



Buena Vista School District

Buena Vista School District

TEMPLATE

Comprehensive Program Evaluation
and
Curriculum Development

YEAR

Committee Membership

Name, School, Grade

Advisors:

Hannah Jayne, Special Project Coordinator

Lisa Yates, Superintendent



DISTRICT MISSION STATEMENT

The Buena Vista School District exists to ensure every student reaches the peak of success as demonstrated by being curious, creative, collaborative, critically competent, constructive, connected and character-centered.

Buena Vista School District

Comprehensive Program Evaluation and Curriculum Review Process

Student Achievement and Growth is the goal of all Curriculum Programs in BV Schools. As part of the on-going monitoring of the data areas in the ***BV Schools Strategic Plan***, including *Student Success* and *Curriculum and Instruction*, the District will conduct an annual analysis and review of student achievement and growth in each core subject area. Based on this review process, necessary revisions to the action plans for these data areas will be made as needed.

Every five years, a ***Comprehensive Program Evaluation and Curriculum Review*** process will be conducted for all curriculum areas in the district. A Program Evaluation Cycle has been established in order that three to four programs will be comprehensively evaluated each year. The process for **Comprehensive Program Evaluation and Curriculum Review** includes an analysis of longitudinal student achievement in the curriculum area as well as an evaluation of components of the program. During the **Comprehensive Program Evaluation and Curriculum Review** process, beliefs and goals for the program will be reviewed, revised, and evaluated. **Student data** is used to evaluate every curriculum area. From this data, student achievement strengths and student achievement areas needing improvement are identified. Then, the **Four Components of a Quality Curriculum Program** are evaluated to determine specific actions needed to advance student achievement/growth. **Four Components of Quality Curriculum Program** include:

- **Written Curriculum**
- **Resources and Facilities**
- **Strategies**
- **Professional Learning**

See ***BV Schools Program Evaluation Rubric*** for detailed information on each of the four components.

The Comprehensive Program Evaluation and Curriculum Review provides a process for the District to develop and revise written curriculum, instructional programs, and assessment plans which are congruent with the District's mission. It also articulates a process for ongoing program evaluation. Through this process curriculum and instruction are reviewed, written, implemented, monitored, evaluated, and revised regularly. Revisions are based upon curriculum effectiveness, student and community needs, State and federal requirements, and national standards.

The Comprehensive Program Evaluation and Curriculum Review provides a systematic methodology for curricular articulation through the grade levels to assure continuity of learning, practice, reinforcement, and extension of knowledge, skills and competencies.

The Comprehensive Program Evaluation and Curriculum Review allows for timely updating of the curriculum guides and instructional materials and practices.

There are five phases in the **Comprehensive Program Evaluation and Curriculum Review**:

Research Review and Extensive Program Evaluation

Research on best practice and standards from local, state, and national organizations are reviewed. Student achievement data on curriculum goals are also reviewed and analyzed. The four components of a quality curriculum program are evaluated. This research step results in a list of recommendations and commendations for future goals and actions to improve instruction and student learning.

Write or Revise

The K-12 scope and sequence and grade level/course learner outcomes are written and/or revised as needed. Assessments are also developed as needed to monitor student achievement. Throughout this phase research on best practice, analysis of student data, and professional development are used to support the work completed.

Materials Selection

Instructional materials are reviewed and identified for purchase as needed. Purchases are made as soon as funding is identified. Throughout this phase research on best practice, analysis of student data, and professional development are used to support the work completed.

Implementation and Professional Development

New curriculum, materials, and assessments are implemented with ongoing professional development provided. During this phase materials, curriculum, and instructional strategies may be piloted and/or revised. Throughout this phase research on best practice, analysis of student data, and professional development are used to support the implementation of new curriculum, materials, and instructional strategies.

Full Implementation and Professional Development

All aspects of the curriculum are fully implemented with ongoing professional development provided. Throughout this phase research on best practice, analysis of student data, and professional development are used to support the instructional process.

Rationale/Beliefs:

Review the Rationale and Belief Statement from the previous Program Evaluation below. Is there any value or "why" missing? Please add your thinking by adding a bullet point statement (put your initials in parentheses after) for the committee to review. You may wish to review CDE's stated purpose for subject program here:

<https://www.cde.state.co.us/coreadingwriting/2020cas-rw-introduction#purpose>

SAMPLE:

Buena Vista School District believes that strong reading, writing, speaking, and listening are **vital** to preparing students to have the academic knowledge, skills, and critical thinking to pursue their individual post-secondary goals. Aligned with the Colorado Academic Standards, the language arts experience at BV Schools develops **analytical** and **critical thinkers** capable of understanding **multiple perspectives** by encouraging cognitive and emotional **engagement** through visible learning, thinking strategies, student choice and reflection, authentic / relevant materials, and intentional design. Above all, BV Schools English Language Arts will promote **life-long independence** with an **appreciation** for the power of language, voice and communication.

Goals of the Program

Goals for Graduates

Review the Goals of the Program from the 2015-16 Program Evaluation below. Is there any value or “why” missing? If so, add your thinking by adding to the goals below for the committee to review (add your initials in parentheses after your addition). Other program reviews have re-organized their goals under the 7 C’s. If you would like to add your goals aligned with the C’s, please do. You may wish to review CDEs Goals for Graduates here: <https://www.cde.state.co.us/coreadingwriting/2020cas-rw-introduction#prepared>

SAMPLE:

BV School ELA Goals are aligned with [Colorado’s Goals for Graduates](#) in ELA and organized by the District’s 7 C’s. Several Colorado Prepared Graduate goals are listed as aligned to each C.

- **Curious:**
Demonstrate a commitment to pursuing a deeper understanding through the application of language and analytical skills to persistently ask questions, investigate, and make meaningful connections.”
- **Connected:**
Discern and transfer essential connections between different types of texts and perspectives and apply to authentic situations to better understand the human experience
- **Constructive:**
Use language and be inspired by text to act with the purpose of building a positive result through crafting evidence-based arguments, establishing goal-oriented plans, articulating solutions to problems, being self-reflective and self-disciplined, hopeful, and an initiator and finisher
- **Critically Competent:**
Use language to communicate thinking (determine importance, synthesize information, create mental models, make inferences, monitor meaning, use background knowledge, draw conclusions, ask questions) and to evaluate credibility and relevance of sources; demonstrate command of reading, writing, speaking and listening strategies.
- **Creative:**
Create and express personal and collective perspectives, positions, ideas and solutions by embracing challenges and finding multiple pathways through written, visual, and oral pieces / projects for diverse audiences and purposes.
- **Collaborative:**
Communicate in ways that uphold team relationships, to make shared decisions, to seek feedback, to negotiate conflict, to develop confidence, to achieve shared outcomes, and to produce meaningful work.
- **Character Centered:**
Express changes/solutions in recognized areas for growth and improvement in themselves and all aspects of society; monitor personal communication for integrity and in service to others

SAMPLE

RESEARCH:

The following is a list of current research regarding literacy education. Please spend at least 90 minutes reviewing the research before moving forward. There is a spectrum of evidence related to literacy instruction. If you have research you would like for the team to consider that is not included, please add a link in the space under “additional research”, again with your initials in parentheses. Feel free to add a comment or summary statement with your link. Please keep your notes on a separate document as you process the research to bring to our team meetings.

Evidence-based practice and research was used by the ELA review team to confirm beliefs and goals as well as inform program needs. This included most current Colorado Academic Standards, 2020 and the related research. [The body of research is linked here.](#)

[Survey data from students and families are linked here.](#) The results are used to further inform program decisions.

Summary statements of the research is listed below.

Research Base Underlying the Teachers College Reading and Writing Workshop’s Approach to Literacy Instruction

The article “Research Base Underlying the Teachers College Reading and Writing Workshop’s Approach to Literacy Instruction”, compiled research from a variety of sources to generate the most impactful teaching strategies and practices within reading and writing. The Teachers College Reading and Writing Program (TCRWP) aligns with district rationale and beliefs, supports what we have determined to be our strengths, and provides research based evidence to guide us as we chose an elementary curriculum to strengthen what teachers see as needs within this content area. This article mentions integrating reading and writing into all content areas, the need for strong phonics instruction paired with whole language instruction, and protecting independent reading and writing time for motivation, processing, and practice, just to name a few.

Bibliography

Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools - A Report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.

Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools

This report identifies poor writing proficiency as a national literacy crisis. A strength of this report is the use of meta-analysis, a “technique that allows researchers to determine the *consistency* and *strength* of the effects of instructional practices on student writing quality and to highlight those practices that hold the most promise.” The 11 elements of effective adolescent writing instruction Graham and Perin present align strongly to Buena Vista Districts rationale and beliefs, our C-TACH’s and Intentional Design Elements, and our commendations for improvement in our district.

Bibliography

The Reading and Writing Project Teachers College Columbia University. “Research Base Underlying the Teachers College Reading and Writing Workshop’s Approach to Literacy Instruction.” *The Reading and Writing Project*, 2020, <https://readingandwritingproject.org/about/research-base>. Accessed 11 April 2021.

International Literacy Association (2019). Meeting the Challenges of Early Literacy Phonics Instruction. *Literacy Leadership Brief*.
www.literacyworldwide.org/docs/default-source/where-we-stand/ila-meeting-challenges-early-literacy-phonics-instruction.pdf

This article discusses how research shows that phonics instruction is a crucial part of reading and writing development, the characteristics of effective phonics instruction, and common causes of phonics instructional failure. The key words associated with phonics instruction are explicit and systematic. This instruction should be directly stated rather than discovered and should follow a continuum from simple to more complex with review and repetition to promote mastery.

The features present in effective phonics instruction are listed as readiness skills, scope and sequence, blending, dictation, word awareness, high-frequency words, and reading connected text. The readiness skills listed as of highest priority and having the greatest impact are alphabet recognition and phonemic awareness. The scope and sequence is described as one that builds upon previous learning, moves from simple to complex, and includes high utility skills. Blending is emphasized early on and extends through into reading monosyllabic and multisyllabic words. Dictation involves guided spelling and learning to extend these phonics skills into writing. Word awareness is taught through word building and word sorts and increase student flexibility with the phonics sounds and spellings. High-frequency words are included that offer both irregular spellings and those words that students are not ready to learn the phonics patterns within, but are frequently in their reading and writing. Reading connected text is where students apply the learning to read connected text independently. All of these characteristics are pulled together with highly trained teachers who have the phonics and linguistics training and the instructional materials available to meet the needs of students.

Common causes of phonics instructional failure are described as lack of review and repetition, missing application to real reading and writing experiences, lack of accountable texts, student ownership of learning, time lost due to transitions, limited teacher training in research-based phonics routines and linguistics, pacing issues, inadequate assessment of

mastery, waiting too long to move to multisyllabic words, and overemphasizing phonics over everything else in reading.

“What is Disciplinary Literacy and Why does it Matter” by Timothy Shanahan and Cynthia Shanahan

Bibliography

Shanahan, Timothy and Cynthia. “What is Disciplinary Literacy and Why does it Matter,” *Top Lang Disorders*, Vol. 32, No. 1, Wolters Kluwer Health | Lippincott Williams & Wilkins, 2012.
<https://alliedhealth.ceconnection.com/files/TLD0112A-1337958951687.pdf;jsessionid=60DF170DD7B7900F146D056404574F8D>

This article defines *Disciplinary Literacy* and distinguishes it from content area literacy. The authors, Timothy and Cynthia Shanahan, “compare disciplinary literacy with the more widely emphasized approach known as content area literacy and provides an analysis of the growing research base underlying the disciplinary literacy construct.”

Additionally, the authors examine sources of Disciplinary Literacy by focusing on the history of content and disciplinary literacy, evaluating expert reader studies and exploring functional linguistics. Finally, the Shanahans lay out persuasive arguments for why Disciplinary Literacy is important for middle and high schools..

Informing Writing: A Report from Carnegie Corporation of New York The Benefits of Formative Assessment.

Bibliography

Graham, Steve; Harris, Karen; and Michael Herbert. *Informing Writing: A Report from Carnegie Corporation of New York The Benefits of Formative Assessment*. Alliance for Excellent Education, Vanderbilt University, New York, 2011.
https://production-carnegie.s3.amazonaws.com/filer_public/37/b8/37b87202-7138-4ff9-90c0-cd6c6f2335bf/ccny_report_2011_informing.pdf

The authors of this report address the lack of writing achievement and college readiness of American students by examining the role of classroom-based formative writing assessments. Graham, Harris and Herbert look at how formative assessments help teachers evaluate their own practices and guide students in developing their writing proficiency. Additionally the authors use meta-analysis to explore the effectiveness of formative writing assessments and then recommend best practices.

BV Schools Program Evaluation and Curriculum Review Process

English Language Arts

Student Achievement Data Summary

Review the Strengths and Areas of Growth of STUDENT ACHIEVEMENT from the previous Program Evaluation below. Next, go to the Subject program evaluation folder and find the *Survey and Results* folder. Inside is student current and trend Essentials, CMAS, PSAT/SAT, and student and family perception survey data. Your own professional observational and perception data is also relevant. Use the data to add new bullets to the Strengths and Areas of Growth as you review the data. Include the source(s) of your suggested strength or area of growth in (parenthesis, along with your initials). Examples of adding data are:

- 6-12 growth in writing overall is strong (Essentials and CMAS/PSAT - LY)
- Ideas/Organization generally higher on grade level benchmark than conventions (Essentials and teacher observation -LY)

SAMPLE

Strengths

- 6-12 CTACH Growth in writing overall is consistent from beginning to end of year (CTACHS).
- 6-12 Ideas/Organization generally higher percentage at proficient or higher level than Conventions (CTACHS).

Areas Needing Improvement

- CTACH Conventions and sentence fluency has lower proficiency in all grade levels (CTACHS)
- Student awareness of the connection between conventions and sentence fluency (professional observation)

BV Schools Program Evaluation and Curriculum Review Process

English Language Arts

Review the Strengths and Areas of Growth of PROGRAM COMPONENTS from the previous Program Evaluation below. The four components are: Curriculum, Instructional Strategies, Professional Learning, Resources/Infrastructure. Next, go to the program evaluation folder and find the *Survey and Results* folder. Inside student and family perception survey data is useful. Also review the *Research and Resources* folder. This contains current research in to consider alignment with our current programming. Your own professional observational and perception data is also relevant. Use the data to add new bullets to the Strengths and Areas of Growth as you review the data. Include the source(s) of your suggested strength or area of growth in (parenthesis). Examples of adding data are:

- Essentials are generally aligned with Colorado Academic Standards, with adjustments to the 2020 CAS needed (Colorado 2020 Academic Standards - LY)
- Ability to purchase literature sets as needed throughout the five year evaluation cycle to meet the changes needs/interests of students and teacher (teacher perception - LY)

Program Summary Strengths/Areas Needing Improvement

[High Quality Program Component Data Results are found here.](#) These were used as part of identifying the strengths and weaknesses of the program.

SAMPLE

Strengths

- Varied avenues of learning are provided in reading and writing - thought still more room to grow (Survey)
- Teachers use formative assessments to adjust instruction (Survey and Professional Observation)
-

Areas Needing Improvement

- CTACH written curriculum might have gaps, especially in conventions - (CTACH data)
-

BV Schools Program Evaluation and Curriculum Review Process

English Language Arts

Commendations and Recommendations

Completed together as full team based on the review of research, student areas of strength and growth, and program areas of strength and growth. This summarizes commendations and outlines recommendations for consideration over next five years. Material requests requiring Board approval are included in the Recommendations.

Commendations

- Teachers have autonomy to teach with their strengths and personal interests, while still driven by CTACH essentials
- Intervention support at elementary is in place and monitored
- 6th -12th grade cross curricular collaboration in place
- Vertical alignment and continuity
- Students have choice in what they read independently
- Opportunities for teacher professional development
- Students report that they feel prepared with communication skills for post high school work
- Collaboration with teacher librarians
- K-5 collaboration between classroom teachers and intervention teachers

Recommendations

General Conclusions:

- Reading develops writing and writing develops reading; this research should be evidenced in all ELA classes
- Intervention is needed in 6-12 grade.
- Any material selection at K-5 is dependent on a skillful and intentional implementation by the teacher, not the teaching or student materials themselves.
- Exemplar selection at grade spans will advance implementation of high quality teaching and feedback

CTACHs

- Align CTACH essentials to Colorado standards and ensure vertical alignment between grades and grade spans- *Priority 1*
- Standardize CTACH assessments to reflect updated course selections in grades 9-12- *Priority 1*
- Update CTACH assessments to align with new CTACH essentials- *Priority 1*
- Clarify and ensure vertical alignment of conventions in writing- *Priority 1*
- Identify exemplars for each grade level for writing- *Priority 1-2*
- At elementary, organize CTACH targets as either *exposure, mastery, or practice*- *Priority 2*
- Develop a list of expectations for “clear and correct” for all to be held accountable *Priority 2*

- Confirm how we will format and report CTACH essentials for speaking and listening- *Priority 3*

Instruction

- Intentionally integrate social studies and science content with ELA instruction 9-10, in particular through course selection at 9-12-*Priority 1*
- Provide specific instruction in early literacy phonemic instruction in elementary-*Priority 1*
- Teach, emphasize, and hold students accountable to use of rules of language and spelling strategies-*Priority 1*
- Shift “Creative Writing” from ELA to (elective) credit-*Priority 1-Finished*
- Emphasize writing as essential to reading comprehension and reading to writing proficiency-*Ongoing*
- Include test-taking strategies as a critical thinking process in all ELA classes and/or advisory- *Ongoing*
- Communicate learning targets in the process of reading and writing- *Ongoing*

Resources/Materials

- Review, select, and provide elementary curriculum materials meeting the criteria of: evidence-based, aligned with district beliefs, comprehensive, thorough, engaging, and user-friendly. *Priority 1*
 - Review/Select/Purchase *Into Reading Selected*
 - Provide training
 - Implement
- Review, select and provide intervention materials for K-5, 6-8 as needed. (*95% selected for K-5*)*Priority 1*
- Continue the process of 6-12 allowed to purchase literature sets throughout the five year cycle in place of anthologies with a review process to include supervisor/superintendent-*Priority 1*

Professional Learning

- Validate scoring guides through inter-rater reliability with common scoring-*Priority 1*
- Provide training and planning for teacher(s) assigned to teach ELA intervention courses at middle and high school (OG provided for middle school summer 2021)- *Priority 1*
- Continue to Provide Professional Learning to advance skill in reaching readers with low/advanced readiness or structure for meeting their needs and possible intervention supports- *Ongoing*
- Provide content area teachers with additional support in teaching and assessing academic writing *Priority 3*

Differentiation

- Implement specific intervention courses at middle and high school with individualized instruction, including READ goals- *Priority 1*
- Added: Review Lexia as an intervention after year 2 for K-5
-

Approved Material Adoption 5/1/2021:

K-5: Into Reading and 95% for Intervention

6-12: Reading Plus for Intervention

