

PDK/CMSI AUDIT FINDINGS FOR CROWLEY INDEPENDENT SCHOOL DISTRICT

STANDARD ONE: CONTROL

- **Finding 1.1:** Board policies do not provide the adequate quality control needed for effective management of curriculum and other district functions.
- **Finding 1.2:** The table of organization does not meet audit criteria for sound organizational management. Job descriptions are adequate to provide clear specifications of responsibilities and relationships in the district; however, inadequate to provide clarity of roles and responsibilities for curriculum management and student achievement.
- **Finding 1.3:** Evidence of planning is found in the Crowley Independent School District; however, the district lacks a systematic, cohesive planning process at this time. Planning efforts across the district and schools are loosely connected, but not monitored for results. The district and campus improvement plans are inadequate to promote change.

STANDARD TWO: DIRECTION

- **Finding 2.1:** The Crowley Independent School District lacks a comprehensive curriculum management plan and a documented process to direct and implement the design, delivery, revision or evaluation of curriculum consistently across the school district. Current designated roles and responsibilities contribute to the lack of clarity.
- **Finding 2.2:** The scope of the written curriculum is adequate for all core and non-core subjects at Prekindergarten through grade 6. The scope is inadequate for core and adequate for non-core courses in middle school. High school scope of curriculum is inadequate for both core and non-core courses. Overall the scope of Prekindergarten through grade 12 is inadequate to provide direction for instruction.
- **Finding 2.3:** The quality of curriculum guides across the district is inadequate to inform instruction. Availability and quality of critical components included in the curriculum guides needed to ensure delivery of instruction and mastery of student learning vary across subject areas and courses.
- **Finding 2.4:** The design of district assessments is inadequate to provide feedback essential to guide decision-making for the improvement of student achievement. Textbook and supplementary special education and bilingual/ESL program resource designs are insufficient to support student learning of the general education curriculum.
- **Finding 2.5:** The design of special education and bilingual/ESL programs is inadequate to effectively supplement the general education curriculum. Focused

professional development and availability of instructional resources designed to ensure meeting the needs of individual students and increase learning is lacking.

STANDARD THREE: EQUITY

- **Finding 3.1:** Inequalities and inequities exist among schools and student groups in a variety of programs and services, impeding the district's expectation of a quality education for all students.
- **Finding 3.2:** The district offers many professional development opportunities for employees; however, the district does not have a comprehensive professional development plan to provide long-range direction, system coordination, and evaluation that links professional development with the design and delivery of the district's curriculum and increased student achievement, and instructional practices. Monitoring and evaluation of professional learning are lacking in quantity, quality, and systemic coordination.
- **Finding 3.3:** Instructional strategies and student work are not consistent with commonly accepted effective practices known to positively impact student learning. Instructional monitoring is inconsistent and lacks the focus required to improve curriculum delivery and increased student achievement.

STANDARD FOUR: FEEDBACK

- **Finding 4.1:** The district lacks comprehensive direction for student assessment and program evaluation planning to guide decisions for the improvement of student achievement; the quality of the assessment planning system is inadequate.
- **Finding 4.2:** The overall scope of the formal assessment program is inadequate to provide sufficient data for instructional decision-making and planning. The scope of formal assessment in the core content subject areas is adequate at the intermediate and middle school levels.
- **Finding 4.3:** At the district level, student performance is stagnate and consistently below state and national averages. Student achievement gaps exist among different subgroups and most are not predicted to close in the near future.
- **Finding 4.4:** The use of assessment data in decision making is emerging in some areas, but a systematic approach to the use of such data with regard to all critical programs and functions within the district is lacking.

STANDARD FIVE: PRODUCTIVITY

- **Finding 5.1:** The District budget development and implementation process meets a high level of fiscal control and accountability; however, it is not tightly aligned with curricular goals and priorities, nor is there adequate cost-benefit analyses of

program expenditures associated with outcomes identified as necessary to assure maximum productivity.

- **Finding 5.2:** Instructional technology devices are becoming abundant in the district, but the overall plan and support for their use lacks linkage across all levels of the organization and is not adequate for guiding the instructional use of technology as a tool for improving student learning.
- **Finding 5.3:** School staff use a variety of academic interventions without a formalized or consistent framework for planning, selecting, implementing, monitoring, and evaluating intervention programs.