A TASA-CMSi Curriculum Audit™ of the Pearland Independent School District

September 2024

Dr. Larry Berger
Superintendent

Pearland Independent School District
1928 N. Main Street
Pearland, Texas 77581

TASA INSPIRING LEADERS

CMSi

Executive Summary Table of Contents

This Audit Report is comprised of two sections:

The **Executive Summary** provides an overview of the audit findings and recommendations in a short, graphic format.

The **Expanded Report** gives a more complete discussion of audit methodology and discusses the findings and recommendations at length. The Expanded Report also presents the extensive data analyzed and an explanation of what those data demonstrated in the context of the audit.

Pearland Independent School District Curriculum Audit by the numbers

**Site Visit Date:
March 25-28, 2024**

127
interviews conducted with staff, administrators, board members, and parents

1,000+
documents collected for review

361
classrooms observed

3,264
survey responses from parents, teachers, and students

917
student work artifacts evaluated

Introduction: The CMSi Curriculum Audit

This document constitutes the Executive Summary of a Curriculum Audit of the Pearland Independent School District in Pearland, Texas. A Curriculum Audit is designed to reveal the extent to which leaders and personnel of a school district have developed and implemented a coordinated, valid, and comprehensive system to manage the design, development, implementation, evaluation, and support of curriculum. Curriculum is defined as the set of learnings students are expected to master over the course of their years in the district. The system to manage this curriculum, when implemented effectively and in alignment with the district's vision for student engagement, will yield improved student learning and achievement over time if all its related processes and components are operating in coordination with one another. The effectiveness of curriculum management results as well in increased efficiency and assures district taxpayers that all fiscal support is optimized within the conditions under which the district functions.

District Background

Pearland Independent School District is located 15 miles south of downtown Houston, Texas, covering 43 square miles within Brazoria and Harris Counties. The school district is located in a residential and agricultural area that includes the City of Pearland, with a reported 2020 population of 125,828, a commercial center at the intersection of State Highway 35 and Farm to Market Road 518. The district has grown from a one-room school with 23 students in 1894 to more than 21,000 students, 1,297 teachers, and 23 campuses today. Through the years of growth, Pearland ISD has consistently been the heart of the town.

Student enrollment for school year 2022-23 as of the Fall snapshot date was 21,237 students, of which: 7,042 were enrolled at the high school level (grades 9-12); 3,506 were enrolled at the junior high level (grades 7-8); 3,223 at the middle school level (grades 5-6); and 7,466 at the elementary school level (grades PK-4).

Approximately 37.0% of Pearland ISD students are classified as economically disadvantaged, 12.6% as emergent bilingual, 11.6% as special education, and 11.9% of students are classified as gifted and talented.

System Purpose for Conducting the Audit

Pearland ISD has a strong reputation as an excellent school district with high achieving students in academics, athletics, fine arts, and many other areas. The district has received an A rating from the Texas Education Agency each year (with the exception of 2018-19) since the A-F system was introduced and wants to continue this path. As the district demographics and leadership are both changing, district leaders believe this is an excellent time to conduct a full review of all district systems.

The district is seeking a full-scope audit of all teaching and learning in the school district, including analysis of the following specific areas:

- Professional Learning;
- Curriculum, Instruction, and Assessment Alignment;
- Review of Instructional Programs; and
- Effective Use of Personnel and Instructional Budget.

Essentially, the district wants to ensure that the curriculum is aligned with state standards, promotes student success, enhances teacher planning and instruction, fosters curriculum consistency, and encourages innovation in learning. District leaders look forward to the final report and recommendations.

CMSi Audit History

The Curriculum Audit™ has established itself as a process of integrity and candor in assessing public school districts. Over the last 40 years, it has become recognized internationally as an important, viable, and valid tool for the improvement of educational institutions and for the improvement of curriculum design and delivery.

The Curriculum Audit represents a "systems" approach to educational improvement; that is, it considers the system as a whole rather than a collection of separate, discrete parts.

Auditors closely examine and evaluate the interrelationships of system departments, levels, and related processes to determine their impact on the overall quality of the organization in accomplishing its primary purpose of improving student learning.

The audit process was first developed by Dr. Fenwick W. English and implemented in 1979 in the Columbus Public School District in Columbus, Ohio. The audit is based upon generally-accepted concepts pertaining to effective instruction and curricular design and delivery, some of which have been popularly referred to as the "effective schools research." An audit is an independent examination of four data sources: documents, interviews, online surveys, and site visits. These are gathered and triangulated to reveal the extent to which a school district is meeting its goals and objectives related to improving student learning and achievement. The process culminates in a comprehensive written report to district leaders that summarizes district strengths, audit findings, and the auditors' recommended actions for improvement.

Curriculum Audits have been performed in hundreds of school systems in more than 46 states, the District of Columbia, and several other countries, including Canada, Saudi Arabia, New Zealand, Bangladesh, Malaysia, and Bermuda. Details about the methodology employed in the audit process and biographical information about the audit team are covered in the Appendices.

Audit Scope of Work

The audit's scope is centered on curriculum and instruction, as well as any aspect of operations within a school system that enhances or hinders curriculum design and/or delivery. The audit is an intensive and focused "snapshot" evaluation of how well a school system such as Pearland Independent School District has been able to set valid directions for pupil accomplishment and well-being; concentrate its resources to accomplish those directions; and improve its performance, however contextually defined or measured, over time.

The Curriculum Audit does not examine any aspect of school system operations unless it pertains to the design and delivery of curriculum. For example, auditors would not examine the cafeteria function unless students were going hungry and were, therefore, unable to learn. In some cases, ancillary findings from a Curriculum Audit are so interconnected with the capability of a school system to attain its central objectives that they become major, interactive forces that, if not addressed, will severely compromise the ability of the school system to successfully meet student needs.

The Curriculum Audit centers its focus on the main business of schools: teaching, curriculum, and learning. Auditors use five focus areas against which to compare, verify, and comment upon a district's existing curricular management practices. The focus areas reflect a management system that is ideal, but not unattainable. They describe working characteristics that any complex work organization should possess in achieving stated organizational goals while being responsive to the unique needs of its clients.

A school system that is using its financial and human resources for the greatest benefit of its students is able to establish clear objectives, examine alternatives, select and implement alternatives, measure results as they develop against established objectives, and adjust its efforts so that it achieves its objectives.

The five focus areas employed in the TASA-CMSi Curriculum Audit™ are:

1. **District Vision and Accountability:** The school district has a clear vision and demonstrates its control of resources, programs, and personnel.

2. **Curriculum:** The school district has established clear and valid objectives for students and clientele.

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

4. **Feedback:** The school district uses the results from district-designed or adopted assessments to adjust, improve, or terminate ineffective practices or programs.

5. **Productivity:** The school district has improved its productivity and efficiency, particularly in the use of resources.

The auditors report where and how district practices, policies, and processes have met or not met the criteria and expectations related to each focus area and what specific action steps are recommended for revising areas needing improvement. These findings and their corresponding recommendations are presented in detail in the expanded report.

Pearland ISD Strengths

Pearland ISD has a long tradition of high student achievement, outperforming region and state averages and a selected peer group of Tomball ISD, Katy ISD, and Clear Creek ISD. Document reviews, interviews, and survey responses revealed several district strengths.

1 Community Support and Pride in District

2 Comprehensive Academic and Extracurricular Offerings for Students

3 Leadership of Board, Superintendent

4 Ability to Attract and Retain Employees Dedicated to Students

5 Pearland ISD Education Foundation

"The Pearland Way was good in the past. Pearland students and the community have changed. What worked in the past doesn't now. The same students are not in the classrooms. The mindset needs to change. We need to define what the Pearland Way should be now."(Campus Administrator)

1 Community Support and Pride in District

Pearland ISD has a history of community support and pride in their schools. The district is described as forward looking. Over time, the area population grew from 30,000 to over 120,000. During that growth, the district not only maintained its standards, but actually improved. Several employees said a foundation for district success was the support of the community and the quality of students the community provides. The community passed a $220 million bond election in 2016. The bond package addressed facility issues, including the building of additions to the high schools and two ROTC facilities, renovation of Turner College and Career High School, increased seating, parking at the football stadium, safety and security needs throughout the district, technology needs, and campus renovations. Voters passed two bond propositions in May 2024. A $75 million infrastructure bond passed that will fund electrical, HVAC, plumbing, roofing, and fire alarm upgrades. A $30 million technology bond will fund computer replacement, networking, and a data center over a five-year period.

2 Comprehensive Academic and Extracurricular Offerings for Students

Pearland ISD strives to offer a world-class education that develops every child's unique gifts and talents. Some of the diverse programs offered to challenge and equip students for future success are:

- Gifted and Talented Academy;
- Dual Language Program (dual English/ Spanish classrooms);
- Turner College and Career High School;
- Career and Technology Education workforce learning and career pathways;
- Dual credit/dual degrees through local colleges;
- Associate degrees;
- Professional certifications;
- Championship athletic programs;
- Premier drama, choral, band, and art programs; and
- Special Olympics.

The comprehensive academic programs in grades K-12 provide students the opportunity to reach their full potential. Special Programs, Bilingual/ESL, Gifted and Talented and PK services are offered to students who qualify.

At the secondary level (grades 7-12), the PAP/ AP programs serve as the Gifted and Talented program in addition to a Gifted and Talented Academy option for student in grades 5-8. The district also has an extensive Career and Technical Education program that connects to the business community.

3 Leadership of Board, Superintendent

During interviews with district personnel, auditors heard positive comments about the leadership of the Board of Trustees and Superintendent. The board was characterized as being supportive of students and employees, while holding employees accountable. Most board members have provided several years of service to the district. Comments were provided related to positive leadership from the superintendent, who was described as visible and involved in many district activities.

4 Ability to Attract and Retain Employees Dedicated to Students

Pearland ISD was described as a destination school district and a desirable place to work. The Pearland Independent School District 2022-2027 Strategic Plan contains an objective to implement benefits and salary incentives that improve employee retention and recruitment of quality applicants. A Pearland Independent School District 2023-24 Adopted Budget document says the budget increases teacher starting pay, and provides a general pay increase of 2% as well as market and targeted pay adjustments in order to recruit and retain talented staff.   District data show average teacher salaries higher than the region or the state each year since 2017. The teacher turnover rate in Pearland ISD is 17.2%, compared to a state average of 21.4%.

5 Pearland ISD Education Foundation

The Pearland ISD Education Foundation was created 10 years ago to support educational programs for both students and staff. The foundation provides funds for educational programs and activities that either have not been funded or have been under-funded by the normal operating budget. The foundation provides resources to enrich teaching, inspire learning, and enhance opportunities for students enrolled in the district. Since 2014, the foundation has funded more than 400 educational projects, totaling over $700,000, through an annual grant application cycle. The innovative grant projects facilitate student achievement and skill development; recognize and encourage staff excellence; and expand community involvement from individuals, businesses, and civic organizations.

Key Focus Areas

1 **District Vision and Accountability:** Vision is foundational for establishing a framework for all decision making throughout the district and for ensuring that those decisions move the district in a single direction toward its established mission and goals. These goals and expectations must be clearly defined in policy to establish the parameters within which decisions across the various levels, departments, and campuses/schools are made. A functional organizational structure is also needed to assure that all personnel have defined responsibilities that do not overlap and to assure accountability at all levels. Accountability is essential in coordinating efforts and supporting efficacy across the system.

2 **Curriculum:** Written curriculum, as the most critical tool to support high quality teaching and learning, not only defines high levels of student learning, but also supports teachers with suggestions on how to deliver differentiated, student-centered instruction that is responsive to students' needs, backgrounds, and perspectives. A strong curriculum assists teachers in meeting the needs of their students more effectively by prioritizing and defining essential learning targets in measurable terms and providing the formative assessment tools needed to diagnose and monitor student learning. Strong written curriculum also promotes equity by clarifying for teachers what on-level learning looks like.

3 **Consistency and Equity:** All students in the system should have equal access to programs and services, and no students should be excluded from the regular classroom environment at rates that are not commensurate with their peers. Equity refers to students being treated in accordance with need, rather than the same as everyone else. Allocating resources and supports equitably is necessary if all students are to be equally successful academically. Under Consistency and Equity, auditors also examine the degree to which the educational program and its supporting programs, such as Emergent Bilingual, Special Education, or Gifted, are defined and implemented with consistency across the system.

4 **Feedback:** Within the context of student learning expectations and a clear vision for how students should be engaged and demonstrate their learning in the classroom, having aligned assessments that measure progress and provide feedback on the strengths and weaknesses of the system is of prime importance. The audit expects school systems to have common, aligned formative assessment tools that provide teachers and building leaders with clear and specific feedback regarding student progress and learning needs. A coordinated system must be in place for data to be collected, interpreted, and accessed by teachers so that they have valid information for planning instruction.

5 **Productivity:** When all aspects of system operations are functional and effective, productivity should be evident within existing financial constraints. Over time, as the system improves and each department and school builds stronger components that work in coordination, leaders are able to allocate resources more effectively and adjust programming so that ineffective initiatives are terminated or modified in accordance with data. Support systems necessary for effective operations are clearly tied to district goals and vision, and district facilities are likewise supportive of the educational program.

What We Found

The following section presents a summary of the areas where there is the greatest need for improvement and growth in the Pearland Independent School District.

The Pearland ISD Audit Report contains 15 findings in the five focus areas applied to the district for the Curriculum Audit™. Auditors determined these findings represent the most significant issues facing the district. Focus area finding summaries are presented below. Each finding is detailed in the comprehensive full report.

"Budget planning and improvement planning are not connected. The budget is approved in June. The District Improvement Plan is approved in December for the current school year."
(Education Support Center Administrator)

In **Focus Area 1**, auditors considered whether District leaders have defined Vision and Accountability structures in the school system. Auditors found the system does not have adequate control over its personnel and programs through board policy, administrative regulations, and the organizational structure defined in the table of organization and related job descriptions. These documents provide legal references and board direction for the system through board policy, while administrative regulations developed by the superintendent provide direction to staff for the implementation of board policy (see **Finding 1.1**). Pearland ISD planning is evident in the strategic plan and aligned district and campus plans. Many goals and strategies in these plans are not specific enough and do not have measurable outcomes. Links to professional development and to the resources needed for implementation are often missing (see **Finding 1.3**).

Focus Area 2 provides an analysis of the district Curriculum. Auditors found that Pearland ISD personnel have done a great deal of work on their curriculum over time. Current board policies and other documents provide limited direction for curriculum planning, and Pearland ISD does not yet have a comprehensive plan to direct the design, development, delivery, monitoring, evaluation, and revision of the curriculum (see **Finding 2.1**). The auditors found the scope of the written curriculum to be inadequate in both core and non-core courses (see **Finding 2.2**). Auditors found a quantity of curriculum documents in Pearland ISD, but overall, curriculum guides provide insufficient focus and suggestions for delivery to support high quality teaching and learning. Many instructional resources are topologically aligned to the state standards in content, but are not aligned in context or cognition. Teachers often need to go to several different locations to access curriculum documents, and these documents are in numerous formats (see **Finding 2.3**).

"Some of the teachers are using the curriculum. If the administration is okay with the teachers not using it, they don't. Then teachers create their own curriculum."
(ESC Staff)

"We have challenges with systematically supporting students who are struggling. As far as a good solid process for support, we are weak."
(ESC Administrator)

In **Focus Area 3**, auditors looked at whether there is Consistency and Equity across the district. Pearland ISD does not have an instructional model to clearly define expectations for quality delivery of the curriculum, but there are statements that offer definitions of effective instructional delivery in several district documents. The district expects teachers to post content and language objectives in classrooms, differentiate instruction, use instructional technology effectively to provide data-driven instruction, and use small group instruction. During observations in a sample of classrooms at each campus, auditors observed mostly teacher-centered, whole group instruction. Students often utilized worksheets, either on paper or on a computer screen, and were observed working on low-level cognitive processes with little differentiation. During classroom visits, auditors observed teachers utilizing technology primarily in a substitution role, which means the technology use did not enhance the strategy or approach the teacher utilized (see **Finding 3.1**). Most student work artifacts analyzed by auditors were on grade level and aligned to the Texas Essential Knowledge and Skills. They were, however, of low cognitive demand and of less engaging contexts (see **Finding 3.2**). Students in Pearland ISD do not have equal access to some programs. Students who are economically disadvantaged and students of color are less likely to perform academically at the same rate as their peers (see **Finding 3.3**). The district does not provide clear direction for the process of monitoring of classroom instruction. Inconsistencies exist in what is monitored and how data are to be used to determine instructional effectiveness (see **Finding 3.4**).

Focus Area 4 looks at Assessment and Feedback. Pearland ISD does not have a comprehensive plan to direct the development of assessments and use of data to inform instruction and district decision making (see **Finding 4.1**). The use of data and student assessment results is inconsistent. Many core courses and all non-core courses are not formally assessed. Without these assessments, the district is not able to effectively measure the effectiveness of the written curriculum or the delivery of instruction (see **Finding 4.2**). Overall, students in the district demonstrate strong academic performance. Auditors noted concerns relative to the performance of economically disadvantaged, emergent bilingual, and special education students in Pearland ISD. Hispanic/Latino and Black or African American students lag nearly 20 percentage points behind White students on state assessments (see **Finding 4.3**).

"We collect data. We don't use it to adjust instruction."
(Campus Administrator)

In **Focus Area 5**, auditors analyzed Productivity in the district. Productivity can be defined as doing more with the same human and fiscal resources or doing the same with fewer resources. Productivity is diminished in Pearland ISD by the absence of a formal process to select, implement, and evaluate programs and interventions. Interventions are programs that often involve significant human and fiscal capital, as well as employee time. As such, they should be carefully selected and closely monitored for effectiveness. The district has programs that were selected without determining their alignment with student needs and whether the program was the best available. Meaningful

data are lacking to determine the impact of programs on student learning. Auditors reviewed the employee performance review process in Pearland ISD, focusing specifically on teachers and principals. While several employees told auditors during interviews that the primary purpose of performance review was feedback for improvement, when auditors reviewed randomly selected appraisal forms, it was determined that feedback for improvement was seldom provided, diminishing the productivity of this required and time consuming endeavor. Auditors also reviewed the professional development process in the district. The productivity of professional development is diminished as there is no comprehensive professional development plan; many employees told auditors that professional development needed to be improved; and the evaluation of professional development is limited mostly to participant surveys (see **Finding 5.1**). While district budgets are well managed, a budgeting process to increase productivity is needed. Budget requests should be justified annually, and all programs should compete for funding. Program evaluations need to be conducted to provide cost-benefit data upon which to make budgetary decisions. Campus budgets are determined by a per student allotment with no consideration of student needs (see **Finding 5.2**).

"We have always funded across the board equally. We never looked at it by need. We never sat down to determine what funding they need specifically to support students. We can't do that anymore. We need to fund based on need."
(ESC Administrator)

"

We do not have a lot of formal, written systems in place. We have been a suburban school district with strong students due to the community. We could perform well without formal structures in place. That is no longer the case. (ESC Administrator)

My children often bring homework home from Teachers Pay Teachers. It is low quality and misaligned to the rigor of the TEKS. (Parent)

Differentiation is definitely something that must be done to support students to help them be successful. However, no support comes for the district. Teachers support each other with ideas and suggestions on how to help a struggling student or a high achieving student. (Teacher)

The curriculum is outdated or not there. Some of the resources from C & I have been there for 20 years. (Teacher)

I do believe that, overall, the school district provides a good educational experience for the children at most schools. (Parent)

There needs to be a common language of the best instructional practices for all schools. Campuses should not be able to do whatever they want as long as they fund it. (Principal)

I feel like the curriculum is weak and doesn't challenge the students. (Parent)

"

Key Recommendations

The auditors are confident that this audit report will provide the foundation for improvement efforts. However, future progress will depend, in part, on the district leadership's efforts to make difficult decisions incorporated in the audit recommendations, including the willingness of the governing board to allocate additional resources necessary to implement the recommendations.

1   Improve management of district human and fiscal resources through comprehensive board policies and supportive administrative regulations to provide clear direction for the educational program and operational functions; establish accountably with improved organizational structure through revised organizational charts and job descriptions; and improve planning at the district, department, and campus levels.

2   Develop and implement a comprehensive curriculum management plan to provide district-wide consistency and direction for the design, use, monitoring, and evaluation of a deeply aligned curriculum. Review, revise, and further develop existing curriculum documents, or develop new curriculum documents, to ensure alignment of the written, taught, and tested curriculum and support more rigorous and engaging instruction. All courses should have a quality curriculum.

3   Develop and implement an instructional model for the district to be used, along with the curriculum, to more effectively plan for and deliver the curriculum using quality, research-based instructional strategies. Include effective utilization of instructional technology in instructional planning. Ensure equal access for all student groups to high quality curriculum and learning opportunities. Analyze data and provide resources and support to students in an equitable manner. Establish and implement standards and procedures for monitoring the delivery of the curriculum.

4   Develop and implement a formative and summative assessment program to cover all courses at all grade levels. Utilize assessment data as feedback to improve teaching and learning—the district's core business, and to give direction for ongoing curriculum revision and improvement.

5   Develop and implement a comprehensive plan for program and initiative selection, implementation, and evaluation to increase productivity. Utilize data as feedback for initiation, modification, continuation, or termination of programs and instructional practices. Utilize employee performance reviews to provide feedback for improvement of performance and for planning professional development. Develop a comprehensive professional development plan, and utilize data as the primary means for selecting professional development offerings and for evaluating their effectiveness. Utilize cost-benefit data from program evaluations to implement a performance-driven budgeting process to prioritize district expenditures.

Recommendations

The audit recommendations contained in this report address insufficiencies and inadequacies to assist Pearland ISD in meeting their vision, mission, and goals. The recommendations focus on several areas of curriculum management and supporting processes to lead the district to increased student performance. A high-quality curriculum is needed that defines, prioritizes, and sequences student learning while offering solid suggestions for how it should be delivered. Students should be provided high quality learning activities and engagement in district classrooms. Also needed is increased teacher capacity in content and pedagogy to meet the current and future needs of students as district demographics continue to change.

Recommendation 1: The role of the governing board is to establish policy that sets clear expectations and guidelines for all district work. Findings from the Curriculum Audit™ should be used to adopt new and revised board policies to establish and maintain control over curriculum management and other operational functions. The superintendent should develop, and the board should consider and adopt, an *EH(LOCAL)—Curriculum Design* policy and revise other policies to express the board's expectations for quality curriculum and its management and other important processes. Policy should address decisions that are tightly held centrally and those that can be loosely held at the campus level. Administrative regulations should be modified or developed by the superintendent to provide staff with detail related to the implementation of board policies. Organizational charts should be modified to conform to the principles of sound organizational management. Job descriptions with clear linkage to duties and strong statements related to curriculum design, alignment, and delivery responsibilities are needed to support the district mission and goals. District and campus plans need clear and measurable goals and strategies. Many plan strategies need action

steps for implementation, as well as aligned professional development and/or coaching to increase employee capacity. Plans need specific resources (e.g., human resources, financial resources, time) for implementation, as well as specific evaluation criteria.

"We need more curriculum type positions: campus coaches, more support for new staff. We also need to staff our schools based on academic need (more support at lower income campuses)." (Auxiliary and Paraprofessional Employee)

Recommendation 2: This recommendation first suggests developing a curriculum management plan to direct the design, development, delivery, monitoring, evaluation, and revision of the Pearland ISD curriculum. Implementing and disseminating this plan will promote clear direction for a comprehensive system that establishes deeply aligned, quality curriculum for all courses and that: empowers teachers to deliver the district's learning objectives; improves teacher effectiveness related to instructional practices aligned to district expectations; and ensures that students have access to rigorous, standards-based curriculum in all classrooms. A quality curriculum provides instructional resources, strategies, and assessments aligned to the content, context, and cognitive type of each objective taught. The design of curriculum should support the expectation for instructional differentiation. There should be sufficient distributed practice of student learnings over time to embed new learning into long-term memory, with reteaching and enrichment as needed. District leaders should determine which curriculum

decisions will be tightly held at the district level, and which will be loosely held, or flexible, at the campus level. This recommendation outlines actions and steps for curriculum management planning, curriculum design, development, and revision.

Recommendation 3: This recommendation looks at instructional expectations, student work artifacts, equity, and instructional monitoring in Pearland ISD. The district needs to develop and implement a mastery learning instructional model to facilitate effective delivery of the curriculum and provide differentiation based on data analysis. Define a lesson planning model for using data in planning the delivery of district curriculum that is responsive to student needs. In the lesson planning process, include the effective utilization of instructional technology. Develop expectations for student access to programs and services, the role of cognitive demand in student success, the use of real world contexts in the learning process, the use of flexible student groupings, and the importance of holding high expectations for all students. Develop a comprehensive plan to eliminate existing disparities that serve as barriers to some student groups, and develop a system to routinely examine equity-related data to identify unintended practices that could result in future equity issues. Utilize board policies and administrative regulations to define more specific expectations for monitoring the delivery of the curriculum. Define individual, campus, and district responsibilities for monitoring. A primary role of campus administrators should be the monitoring of and support for instruction, providing useful feedback, and asking reflective questions.

Recommendation 4: This recommendation deals with feedback for improvement in Pearland ISD. Board policy and administrative regulation are needed to provide for a comprehensive student assessment and program evaluation plan. District curriculum documents should contain explicit connections to assessment for each learning objective. High-quality, deeply-aligned assessments need to be available for all district courses and administered on a regular basis. Analyze assessment results regarding the effectiveness of curriculum and instruction, and utilize the data to make changes for improvement, leading to increased productivity.

Recommendation 5: This recommendation addresses productivity in the allocation of human and fiscal resources. Pearland ISD needs to develop and implement a formal process to determine the effectiveness and cost-benefit of major district initiatives and programs. Informed decisions can then be made regarding continuation, modification, or selective abandonment of programs or initiatives based on their effectiveness. This process should be used in the annual budget development and adoption process to analyze the productivity of programs that require significant human and fiscal resources and time, such as employee performance reviews and professional development. All district expenditures should be analyzed each year, and programs should complete for funding. Some funding may need to be shifted from lower to higher priority budget items. Combining a program selection, implementation, and evaluation process with budgeting based upon cost-benefit data will allow Pearland ISD district leaders to focus resources on priorities and increase the district's return on investment (ROI).

Pearland ISD has strong community support and dedicated board members, administrators, teachers, and support personnel who care deeply about students. The recommendations in this audit reflect best practices. These recommendations for change will require thoughtful preparation, careful implementation, and reflective practice. Some changes can begin immediately. However, too many changes should not be attempted at the same time. A plan and timeline should be developed to implement these recommendations over a period of five to seven years.