Richardson ISD
Curriculum Audit

Fall 2017
Audit Purpose

To improve student achievement we need to:

• Determine the quality and alignment of district curriculum to the state standards (TEKS)
• Determine the level of implementation of the curriculum in the district
• Determine alignment of assessments to the local curriculum
• Determine any needed processes for communicating curriculum and goals
Curriculum, Assessment, Instruction Alignment

- **Curriculum**: The what and how of instruction must align with what is essential to learn.
- **Students**: The system should align with student needs, ways of knowing/doing, etc.
- **Assessment**: What is assessed must align with what is essential to learn.
- **Instruction**: The what and how of assessment must align with the what and how of instruction.
Audit Framework

- Fenwick English
- Robert Marzano
- Wiggins & McTighe
- Curriculum Management Solutions
- Texas Center for District and School Support (TCDSS)
  - Region 10 developed tool for the state
What was included in the audit?

- Independent, external analysis
- Centered on curriculum and its use
- Reviewed within the context of RISD
  - Governance and Leadership
  - Learning and Curriculum Plan
  - Productivity and Resources
  - Equity and Equality
What was included in the audit?

- Review of curriculum policies
- Curriculum document review
- Focus groups
- Assessment review
- Report of findings
- Presentation of findings
Methodology

The Curriculum audit component includes analysis of seven standards:

- Coordination of Curriculum
- Articulation of Curriculum
- Monitoring of Curriculum
- Needs Assessment
- Curriculum Plan
- Supporting Curriculum Materials
- Professional Development
Findings: Governance and Leadership

- Dedicated RISD staff committed to providing quality curriculum
- RISD Management Plan outlines a process to research, evaluate, develop, and implement curriculum
- Evidence of tension between the time needed to write, revise, and maintain curriculum with the need to adequately train staff on the necessary curriculum components and its use
Findings: Governance and Leadership

- Exemplary and extensive curricular resources
- Comprehensive and detailed curriculum plan
- Coordinated, purposeful curriculum
- Lack of consistent curriculum implementation or monitoring of curriculum use
Findings: Curriculum and Learning Plans

• Curriculum management system that is available electronically
• Inconsistent file structure frustrates staff and adds to teacher confusion when accessing documents
• Curriculum documents well-organized with supportive timelines
• Complexity of RISD system makes using the curriculum challenging and frustrating
Findings: Curriculum and Learning Plans

- Research-based (Understanding by Design) curriculum model, however, most staff are unfamiliar with the purpose of the curriculum design or for components present within.
- Detailed *Know*, *Understand*, and *Do* found across units.
- Limited training for curriculum writers results in limited cohesiveness within and among units.
Findings: Curriculum and Learning Plans

• Unit and learning plans aligned to TEKS, with limited alignment to CCRS and ELPS
• Lack of consistency from subject to subject causes confusion on what to teach and when
Findings: Curriculum and Learning Plans

- Little planned redundancy of concepts with little to no differentiation or purposeful spiraling of rigor across course or grade level
Findings: Productivity and Resources

• Comprehensive assessment and data performance systems in place
• District-developed assessment items are aligned to standards within units
• Assessment creation vary greatly among course, subject and/or grade level
Findings: Productivity and Resources

- Systematic division of curriculum writing tasks among elementary and secondary with further subdivision to content-area team allows subject area experts to contribute to curriculum
- Lack of consistency across grade levels and subjects makes documents siloed
- Inconsistent vertical alignment and spiraling of content
Findings: Productivity and Resources

- District resources align to curriculum and support TEKS
- Many instructional resources available to assist teaching the curriculum, although they are not linked to curriculum units
- Lack of off grade-level resources create challenges for teachers to differentiate instruction
Findings: Equity and Equality

• Avenues present for teachers to provide feedback on curriculum and processes in place to revise
• District-wide materials available for on-level instruction, campus level materials vary
• Curriculum implementation and monitoring of use varies across subjects, grades, and campuses
Recommendations

- Develop an articulated curriculum philosophy with supporting documents
- Develop a strategic curriculum professional development plan
- Create a K-12 curriculum implementation monitoring plan
- Ensure curriculum has a planned and well-articulated spiraling of content rigor within and across units
Recommendations

• Develop a comprehensive vertical alignment
• Develop resources for off-level instructional materials
• Create a standardized approach for the development of unit assessments
• Develop a standard curriculum template with a standard naming system
Recommendations

- Establish a consistent and timely system for communicating changes and updates to the district curriculum
- Ensure all materials are ready for teacher use at start of school year
- Develop an Elementary Social Studies Curriculum
Recommendations

• Develop a three to five-year curriculum plan
• Continue to dedicate appropriate resources, including time and funding, to curriculum development and training for curriculum writers
General Recommendations

• Target only a few issues at a time
• Target what will produce maximum student achievement
• Create long-term processes that target systemic issues
Questions?