



Audit Findings

RESULTS OF THE CURRICULUM MANAGEMENT AUDIT CONDUCTED BY PHI DELTA KAPPA

FINDINGS

STANDARD 1: The school district demonstrates its control of resources, programs, and personnel.

Finding 1.1: A scarcity of directives and specific board policies pertaining to curriculum and instruction does not provide for quality control of the curriculum.

Finding 1.2: Planning practices and plans did not provide quality direction for the design, deployment, and delivery of the district's vision and goals.

Finding 1.3: The organization chart is inadequate to provide sound general management of the school district. Job descriptions do not adequately provide clear specifications of responsibilities for, relationship to, and linkage to curriculum.

STANDARD 2: The school district has established clear and valid objectives for students.

Finding 2.1: Recent professional development initiatives are attempting to provide training that will lead to increased student achievement; however, sufficient in-depth in-service and support for implementation in the classroom that is focused and coordinated district-wide has not been implemented.

Finding 2.2: The scope of the written curriculum is adequate in grades K-7, but inadequate in junior high and high school grades to provide direction for teachers in planning classroom instruction.

Finding 2.3: The district curriculum guides are

of insufficient quality to direct instruction and improve student achievement.

Finding 2.4: Professional development is inadequately planned, coordinated, monitored, and evaluated system-wide and does not consistently provide sufficient in-depth training and support for successful implementation in the classroom leading to increased student achievement.

STANDARD 3: The school district demonstrates internal consistency and rational equity in its program development and implementation.

Finding 3.1: Observed classroom instructional practices do not reflect the district's expectation for 21st Century student learning.

Finding 3.2: While the district is rich in technology equipment, the planning and staff development for the implementation and use of technology is inadequate to provide for integration of technology with instruction.

STANDARD 4: The school district uses the results from system-designed and/or -adopted assessments to adjust, improve, or terminate ineffective practices or programs.

Finding 4.1: Student assessment planning lacks a written plan and structured approach for evaluating curriculum and programs effectively.

Finding 4.2: The scope of assessment is inadequate to monitor and evaluate student progress and achievement in all areas of the curriculum and at all grade

levels.

Finding 4.3: There are achievement gaps among subgroups of students that are increasing over time; student groups are not experiencing equal success.

Finding 4.4: Use of data for curricular decision making is an emerging practice that has not yet become institutionalized system-wide. There is no systemic use of data for program evaluation.

STANDARD 5: The school district has improved productivity.


Finding 5.1: The district's budget development and decision making are not aligned to its mission, curricular goals, and strategic priorities, nor are cost-benefit analyses being utilized to assure maximum productivity.

Finding 5.2: A process for identifying and addressing student achievement needs is addressed through the three-tier approach to interventions focused on frequent assessment data with emphasis on the grouping and re-grouping of students for instruction.

Finding 5.3: Long-range facility planning addresses the educational needs of the district; facilities provide sound educational settings for learning.

RECOMMENDATIONS

Recommendation 1: *Develop and adopt board policies accompanied with Administrative Regulations approved by the superintendent that provide alignment of curriculum, instruction, and assessment with all district processes to*



provide local control of curriculum management.

Recommendation 2: *Refocus all planning efforts to provide clear direction, coordination, prioritization, and sequencing of all initiatives at all levels and departments of the system. Require consistent monitoring and reporting of progress on all planning to key stakeholders to promote accountability, consistency, and alignment to district goals.*

Recommendation 3: *Formalize, clarify, communicate, and document district expectations for curriculum management through board policies and a curriculum management process to provide district-wide direction for the design, delivery, monitoring, and evaluation of quality aligned curriculum for all subjects taught.*

Recommendation 4: *Establish and implement comprehensive assessment and evaluation planning processes built on the skillful use of appropriate categories of data for monitoring the effectiveness of the district's work at all levels, from the academic progress of individual students to the long-term effectiveness of district-wide programs.*

Recommendation 5: *Revise or design curriculum guides for all courses offered in the district based on a vertically articulated K-12 scope and sequence of local learner objectives aligned with the Arkansas Frameworks. Refine curriculum delivery strategies so that classroom activities are at an appropriate level of rigor and the classroom environment provides a focus for learning.*

Recommendation 6: *Develop a goal-focused district staff development plan that incorporates emphasis on growth in curriculum implementation, effective instructional strategies, technology, and skilled data use for instructional and curricular decision making. Monitor district and school follow-through with intended training and establish methods to activate ongoing support in implementing and refining the skills*

learned.

Recommendation 7: *Incorporate technology into prioritized district-wide planning that will provide teachers with effective teaching strategies to enhance learning for all students.*

Recommendation 8: *Develop and implement a budgeting process that aligns district and building-level resources to prioritized curricular goals. Include systematic cost-benefit analyses using assessment data to assure that expenditures are producing desired results and are directed to the areas of greatest need.*

Recommendation 9: *Develop and adopt an organization chart with corresponding written job descriptions and appraisals that will provide sound management with focus on the design and delivery of quality curriculum that will assist in attaining higher achievement for all students.*

