performed above one year’s gain on the Iowa Test of Basic Skills”

Felicia Moss Mitchell, 1998



More Importantly...

Alignment assures all students are prepared for every external test in use, all the time—the doctrine of “no surprises.” Test preparation is an integral part of the curriculum, and are built into its design.



The Audit

- Deficit report
- It's not a celebration that the train runs on time. The trains are supposed to run on time.
- The recommendations are the auditors' best thinking on how to ameliorate the findings.
- The report will be finalized by June 2013.
- **Thank you for your hospitality.**

Financial Futures Committee

February 26, 2013



Graduation Plans

***Achieve Today. Excel
Tomorrow.***



Minimum Graduation Plan

Curriculum Area	Required Number of Credits
English	4
Math	3
Science	3
Social Studies	4
Health	.5
Physical Education	1.5
Technology Applications	1
Communication Applications	.5
Fine Arts	1
Languages	0
Electives	5.5
Total	24



Recommended Graduation Plan

Curriculum Area	Required Number of Credits
English	4
Math	4
Science	4
Social Studies	4
Health	.5
Physical Education	1.5
Technology Applications	1
Communication Applications	.5
Fine Arts	1
Languages	2
Electives	3.5
Total	26



Distinguished Achievement Graduation Plan

Curriculum Area	Required Number of Credits
English	4
Math	4
Science	4
Social Studies	4
Health	.5
Physical Education	1.5
Technology Applications	1
Communication Applications	.5
Fine Arts	1
Languages	3
Electives	2.5
Total	26



Distinguished Achievement Program

- All required courses for Recommended HSP
- Level I, II, and III of the same foreign language



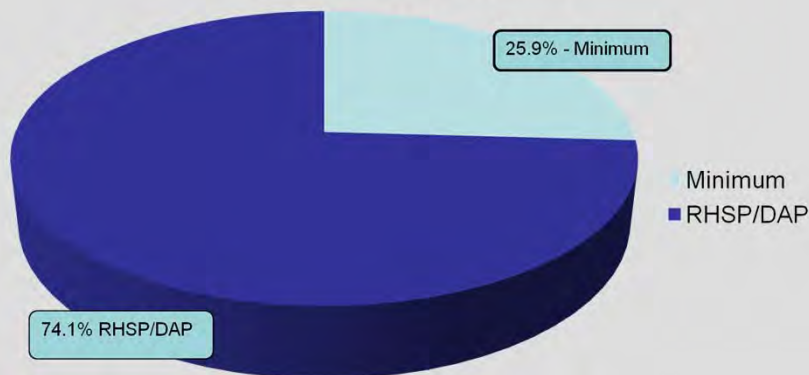
Distinguished Achievement Program

- **Four Advanced measures in any combination:**
 - Original research/project which is (<2):
 - Judged by a panel of professionals
 - Conducted under direction of mentor
 - Related to required curriculum
 - Score of 3 or above on AP/4 or above IB exam
 - PSAT qualification (National Merit Corporation)
 - Commended Scholar or higher
 - National Hispanic Scholar
 - National Achievement Scholarship Program for Outstanding Negro Students
 - Grade of 3.0 or higher on dual credit course



High School Programs

Graduation Requirement



Staffing Protocol

The purpose of a staffing protocol is to ensure equity among all campuses and programs and to maximize the District's resources in accomplishing the goal of educating all students in the most efficient manner.



Course Protocol

Guiding Questions:

- ***How do we determine new courses? (criteria)***
- ***Why do we have programs/courses? (justification)***
- ***How do we determine when we will change/eliminate a course?***
- ***What happens when a course that is valuable has a small enrollment?***
- ***What evaluation is conducted?***



How do we determine new courses?

Demand: student interest, course sequence, community/workforce needs

Value: acquisition of new skills, extended knowledge, alignment with 21st Century skills

Purpose: provide students with enhanced skills & knowledge that will promote opportunities for successful entrance into higher education and/or the workforce

•



Why do we have courses?

- Meet or exceed graduation requirements
- Alignment to the Strategic Plan
- Support student achievement
- Provides students a competitive edge in college & career readiness (including meeting business & industry needs)



Why do we have courses? (process)

- **Campus/Director submits New Course Proposal packet to Executive Director**
- **Committee Review & Determination**
 - Consisting of district administrators, campus administrators, teachers



How do we determine when we will change/eliminate a course?

- **Not aligned with the *Achieve Today. Excel Tomorrow.* Strategic Plan**
- **Change in demand: reduced student interest, community/workforce needs**
- **Financial / Facility impact**
- **Multiple courses that meet the same skill set**
- **Teacher availability within master schedule**



What happens when a course that is valuable has a small enrollment?

- **Consider need:**
 - Student interest
 - supports the *Achieve Today. Excel Tomorrow. Strategic Plan*
 - college & career readiness
 - 21stCentury skills
 - Career/workforce trends/demands
- **Course is part of a sequence or program**
- **Addresses a specialized need on campus, in the district or community**
- **Program in infancy**
- **Highly specialized curriculum**



What evaluation is conducted?

- **Review of enrollment**
- **Aligned to *Standards and Achieve Today. Excel Tomorrow. Strategic Plan***
- **Is a part of a sequence of study**
- **Students utilize specialized knowledge and skills gained as they enter the collegiate level or workforce**
- **Course relevancy to 21st Century skills**
- **Percent of successful course completers**
- **Student feedback**



Virtual Instruction

- **Texas Virtual School Network**
 - *80th Texas Legislative Session, Senate Bill 1788 established virtual school network to provide online courses for Texas students.*
 - *The TxVSN provides courses to supplement instructional programs*
- **Cost**
 - *Dependent on the course*
 - *Generally, \$300-400 plus materials*
- **Website:** <http://www.txvsn.org/portal/Home.aspx>



Texas Virtual School

- **Currently**
 - Offering Chinese I and II
 - Will add Chinese III in 2013-2014
- **Outcomes**
 - High rate of passing when students had regular support and monitoring from school personnel.
 - Students have taken AP courses and been successful



Texas Virtual School

- **Future**
 - Continue to offer as supplemental opportunities for students
 - Explore by piloting dual credit courses offered through TxVSN
 - Study possibility of AISD personnel creating online courses for student credit (ex. health)



Potential Outcomes

- **Analysis of best location for highly specialized classes**
- **Course Consolidation to fewer campuses if warranted**
- **Offering of options for TxVSN for low interest/enrollment classes**

