



# Curriculum Audit Review

An Independent examination of BCS Curriculum and Instruction  
conducted by International Curricula Management Audit Center of  
Phi Delta Kappa International



BIRMINGHAM  
CITY • SCHOOLS

December 13, 2011



# Overview of Presentation

- The Need for the Study
- Birmingham City Schools Strategic Plan
- Standards and Findings of Audit
- Recommendations from Audit
- Challenges
- Addressing the Challenges

# The Need for the Study

- Requested by **BCS Superintendent**
- **Goal:** To get a clear picture of the current academic condition of the District. The focus areas were teaching, curriculum, learning and leadership.
- **Purpose:** To determine if a sound, valid, and operational system of curriculum management has been developed.
- **Date:** December 6-10, 2010
- **Data Sources:** Interviews, Documents, and Site Visits

# BCS Strategic Plan



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# Standards used by the Audit

- **Standard 1:** The School District Demonstrates Its Control of Resources, Programs, and Personnel
- **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

# General Findings: Standard 1

Findings	Birmingham City Schools Status	Timeline
<p>1.1 The district leadership has not demonstrated effective control of policy, planning, resources, curriculum, and communication necessary to positively influence educational outcomes.</p>	<ul style="list-style-type: none"> <li>BCS is currently identifying policies for review</li> <li>BCS is exploring ways to comprehensively review various series of policies (example AASB)</li> <li>BCS will create a process /timeline/matrix for continual policy review</li> <li>BCS will identify policies that have an automatic renewal embedded in the policy.</li> <li>Share policy updates via newsletter, District Web, BCS News and Notes, and other means of communication.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning Implementation</li> <li>Full Implementation 9/20/2011 (See attachment 1.1A &amp; 1.1B)</li> <li>Full Implementation 9/20/2011</li> <li>Planning Stage Only (See attachment 1.1A)</li> <li>Beginning Implementation</li> </ul>



# General Findings: Standard 1

Findings	Birmingham City Schools Status	Timeline
1.2 Board policies are inadequate to provide a framework for local curriculum management and quality control	<ul style="list-style-type: none"><li>• See Finding 1.1</li></ul>	<ul style="list-style-type: none"><li>• Beginning Implementation  (See Finding 1.1)</li></ul>





# General Findings: Standard 1

Findings	Birmingham City Schools Status	Timeline
<p>1.3 Plans and planning do not meet audit criteria in most instances. Planning guidance is inadequate, and planning is separated from the budgeting process, The District's Strategic Plan is incomplete, and school plans do not systematically reflect district planning goals and priorities.</p>	<ul style="list-style-type: none"> <li>• The BCS Strategic Plan is completed and has been placed on the web and disseminated.</li> <li>• BCS has initiated a plan to monitor and track implementation of the BCS Strategic Plan and Technology Plan</li> <li>• BCS Strategic Plan and Technology Plan will continue to be evaluated using a Balanced Score Card.</li> </ul>	<ul style="list-style-type: none"> <li>•Completed 12/2010</li> <li>•Beginning Implementation</li> <li>•Beginning Implementation</li> </ul>



# General Findings: Standard 1




Findings	Birmingham City Schools Status	Timeline
<p>1.4 The design of the table of organization is inconsistent with most principles of sound management and either omits organizational relationships or does not portray them accurately. Job descriptions are not required, inadequate, and do not match the organizational chart.</p>	<ul style="list-style-type: none"> <li>• Superintendent will present new organizational chart</li> <li>• BCS job descriptions will be reviewed for appropriate responsibilities and titles to meet the ever evolving needs of the system</li> </ul>	<ul style="list-style-type: none"> <li>•Beginning Implementation </li> <li>•Beginning Implementation </li> </ul>

# General Findings: Standard 1

Findings	Birmingham City Schools Status	Timeline
<p>1.5 Reviews of performance evaluations did not reveal the use of actual performance data. Therefore, evaluations do not comply with policy requirements to assess accountability against academic achievement expectations, nor do they provide a sound basis for improving staff performance.</p>	<ul style="list-style-type: none"><li>•BCS has revised the evaluation process to reflect EducateALABAMA</li></ul>	<ul style="list-style-type: none"><li>• Full Implementation 9/2009</li></ul>



# General Findings: Standard 2

Findings	Birmingham City Schools Status	Timeline
<p>2.1 The district has no comprehensive curriculum management plan in place that guides the design, delivery, and evaluation of curriculum. Current curriculum management practices do not meet audit criteria</p>	<ul style="list-style-type: none"> <li>BCS Curriculum and Instruction Department is developing and documenting a management plan.</li> <li>BCS Curriculum and Instruction Department is currently working in curriculum teams that are content centered (PLC Teams)</li> <li>BCS Curriculum Teams will review 7000 series policy</li> </ul>	<ul style="list-style-type: none"> <li>Beginning Implementation </li> <li>Full Implementation 10/2010 </li> <li>Beginning Implementation </li> </ul>

# General Findings: Standard 2

Findings	Birmingham City Schools Status	Timeline
<p>2.2 Overall, the scope of the written curriculum K-12 is inadequate to guide instruction. Grades K-8 have 100 % adequacy. Courses in grade 9-12 have 100% adequacy in three of the four core areas. Overall, the district had 94.4 % adequacy in curricular coverage, but not all core curricular offerings had coverage.</p>	<ul style="list-style-type: none"><li>BCS will redesign High School Format</li></ul>	<ul style="list-style-type: none"><li>Full Implementation 05/2010</li></ul>



# General Findings: Standard 2

Findings	Birmingham City Schools Status	Timeline
<p>2.3 Curriculum guides are inadequate in quality and lack the necessary components to guide classroom instruction.</p>	<ul style="list-style-type: none"> <li>•Each content area is reviewing the current Curriculum Guides using the guidelines from the PDK Audit.</li> <li>•Curriculum Guides for content areas will be developed based on the Common Core Standards                             <ul style="list-style-type: none"> <li>•Reading K-5</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•Beginning Implementation</li> <li>•Planning Stage Only</li> <li>•Planning Stage Only</li> </ul>



# General Findings: Standard 3

Findings	Birmingham City Schools Status	Timeline
<p>3.1 Instructional delivery in Birmingham City Schools reflects neither district nor state expectations for instructional approaches and modes of student engagement. Classroom instruction is dominated by whole-group approaches. The auditors found no defined instructional model to guide teacher decisions.</p>	<ul style="list-style-type: none"> <li>• BCS Curriculum and Instruction Department is using the explicit instructional approach for instructional delivery.</li> <li>• BCS is partnered with ARI, AMSTI, and School Improvement to train teachers using Best Practices for instructional delivery via the PLC concept.</li> <li>• Development of Common Walkthrough Forms</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning Implementation</li> <li>• Full Implementation</li> <li>• Full Implementation (See 3.3)</li> </ul>



# General Findings: Standard 3

Findings	Birmingham City Schools Status	Timeline
<p>3.2 Achievement gaps among student subgroups have remained consistent over time. Secondary students are not served with equal effectiveness at all high schools, and based on current trends, over one-third of secondary students are expected to leave the system between ninth and twelfth grade. Students do not have equal access to programs and resources across the district.</p>	<ul style="list-style-type: none"> <li>• High schools in BCS are in the process of being re-designed using the Academies Model</li> <li>• The A+ College Ready Program is being reassessed and refocused</li> <li>• The CTE Department is refocusing efforts to:               <ul style="list-style-type: none"> <li>• Increase number of CTE completers</li> <li>• Pursue CTE Endorsement for graduates</li> </ul> </li> <li>• IB in one high school</li> <li>• All Schools focusing on ACT and SAT as benchmarks instead of AHSGE</li> </ul>	<ul style="list-style-type: none"> <li>• Full Implementation 1/2011</li> <li>• Full Implementation 8/2011</li> <li>• Full Implementation 8/2011</li> <li>• Beginning Implementation</li> <li>• Beginning Implementation</li> </ul>



# General Findings: Standard 3

Findings	Birmingham City Schools Status	Timeline
<p>3.3 Principals overwhelmingly report visiting classrooms and conducting walkthroughs. However, district expectations for monitoring the curriculum are not defined in documents, and effective monitoring occurs idiosyncratically across the district.</p>	<ul style="list-style-type: none"> <li>• BCS Principals are being trained on implementing effective walkthroughs via the PLC Process.</li> <li>• BCS Teachers are being trained on implementing effective walkthroughs.</li> <li>• Collaborative Teams facilitated by central office staff and lead by school principals have been organized into PLCs.</li> </ul>	<ul style="list-style-type: none"> <li>• Full Implementation 11/2010</li> <li>• Full Implementation 11/2010</li> <li>• Full Implementation 10/2010</li> </ul>



# General Findings: Standard 3

Findings	Birmingham City Schools Status	Timeline
<p>3.4 While there are adequate professional development opportunities in Birmingham City Schools, the professional development program is uncoordinated and insufficiently tied to demonstrated needs.</p>	<ul style="list-style-type: none"> <li>•BCS administrators and teachers are participating in PLCs.</li> <li>•A Professional Development District Team has been developed.</li> <li>•The development of a PD focus for each department</li> </ul>	<ul style="list-style-type: none"> <li>•Full Implementation 10/2010</li> <li>•Full Implementation 8/2011</li> <li>•Full Implementation 8/2011</li> </ul>



# General Findings: Standard 4

Findings	Birmingham City Schools Status	Timeline
4.1 The district lacks comprehensive student assessment and program evaluation planning to guide decisions for improving student achievement; the quality of the assessment system is inadequate.	•BCS is developing an RtI Framework.	•Beginning Implementation 2/2011



# General Findings: Standard 4

Findings	Birmingham City Schools Status	Timeline
4.2 The scope of the student assessment program is inadequate to provide sufficient data for instructional decision making.	<ul style="list-style-type: none"><li>•BCS is identifying opportunities for formative assessments</li><li>•BCS is currently using ThinkLink as its formative assessment tool</li></ul>	<ul style="list-style-type: none"><li>• Beginning Implementation</li><li>• Beginning Implementation</li></ul>



# General Findings: Standard 4

Findings	Birmingham City Schools Status	Timeline
<p>4.3 Student achievement results are generally inconsistent and do not show continual improvement over time. Student achievement overall is below state and national averages. Trends are mostly positive, but performance remains below state and national averages.</p>	<ul style="list-style-type: none"> <li>•BCS is developing an assessment plan for schools and for the district.</li> <li>•All Departments are reporting summative and outcome data</li> </ul>	<ul style="list-style-type: none"> <li>•Planning Stage Only</li> <li>•Full Implementation (See Data Presentation)</li> </ul>



# General Findings: Standard 4

Findings	Birmingham City Schools Status	Timeline
<p>4.4 Programs are not formally planned, monitored, or evaluated for effectiveness</p>	<ul style="list-style-type: none"> <li>•Partnerships with PARKA and UAB</li>   <li>•Development of Balanced Score Card</li> </ul>	<ul style="list-style-type: none"> <li>• Planning Stage Only (See Findings 4.1, 4.2, and 4.3)</li>   <li>• Planning Stage Only (See Findings 4.1, 4.2, and 4.3)</li> </ul>



# General Findings: Standard 5

Finding	Birmingham City Schools Status	Timeline
<p>5.1 The Birmingham City Schools budget is developed from projected enrollment, state allocations, and prior year spending and is neither programmatic not curriculum driven.</p>	<ul style="list-style-type: none"> <li>BCS has gone to a zero based budget.</li> <li>BCS Directors and Curriculum and Instruction Departments submit a budget based on the needs in the District.</li> <li>BCS will focus on PD and academic needs to drive the budget.</li> </ul>	<ul style="list-style-type: none"> <li>Full Implementation Fiscal Year 2011 and ongoing</li> <li>Full Implementation Fiscal Year 2011 and ongoing</li> <li>Full Implementation</li> </ul>



# General Findings: Standard 5

Finding	Birmingham City Schools Status	Timeline
<p>5.2 Facility planning does not meet audit criteria for adequacy. Facility quality varies between the new and newly-renovated schools and the older schools.</p>	<ul style="list-style-type: none"> <li>• Implementation of District 's CIP</li> <li>• BCS will use CIPs to study demographics and dealing with loss of student population and how this reflects funding</li> <li>• BCS will have a technology refresh in all schools regardless of timeline for facility reconstruction</li> </ul>	<ul style="list-style-type: none"> <li>•Full Implementation</li> <li>•Full Implementation Fiscal Year 2010</li> <li>•Full Implementation 12/2010</li> </ul>



# Recommendations

PDK Recommendation #1	What are we doing
<p>1. Establish organizational relationships, processes, and plans that promote effective management and hold staff accountable for student achievement and activities that support the design and delivery of instruction</p>	<p>1.1 :</p> <ul style="list-style-type: none"><li>• BCS is currently identifying policies for review</li><li>• BCS is exploring ways to comprehensively review various series of policies (example AASB)</li><li>• BCS will create a process /timeline/matrix for continual policy review</li><li>• BCS will identify policies that have an automatic renewal embedded in the policy.</li><li>• Share policy updates via newsletter, District Web, BCS News and Notes and other means of communication</li></ul> <p>1.4:</p> <ul style="list-style-type: none"><li>• Superintendent will present new organizational chart</li><li>• BCS job descriptions will be reviewed for appropriate responsibilities and titles to meet the ever evolving needs of the system</li></ul> <p>1.5:</p> <ul style="list-style-type: none"><li>• BCS has revised the evaluation process to reflect EducateALABAMA</li></ul>

# Recommendations

PDK Recommendation #2	What are we doing
<p>2. Develop and implement a comprehensive curriculum management system that: clearly delineates both short and long term goals; directs curriculum revision to ensure curriculum documents deeply align with high stakes assessments and support quality delivery; defines the instructional model district leaders expect teachers to follow in delivering the curriculum; and integrates staff development initiatives to ensure that teacher training supports the effective delivery of instruction.</p>	<p>This curriculum audit is currently an action step within the Academic Achievement priority section of the Strategic Plan.</p> <p>2.1</p> <ul style="list-style-type: none"><li>• BCS Curriculum and Instruction Department is developing and documenting a management plan.</li><li>• BCS Curriculum and Instruction Department is currently working in curriculum teams that are content centered</li><li>• BCS curriculum teams will review 7000 series policy</li></ul> <p>2.2</p> <ul style="list-style-type: none"><li>• BCS will redesign High School Format</li></ul> <p>2.3</p> <ul style="list-style-type: none"><li>• Each content area is reviewing the current Curriculum Guides using the rubrics from the PDK Audit.</li><li>• Curriculum Guides will be developed based on the Common Core Standards</li></ul>

# Recommendations

## PDK Recommendation #3

3. To provide for more effective use of data to support implementation of the curriculum and to improve student achievement, develop and implement board policies and a comprehensive student assessment and program evaluation plan that provide for the systematic collection, analysis, dissemination, and application of student achievement and program evaluation results.

## What are we doing

### 3.1

- High schools in BCS are in the process of being re-designed using the Academies Model
- The A+ College Ready Program is being reassessed and refocused
- The CTE Department is refocusing efforts to:
  - Increase number of CTE completers
  - Pursue CTE Endorsement for Graduates
- IB in one high school
- All Schools focusing on ACT and SAT as benchmarks instead of AHSGE

### 3.3

- BCS Principals are being trained on implementing effective walkthroughs via the PLC process.
- BCS teachers are being trained on implementing effective walkthroughs.
- Collaborative teams facilitated by central office staff and lead by school principals have been organized into PLCs.

### 4.1

- BCS is developing an RtI Framework.

### 4.2

- BCS is identifying opportunities for formative assessments
- BCS is currently using ThinkLink as its formative assessment tool

### 4.3

- BCS is developing an Assessment Plan for schools and for the District.
- All Departments are reporting summative and outcome data

### 4.4

- Development of Balanced Score Card
- Partnerships with PARKA and UAB

# Recommendations

PDK Recommendation #4	What are we doing
<p>4. Design and implement a budget planning process that is more programmatic in focus and includes strategies for effectively prioritizing expenditures and tightening the linkage between resources and results</p>	<p>5.1</p> <ul style="list-style-type: none"><li>• BCS has gone to a zero based budget.</li><li>• BCS directors and Curriculum and Instruction Department submit a budget based on the needs in the District.</li><li>• BCS will focus on PD and academic needs to drive the budget.</li></ul>

# Recommendations

PDK Recommendation #5	What are we doing
<p>5. Prioritize equity in every facet of managing curriculum and establish procedures for monitoring equity issues across the district. Connect equity for students with actions at all levels: district, building, and classroom, but especially with classroom teaching and learning.</p>	<ul style="list-style-type: none"><li>• BCS is currently having all administrators participate in PLCs</li><li>• HR / Comparability Reports show placement equity</li><li>• BCS is allocating resources carefully to ensure success of certain programs in certain schools as appropriate</li></ul> <p>5.2</p> <ul style="list-style-type: none"><li>• Implementation of District 's CIP .</li><li>• BCS will use CIPs to study demographics and dealing with loss of student population and how this reflects funding</li><li>• BCS will have a technology refresh in all schools regardless of timeline for facility reconstruction</li></ul>

# Recommendations

PDK Recommendation #6	What are we doing
6. Develop and implement a long range facilities plan	5.2 <ul style="list-style-type: none"><li>• Implementation of District 's CIP .</li><li>• BCS will use CIPs to study demographics and dealing with loss of student population and how this reflects funding</li><li>• BCS will have a technology refresh in all schools regardless of timeline for facility reconstruction</li></ul>

# Recommendations

PDK Recommendation #7	What are we doing
<p>7. Establish policy-directed planning processes that provide clear direction for district initiatives, improve connectivity and coordination of staff efforts, support school plans, and enhance the accomplishment of achievement goals.</p>	<p>There is current cross teaming that is taking place around the district as well as executive level meetings to ensure programs are run effectively.</p> <p>1.1</p> <ul style="list-style-type: none"><li>• BCS is currently identifying policies for review</li><li>• BCS will explore ways to comprehensively review various series of policies (example AASB)</li><li>• BCS will create a process /timeline/matrix for continual policy review (see 1.1A and B)</li><li>• BCS will identify policies that have an automatic renewal embedded in the policy.</li><li>• Share policy updates via newsletter, District Web, BCS News and Notes, and other means of communication</li></ul>

# Challenges

Birmingham City Schools faces several challenges that may hinder the ability to effectively address each recommendation

- Loss of federal funds
- Local financial funds are limited
- Teacher turnover
- Numerous teachers pursuing Alternative Certification
- Finding Highly Qualified teachers in high priority need areas
- School size
- Manner in which assessments are viewed

# Addressing the Challenges

- BCS will continue to build programs for sustainability.
- BCS will continue to seek partnerships, grants and outside resources to assist in the funding of initiatives
- BCS will continue to partner with colleges and universities in the area.
- BCS will continue to provide professional development to all staff based on the needs of the district.
- BCS will continue to have dialogue as well as plan to make assessments a part of the instructional process.

# In Conclusion

Birmingham City Schools is dedicated to student development, the development of the system as a global leader and the development of our students as global leaders.

***If your actions inspire others to dream more, learn more, do more and become more, you are a leader***

**John Quincy Adams**

**THANK YOU!**