



Beverly Hills School District: Academic Audit



GENERATION
READY

Partnering for School Success

Agenda

- Overview of the Beverly Hills Academic Audit
- Our Findings
- Recommendations
- Questions

Overarching Evaluation Question



How effectively does the curriculum promote student learning - engagement, progress and achievement?

The Academic Audit is designed to make it easier for schools/district to see:

- What they are doing well
- Where they need to develop and revise
- Implications for future action

Methods of Collecting Information

School
accountability
data from internal
and external
sources including
State Websites

Online surveys for
teachers, students
and parents

Classroom
observations using
our teaching
continuum

School Self Review plus discussion with the administration to provide
the focus and context for the Academic Audit

Focus group
meetings with
students, parents
and teachers

Looking at student
work, school
documentation

Interviews with
the administration
team

Information Sources

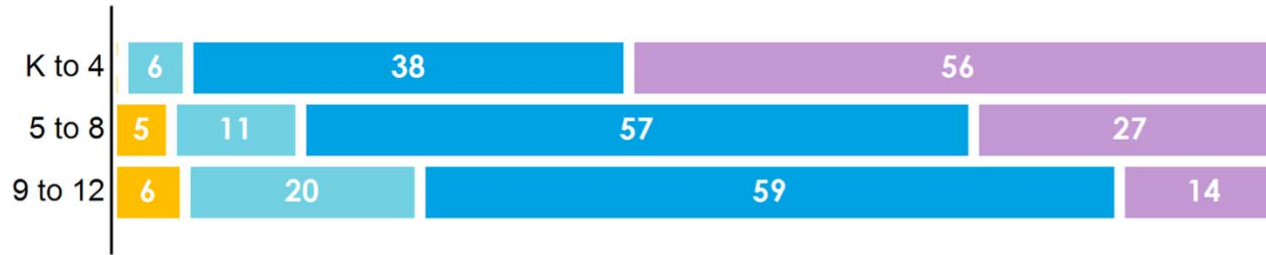
- 127 classroom observations
- Online Surveys
 - 171 Teacher responses
 - 421 Parent responses
 - 1,791 Student responses
- Focus groups
 - 6 Parent groups
 - 11 Student groups
 - 5 Technology interest groups
- Interviews
- Principals
 - TOSAs

What did we find?

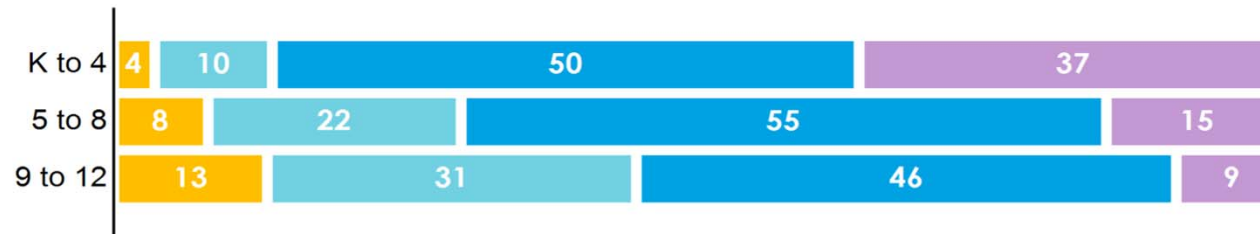
- Principals, teachers, parents and students who are proud of their school
- Strong community partnerships
 - 97% of teachers believed their schools valued parents' support
 - 88% of students said their parents were happy with their school
- Impressive Attendance and Graduation rates
- The professionalism evidenced by teachers in their commitment to working hard on behalf of their students
- Some excellent examples of teaching and learning
- Principals who were supportive of their staff, the audit process and committed to their students
- A strong infrastructure for technology

The students are happy

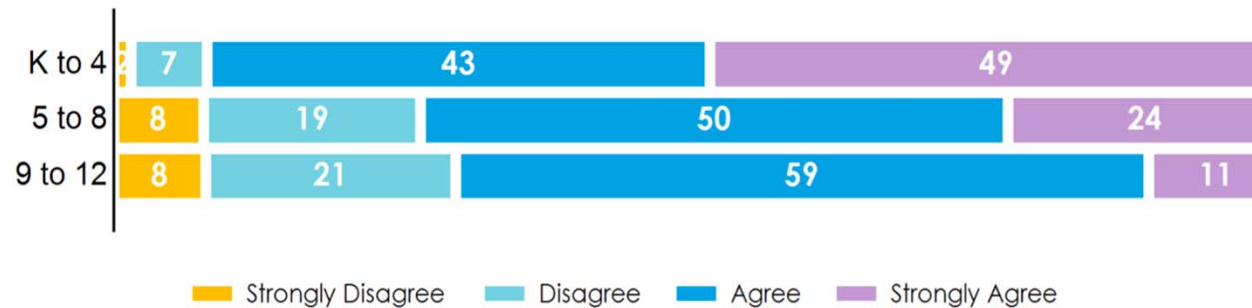
My parents are happy with my school. (%)



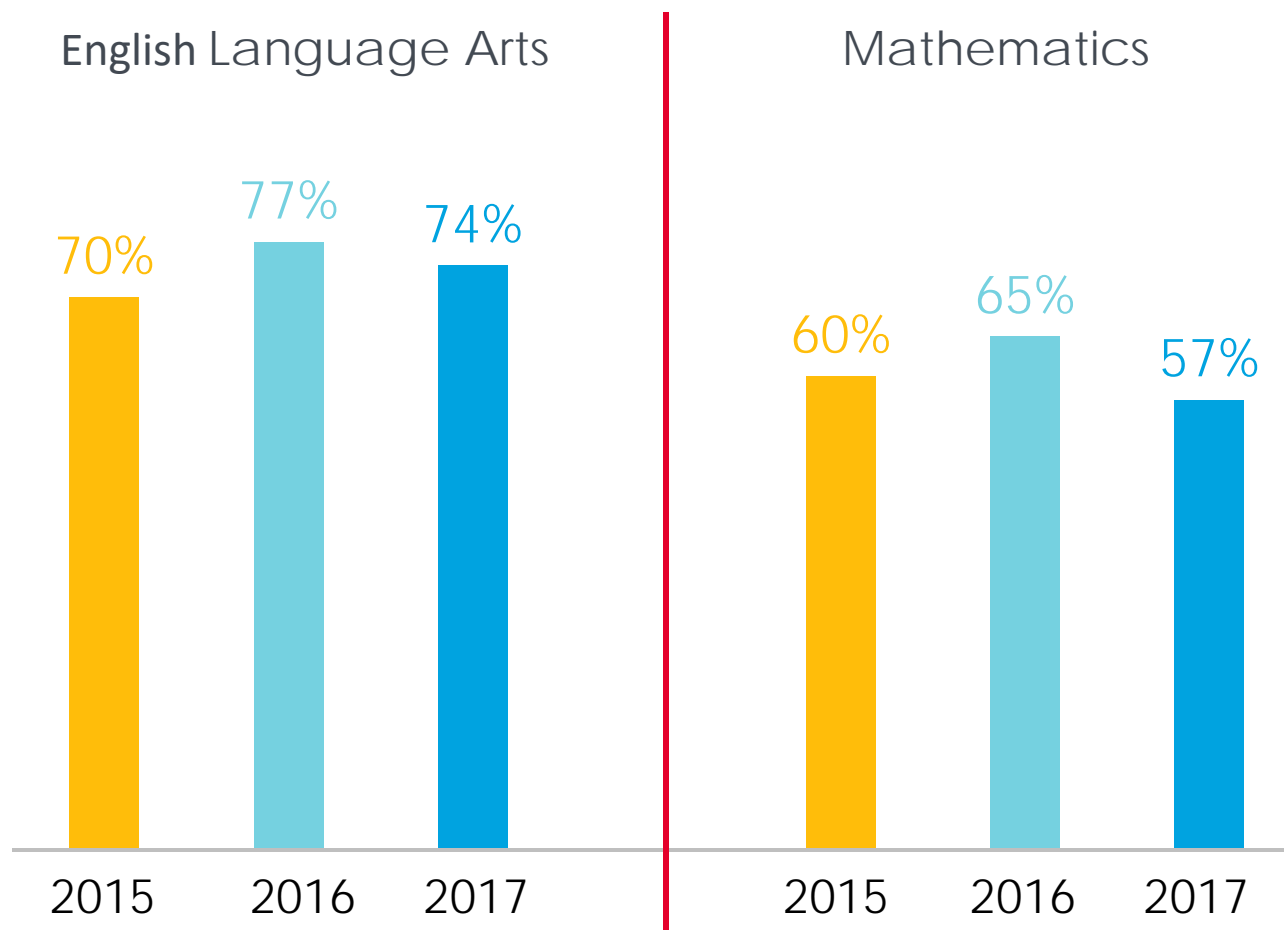
I look forward to going to school. (%)



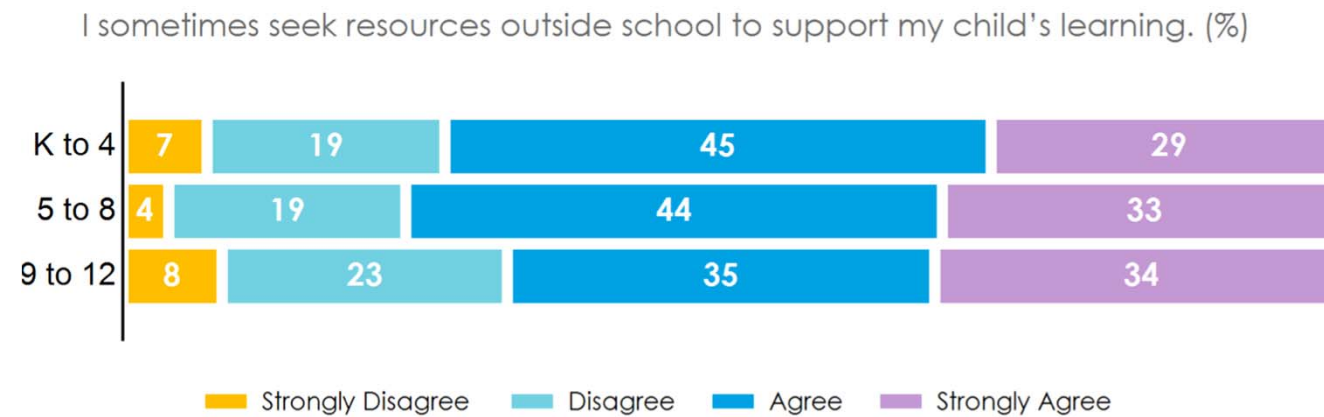
The principal and the other school staff try to make my school a place that students enjoy. (%)



District CAASPP Average 2015-2017



We also found...



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- Significant variation in instructional practice between schools, and, within schools. The most significant was around:
 - Student collaboration and discourse
 - Teacher questioning
 - Effectiveness of differentiation to meet student needs
- Assessment practices varied across schools and between teachers on the same grade and subject
- The limited professional development for teachers focusing on instructional goals results in a lack of coherence in the curriculum in terms of pacing, rigor and delivery modes
- Limited resources at the District level to support building initiatives

We also found...

- Concern about the lack of multiple entry points and range of Honors and Advanced Placement courses
- Limited career exploration in the elementary schools in the elective coursework offered

Moving Forward

The goal is to support consistent, comprehensive and improved pedagogical practice within and across schools while still allowing flexibility and innovation at the school level.

The district is in a strong place in terms of capacity both at district and school level

Recommendations

1. Develop a District-wide vision for effective teaching and learning
2. Develop district/school-wide assessment frameworks that include well-designed, authentic assessments that support instruction
3. Revise the Honors and Advanced Placement course offerings and structures to increase ranges and allow multiple entry point

Instructional Changes

1. Develop a District-wide vision for effective teaching and learning that includes:
 - ✓ Creating collaborative cultures that incorporate productive classroom (teacher-student, student-student) discourse
 - ✓ Adopting effective models of problem-based learning
 - ✓ Using challenging tasks, texts and problems, with less interventionist teacher practice.

Assessment Practices

1. Develop district/school-wide assessment frameworks that include well-designed, authentic assessments
 - a. Decrease the volume of assessments
 - b. Collaboratively develop performance-based tasks need to help students (and teachers) understand:
 - i. What high quality work looks like (examining examples and models of quality work)
 - ii. What criteria define quality work (rubrics) and how to compare and evaluate their own work against such criteria
 - iii. Support teacher collaboration around student work
2. Support schools in developing the infrastructure and plans for a Multi-Tiered Support System (MTSS) that includes targeted interventions for students identified as at risk

Structural Changes

1. Revise the Honors and Advanced Placement course offerings to increase the range and allow multiple entry points. This could include:
 - Honors Science or Social Studies in the Middle School
 - A combined ELA and Social Studies Honor course at the 8th grade
 - Introducing honor courses at the 3rd , 4th and 5th grades
2. Increase the use of multiple and relevant resources that move beyond student use of text books. Resources should include:
 - ✓ Extend the 1-1 technology initiative to the Middle and High schools. This will provide access to Open Educational resources.

Recommendations for Mathematics

- Pathways forward for Honors and Advanced Placement courses
 - 6th grade is an accelerated course,
 - Geometry in 8th grade
- Strengthening instructional strategies including using technology effectively
- District-wide vertical alignment of the curriculum
- College/career readiness opportunities for all students.

Changes this significant are unlikely to occur without equally significant investment in the knowledge and skills of educators along with necessary material support.

- Does the District have the resources to support the initiatives at the building level?

Suggested professional learning structures:

- Provide District led workshops and site-based, job-embedded coaching
- Establish lab sites as centers of excellence for focused inter-visitations
- Create hubs of learning
- Develop of schoolwide professional learning plans

Questions