

STANDARD 2

**Curriculum
Endicott Survey Summary**

2.1 QUESTIONS

STAFF

- The school's formal curriculum design ensures that all students practice and achieve all of the school's learning expectations.

PARENTS

- The curriculum provides my son/daughter with opportunities to achieve the school's learning expectations.

2.1 The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations.

- 68.9% of the staff agree that the school's formal curriculum design ensures that all students practice and achieve all of the school's learning expectations. Compared to 81.6% of the parents who agree that the curriculum provides their son/daughter with opportunities to achieve the school's learning expectations.

Staff agreement is close to the 70% benchmark. Atlas has given us a formal curriculum template, there are 21.6% of the staff are undecided as to whether it is effective in that it ensures that all students practice and achieve the 21st learning expectations. However, the percent undecided is not an unusual compared to the aggregate of 23.2% but is still high.

2.2 QUESTIONS

STAFF

- There is a common, formal, curriculum template that is used in all subject areas.

PARENTS

- I am informed about the school-wide learning expectations in each of my son's/daughter's classes.

2.2 The curriculum is written in a common format that includes: • units of study with essential questions, concepts, content, and skills • the school's 21st century learning expectations • instructional strategies • assessment practices that include the use of school-wide analytic and course-specific rubrics

- 73% of staff agree that there is a common, formal, curriculum template that is used in all subject areas, this percentage is 24.1% above the aggregate.
- 80% of the parents agree that they are informed about school-wide learning expectations in each of their son's/daughter's classes. Only 8.5% are undecided.

8.1% of staff disagree which is surprising since we have been using Atlas as a platform to write our curriculum for the past year and a half. The 18.9% that are undecided could be due to new staff taking the survey who not yet informed about Atlas. But that is still a 27% total. The high percent of parents that agree that they are informed about school-wide learning expectations is not only a high percent, but is above the aggregate of 67.4%.

2.3 QUESTIONS

STUDENTS

- The content of the courses I take challenges me to think critically and solve problems.
- I am knowledgeable about the ethical use of technology.
- My teachers explain how to apply what I am learning in classes to learning experiences in other courses and in my life outside of school.
- My teachers include topics from other subject areas in my classes.
- My school provides opportunities for learning off-campus (e.g., field trips, internships, job shadowing, college courses, etc.)
- Information I learn in one class can be used in other classes.

STAFF

- The curriculum in my department/content area emphasizes depth of understanding and application of knowledge.
- The curriculum emphasizes cross-disciplinary learning.
- The curriculum emphasizes the informed and ethical use of technology.
- The curriculum emphasizes authentic application of knowledge and skills.

2.3 QUESTIONS (CONTINUED)

PARENTS

- My son/daughter is developing problem-solving and higher order thinking skills.
- My son/daughter is learning about ethical use of technology.
- At school my son/daughter is encouraged to question things about which he/she is curious.
- My son/daughter has a number of opportunities to apply what he/she is learning to real life situations.

2.3 The curriculum emphasizes depth of understanding and application of knowledge through:

- inquiry and problem-solving**
- higher order thinking**
- cross-disciplinary learning**
- authentic learning opportunities both in and out of school**
- informed and ethical use of technology**

- Critical thinking/problem solving: When it comes to providing a curriculum that encourages critical thinking and problem solving skills, that emphasized understanding and application of knowledge, 80% of the students, 83.8% of staff, and 75% of parents are in agreement
- Ethical use of technology: 87.2% of students and 79.1% of parents agree that the students are taught and are knowledgeable about ethical use of technology. 75.7% of staff agree that the curriculum emphasizes the informed and ethical use of technology.
- Cross disciplinary learning: 61.7% of students agree that their teachers include topics from other subject areas in their class versus 41.9% of staff agree that the curriculum emphasizes cross disciplinary learning. 23.1% of students and 29.7% are undecided. In addition, 71.8% of students agree that the information they learn in one class can be used in other classes.
- Application of knowledge: 83.3% of staff agree that the curriculum emphasizes authentic application of knowledge and skills. However, 58% of students agree that their teachers explain how to apply what they are learning in classes to learning experiences in other courses and life outside of school. 63.1% of parents are in agreement. About a quarter of parents and students are undecided, but only 9.5% of staff are undecided.
- 45.9% of students agree that the school provided them, opportunities for learning off-campus (field trips, internships, job shadowing, college courses, etc.) 28.2% are undecided.
- 66.9% parente agree and 21.3% are decided that their son/daughter is encouraged to question things about which he/she is curious.

2.3 (continued)

- *There is a high percentage of students, anywhere from 23% to 30%, and staff that are undecided when it comes to questions about cross-disciplinary learning. There are also a large percentage of staff in disagreement, 28.4%, in this area. The staff is also 11.7% below the aggregate and students 4% below the aggregate.*
- *All other staff responses for this indicator are within 4.4% of the aggregate.*
- *Of the four questions to parents, all responses are close to the aggregate percentages (within 3.2%), except when it comes to their son/daughter being encouraged to question things about which he/she is curious. This is 6.3% below the aggregate.*
- *Of the six questions to students. All but one question is above the aggregate. The school providing opportunities for learning off-campus is 7.1% below the aggregate.*

2.4 QUESTIONS

STAFF

- The formal curriculum in my subject area emphasizes inquiry, problem-solving, and higher order thinking.
- The written and taught curricula are aligned.

2.4 There is clear alignment between the written and taught curriculum.

- 83.8% of staff agree that the formal curriculum in my subject area emphasizes inquiry, problem- solving, and higher order thinking.
- 73% of staff agree that the written and taught curricula are aligned. 21.6% are undecided.

The percentages above are within 1% of the aggregate. The large percent of staff undecided about the the curricula being aligned to the standards could be because they could only answer for themselves or their department and not for others.

2.6 QUESTIONS

STUDENTS

- My school provides me with the instructional materials (textbooks, computers, equipment, and supplies) I need for each of my courses.
- My teachers assign work that requires me to use information and do research in the library/media center.

STAFF

- The school has sufficient professional staff to implement the curriculum including the co-curricular program and other learning opportunities.
- The school has sufficient instructional materials to implement the curriculum, including the co-curricular programs and other learning opportunities.
- The facilities fully support the implementation of the curriculum, including the co-curricular programs, and other learning opportunities.
- Co-curricular programs are adequately funded.

PARENTS

- Library and media resources adequately support learning in my son's/daughter's classes.
- My son/daughter has been provided with the materials needed for each class (textbooks, computers, equipment, and supplies).
- The school's technology resources are adequate.
- The school's facility adequately supports its programs and services (e.g., classrooms, science labs, computer labs, the library/media center, guidance office, gym, auditorium, and cafeteria).

2.6 Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.

- **Instructional Materials:** 80.8% of the students agree that the school provided them with instructional materials (textbook, computers, equipment, and supplies) that they need for each of their courses. 78.8% of the parents agree that their child has been provided with the materials needed for each class.
- **Library/Media:** 58.9% of the students agree that their teachers assign work that requires them to use information and do research in the library/media center. The lowest percent in agreement are the 7th and 8th graders, 43.5% and 52.3%, respectively. 63.3% of the parents agree that the library and media resources adequately support learning in their son's daughter's classes. These two stats are below the 70% benchmark and below the aggregate of 70.3% and 62.3%, respectively. There are a large percentage of respondents undecided, 27.2% students and 24.7% parents.
- **Curriculum/Co-curricular:** Curriculum, co-curricular programs and other learning opportunity were evaluated for sufficient staffing, materials, facilities, and funding. 82.4% of the staff agree that the school has sufficient professional staff, 71.6% agree that the school has sufficient materials, 77% agree that the facilities support implementation of curriculum, co-curricular programs, and other learning opportunities. 47.3% agree that co-curricular programs are adequately funded; however 40.5% of staff are undecided, this is not an unusual amount of undecided when compared to the aggregate. All percents are 15% to 31% above the aggregate.

2.6 (continued)

- 58.9% of parents agree that the school's technology resources are adequate. This low percent is 11.2% below the aggregate.
- 64% of the parents agree that the school's facility adequately supports its programs and services. This is 11% below the aggregate.

It appears that we have adequate staffing, materials, and facilities to support curriculum, co-curricular program, and other learning opportunities. We are 31.7% above the aggregate when it comes to having sufficient professional staff and 15.2% above in sufficient instructional materials.

The data suggests a discrepancy between the parents in agreement and the staff (13% difference) that the facilities are adequate to support the programs and services

2.7 QUESTIONS

STAFF

- Teachers have sufficient time to be engaged in formal curriculum evaluation, review, and revision work.
- I am directly involved in curriculum evaluation, review, and revision work.

PARENTS

- Co-curricular programs are adequately funded (student activities, clubs, and athletics)

2.7 The district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

- 51.4% of staff agree that the teachers have sufficient time to be engaged in formal curriculum evaluation, review, and revision work.
- 79.7% of the staff are directly involved in curriculum evaluation, review, and revision work.
- 52.6% of parents agree that the co-curricular programs are adequately funded (2.2% below the aggregate), compare this to 47.3% of the staff who agree.

The data suggests that we time is an issue as well as the funding of co-curricular programs.