



# Beverly Hills Unified Los Angeles County CA.

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## Professional Learning Partnership: Academic Audits

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## Executive Summary

Generation Ready is proposing to support Beverly Hills Unified in an Academic Audit of their District schools. All work will be aligned with the district goals and the engagement will be coordinated by Generation Ready's Senior Vice President, Bill McConnell and led by Generation Ready's Chief Academic Officer Sheena Hervey.

Generation Ready has been partnering with Districts for over 25 years providing support to schools to help ensure that every student has an effective leader, and teacher by focusing on improving student achievement through targeted professional learning. What makes our professional learning so successful is its placement in the context of the school -it is job-embedded and customized.

Generation Ready has a team of over 250 highly qualified education consultants that are experts with decades of experience as teachers, coaches, and school and central office leaders; they support the improvement of the quality of leadership and instruction, thereby student achievement. Our consultants' insight, along with a thorough assessment of each specific school's goals, performance and existing capabilities, helps us shape this engagement to your specific needs.

Our approach has been refined by working in thousands of urban, and suburban schools throughout the country where every day, our experienced team of education directors and consultants collaborate with schools and districts, developing true partnerships to help establish learning environments where students can thrive.

This proposed audit will be driven by the available data, meetings with the district and school's leadership teams as well as observations and meetings with students, teachers, and community members of the district. The audit will examine how the work in each school impacts the quality of the instructional core across classrooms to prepare students for the next level. The proposed Audit will provide an opportunity for a school community to reflect on its improvement planning processes and self-evaluate how well, and systematically, its educators make instructional decisions in service of student learning. The audit will take the most useful aspects from external data and a school's self-review, together with information about the school's context, to build an overall picture of the school.

To achieve this, we propose that the audit consist of district and school meetings with 2 full days of on-site school visits with two consultants per school culminating in a comprehensive school and district report. The two onsite days would include leadership meetings, classroom walk-thru and focus group interviews to gather non-judgmental, observational data of student tasks and teacher experience. These days set the tone that all work must remain rooted in the Instructional Core, defined as the relationship between the student, teacher, and content. After completing the two days in the school the final written report will detail the results of the analysis including recommendations for a course of action and will be provided to both the schools and district.

## Outline of Audit

The audit is designed to focus on the quality of education provided by the school. This involves evaluating the impact of management, professional leadership and teaching on the students' learning and achievement.

During this audit Generation Ready's highly-qualified team will complete:

- *An analysis of the classroom instruction:* Observations of and interviews with teachers to determine the teachers' knowledge of assessment-curriculum alignment and the extent to which the California standards are effectively utilized to design classroom instruction
- *An analysis of the Infrastructure:* Instructional time, climate, personnel in support of learning, and supplemental instructional services provided to students will be reviewed
- *Questionnaires and /or Interviews* with administrators, principals, teachers, students, and parents.

These are specifically designed to help answer the overarching evaluation question for the audits:

*How effectively does this school's curriculum promote student learning - engagement, progress and achievement?*

In relation to the major evaluation question, Generation Ready's Audit framework is designed to make it easier for schools/ district to see:

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

Throughout the audit process, consultants will engage principals and identified constituents in conversations to ensure that each school gains the maximum benefit from the audit and that the consultants capture the most accurate picture of the school's practices.

Generation Ready consultants' conclusions about school performance are always appropriately informed by evidence gathered through the audit process. Evidence is defined as the material or information that is used to support a finding, fact or judgment.

The Audit is broken down into four stages. The content and extent of each stage can vary and will be discussed with the district and modified accordingly to meet your specific needs and requirements. The stages below apply to all schools, regardless of size:

Stage 1: Pre-audit Work

Stage 2: School Site Visit

Stage 3: The Academic Audit Report

Stage 4: Report presentation to school and district

This process is outlined in more detail in pages 5 – 10 of this proposal.

To ensure consistency across all schools Generation Ready uses the context of the Six Essential Practices of Effective Schools as the framework for the audit. This is set out in the diagram below and is used to frame the structure and focus of the audit.

### Six Essential Practices of Effective Schools



1. *A Culture and Climate that Promotes Learning*

Does the school have a shared vision and establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations?

2. *A rigorous Standards Aligned Curriculum*

Does the school ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners through multiple entry points and aligned to Common Core State Standards and/or content standards?

3. *Effective Teaching in Every Classroom*

Does the school develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products?

4. *A School-Wide Assessment Framework*

Do teachers collaboratively develop and align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels?

5. *Organizational Structures that Promote Learning*

Are there structures in place that allow engagement in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?

6. *Strong School and Community Partnerships*

Does the school partner with parents and foster strong community relationships?

# Stages of the Academic Audit

## Stage 1: Pre-audit Work – *(Approximately three weeks prior to audits)*

A meeting will be arranged between Generation Ready Leadership Team and the District Leadership team to lock in the timeline and prepare the online surveys and focus groups three weeks before the audit begins.

A meeting will be held with the school principals to outline the purpose and structure of the audit at least two weeks before the audit begins. A notification of the audit requirements will then be given to the principals at this meeting in advance of the school site visit. Included will be several informational documents including:

- The consultant(s)'s bio/resume,
- The Principal's Guide and
- School Self-Evaluation form.

The consultant will then contact the school personally to discuss the details relative to the Audit at the school and will include the following information in the communication with the school:

- **Introduction:** The consultant will introduce him/herself and provide his or her contact information to the principal to ensure that the principal can reach the consultant before the visit, should the need arise
- **Scheduling:** The consultant and the principal will discuss the school visit agenda to ensure that adequate time is allotted for required meeting
- **Protocols and Procedures:** The consultant will refer the principal to the "Principal's Guide to the Audit" for additional information about protocol
- **School Self-Evaluation form:** Principals are asked to provide a completed School Self-Evaluation form to the consultant no later than ten (10) work days prior to the date of the review. The consultants will use this information to provide a contextual background for the school visit
- **School Information:** Principals will also be asked to provide the consultants with
  - Beginning and ending times for the school day
  - Names of assistant principals, master teacher, and counselors (as applicable)
  - Any unusual situations we should be aware of (Groups going on field trips, etc.)
  - The master schedule. (The main information we need is the teachers' planning time. For an elementary school, it doesn't have to be the full master schedule, just the planning times.)
  - Map or floor plan of the school, agendas for a PD session, copy of an assessment and the resulting student work and the bell schedule

In addition, the consultants will need a copy of any relevant school reports, the School Survey, a school data set, school demographics, and the most recent student achievement data etc. Prior to the audit, the consultant, in consultation with the principal, will draft a schedule for the review. This schedule may be adjusted during the initial meeting on the day of the audit and can remain flexible as long as all essential components of the audit are included and completed.

It is important that this planning and scheduling happens before the Audit as it helps ensure that both the principal and consultants are prepared so as to cause minimal disruption to the school community.

Knowing the review schedule in advance also allows the principal to make arrangements for parents, teachers, and students to be available to meet with the consultants. Guidelines for developing the schedule is outlined in greater detail in the “Principal’s Guide to Academic Audits”.

The tables below outline the required and optional elements of the Audit with a time frame for each activity.

Required Events
<ul style="list-style-type: none"> <li>• Meetings with principal</li> <li>• Teacher focus group meeting</li> <li>• Student focus group meeting</li> <li>• Parent group meeting</li> <li>• Classroom Visits 7- 10 teachers</li> <li>• Document review</li> <li>• consultant reflection time</li> <li>• Two principal debrief sessions, mid-day and end of day</li> <li>• Feedback conference</li> </ul>

Events	Recommended Time
• Principal meeting	60 – 90 minutes
• Teacher focus group meeting	30 – 45 minutes
• Student focus group meeting	30 – 45 minutes
• Parent group meeting	30 – 45 minutes
• Classroom Visits 7- 10 teachers	15-20 minutes each
• Document review	30 – 45 minutes
• Consultant reflection time	45- 60 minutes
• Two principal debrief sessions, mid-day and end of day	30 minutes

## Stage 2: School Site Visit – (Approximately two full days onsite)

At the school level the audit will be centered on Instructional and Organizational Coherence of the school and focus on whether the school culture is:

- Centered on learners
- Responsive to school context and self-review
- Development and improvement focused

The following are the key questions the consultant seeks to understand:

- What are the key decisions the school has made to impact the quality of what is taught and how it is taught across classrooms?
- What led to those key decisions (what did the school community look at in the way of data and student work to arrive at those decisions)?
- What does the school envision as the success of these initiatives? How will success be measured along the way? What has been the impact to date?

During the school visit, the consultant's role is to collect first-hand evidence including documentation, notes, analysis, concrete examples of evidence, and the main findings.

When the consultant arrives at the school on the first day they will meet with the principal to ensure that the principal has a copy of the:

- Six Essential Practices rubric
- Teacher Survey
- Student Survey
- Parent Survey
- Focus group questions
- Rubric for classroom observations
- Administrator's Survey

The site visit will last one and a half to two days depending on the size of the school with two consultants present.

The following will be included and scheduled in advance of the visit:

- A meeting with the principal (and other administrators), for about 90 minutes at the start of the day
- Two teacher team meetings, one 30-45-minute meeting to observe and interview a teacher team, and a second 20-30-minute meeting to facilitate a Q & A with teachers from at least two teams.
- A meeting with 8 to 10 students (randomly selected) for approximately 30 minutes.
- A meeting with approximately 4 to 6 students to review their best work.
- A meeting with 8 to 10 parents of the principal's choice, including the Parent Association President if possible, for approximately 30 minutes.
- Approximately 12 class visits for 15-20 minutes per visit. During classroom visits the consultant will observe a full range of grades and subjects, across both tenured and untenured staff. In middle and high schools one consultant undertaking could track one student for the day to record time on text and consistency of practice.

- One half hour for document review for the consultant
- One hour for reviewer reflection before the feedback meeting
- The remainder of the time will be used for the final feedback conference.

### Meeting with the Principal

At the start of the visit, the consultant will hold an initial meeting with the principal and assistant principal(s) and/or other school leaders, at the discretion of the principal. This meeting will provide the consultant with an opportunity to discuss the school's self-evaluation document with the principal and begin to gather evidence for each of the indicators using the questions in the Principal Interview sheet as a guide.

The consultant and the principal can then review, evaluate, and reflect on this data as well as the school's self-evaluation. By the end of this initial meeting the consultant and principal will have:

- Identified or modified the classrooms to be visited
- Identified the team of teachers to be interviewed
- Identified the students for the focus group
- Identified and have the schedule for the student to be tracked

Also at this initial meeting arrangements will be made to have the log on information sent out for the Teacher, Student and Parent Online Surveys if this has not already been done.

### Meetings with School Groups

#### *1<sup>st</sup> Student Group*

This small group of students, who reflect a range of student needs and performance, will meet to discuss specific pieces of their work, notebooks, or portfolios. In questioning, the consultant will ask how:

- Students receive feedback about their work
- Students know what their next learning steps are
- The use of rubrics and other assessment tools

#### *2<sup>nd</sup> Student Group*

The second group of students selected should include students who are representative of the student population at the school; it should include students across genders, grade levels, and ethnicities at a variety of achievement levels.

In a discussion with this focus group, consultants will assess students' understanding of and attitude towards schoolwork, in addition to perceptions about school culture.

#### *Meetings with the Teachers*

The consultant will meet with a group of 6-8 teachers that will engage in a dialogue around the impact of collaborative inquiry on practice, sharing of evidence, and implications for student learning.

These teachers should be able to discuss how they use data to adjust their instructional practices and strategies, plan for meeting student needs, and track student progress.

The consultant will meet with a group of 6-8 teachers that will engage in a dialogue around the impact of collaborative inquiry on practice, sharing of evidence, and implications for student learning.

### *Meeting with Parents*

Ideally, this group would include 8-10 parents representing parents of students at various grade levels in the school. A cross-section of parents of general education students, special education students, English language learners, high performing students, and students of varied ethnicities is ideal. Parents new to the school as well as those with a long-standing relationship with the school would add additional balance. While this widely representative group would be ideal the realities of parents lives means that meeting during the day may be difficult. An evening teleconference or meeting may be easier and more appropriate.

### *Classroom Visits*

Each classroom will be visited for approximately 15-20 minutes and where possible the principal should accompany the consultant. The Classroom Observation Rubric will be used to record where the teachers are on the continuum.

Prior to visiting classrooms, consultants may have opportunities to speak with the classroom teachers to gain context for the visit and for the teachers to articulate what is expected. If not the principal should let the staff know the schedule, purpose and structure of the two days.

The purpose of conversations with teachers prior to the classroom visit is to better understand the intentions for the lessons and how well students' needs are known. Discussions with teachers may occur at the discretion of the consultant. If checking in with all visited teachers is not possible, the consultant can document the context of and intentions for the lessons through other sources (principal, coach, written lesson plan, etc.). Questions between consultant and teacher could include:

- What do you hope to accomplish at the end of this lesson?
- How will you know you have met your objective(s)?

### *Tracking Student Engagement with Text*

In middle and High Schools, one consultant will track one student for a day using the Text Tracker to record student engagement with texts. Notes will be recorded on how students are engaged and the complexity of the texts used.

### *Review of Curricular and Other School Documentation*

The Audit has no stance on what curriculum a school has selected or developed; whether the school/district has purchased curriculum or is developing its own. The audit will focus on purposeful decision-making regarding a school's curriculum implementation process, the effectiveness of planning to meet students' needs, and the impact on student learning. The consultants will request the following instructional/curricular documents:

- Lesson plans from classroom visitations conducted during the audit
- Unit plans and culminating tasks that situate the lessons viewed during classroom visits
- Student work that is yielded from lesson plans
- Prior unit plans, culminating tasks and student work

### *Principal Debrief*

The consultant will debrief with the principal at the middle and end of the day to discuss evidence from the day's visit and explore any questions that may have arisen as a result of prior events. The principal may add 2-3 key cabinet/leadership members to these sessions.

If the teachers' union representative is not scheduled to participate in the two teacher team meeting, the consultant should also schedule a 15-minute meeting if possible.

### Stage 3: The Academic Audit Report – (*Approximately one week post audit*)

Following the visit, the consultant will produce a full written report, which will include:

- Areas of Celebration,
- An Area of Focus, and
- Additional Findings.

Evidence to support the findings of the audit will also be included for each of the five formally assessed indicators as outlined below.

The report usually is discussed first with the principal to ensure accuracy before being presented to the district.

### Stage 4: Report presentation to school and district (*Approximately two weeks post audits*)

In two weeks after the completion the audit the consultant will present to the district and school principal the Academic Audit report.

This report will be organized into five sections:

1. *School Context* – provides demographic data
2. *School Quality Criteria* - provides feedback for the Six Essential Practices and identifies an Area of Celebration and an Area of Focus.
3. *Area of Celebration* - provides the findings, impact, and three to five bullets of supporting evidence which highlight an area in which the school does well to support student learning and achievement
4. *Area of Focus* - provides the findings, impact, and three to five bullets of supporting evidence which highlight an area the school should work on to support student learning and achievement
5. *Additional School Quality Findings* - provides the findings, impact, and three to five bullets of supporting evidence for each of the four remaining practices

The district will have an opportunity to discuss the findings and recommendations with the consultants. This can be done over a teleconference if necessary.

## Conclusion

In summary, the academic audit in this proposal is based upon the use of a variety of rich, research-based models for developing robust learning that leads to increased student achievement. This ensures that the findings that will be presented in the school's and district's report will be useful in reflecting on not only the current situation of where the school is but more importantly it will provide valuable recommendations to plan for growth.

The overarching goal of this proposal is to customize the audit to best meet the needs of Beverley Hills Unified School District so that they best meet the needs of their students.

# Costing

Description of Service	Total Cost
<p><b>Complete District Audit</b></p> <p>District</p> <ul style="list-style-type: none"> <li>- Initial meeting with District Team to review timeline and scope of work</li> <li>- Initial meeting with all school principals</li> <li>- Final Presentation of Results</li> </ul> <p>Schools</p> <ul style="list-style-type: none"> <li>- Each school team consisting of 2 consultants onsite for 1 day, 1 consultant the second day</li> <li>- Meeting with individual School Administration teams</li> <li>- Focus groups of teachers, Parents and students</li> </ul> <p>Reports</p> <ul style="list-style-type: none"> <li>- A comprehensive report per school</li> <li>- A comprehensive District Report</li> </ul> <p>Audit Support - Coordination</p> <ul style="list-style-type: none"> <li>- Chief Academic Officer</li> <li>- Senior Vice President</li> </ul>	<p>\$74,000</p>

Generation Ready looks forward to supporting Beverly Hills Unified as they move forward to improve student achievement and teacher best practices.

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