

LETTER OF TRANSMITTAL

August 31, 2000
The Honorable George W. Bush
The Honorable Rick Perry
The Honorable James E. "Pete" Laney
Members of the 76th Legislature
Commissioner James E. Nelson

Ladies and Gentlemen:

I am pleased to present our performance review of the Bastrop Independent School District (BISD).


This review is intended to help BISD hold the line on costs, streamline operations, and improve services to ensure that more of every education dollar goes directly into the classroom, with the teacher and children, where it belongs. To aid in this task, I contracted with WCL Enterprises of Katy, Texas.

We have made a number of recommendations to improve BISD's efficiency. We also have highlighted a number of "best practices" in the district's operations--model programs and services provided by BISD's administrators, teachers and staff. This report outlines 60 detailed recommendations that could save BISD nearly \$4.6 million over the next five years, while reinvesting \$668,135 to improve educational services and other operations. Net savings are estimated to reach \$3.9 million--savings that BISD can redirect into the classroom.

We are grateful for the cooperation of BISD's board, staff, teachers, parents and community members. We commend them for their dedication to improving the educational opportunities for our most precious resource in BISD--our children.

I also am pleased to announce that the report is available on our Web site at <http://www.window.state.tx.us/tspr/bastrop/>.

Sincerely,



Bastrop Independent School District

If current trends continue, the Bastrop Independent School District (Bastrop ISD) student population will grow at double the growth rate of the rest of the state. This growth reflects a shift in the community, which has been largely a rural, farming area and is now attracting Austin-based professionals. This growing student population, paired with the changing demographics, presents Bastrop ISD with several unique challenges.

At the request of community leaders, my office agreed to review the district earlier this year. We discovered a district with some notable successes. Despite those successes, some community members had lost confidence in the district's ability to adequately manage its financial affairs. Differences among community residents resulted in the defeat of key bond proposals designed to address current and future facilities needs of the district. To address these challenges, district officials will need to work more closely with community leaders to decide how to best spend district dollars to help their students.

Bastrop ISD spent only 46.8 cents of every education dollar in the classroom in 1999-2000, down from 48.8 cents the previous year. The district must focus on our most precious resource—our children. One of my 10 Principles for Texas in the 21st Century is to drive more of every education dollar directly into the classroom. And my Texas School Performance Review (TSPR) team has done just that for Bastrop ISD with 60 recommendations that could result in net savings of more than \$3.9 million over the next five years.

The district has an opportunity to restore community faith in its financial management ability, maintain and enhance its upward trend in student performance and effectively plan for its future growth. My report contains a series of recommendations and implementation steps to help the

district to achieve these objectives. Among those recommendations are:

- Convert either Mina Elementary School or the West Campus of Bastrop High School to offices for district administration and for the special education cooperative, and move these offices from their current, expensive location in a commercial area;
- Create a committee of citizens to help the district develop a facilities master plan linked to future growth data; and
- Link all the district and campus improvement plans to the district's budget and prioritize projects.

Each of these major recommendations would redirect administrative costs and dedicate dollars to improving the education of our children. I am confident that school board members, school administrators, teachers and parents are all committed to making Bastrop ISD the best it can be for their students.

Key Findings and Recommendations

During its five-month review, the Texas School Performance Review (TSPR) examined Bastrop ISD operations and interviewed employees, school board members, teachers, students, parents, and community and business leaders. Following are the major proposals TSPR developed to help the district address various issues.

Major Proposals

Facilities

- *Move the district's administrative offices from expensive commercial space into converted space on an existing campus*—The district's administrative offices are expensive. Bastrop ISD has paid \$716,823 in total lease costs over the last ten years on the administrative space in a commercial shopping center that is poorly configured. Because of these exorbitant costs, the district should convert either Mina Elementary or the West Campus of Bastrop High School for district administration and for the special education cooperative.
- *Create a committee of citizens to help the district develop a facilities master plan linked to future growth data*—Planning for future growth is imperative for the district and has been a divisive topic for the community. For the district to successfully plan facilities needs and receive voter approval, it must include citizens throughout the planning process. Bastrop ISD should establish a facilities committee to work with the district to review demographic projections, time schedules and priorities associated with new facilities.

Food Service

- *Meet and maintain legally mandated health standards*—Some kitchens in the district have: non-functioning equipment; unapproved fans used in the kitchen to circulate air that allow dust to be blown on

food items; improper recorded temperatures for food; and insects and rodents.

Bastrop ISD must meet and maintain proper sanitation and health standards to be in compliance with all applicable state and local laws.

Transportation

- *Establish a safe-driving program for bus drivers*—Bus drivers for Bastrop ISD were involved in 20 accidents during the 1999-2000 school year. Five of these accidents were considered major (greater than \$2,500 in damages), and 15 of the drivers involved had been in an accident before. In 1998-99, BISSD drivers were involved in 41 accidents, 34 of which involved drivers who had been in a previous accident. To reduce bus accidents, the district should implement an incentive program that rewards safe driving and institute a comprehensive safety training program.

Student Performance

- *Develop a long-range plan for improving Texas Assessment of Academic Skills (TAAS) scores and lowering exemption rates*—Although student performance is improving, Bastrop ISD's TAAS exemption rates for its African American students are inordinately high. In 1998-99, 18.4 percent of African American students and 11 percent of Hispanic students were not tested. This rate is particularly troubling, as it is significantly higher than statewide rates of 13.4 percent of African American students. In the 2000-01 school year, the district's special education staff and curriculum staff will be analyzing the referral and placement practices for all students with the intent of reducing the number of students exempted from the TAAS. While this is a good first step, it is imperative that the district increase its emphasis on testing all students and reducing TAAS exemptions. Assessing each student's strengths and weaknesses is the first critical step

necessary for creating programs to help these children succeed.

District Organization and Management

- *Reorganize the district to address the student population growth*—Bastrop ISD's current organizational structure does not position it for the enrollment growth, which is at 5 percent per year and projected to almost double the growth rate of the state over the next 10 years. Recent retirements and vacancies at the senior level provide an opportunity for the board and superintendent to put an organization in place over the course of two school years that will better serve the district in the next five to 10 years.
- *Set strategic goals for the district and distinguish roles between the board and the superintendent for achieving those goals*—A dramatic rise in student enrollment with greater diversity, paired with a high tax rate and low tax base, has created a unique set of challenges for Bastrop ISD. The district's board and superintendent will have to work together to meet challenges that include the need for new facilities, improving the quality of educational programs, providing a safe school environment, and recruiting and retaining good teachers. To effectively meet this challenge, the board must clearly state what is to be accomplished in the district through its policy role and maintain the distinction in roles between the board and superintendent.

Financial Management

- *Link all the district and campus improvement plans to the district's budget and prioritize projects*—The district does not link the district and campus improvement plans to the budget, nor does it identify priorities. For example, broad goals identified in the District Improvement Plan focus on student performance and are not linked to the district budget or individual campus budgets, nor are they tied to the Campus Improvement Plans. Tying the allocation of resources to the district and campus improvement

plans would help the board identify the district's greatest needs and shift resources to meet those needs. It also would make comm

- *Use Requests for Proposals (RFPs) for all future contracts that would generate revenue for the district*—The public criticized Bastrop ISD about an exclusive soft-drink vending contract. The criticism mainly focused on issues of competitive bidding and a lack of opportunity for public input. While competitive bidding may not have been required for this contract, it would have made good business sense to seek proposals from other soft-drink vendors to maximize revenue and minimize obligations to the vending company. To avoid a repeat of this kind of situation, the district should update its administrative procedures to require the use of RFPs for all future revenue contracts.

Exemplary Programs and Practices in the Bastrop Independent School District

TSPR identified numerous best practices in the Bastrop ISD. Through commendations in each chapter, the report highlights model programs, operations and services provided by Bastrop ISD administrators, teachers and staff. Below are some of the highlights from the report. Other school districts throughout Texas are encouraged to examine these exemplary programs and services to see if they could be adapted to meet local needs.

- **In-kind contributions**—Aggressive involvement of business and community organizations has resulted in more than \$250,000 worth of in-kind contributions and financial support to Bastrop ISD. Its relationship with the National Guard, for example, supports its technology infrastructure development. The district has received approximately \$250,000 worth of equipment for the distance learning lab project from the National Guard. In addition, they provided the setup and installation, and will conduct training session for BISD staff as well as provide all of the support and maintenance during this project. Students can use the distance learning lab for free for college coursework during the day.
- **Academic strategic planning**—Bastrop ISD’s strategic academic planning process provides direction and focus for improving the academic performance of all students. The plan consists of six long-range goals, adopted by the board that form the basis for developing the district’s annual strategic plan objectives and implementation strategies for academic performance. The district annually revises its strategic plan goals and implementation strategies to build on the previous year’s progress.
- **Educational service cooperatives**—Services such as special education, alternative education and property tax collections can be expensive for a small district to provide. To address this problem, Bastrop

ISD developed cooperative arrangements for providing these services. For example, Bastrop ISD is the managing and fiscal agent for the Bastrop County Special Education Cooperative (BCSEC). BCSEC serves students with disabilities in four area school districts: Bastrop, Elgin, Smithville and LaGrange.

- **Vehicle fuel and maintenance program**—An interlocal agreement for vehicle fueling and maintenance services with Bastrop County and the City of Bastrop earns Bastrop ISD additional revenue. Under the agreement, Bastrop ISD provides the county and city 24-hour access to its underground fuel storage tank for \$3 per vehicle per month, plus the cost of fuel. The district also performs maintenance and repair services for county vehicles at a rate of the cost of parts plus 5 percent.
- **Print shop**—Bastrop ISD has a print shop that provides a quality, cost-effective service to the schools. While some printing is contracted to outside vendors, the district's print shop still prints more than 4 million copies of various school documents per year. The cost per copy is approximately \$0.026. Recent bids show the district would spend about \$0.038 per copy to contract out this type of printing. The schools are receiving a good value with average savings of \$0.010 per copy, including the cost of paper.
- **Award-winning schools**—In February 2000, students at Bastrop Intermediate, Cedar Creek Elementary, Emile Elementary and Hill Street Elementary schools met performance standards for the Texas Successful Schools Awards System (TSSAS) and earned cash awards for their schools totaling \$12,622.
- **Community involvement**—Newsletters and newspaper articles are only two of the ways the district keeps the community informed and involved. In addition to the newsletter mailed seven times a year to every home in the district, Bastrop ISD officials also write a weekly column for the local newspaper. District officials also advertise for volunteers and partnerships on donated billboards, summarize school board actions in a publication for

all district employees and regularly write community interest press releases.

What Is TSPR?

The Texas School Performance Review (TSPR), a program of the Texas Comptroller's office, is the nation's first state-level vehicle designed to improve the management and finances of public school districts.

Since its creation in 1991, TSPR has conducted in-depth, on-site management reviews of 37 Texas school districts serving 1 million students, or 26 percent of the state's 3.9 million public school students. More than \$469 million in five-year net savings have been identified in the previous 37 reviews conducted to date.

These reviews diagnose districts' administrative, organizational, and financial problems and recommend ways to cut costs, increase revenues, reduce overhead, streamline operations, and improve the delivery of educational services. TSPR's overall goal is to ensure that every possible education dollar is directed to the classroom.

A TSPR review is more than a traditional financial audit. Instead, TSPR examines the entire scope of district operations, including organization and management, educational service delivery, personnel management, community involvement, facilities use and management, financial management, asset and risk management, purchasing and warehousing functions, computers and technology, food services, transportation, and safety and security.

Reviews can be requested or districts can be selected for a review. A cross-section of Texas school districts—large and small, wealthy and poor, urban and rural—are selected so that a wide variety of other districts can apply TSPR's recommendations to their own circumstances. Priority is given to districts with a poor academic performance and/or a poor financial performance, and where the greatest number of students will benefit from an audit.

Nearly 90 percent of all recommendations are being voluntarily implemented to date in the 30 districts that

have had more than one year to implement TSPR recommendations.

In March 2000, the Comptroller's office began a performance review of the Bastrop Independent School District (BISD) as part of a countywide review of the four districts in Bastrop County-Bastrop, Elgin, McDade and Smithville. This review signaled the first time that the Comptroller conducted a countywide review.

After nearly five months of work, this report identifies BISD's exemplary programs and suggests concrete ways to improve district operations. If fully implemented, the Comptroller's 60 recommendations could result in net savings of more than \$3.9 million over the next five years.

Improving the Texas School Performance Review

Soon after taking office in January 1999, Texas Comptroller Carole Keeton Rylander consulted school district officials, parents and teachers from across Texas and carefully examined past reviews and progress reports to make the Texas School Performance Review (TSPR) more valuable to the state's school districts. With the perspective of a former teacher and school board president, the Comptroller has vowed to use TSPR to increase local school districts' accountability to the communities they serve.

Recognizing that only 52 cents of every education dollar is spent on instruction, Comptroller Rylander's approach is designed to give local school officials in Bastrop and in other Texas communities the ability to move more of every education dollar directly into the classroom. Comptroller Rylander also has ordered TSPR staff to share best practices and exemplary programs quickly and systematically with all the state's school districts and with anyone else who requests such information. Comptroller Rylander has directed TSPR to serve as a clearinghouse of the best ideas in Texas public education.

Under Comptroller Rylander's approach, consultants and the TSPR team will work with districts to:

- Ensure students and teachers receive the support and resources necessary to succeed;
- Identify innovative ways to address the district's core management challenges;
- Ensure administrative duties are performed efficiently, without duplication, and in a way that fosters education;
- Develop strategies to ensure the district's processes and programs are continuously assessed and improved;

- Challenge any process, procedure, program or policy that impedes instruction and recommend ways to reduce or eliminate obstacles; and
- Put goods and services to the "Yellow Pages Test": government should do no job if a business in the Yellow Pages can do that job better and at a lower cost.

Finally, Comptroller Rylander has opened her door to Texans who share her optimism about the potential for public education. Suggestions to improve Texas schools or the school reviews are welcome at any time. The Comptroller believes public schools deserve all the attention and assistance they can get.

For more information, contact TSPR by calling toll-free 1-800-531-5441, extension 5-3676, or see the Comptroller's Website at www.window.state.tx.us.

TSPR in Bastrop ISD

In January 2000, when Comptroller Rylander announced the Bastrop ISD review, the district was suffering from a loss of confidence of some community members in its ability to adequately manage its financial affairs. Several months prior to the announcement, more than 120 community members had signed and submitted a petition to the Comptroller asking for a review of the district.

In March 2000, when TSPR began its performance review of BISD, we found a district beginning to face the challenge of growing from a small to a medium-sized district over the next five to seven years. During that time, the student population is expected to double, putting the district at over 12,000 students. The same holds true for the community, which has been largely a rural, farming area that is now becoming a desired relocation area for Austin-based professionals. With that change has come differences among community residents, which has resulted in the defeat of key bond proposals designed to address current and future facilities needs of the district.

The district has addressed curriculum and instruction issues by hiring a new assistant superintendent, adding several key positions and redefining existing positions to provide more campus-based support to teachers to meet student achievement objectives. Also, the district conducted a curriculum audit, which provides the long-term blueprint for addressing curriculum and instruction needs. In May 2000, student performance on the Texas Assessment of Academic Skills (TAAS) achieved recognized status on 20 of 21 indicators, and fell short by less than two percentage points on the remaining indicator.

As this report is released, the district has an opportunity to restore community faith in its financial management ability, maintain and enhance its upward trend in student performance and effectively plan for its future growth. This report contains a series of recommendations and implementation steps to help the district to achieve these objectives.

The Comptroller's office selected WCL Enterprises, a consulting firm based in Katy, Texas, to assist the agency with this review. The TSPR team interviewed district employees, school board members, parents, business leaders and community members and held a community meeting in BISD's Intermediate School. To obtain additional comments, the review team conducted focus group sessions with parents, teachers, principals, business leaders and representatives from community organizations. The Comptroller also received letters from a wide array of parents, teachers and community members, and staff received calls to the Comptroller's toll-free hotline.

Ninety-six campus and 34 central administrators and support staff; 31 principals, assistant principals and professional support staff; 187 teachers completed written surveys as part of the review. Details from the surveys and public forums appear in Appendices A through E.

The review team also consulted two databases of comparative educational information maintained by the Texas Education Agency (TEA)-the Academic Excellence Indicator System (AEIS) and the Public Education Information Management System (PEIMS).

BISD selected peer districts for comparisons based on similarities in student enrollment, student performance and community and student demographics. The selected peer districts were Brazosport, Del Valle, Georgetown, Hays, Lockhart, San Marcos and Schertz-Cibolo. TSPR also compared BISD to district averages in TEA's Region 13 Education Service Center, to which BISD belongs and the state as a whole (**Exhibit 1**).

Exhibit 1
Demographic Characteristics of BISD
and Peer School Districts
1999-2000

District	Student Enrollment	5-Year Change in Enrollment	Racial/Ethnic Percentage				Percent Economically Disadvantaged
			Percent Hispanic	% African-American	Percent Anglo	Percent Other	
Bastrop	6,137	14.9%	27.4%	10.5%	61.0%	1.1%	40.8%

Brazosport	13,224	4.5%	34.4%	9.1%	54.9%	1.5%	38.9%
Del Valle	6,095	28.4%	60.8%	14.5%	22.9%	1.8%	63.4%
Georgetown	7,595	20.7%	21.5%	3.6%	74.2%	0.8%	25.2%
Hays	6,713	23.2%	46.9%	2.7%	49.8%	0.7%	33.9%
Lockhart	4,413	11.1%	46.5%	9.2%	43.6%	0.7%	52.7%
San Marcos	6,978	4.9%	62.4%	5.4%	31.4%	0.8%	50.8%
Schertz-Cibolo	6,202	28.2%	23.1%	7.6%	67.8%	1.6%	25.7%
Region 13	264,791	14.1%	33.0%	9.8%	54.6%	2.6%	35.7%
State	4,002,227	6.8%	39.5%	14.4%	43.7%	2.9%	48.9%

Source: Texas Education Agency, 1994-95 - 1998-99 Academic Excellence Indicator System (AEIS).

During its five-month review of the district, TSPR developed 60 recommendations to improve operations and save taxpayers nearly \$4.6 million by 2004-05. Cumulative net savings from all recommendations (savings less recommended investments) would reach \$3.9 million by 2004-05.

A detailed list of costs and savings by recommendation appears in **Exhibit 3**. Many TSPR recommendations would not have a direct financial impact but would improve the district's overall operations.

Acknowledgments

The Comptroller's office and WCL Enterprises wish to express appreciation to the BISD Board of Trustees, Superintendent John Walch, district employees, students, parents and community residents who helped during the review. Special thanks are due to Becky Bunte, assistant superintendent of Business and Finance, and Donald Williams, Community Resource Coordinator, who acted as BISD's liaisons by arranging for office space, equipment and meeting rooms and otherwise accommodating the review team's needs.

Bastrop ISD

BISD served 6,137 students during 1999-2000, a 5-percent increase from the 1998-99 enrollment of 5,844. BISD has one high school, one middle school, one intermediate school, four elementary schools, and three

alternative education campuses for secondary students for a total of 10 campuses.

From 1995-96 to 1999-2000, the district's enrollment increased 14.9 percent. This was a slightly larger increase than Region 13 at 14.1 percent, but a significant increase compared to the state increase of 6.8 percent. At the same time, BISD's property value of \$144,815 per student is 26.9 percent lower than the state average of \$198,149 per student.

Twenty-seven percent of BISD's students are Hispanic, 11 percent are African-American, 61 percent are Anglo and 1 percent are classified as Other. 40.8 percent of BISD's students were classified economically disadvantaged in 1999-2000.

BISD has improved its student performance in the last few years. In 1995-96, BISD had one "low-performing" school, using TEA's measurement criteria. In 1999-2000, the district received an "Academically Acceptable" rating from TEA with no low-performing schools. The number of schools receiving the designation "recognized" rose from zero to three over the same period.

The district has made strides in closing the performance gap over the last five years.* In 1998-99, 81.1 percent of all BISD students passed the TAAS compared to 60.7 percent in 1994-95. The performance gains over this same period are even more significant for minority students and economically disadvantaged students. (*TSPR used TAAS passing rates for the years 1994-95 through 1998-99 because the 1999-2000 ratings for all tests taken were not available as of this printing.)

In 1998-99, 66.5 percent of African American students passed the TAAS compared to 33.5 percent in 1994-95; 69.7 percent of Hispanic students passed the TAAS in 1998-99, compared to 44 percent in 1994-95; and 72.7 percent of economically disadvantaged students passed the TAAS in 1998-99, compared to 46.1 percent in 1994-95. This is not to say that BISD does not have more work to do, but the district is moving in the right direction.

During 1999-2000, the district employed a staff of 911 employees, with teachers accounting for 457 or 50.1 percent of BISD staffing. The district had expenditures of \$38.6 million in 1999-2000. Thirty percent of BISD's revenues were generated locally, 58.4 percent came from the state and 3 percent came from the federal government. Some 4.5 percent came from other sources. Budgeted expenditures for instruction totaled \$18.1 million, or 46.8 percent of the total expenditures.

Exemplary Programs and Practices

TSPR identified numerous "best practices" in BISD. Through commendations in each chapter, the report highlights model programs, operations and services provided by BISD administrators, teachers and staff. Other school districts throughout Texas are encouraged to examine these exemplary programs and services to see if they could be adapted to meet local needs. TSPR's commendations are listed below.

- BISD's strategic planning process provides direction and focus in helping to achieve the district's mission of improving the academic performance of all students. BISD has six long-range goals, adopted by the board, that form the basis for developing the district's annual strategic plan objectives and implementation strategies. Since 1998, the district has annually revised its strategic plan goals and implementation strategies to reflect the progress of accomplishing previous objectives.
- BISD provides information to its public often and in a variety of ways. The district publishes a district newsletter seven times annually and mails it to all addresses in the district; prepares a weekly column for the local newspaper, which features information about events held at various schools and always includes pictures of students involved in school activities; regularly prepares press releases on various topics of interest to the community; secures the contribution of billboards in the area to advertise for volunteers and partnerships; and summarizes the actions of the school board in a publication distributed to all district employees.
- Students at Bastrop Intermediate, Cedar Creek Elementary, Emile Elementary and Hill Street Elementary schools met performance standards for the Texas Successful Schools Awards System (TSSAS) and earned cash awards for their schools. TSSAS awards are given to schools considered to be performing well in comparison to peer schools. Schools qualify for cash awards by meeting two criteria. First, the school must meet standards for one of three ratings categories: exemplary, recognized or acceptable. Second, the school must rank in the top 25 percent of all campuses that are in the same unique comparison group statewide, with respect to the Texas Learning Index. In February 2000, BISD received \$12,622 as part of the TSSAS.
- BISD uses cooperative arrangements for providing services that would be costly for a small district to offer, such as special education services, alternative education programs and property tax collections. BISD is the managing and fiscal agent for the Bastrop County Special Education Cooperative (BSCEC). BSCEC serves students with disabilities in four area school districts: Bastrop, Elgin, Smithville and LaGrange. The cooperative offers a wide variety of education services and settings to meet individual

educational needs of students with disabilities that would be costly for a single district acting alone.

- BISD's Print Shop provides a quality, cost-effective service to the schools. While some printing such as school letterhead and envelopes, some handbooks and certificates and some administrative brochures and folders, are contracted to outside vendors, the district's Print Shop still prints more than four million copies of various school documents per year for the schools and departments and is saving about a penny per image over commercial rates.
- The Food Services Department employees and managers measure performance based on job performance descriptions and employees are directly involved in the process through self-evaluations. The department manager and cafeteria managers evaluate each employee using performance-based and job-specific descriptions. Each employee and manager performs a self-evaluation using the job description form for presentation to the respective manager. The employee and manager determine the final evaluation score. The manager uses the evaluation to pinpoint areas for improvement and further training and areas in which competency and/or proficiency has been achieved.
- The Food Services manager uses sound fiscal management decision-making about expenses and revenue enhancements. The cafeteria managers are knowledgeable about financial information and have trained additional staff to assist in record keeping. This allows the department to maintain financial responsibility.
- BISD receives additional revenue by providing vehicle fueling and maintenance services for Bastrop County and fueling services for the City of Bastrop through an interlocal agreement. Under the agreement, BISD provides the county 24-hour access to its underground fuel storage tank for \$3 per vehicle per month. This fee reimburses BISD for administrative and pump maintenance costs. The district also performs maintenance and repair services for county vehicles at a rate of the cost of parts plus 5 percent. BISD processes all the paperwork and bills the county. The county pays for their share of the fuel, including applicable taxes, when the fuel is delivered and it is billed directly by the fuel vendor.
- BISD aggressively involves business and community organizations to enrich all schools with in-kind contributions and financial support. The district has developed relationships with organizations such as the National Guard and Austin Community College (ACC) to support its technology infrastructure development. BISD has received approximately a quarter of a million dollars worth of equipment for the distance learning lab project from the National Guard. The National Guard provided all of the setup and installation, and will conduct training session to

BISD staff as well as provide all of the support and maintenance during this project. BISD students will not incur charges for the use of the distance learning lab or for college coursework during the day. The district still is working with ACC and other institutions of higher learning to determine a possible charge for evening use of the lab.

Key Findings and Recommendations

TSPR's recommendations emphasize increased board, staff and public cooperation and communication; efficient and effective organizational structure; improved resource allocation; improved student performance and greater districtwide planning. The district must be able to make sound business decisions, communicate those decisions to the community and work hand in hand with the community to see them implemented.

District Organization and Management: The school board's challenge to "govern and oversee" the management of the district is being tested as the board addresses the issues of increasing student enrollment, the need for new facilities, greater ethnic diversity, maintaining and improving the quality of educational programs, recruiting, retaining and rewarding good teachers, providing safe school environments and working within the limitations of a high tax rate and a low tax base. To effectively meet this challenge, the board must clearly state what is to be accomplished in the district through its policy role and maintain the distinction in roles between the board and superintendent. To function more effectively, the board should establish, implement and institutionalize "self-censorship" guidelines and obtain additional guidance concerning governance issues from a variety of sources.

Resource Allocation: The district does not link the district and campus improvement plans to the budget, nor does it identify priorities. For example, broad goals identified in the District Improvement Plan are not linked to the district budget or individual campus budgets, nor are they tied to the Campus Improvement Plans. Tying the allocation of resources to the district and campus improvement plans would help the board identify the district's greatest needs and shift resources to meet those needs. It also would make communicating the district's budget to the community much easier.

District Reorganization: BISD's current organizational structure does not position it for enrollment growth, which is at 5 percent per year, and projected to almost double the growth rate of the state over the next 10 years. Recent retirements and vacancies at the senior level have created gaps, but also provide an opportunity for superintendent and the board to

put an organization in place over the course of two school years that will better serve the district in the next five to 10 years.

Student Performance: Although student performance is improving, BISD's TAAS exemption rates for its African American students are inordinately high. In 1998-99, 18.5 percent of African American students were not tested. This is of particular concern because the rate is significantly higher than the statewide rate of 13.4 percent of African American students. In the 2000-01 school year, BISD special education staff and curriculum staff will be analyzing the referral and placement practices for all students with the intent of reducing the number of students exempted from the TAAS. While this is a good first step, it is imperative that the district increase its emphasis on testing all students and reducing TAAS exemptions. Assessing each student's strengths and weaknesses are the first critical step necessary for creating programs that can help those children succeed.

Purchasing: BISD received some public criticism about an exclusive soft-drink vending contract. The criticism mainly focused on issues of competitive bidding and a lack of opportunity for public input. While competitive bidding may not have been required for this contract, it would have made good business sense to seek proposals from other soft-drink vendors to maximize revenue and minimize obligations to the vending company. To avoid a repeat of this kind of situation, the district should update its administrative procedures to require the use of Requests for Proposals for all future revenue contracts.

Food Services: Some kitchens in BISD have non-functioning equipment; non-approved fans used in the kitchen to circulate air that allow dust to be blown on food items; improper recorded temperatures for food; and the presence of insects and rodents. BISD must meet and maintain proper sanitation and health standards to be in compliance with all applicable state and local laws.

Facilities Planning: While planning for future growth is imperative for the district and has been a hot and divisive topic for the community, BISD does not have a long-range facilities masters plan to guide the district. For the district to successfully plan facilities needs and receive voter approval, it must include citizens throughout the planning process. BISD should establish a facilities committee to work with the district to review demographic projections, time schedules and priorities associated with new facilities.

Administrative Facility: Another crucial facilities issue is the current location and cost of the district's administrative offices. The space is poorly reconfigured and expensive. BISD has paid \$716,823 in total lease costs over the last ten years on the administrative space in a commercial

shopping center. Because of these exorbitant costs, the district should convert either Mina Elementary or the West Campus of Bastrop High School for district administration and for the special education cooperative.

Transportation Safety: BISD bus drivers were involved in 20 accidents during the 1999-2000 school year. Five of these accidents were considered major (greater than \$2,500 in damages), and 15 of the drivers involved had been in an accident before. In 1998-99, BISD drivers were involved in 41 accidents, 34 of which involved drivers that had been in a previous accident. To reduce bus accidents, the district should implement an incentive program that rewards safe driving and institute a comprehensive safety training program.

Savings and Investment Requirements

Many TSPR's recommendations would result in savings and increased revenue that could be used to improve classroom instruction. The savings opportunities identified in this report are conservative and should be considered minimums. Proposed investments of additional funds usually are related to increased efficiencies or savings or improved productivity and effectiveness.

Full implementation of the recommendations in this report could produce net savings of nearly \$98,000 in the first year (**Exhibit 2**). If all TSPR recommendations are implemented, BISD could achieve total net savings of more than \$3.9 million by 2004-05.

Exhibit 2 Summary of Net Savings TSPR Review of Bastrop Independent School District

Year	Total
2000-01 Initial Annual Net Savings	\$97,949
2001-02 Additional Annual Net Savings	\$786,591
2002-03 Additional Annual Net Savings	\$791,591
2003-04 Additional Annual Net Savings	\$1,152,112
2004-05 Additional Annual Net Savings	\$1,152,112
One Time Net Costs	(\$52,680)
TOTAL SAVINGS PROJECTED FOR 2000-2005	\$3,927,675

A detailed list of costs and savings by recommendation appears in Exhibit 3. The page number for each recommendation is listed in the summary chart for reference purposes. Detailed implementation strategies, timelines and the estimates of fiscal impact follow each recommendation in this

report. The implementation section associated with each recommendation highlights the actions necessary to achieve the proposed results. Some items should be implemented immediately, some over the next year or two and some over several years.

TSPR recommends the BISD board ask district administrators to review the recommendations, develop an implementation plan and monitor its progress. As always, TSPR staff is available to help implement proposals.

Exhibit 3
Summary of Costs and Savings by Recommendation

	Recommendation	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	Total 5-Year (Costs) or Savings	One Time (Costs) or Savings
Chapter 1 District Organization and Management								
1	Establish "self-censorship" guidelines and obtain additional guidance concerning governance issues from a variety of sources. p. 22	\$0	\$0	\$0	\$0	\$0	\$0	(\$3,200)
2	Use the District Improvement Plan (DIP) as the designated BISD strategic plan and integrate all other plans into the DIP. p.33	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3	Revise the District Improvement Plan to include all functions of school district operations. p.37	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4	Tie the allocation of resources to the District and Campus Improvement Plans. p.39	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5	Reorganize BISD operational	\$0	\$67,850	\$67,850	\$67,850	\$67,850	\$271,400	\$0

	functions to fully use all senior management positions. p. 42							
6	Create a position of assistant Community Resource coordinator. p. 51	(\$17,250)	(\$34,500)	(\$34,500)	(\$34,500)	(\$34,500)	(\$155,250)	\$0
	Totals-Chapter 1	(\$17,250)	\$33,350	\$33,350	\$33,350	\$33,350	\$116,150	(\$3,200)

Chapter 2 Education Service Delivery and Performance Measures

7	Increase the emphasis on testing all students and reducing TAAS exemptions for minority students. p. 73	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8	Increase the student-teacher ratio at all secondary campuses by an average of one student per teacher. p. 76	\$96,600	\$386,400	\$386,400	\$386,400	\$386,400	\$1,642,200	\$0
9	Develop a formal program evaluation process, clearly define roles and responsibilities and provide trained staff to lead the program. p. 89	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10	Evaluate the programs funded through compensatory education and direct funds to	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	employee to handle routine clerical functions, file documents and answer the telephone in the Human Resources Department during the summer. p. 146							
18	Document all key personnel policies and procedures. p. 152	\$0	\$0	\$0	\$0	\$0	\$0	(\$2,400)
19	Eliminate unnecessary information stored in employee files and implement a document imaging program. p. 153	\$0	(\$10,000)	(\$5,000)	(\$5,000)	(\$5,000)	(\$30,000)	(\$20,000)
	Totals-Chapter 3	(\$8,256)	\$152,207	\$152,207	\$517,728	\$517,728	\$1,336,614	(\$22,400)
Chapter 4 Facilities Use and Management								
20	Develop a long-range facilities master plan. p. 166	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21	Convert either Mina Elementary School or the West Campus of Bastrop High School to offices for district administration and for the special education cooperative. p. 173	\$0	\$61,069	\$61,069	\$61,069	\$61,069	\$244,276	\$0
22	Determine whether a private contractor could	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	provide better grounds maintenance at a lower cost than BISD. p. 177							
23	Develop and distribute written work order priorities and provide a list of typical maintenance work for each priority level. p. 181	\$0	\$0	\$0	\$0	\$0	\$0	\$0
24	Have SECO conduct an energy management audit of all BISD facilities that do not have energy efficient temperature controls. p. 187	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Totals-Chapter 4	\$0	\$61,069	\$61,069	\$61,069	\$61,069	\$244,276	\$0
Chapter 5 Financial Management								
25	Settle the successor-in-interest for the BCED between participating districts. p. 199	\$0	\$0	\$0	\$0	\$0	\$0	\$0
26	Contract with an external audit firm to perform annual internal audits. p. 199	(\$6,750)	(\$6,750)	(\$6,750)	(\$6,750)	(\$6,750)	(\$33,750)	\$0
27	Develop an implementation strategy for GASB Statement No. 34 to meet annual external financial	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	reporting guidelines and TEA regulatory reporting requirements. p. 204							
28	Contract for organizational consulting services to make the payroll process more efficient. p. 206	\$0	\$27,786	\$27,786	\$27,786	\$27,786	\$111,144	(\$30,000)
	Totals-Chapter 5	(\$6,750)	\$21,036	\$21,036	\$21,036	\$21,036	\$77,394	(\$30,000)
Chapter 6 Asset and Risk Management								
29	Modify the depository agreement and cash and investment policies to provide sweep of idle cash balances into higher-yielding investments on an overnight basis. p. 215	\$0	\$2,940	\$2,940	\$2,940	\$2,940	\$13,475	\$0
30	Make arrangements with the depository bank to convert existing accounts payable and payroll clearing accounts to controlled disbursement accounts to take advantage of clearing time for checks. p. 217	\$0	\$0	\$0	\$0	\$0	\$0	\$0
31	Revise the investment	\$12,912	\$25,825	\$25,825	\$25,825	\$25,825	\$116,212	\$0

	policies and procedures to allow the purchase of U.S. Agency securities and commercial paper. p. 218							
32	Streamline the fixed assets record keeping process. p. 222	\$0	\$0	\$0	\$0	\$0	\$0	\$0
33	Require capitalization and inventory of items with a unit cost of \$5,000 or more. p. 222	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Totals-Chapter 6	\$12,912	\$28,765	\$28,765	\$28,765	\$28,765	\$127,972	\$0

Chapter 7 Purchasing and Warehousing Services

34	Establish a procedure to ensure compliance with all state and local purchasing laws and policies. p. 232	\$0	\$0	\$0	\$0	\$0	\$0	\$0
35	Hire a purchasing agent. p. 233	(\$56,250)	(\$56,250)	(\$56,250)	(\$56,250)	(\$56,250)	(\$281,250)	\$0
36	Automate the purchase requisition and order process. p. 233	\$0	\$0	\$0	\$0	\$0	\$0	\$0
37	Submit all bid extensions to the board for approval. p. 234	\$0	\$0	\$0	\$0	\$0	\$0	\$0
38	Revise BISD purchasing procedures to include a	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	definition of "sole-source" purchases that matches the definition found in TEA's <i>Financial Accountability System Resource Guide</i> . p. 235							
39	Update BISD administrative procedures to require the use of Requests for Proposals (RFP's) for all future revenue contracts. p. 237	\$0	\$0	\$0	\$0	\$0	\$0	\$0
40	Establish an interlocal agreement with other school districts in Bastrop County in order to make purchases using each other's bids. p. 238	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Totals Chapter 7	(\$56,250)	(\$56,250)	(\$56,250)	(\$56,250)	(\$56,250)	(\$281,250)	\$0
Chapter 8 Child Nutrition Services								
41	Implement employee incentive and pay-for-performance programs that are based on exceptional performance and good attendance. p. 251	(\$900)	(\$900)	(\$900)	(\$900)	(\$900)	(\$4,500)	\$0
42	Hire two full-time floater cafeteria employees and	\$1,597	\$2,874	\$2,874	\$2,874	\$2,874	\$13,093	\$0

	eliminate the use of substitutes. p. 252							
43	Sell federally-approved snacks to secondary students throughout the school day. p. 253	\$0	\$0	\$0	\$0	\$0	\$0	\$0
44	Eliminate operational barriers and implement new programs to increase meal participation. p. 255	\$10,096	\$20,192	\$20,192	\$20,192	\$20,192	\$90,864	\$0
45	Establish a district policy to control the sale of foods in competition with meals served under the National School Lunch and Breakfast Program and outlined in TEA's <i>Child Nutrition Programs Administrator's Reference Manual</i> . p. 258	\$0	\$0	\$0	\$0	\$0	\$0	\$0
46	Establish Meals Per Labor Hour (MPLH) standards and evaluate each cafeteria's productivity based on the district's actual operation. p. 261	\$64,400	\$64,400	\$64,400	\$64,400	\$64,400	\$322,000	\$0
47	Comply with the state, local and	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	federal laws regarding proper sanitation and health standards in BISD kitchens. p. 263							
	Totals Chapter 8	\$75,193	\$86,566	\$86,566	\$86,566	\$86,566	\$421,457	\$0
Chapter 9 Transportation								
48	Set up a procurement card to purchase inventory as needed and reduce present inventory levels for transportation parts by 40 percent. p. 281	\$0	\$0	\$0	\$0	\$0	\$0	\$29,425
49	Purchase automated bus routing software. p. 283	\$0	\$69,948	\$69,948	\$69,948	\$69,948	\$279,792	(\$25,000)
50	Develop a comprehensive safety-training program designed specifically for on-the-job injuries. p. 284	\$0	\$0	\$0	\$0	\$0	\$0	\$0
51	Implement an incentive program to reduce bus accidents. p. 285	\$6,750	\$13,500	\$13,500	\$13,500	\$13,500	\$60,750	\$0
52	Review the current bus-washing facility lease contract to determine if it can be terminated or modified as a lease-purchase contract. p. 287	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	Totals-Chapter 9	\$6,750	\$83,448	\$83,448	\$83,448	\$83,448	\$340,542	\$4,425
Chapter 10 Computers and Technology								
53	Review the primary technology job functions and assign back-up and Web site content maintenance responsibilities to the appropriate positions. p. 294	\$0	\$0	\$0	\$0	\$0	\$0	\$0
54	Modify the technology plan to include tasks that are consistent with district goals and spending priorities. p. 298	\$0	\$0	\$0	\$0	\$0	\$0	\$0
55	Develop and implement quantitative technology measurements that match the goals of the technology plan. p. 299	\$0	\$0	\$0	\$0	\$0	\$0	\$0
56	Develop a comprehensive disaster recovery plan and test it. p. 300	\$0	\$0	\$0	\$0	\$0	\$0	\$0
57	Develop a core group of teachers that are successfully using technology as a resource for other teachers. p. 306	(\$5,000)	(\$10,000)	(\$10,000)	(\$10,000)	(\$10,000)	(\$45,000)	\$0
58	Consolidate the network	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	documentation in one location and provide backup in an offsite location. p. 307							
59	Assign a technician to Bastrop High School to train the staff on how to resolve commonly occurring problems. p. 309	\$0	\$0	\$0	\$0	\$0	\$0	\$0
60	Develop a technology forum among all Bastrop County districts. p. 310	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Totals-Chapter 10	(\$5,000)	(\$10,000)	(\$10,000)	(\$10,000)	(\$10,000)	(\$45,000)	\$0
	TOTAL SAVINGS	\$192,355	\$913,241	\$913,241	\$1,273,768	\$1,273,768	\$4,566,385	\$29,425
	TOTAL COSTS	(\$94,406)	(\$126,656)	(\$121,656)	(\$121,656)	(\$121,656)	(\$586,030)	(\$82,105)
	NET SAVINGS (COSTS)	\$97,949	\$786,591	\$791,591	\$1,152,112	\$1,152,112	\$3,980,355	(\$52,680)

5 Year Gross Savings	\$4,595,810
5 Year Gross Costs	(\$668,135)
Grand Total	\$3,927,675

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

This chapter describes the organization and management of the Bastrop Independent School District (BISD) in the following areas:

- A. Board and Governance
- B. Planning and Site-Based Decision-Making
- C. Organization and Staffing
- D. Parental and Community Involvement

The organization and management of a school district involves cooperation between elected members of the Board of Trustees and staff of the district. The board's role is to set goals and objectives to be achieved by the district in both instructional and operational areas, determine the policies by which the district will be governed, approve the plans to implement those policies, provide the funding sources necessary to carry out the plans and evaluate the results.

The staff is responsible for managing the day-to-day implementation of the plans approved by the board and to recommend modifications necessary to ensure the most effective operation of all district programs and functions. To undertake this management role, the superintendent, as the chief executive officer of the district, recommends the level of staffing and amount of resources necessary to run the operations and to accomplish the goals and objectives set forth by the board.

BACKGROUND

Bastrop ISD is responsible for providing public education for all the students who live within the 450 square miles of the district. The district's mission is "to improve the academic performance of all students."

BISD provides these educational opportunities through its ten schools, three of which are alternative schools. The district participates in a county-wide special education coop and accesses a county-wide Juvenile Justice Alternative Education Program.

In the 1998-99 Texas Education Agency (TEA) Accountability ratings, BISD rated Academically Acceptable and had one exemplary campus and two recognized campuses. Hill Street Elementary earned an exemplary rating and Cedar Creek and Emile Elementary schools received recognized ratings. These three schools and the Bastrop Intermediate School received monetary awards from the state under the Texas

Successful Schools Awards System. The December 1999 enrollment was 6,060 students.

The district is served by Regional Education Service Center 13 (Region 13), which is located in Austin.

For this review, BISD selected peer districts for comparative purposes based on certain similarities in student enrollment, student performance and community and student demographics. Those districts are Brazosport, Del Valle, Georgetown, Hays, Lockhart, San Marcos and Schertz-Cibolo.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

A. BOARD AND GOVERNANCE

Each Texas school district is governed by an elected Board of Trustees, which oversees the management of the schools. School board members are elected by district residents either at-large, districtwide or from single-member districts.

Each board derives its legal status from the Texas Constitution and the Texas Legislature. The board must function in accordance with applicable state and federal statutes and regulations and controlling court decisions. Under Section 11.151 of the Texas Education Code, each board has specific statutory powers and duties, including:

- Govern and oversee the management of the public schools of the district;
- Adopt such rules, regulations and bylaws as the board may deem proper;
- Approve a district-developed plan for site-based decision-making and provide for its implementation;
- Levy and collect taxes and issue bonds;
- Select tax officials, as appropriate to the district's need;
- Prepare, adopt and file a budget for the next succeeding fiscal year and file a report of disbursements and receipts for the preceding fiscal year;
- Have district fiscal accounts audited at the district's expense by a Texas certified public accountant holding a permit from the Texas State Board of Public Accountancy following the close of each fiscal year;
- Publish an annual report describing the district's educational performance, including campus performance objectives and the progress of each campus toward these objectives;
- Receive bequests and donations or other money coming legally into its hands in the name of the district;
- Select a depository for district funds;
- Order elections, canvass the returns, declare results and issue certificates of election as required by law;
- Dispose of property no longer necessary for the operation of the school district;
- Acquire and hold real and personal property in the name of the district; and
- Hold all powers and duties not specifically delegated by statute to the Texas Education Agency or the State Board of Education.

The BISD board consists of seven members elected at large for three-year terms (**Exhibit 1-1**).

**Exhibit 1-1
BISD Board Members
August 2000**

Board Member	Board Position	Term Expires	Occupation
Kay Wesson	President	May 2001	Owner, real estate company
Evelyn Weilert	Vice president	May 2001	Retired teacher
Gary Gutierrez	Member	May 2002	Security officer
Valerie Bullock	Member	May 2002	Attorney
John Thrift	Member	May 2003	Retired State Employee
Mark Rose	Secretary	May 2001	Private company executive
Debra Thorne-Francis	Member	May 2003	Teacher

Source: BISD Superintendent.

Elections are held each year on the first Saturday in May. The board meets monthly on the third Tuesday at 7:00 pm in the board room in the Administration Building. Each year following installation of newly elected board members, officers are elected by the board.

FINDING

The challenge to "govern and oversee" the management of BISD is being tested as the board addresses the issues of increasing student enrollment, need for new facilities, greater ethnic diversity, maintaining and improving the quality of educational programs, recruiting, retaining and rewarding good teachers, providing safe school environments and working within the limitations of a high tax rate and a low tax base.

The confidence and trust placed in the school board is, in large part, determined by its commitment to maintain a clear distinction between its policy role and the implementation role delegated to the superintendent as the chief executive officer of the board and the educational leader of the district.

Focus group participants, school personnel and community organization representatives reinforced the need for the board to clearly state what is to be accomplished in the district through its policy role and to maintain the distinction in roles between the board and superintendent. Comments included:

- Individual board members have interjected themselves in the selection of personnel, including the hiring of building administrators.
- Individual board members have tried to influence student disciplinary decisions made at the building [campus] level.
- Individual board members have sought to influence curriculum and program decisions.
- The school board members are doing a good job, but need to concentrate more on policy and less on trying to be the administration.
- There is a degree of micro-management by the board in some discipline issues.
- Address the micro-management by some board members.
- Sometimes board members have individual agendas that cause some problems for teachers.
- The board often micro-manages.

Board micromanagement is not uncommon. Board members seek the position because they are concerned about education and are problem-solvers, and it is not surprising that they tend to jump in to try to "fix" situations. The Spring Independent School District Board and superintendent team have been repeatedly commended on their ability to govern and oversee the management of its district. The members practice self-discipline and monitor themselves to avoid imposing their wills on the district's day-to-day operations. This self-policing is supported by a combination of one-on-one talks among the superintendent, board president and board members, as well as discussions during board work sessions.

The Texas Association of School Boards (TASB) publishes guidelines on self-policing for school boards.

Recommendation 1:

Establish "self-censorship" guidelines and obtain additional guidance concerning governance issues from a variety of sources.

The BISD board could benefit from examining the Texas Association of School Boards (TASB) guidelines for self-policing. Future BISD board

meetings should include ongoing discussions of good governance practices. The use of a facilitator would also be beneficial.

As governance issues are addressed, the board can discuss specific remedies or practices that would support their efforts to avoid micromanagement. For example, in the case of parent/student problems, board members should inform citizens about the proper use of the chain of command for addressing such issues.

While the board and administration have specific roles and functions that should be clearly delineated, their roles and functions are interrelated and interdependent. Additional internal BISD board training and discussions on governance should focus on legal and local updates of board policy and procedures and guidelines concerning planning, accountability and personnel.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board obtains TASB's self-censorship guidelines.	September 2000
2.	The board reviews the guidelines as a group in a special meeting.	September 2000
3.	The superintendent's office obtains the training schedules from TASB and other vendors and provides those to the board along with information regarding meeting facilitators.	October 2000
4.	Board members attend training sessions and use a facilitator in special sessions.	November 2000
5.	The board and superintendent, using an evaluation instrument developed by the facilitator, assess the value of the additional training.	February 2001

FISCAL IMPACT

The fiscal impact assumes the board would hire a facilitator for 16 hours at \$200 an hour. The facilitator would do advance preparation by attending meetings and interviewing board members individually. Then, the facilitator would conduct an eight-hour session.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Establish "self-censorship"	(\$3,200)	\$0	\$0	\$0	\$0

guidelines and obtain additional guidance concerning governance issues from a variety of sources.					
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Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

B. PLANNING AND SITE-BASED DECISION-MAKING

Planning and budgeting are critical to effective management. Planning enables a district to define goals and objectives, establish priorities, select appropriate implementation strategies and determine critical measures of performance in achieving the goals and objectives.

The budget process should follow the plan's development and implementation by allocating resources necessary to reach the performance targets established in the plan. When coordinated properly, the combination of planning and budgeting reduces confusion and conflict regarding how scarce resources are distributed.

School districts with effective planning systems divide the process into a series of key components that provide information used to develop the plan, update the plan or implement plan priorities. These key components include annual district priorities, campus improvement plans, a regular program evaluation cycle, work plans, ongoing evaluations of the personnel implementing the plan, a budget tied to the priorities in the plan and a management information system.

Annual priorities adopted by the board each year outline what the district will do in a given year to achieve the district's goals and objectives. The plan must set priorities and clearly measurable objectives, assign responsibility for implementation at each level and define a mechanism by which the accomplishments of the priorities are measured.

The program cycle describes each program taught in the district and each program used to support learning among all student groups in the district (e.g., students eligible for compensatory education programs) in each year of the plan and whether new programs or modifications to existing ones are necessary. Conclusions are used to make, change or extend decisions about program objectives and activities.

Work plans define the responsibilities for plan implementation and monitoring at all levels of the district. They provide objective-specific tasks and identify what department and position are to be held accountable for completing each task.

The budget assigns adequate resources to accomplish each priority. Budget information can be readily communicated to the public in concert with the established priorities of the district.

The personnel evaluation system measures how well district personnel performed in accomplishing objectives. A summary annual evaluation provides information for individual and system improvement.

Finally, the management information system reflects how well the total system has performed in satisfying the priorities of the plan. This system collects information to determine how well objectives are being achieved and what needs to be changed. The information includes input from each of the above elements as well as other information pertinent to decision-making, such as enrollment and financial projections.

Section 11.252 of the Texas Education Code provides the requirements for district-level planning and decision-making. Each school district must have a district improvement plan (DIP) that is developed, evaluated and revised annually. The plan must include provisions for the following:

- A comprehensive needs assessment addressing student performance on the Academic Excellence Indicators (AEI);
- Measurable district performance objectives for all appropriate AEI for all student populations;
- Strategies for improvement of student performance;
- Resources needed to implement identified strategies;
- Staff responsible for ensuring the accomplishment of each strategy;
- Timelines for monitoring implementation; and
- Formative evaluation criteria for determining whether the strategies are improving student performance.

The DIP must be developed by a district-wide committee that is comprised of board members, district staff, principals, teachers and citizens. In BISD, district improvement planning and site-based decision-making are closely aligned. The district committee in BISD is called the Districtwide Educational Improvement Council, and it prepares the DIP and serves as the district site-based decision-making committee. It is chaired by the assistant superintendent for Curriculum and Instruction.

In BISD, Campus Improvement Plans (CIP) are developed by the site-based decision-making committee (SBDM) on each campus and identify what each school will do in a given year to help achieve district and school objectives. By board policy, the principal at each campus chairs the SBDM.

Section 21 of the Texas Education Code describes certain requirements associated with implementing site-based decision-making in Texas school districts. The major theme of SBDM is the empowerment of students, parents, teachers, principals and schools. The code describes requirements for annual district and campus improvement plans, composition of district

and campus decision-making councils, election of representatives to each council, terms of office, meetings and general responsibilities.

BISD adopted a policy in 1995 to create district and school-based collaborative decision-making committees in compliance with state law and has amended the original policy several times since then, most recently in 1999. These policies provide authorization, scope of responsibility, composition of committees, electoral processes for membership selection and approval processes.

The Districtwide Educational Improvement Council (DEIC) consists of two board members, one faculty member from each campus, all assistant superintendents, directors, a minimum of one secondary and one elementary principal, one citizen from each campus committee and three community representatives from the district at-large. All district council representatives serve for two-year terms.

The elementary campus committees consist of one faculty member elected from each grade level, one faculty member from special programs (i.e., special education, gifted and talented, bilingual/English as a Second Language), one elected faculty member for non-teaching professionals (i.e., assistant principal, counselor, librarian or nurse), a minimum of three parents and a minimum of three non-parent community representatives, of which at least one is a business person. For the intermediate and middle schools, the committees consist of one faculty member elected from each grade level, one faculty member from special programs, one faculty member elected from elective programs, one elected faculty member for non-teaching professionals, a minimum of three parents and a minimum of three non-parent community representatives, of which at least one is a business person. For the high school, the committee consists of one faculty member elected from each department, one elected faculty member for non-teaching professionals, a minimum of three parents, two students and a minimum of three non-parent community representatives, of which at least one is a business person. All campus council representatives serve for two-year terms.

FINDING

BISD has six long-range goals adopted by the Board of Trustees (**Exhibit 1-2**). The goals form the basis for developing the district's annual strategic plan objectives and implementation strategies.

Exhibit 1-2 BISD Long-Range Goals

Goal	Description
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1.	BISD will be a recognized district by 2000 and exemplary by 2003.
2.	All of our students will master and progress through the curriculum in order to be prepared to enter the work force or post-secondary education.
3.	All students will be prepared to enter the work force or post-secondary education by mastering our educational program.
4.	Qualified and highly effective personnel will be recruited, developed and retained.
5.	All students will benefit from the effective and efficient use of resources.
6.	All citizens will be provided opportunities for life-long learning.

Source: BISD assistant superintendent for Curriculum and Instruction.

The district's planning process began in 1995 when BISD's strategic planning committee, which also is its Districtwide Educational Improvement Council (DEIC), first adopted goals for district performance in conjunction with the development of its DIP. **(Exhibit 1-3)**.

Exhibit 1-3
BISD Strategic Plan Goals and Key Implementation Strategies
October 1995

Goal	Key Implementation Strategies	Year Implemented
By the year 2000, all BISD graduates will directly enter the workforce or post-secondary education.	Counselor/student ratios at all campuses will not exceed 1:379.	1995-96
By the year 2000, 100% of our students will be in an expanded educational program including accelerated programs, physical fitness, foreign language, the arts and technology.	Approve five-year technology plan.	1996-97
	Increase number of advanced placement and pre-advanced placement offerings at high school.	1996-97
	Additional facilities added to support school size recommendations.	1996-97

By the year 2000, 100% of our students will graduate.	Add parent involvement/public relations coordinator.	1996-97
We will establish a system of measuring student achievement which will clearly indicate when a student has mastered each element.	Implementation of successful schools initiative.	1996-97
We will develop and implement a system of instruction which allows students to be assured successful mastery and progress through the curriculum.	Hire teacher facilitators for language arts and math to support and improve instruction.	1996-97
	Adoption of specific math and reading curriculum for elementary campuses.	1997-98

Source: BISD assistant superintendent, Curriculum and Instruction.

During the Summer of 1998, the DEIC revised its strategic plan goals and implementation strategies to reflect the progress of accomplishing previous objectives (**Exhibit 1-4**).

Exhibit 1-4
BISD Strategic Plan Goals and Key Implementation Strategies
Summer 1998

Goal	Key Implementation Strategies	Year Implemented
The students will demonstrate exemplary performance in a) reading and writing of the English language, b) mathematics, c) science and d) social studies.	Reorganize curriculum office staff; four positions approved for 1999-2000.	1999-2000
	Addition of science and social studies teacher facilitators at middle school.	1999-2000
All of our students will be prepared to enter the work force or post-secondary education by mastering our educational program.	Redefine roles and responsibilities of curriculum office staff and facilitators.	1999-2000

Qualified and highly effective personnel will be recruited, developed and retained.	Addition of Human Resources coordinator.	1999-2000
All of our students will benefit from the effective and efficient utilization of resources.	Addition of new facilities.	2000-01
All citizens will be provided opportunities for life-long learning.	Begin a community education program.	1998-99
	Joint effort to combine Head Start with district preK programs.	1999-2000

Source: BISD assistant superintendent, Curriculum and Instruction.

In the Fall of 1999, the DEIC completed an update of its implementation strategies to reflect accomplishment toward the strategic plan (**Exhibit 1-5**). At this time, the board added a goal to make BISD a recognized district by 2000 and an exemplary district by 2003.

Exhibit 1-5
BISD Strategic Plan Goals and Key Implementation Strategies
Fall 1999

Goal	Key Implementation Strategies	Year Implemented
BISD will be a Recognized district by 2000 and an exemplary district by 2003.	Conduct a benchmark study of highly-effective school. Benchmark processes and prioritize improvements.	1999-2000
	Development of a five-year curriculum development and management plan by the district improvement committee.	1999-2000
	Establishment of teacher curriculum vertical teams in all academic areas focused on curriculum development and implementation.	1999-2000
All of our students will be prepared to enter the work force or post-secondary education by	Conduct an external curriculum audit to determine status of the current curriculum and to identify and prioritize improvements.	1999-2000

mastering our educational program.		
	Development of a graduate profile by the district improvement committee.	1999-2000
Qualified and highly effective personnel will be recruited, developed and retained.	Establish a one-week new teacher academy focused on successful teaching practices.	1999-2000
	Develop a staff development plan and set of priorities based on curriculum audit standards.	1999-2000
	Institute a summer leadership academy for all principals and central administrators focused on quality management and effective leadership practices.	1999-2000
All of our students will benefit from the effective and efficient utilization of resources.	Institute a centralized student achievement information system for test development, data disaggregation, and training to help teachers focus on instruction and to provide timely student achievement data.	1999-2000
	Establishment of a centralized clearinghouse for approval of all new courses, programs, presenters, curriculum, etc., to focus instruction on non-negotiables and eliminate non-aligned practices.	1999-2000
All citizens will be provided opportunities for life-long learning.	Expand the community education program for citizens of BISD.	1999-2000

Source: BISD assistant superintendent, Curriculum and Instruction.

In the Fall of 2000, the district will implement additional strategies to reflect accomplishments during 1999-2000 (**Exhibit 1-6**). DEIC approved these new strategies in March 2000.

Exhibit 1-6
BISD Strategic Plan Goals and Key Implementation Strategies
March 2000

Goals	Key Implementation Strategies	Timeline
BISD will be a Recognized district by 2000 and an exemplary district by 2003.	Reorganize curriculum facilitator positions to be more directed at curriculum implementation and teacher training.	2000-01
All of our students will be prepared to enter the work force or post-secondary education by mastering our educational program.	Establishment of additional dual credit courses at high school for Austin Community College credit.	2000-01
	Establishment of an SAT/ACT prep class to improve college entrance capacity.	2000-01

Source: BISD assistant superintendent, Curriculum and Instruction.

For 2000-01, **Exhibit 1-7** shows the district's implementation strategies for each of the six goals.

Exhibit 1-7
BISD Strategic Plan Goals and Key Implementation Strategies
2000-01

Goals	Key Implementation Strategies	Timeline
BISD will be a Recognized district by 2000 and an exemplary district by 2003.	Develop TAAS action plans at all campuses.	Complete
	BISD implemented the Absent Student Assistance Program (ASAP) , in which students with unexcused absences names are referred to local constables who telephone or visit student homes, for attendance improvement, tardy reduction and drop-out prevention.	Ongoing
	Develop and implement plans to increase SAT and ACT college entrance test scores.	2000-01
All of our students will be prepared to enter the work force or post-	Develop and implement a curriculum management change plan.	Complete

secondary education by mastering our educational program.		
	Develop and disseminate a BISD graduate profile and set of curriculum standards in each discipline.	Complete
	Develop and disseminate aligned preK-12 curriculum matrices in all required disciplines.	2000-01
	Develop and implement a five-year curriculum development timeline.	2000-01
	Determine course participation by ethnicity, gender and special needs. Develop strategies for increasing student participation.	2000-01
	Develop and improve the student success teams program to guide decisions about students with special learning needs.	2000-01
	Align curriculum in all Career and Technology courses.	As per curriculum timeline.
	Expand CATE (Career and Technology Education) opportunities for all students.	Ongoing
	Head Start collaboration VIPS, Mentors continuation.	Ongoing
	Develop and implement a student assessment plan.	Fall 2000
	Develop an aligned technology curriculum for all technology-based courses.	Summer 2000
	Select and implement an instructional data management system.	Spring 2001
Qualified and highly effective personnel will be recruited, developed and retained.	Develop and implement a long-range staff development plan.	Fall 2000
	Develop a program adoption and	Spring 2001

	evaluation plan.	
All of our students will benefit from the effective and efficient utilization of resources.	Grants have been received for technology, class size reduction, career development, etc.	Ongoing
	Reorganization of central office with a focus on Curriculum and Instruction.	Ongoing
All citizens will be provided opportunities for life-long learning.	Collaboration with Head Start and expansion of preK programs.	Ongoing
	Development and expansion of community education programs.	Ongoing

Source: BISD assistant superintendent, Curriculum and Instruction.

Focus groups and interviews with various school personnel and community organizations and responses from teacher questionnaires confirmed the district's focus to improve student learning. Comments included:

- Good planning process in place.
- We are pleased with the TAAS scores.
- The clinical supervision program is very good.
- We are challenged to keep our TAAS scores increasing.
- We must keep the quality of programs and services as we grow.
- There is total support from the curriculum department for individual schools and their needs.
- I feel good about the direction we are going in educating most of our kids.
- I feel that the school board is doing an excellent job of providing direction for the administration and staff.
- [The superintendent] is a good leader.

COMMENDATION

BISD embraced a strategic planning process that provides direction and focus in helping to achieve the district's mission of improving the academic performance of all students.

FINDING

Although the planning process provides direction to the district, not all elements of the process are linked together so that the process is fully integrated. For example, the District Improvement Plan for 1999-2000

lists four objectives and 13 strategies. However, the "DEIC Strategic Plan and District Improvement Plan," (with no timeline) includes two goals approved by the board as well as the four objectives in the DIP.

The board goals are listed differently in the "DEIC Strategic Plan and District Improvement Plan." One goal, to become a recognized district by 2000 and an exemplary district by 2003, is identified as a board goal but included under objectives. The other board-approved goal, to implement a comprehensive staff development program, appears as a strategy in the DIP supporting a goal approved by the DEIC but not by the board.

Another document entitled "Update on District Improvement Plan Goals," dated April 2000, lists 14 goals for 2000-01 that appear as action items in the "DEIC Strategic Plan and District Improvement Plan."

Another document entitled "Overview of the District Planning and Decision Making" includes the objectives from 1995, 1998 and current planning effort, their status and the cost associated with implementing each objective. This is the only document that includes any financial information.

In some cases, the planning documents are for stand-alone areas, such as technology, and are not referenced in any districtwide planning documents.

The curriculum audit completed in March 2000 by the Texas Curriculum Management Audit Center (TCMAC) of the Texas Association of School Boards noted that the auditors were presented "16 planning documents to assess." Eight of the documents used the term "strategic plan" in the title and several included overlapping timeframes (**Exhibit 1-8**).

**Exhibit 1-8
BISD Planning Documents Presented to TCMAC
March 2000**

Document Title	Timeframe Covered
BISD Strategic Plan	1998-99
BISD Strategic Plan	1999-2000
BISD Board Goals	1999-2003
BISD District Improvement Plan	1999-2000
Curriculum Management Policy Implementation Plan	1999-2000

Technology Plan	1998-2001
BISD: A Process Proposal for Building a World-Class School District	1999-2001
Update on Strategic Planning	Fall 1997
Cross Reference: national, state and Bastrop goals and objectives	No date
BISD Integrated District and Campus Planning and Decision Making Workshop	March 2, 1999
Department Planning Document (curriculum, goal setting, school organization, staff development, budgeting, staffing)	No date
Comparison of Long Range Plan for Public Education to Bastrop ISD Strategic Plan	No date
Revised Strategic Plan	July 21, 1998
Strategic Plan	October 1996
Strategic Plan	Fall 1997
A Strategic Plan	1995-2000

Source: A Curriculum Management Audit of the Bastrop Independent School District, TCMAC, March 2000.

TCMAC concluded that the "weakest area in all plans was the stated linkage to other plans and to the district plan."

Focus group participants, residents, school personnel and community organization representatives all said that they were unclear about the order of annual priorities and objectives as they relate to students, curriculum and program development, staff needs, facilities needs and student growth. Comments included:

- Does the district have an overall plan for improvement?
- How are priorities established in BISD?
- Opening many campuses with many portables seems to show a lack of planning.
- Budgeting does not appear to be curriculum or student based on a consistent basis.
- It seems that things are constantly changing in the district.
- Board should solicit more community input before making decisions.
- We must manage the growth and provide the necessary facilities.

Recommendation 2:

Use the District Improvement Plan (DIP) as the designated BISD strategic plan and integrate all other plans into the DIP.

The plan should be approved by the board and disseminated to each department and campus for use in other planning processes, such as preparation of individual campus improvement plans, technology plan and facilities plan.

All the plans should use consistent terminology.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent, assistant superintendents and all department heads review all current planning documents in relation to the District Improvement Plan (DIP).	January - March 2001
2.	The assistant superintendents and department heads identify where goals of stand-alone plans mesh with the DIP and where there is divergence.	January - March 2001
3.	The assistant superintendents prepare a modification to the existing DIP strategic plan goals and strategies to encompass all other plans and present the modifications to the District Education Improvement Council (DEIC) for review, modification and approval.	April 2001
4.	The DEIC approves the DIP with modifications and recommends it to the board for modification and approval.	May 2001
5.	The board approves the DIP as the strategic plan document for BISD.	May 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

BISD enjoyed consistent gains in the academic performance of its students as evidenced by achievement on TAAS (**Exhibit 1-9**). In preliminary results from the April 2000 TAAS test, on 19 of the 21 indicators measured by TAAS, BISD students achieved passing score percentages that would qualify the district for Recognized status.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

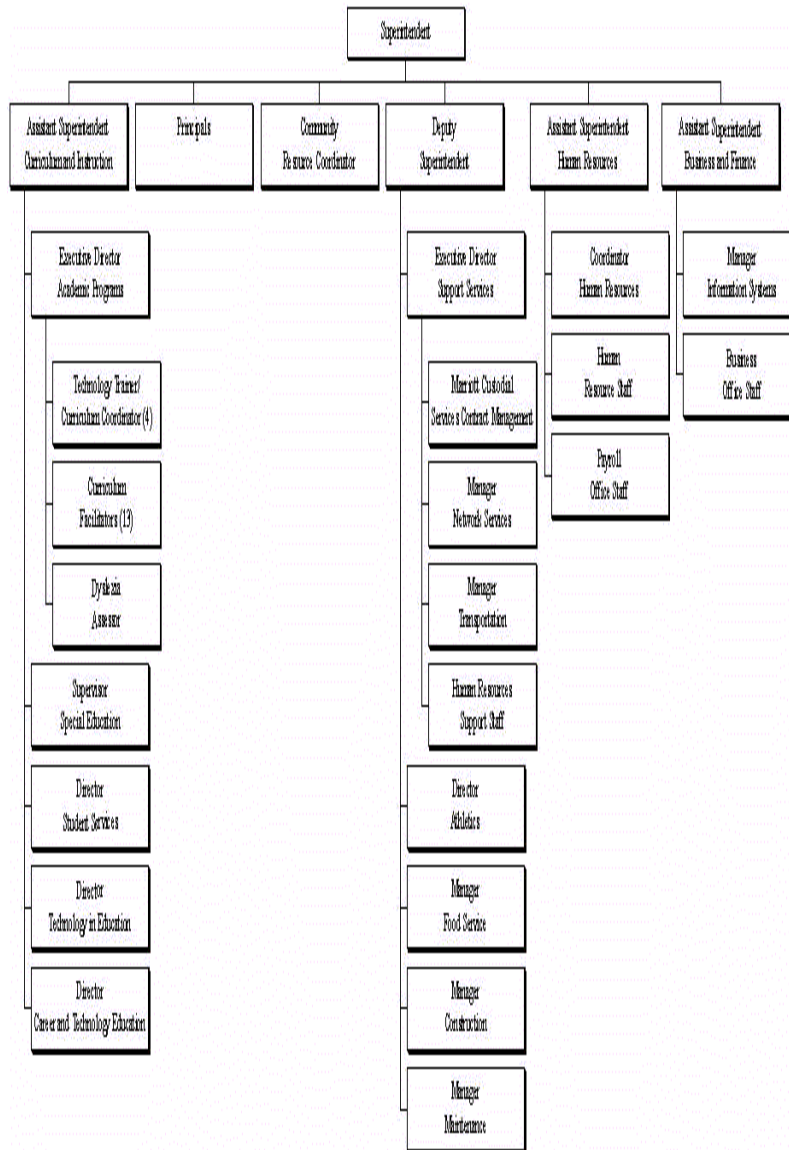
C. ORGANIZATION AND STAFFING

BISD is managed by a superintendent and senior staff members who report to the superintendent. As specified by Section 11.201 of the Texas Education Code, the superintendent is primarily responsible for:

- Administrative responsibility for the planning, operation, supervision and evaluation of the educational programs, services and facilities of the district and for annual performance appraisals of the staff;
- Administrative authority and responsibility for the assignment and evaluation of all district personnel;
- Termination or suspension of staff members or the nonrenewal of staff members' term contracts;
- Day-to-day management of district operations;
- Preparation of district bud gets;
- Preparation of policy recommendations for the board and administration of the implementation of adopted policies;
- Development of appropriate administrative regulations to implement board policies;
- Leadership in attainment of student performance; and
- Organization of the district's central administration.

Exhibit 1-12 presents BISD's current organization.

Exhibit 1-12 Current BISD Organization



Source: BISD approved organization, May 11, 1999.

Following are the key responsibilities of the senior management positions.

Deputy superintendent. This position oversees all new construction and major renovation projects; supervises athletics, maintenance and food service; and reviews/approves purchase orders. With the assistant superintendent for Human Resources, this position also supervises the executive director of Support Services and the functions of transportation, network services and custodial services.

Assistant superintendent, Human Resources. This position supervises the human resource and employee benefits functions of BISD. With the deputy superintendent, it also supervises the executive director of Support Services and the functions of transportation, network services, and custodial services. With the assistant superintendent for Business and Finance, this position also supervises the payroll function.

Assistant superintendent, Business and Finance. This position supervises the business management information systems function, which is primarily PEIMS data entry and financial information, and the business office staff. This position develops the district budget including estimation of revenues and expenditures, and reviewing/approving purchase orders. With the assistant superintendent for Human Resources, this position also supervises the payroll function.

Community resource coordinator. This position promotes positive public relations between the school district and community by preparing and providing information to the public about the activities, goals, and policies of the school district. The coordinator also distributes pertinent information about the district and state level activities to employees and encourages, coordinates and supervises volunteer programs.

FINDING

The district's current organizational structure does not position the district for growth. The district is growing by almost 5 percent per year, and a December 1999 enrollment projection study by DeskMap Systems Inc., said the growth rate will be almost double the growth rate of the state over the next 10 years.

The superintendent is planning to reorganize the responsibilities of the senior management of BISD to reflect the leadership needs of BISD given the expected growth. The deputy superintendent retired in June 2000. The assistant superintendent for human resources is planning to retire in the next year. The executive director for Support Services position is vacant. These retirements and vacancy at the senior level provide an opportunity for the superintendent and the board to put an organization in place to serve the district over the next 5-10 years.

The deputy superintendent was primarily responsible for facilities issues, i.e., new construction and maintenance. The district employed the deputy superintendent as a facilities consultant for two years following his retirement. The assistant superintendent for Human Resources is primarily responsible for human resources and employee benefits matters.

The primary areas of emphasis over the next five years are going to be increasing student achievement, improving the alignment of the district's curriculum, adding new facilities as the district grows, and creating a financial plan and management that can accomplish these priorities. The deputy superintendent, as a consultant, and the construction manager, will handle the facilities issues.

The department of Curriculum and Instruction has been reorganized and four positions have been added since 1998-99. The "gaps" in the management of the organization are in the financial areas and in the supervision of daily operations in maintenance, transportation and food services, along with the oversight of the custodial management contract.

The scope of responsibilities of the assistant superintendent of Human Resources is too narrow for a senior management position, which typically in school districts manages multiple functions. Combined with the vacant executive director of Support Services position, the superintendent has the opportunity to realign certain operational functions with Human Resources to broaden the responsibilities of the current assistant superintendent for Human Resources position.

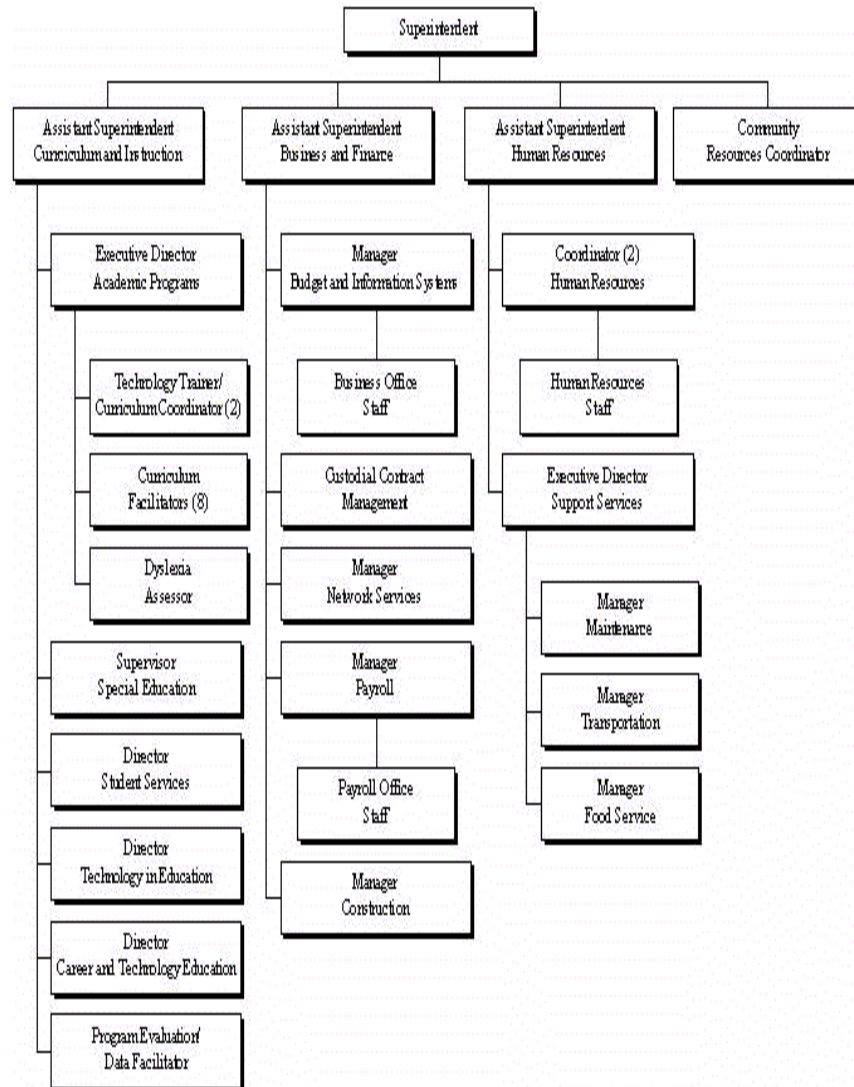
Recommendation 5:

Reorganize BISD operational functions to fully use all senior management positions.

The reorganization should take place over the course of two school years, as outlined in **Exhibits 1-13** and **1-14**. A recommended reorganization for 2000-01 is presented in **Exhibit 1-13**. This organization should be considered a transition plan, i.e., it reflects the retirement of the deputy superintendent and plans for the retirement of the assistant superintendent for Human Resources by filling the executive director of Support Services position with an heir apparent for the assistant superintendent position and training that person for the assistant superintendent position. No new positions would be added, and none would be eliminated.

Exhibit 1-13
Recommended BISD Organization

2000-01



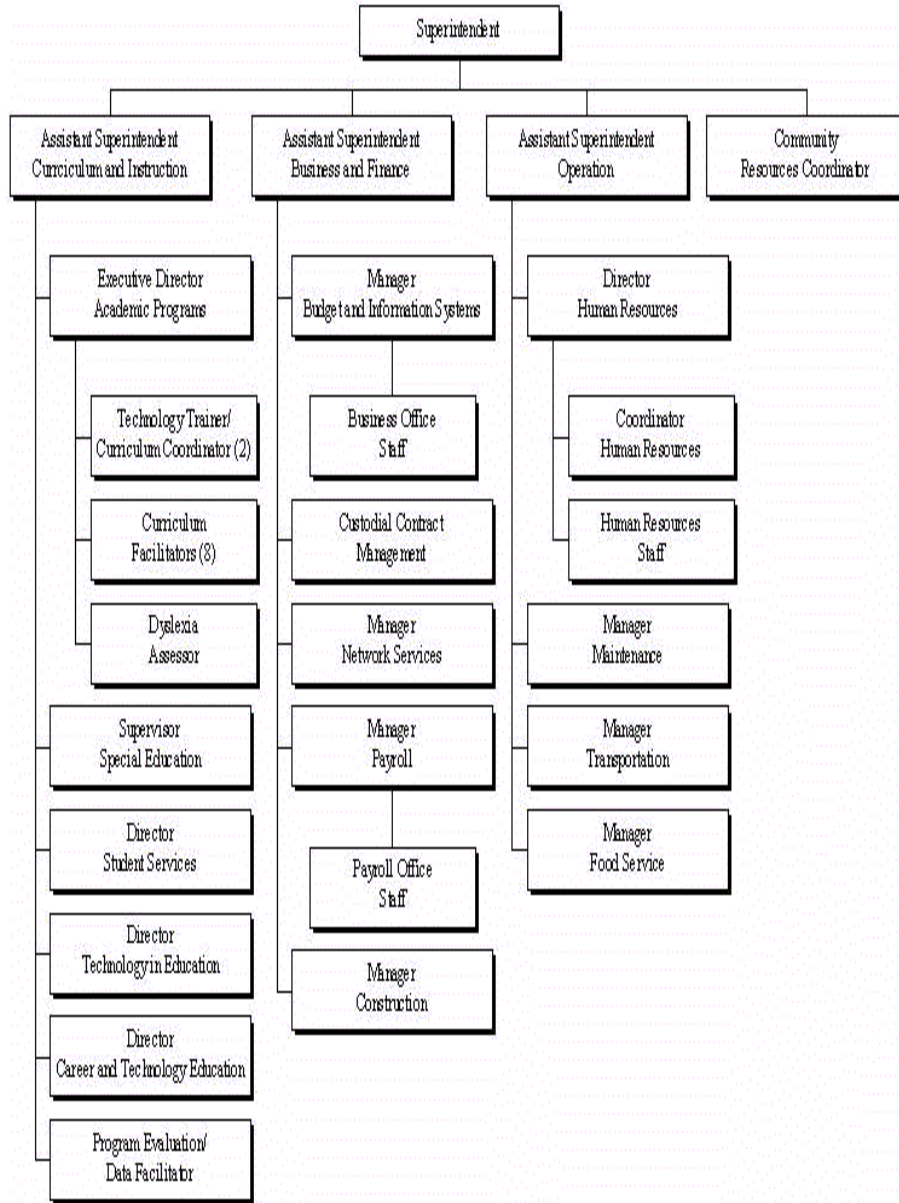
Source: TSPR.

With the retirement of the assistant superintendent for Human Resources, the organization should be modified as shown in **Exhibit 1-14**. The person hired as the executive director for Support Services, and heir apparent for the assistant superintendent position, is promoted to fill the vacant assistant superintendent for Human Resources position, and the position title is changed to assistant superintendent for Operations. The now-vacant executive director position is eliminated. One of the two coordinators of Human Resources is promoted to a newly-created director of Human Resources position, and one of the coordinator positions is eliminated.

As a result of these changes, two positions would be eliminated (the executive director for Support Services and coordinator of Human Resources) and one position would be added (director of Human

Resources). The net benefit would be a smooth transition to a new organization that can serve the district's needs for a number of years.

**Exhibit 1-14
Recommended BISD Organization
2001-2002**



Source: TSPR.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent establishes the organization structure options in discussions with staff and the board.	September - October 2000
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2.	The superintendent informs individual staff of the changes and advertises for the position of executive director of Support Services.	October - November 2000
3.	The superintendent recommends a candidate for the executive director position to the board.	December 2000
4.	The superintendent implements the recommended interim organization structure.	January 2001
5.	With the retirement of the assistant superintendent of Human Resources, the superintendent implements the final organization structure.	July 2001

FISCAL IMPACT

By eliminating the position of executive director of Support Services (\$63,500) and the coordinator of Human Resources (\$52,500), plus 15 percent for the cost of benefits (\$17,400), the total annual gross savings are \$133,400. Creating a position of director of Human Resources (\$57,000) plus 15 percent for benefits (\$8,550), results in a total cost of \$65,550. Thus, the net annual savings to BISD are \$67,850 ($\$133,400 - 65,550 = 67,850$).

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Reorganize BISD operational functions to fully use all senior management positions.	\$0	\$67,850	\$67,850	\$67,850	\$67,850

Exhibit 1-9
Percentage of All BISD Students Passing TAAS, All Levels
1995-96 - 1999-2000

Grade/Subject	1995-96	1996-97	1997-98	1998-99	1999-2000
Reading	78.6%	83.9%	87.5%	87.7%	88.4%
Math	70.6%	79.8%	86.1%	88.8%	89.6%
Writing	78.8%	86.4%	83.8%	88.5%	89.7%

Source: Texas Education Agency, AEIS 1994-95 - 1998-99 and preliminary TAAS results, May 2000.

It is not clear, however, how BISD's improvement plans are linked to one another. It is also unclear as to the order of annual priorities and objectives as they relate to students, curriculum and program development, staff needs, facilities needs, student growth and the need to incrementally improve the infrastructure of the district. Citizens said increasing taxes and inefficient spending practices, along with the growing competition for available local resources, combine to highlight the need for a renewed commitment to efficient planning.

The 1999 student enrollment of 6,060 is projected to increase to 3,000 to 6,000 students by 2009-10 according to an enrollment projection study conducted by DeskMap Systems Inc., in December 1999.

Focus groups participants, residents, school personnel and community organizations representatives all expressed the need for continued, careful planning. Comments included:

- The tax burden is too great on property owners.
- In the past, the board has not always considered the best interests of the students and the taxpayers.
- Taxes are too high. We have a limited tax base.
- Can we develop more inter-local agreements to save money?
- How can the district justify spending \$1.5 million on a football stadium?

Ft. Bend ISD (FBISD) has a five-year strategic plan that incorporates both instructional and non-instructional goals into the process (**Exhibit 1-10**). It integrates curriculum, facilities, financial and technology priorities into one plan including timelines and expected costs associated with implementing the goals and strategies. It also includes an assessment of what has been accomplished from the prior plan.

Exhibit 1-10
FBISD District Improvement Plan

Area	Goal	Objectives
Instruction	Promote and expect students to meet high standards of achievement consistent with the district's vision and mission.	Continue development of a comprehensive curriculum.
		Provide curriculum that involves all students in analytical and critical thinking in all subjects.
		Implement curriculum and instructional monitoring support systems.
		Modify and extend instructional programs based on evaluations.
	Foster character development for students.	Extend programs that prepare students for social responsibility, goal setting and decision-making.
		Provide every campus with the necessary training and resources to ensure a learning climate that places highest importance on the respect of all individuals, especially students.
Service	Build community support through effective communications and stakeholder involvement.	Gain stakeholder feedback to improve district programs and services.
		Increase community support and understanding through effectively communicating information about district programs, services, issues, needs and successes.
		Increase district partnership involvement and improve awareness of partnership successes and needs.
Organization	Attract, develop and retain	Continue implementation of

and Management	quality staff.	recruitment strategies.
		Continue to offer a competitive compensation and benefits package.
		Provide a mentoring and supportive environment through appropriate staff development.
	Assign all personnel in an effective manner.	Develop a framework for appropriate and efficient campus schedules.
		Systematically examine the roles, responsibilities and work schedules of all district personnel.
		Improve the criteria, process and timeline for staff allocation.
Fiscal	Accomplish vision and mission in a fiscally responsible way.	Prepare an annual budget that meets the needs of all students without reducing fund balances below recommended levels.
		Develop and use tools that will allow staff to perform cost-benefit analyses of pilot and ongoing programs.
		Evaluate opportunities for outsourcing district functions.
		Build and maintain new facilities to support instructional goals and best practices.
Research and Development	Collect, process and analyze data and research findings to improve all aspects of the district.	Establish fair and equitable program evaluation criteria as part of the implementation of any new program.
		Establish a process for research, development and evaluation of new and existing programs.
	Foster creativity and innovation throughout the district.	Train leaders in the skills and habits that promote a climate of creativity and innovation.

		Support, with appropriate resources and training, creative and innovative efforts that are aligned with the district's mission.
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Source: Ft. Bend ISD District Strategic Plan, 2000-05.

Recommendation 3:

Revise the District Improvement Plan to include all functions of school district operations.

BISD's previous strategic planning activities and its concentrated focus on improving the academic performance of its students provide a strong foundation on which to build the revised and expanded District Improvement Plan (DIP).

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board appoints a committee of BISD staff and community members to evaluate the district's current DIP and to recommend a revised three-year strategic plan that includes all district functions.	September 2000
2.	The committee recommends a revised DIP that includes annual priorities to the board for its consideration.	November 2000
3.	The board holds at least two public hearings on the recommended plan and annual priorities.	December 2000
4.	The board considers and/or revises and approves the DIP.	January 2001
5.	The board refers DIP to the staff for evaluation and inclusion of priorities in the annual budget.	February 2001
6.	The board reports the results of its DIP activities at the annual budget hearing.	August 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

There is no direct link between the DIP and the district's budget. Broad goals identified in the DIP are not reflected as budget items. For example,

the goal that the district will achieve recognized status by 2000 and exemplary status by 2003 does not have a cost estimate associated with it reflected in the budget.

The DIP allocates resources for implementation of a strategy identified as necessary to accomplish a goal on an annual basis. For example, reorganization of the curriculum facilitator positions, a strategy within the goal, has an associated cost of \$122,500 included in the DIP.

Principals said that individual campus budgets are not tied to the campus improvement plans.

School districts such as Spring and Houston include the management of the school budget as part of the evaluation of the principal. In Houston, incentive compensation is provided to schools based upon student achievement from one year to the next.

This linkage also makes communication of the district's budget to the community much easier. The district's current format, required by the Texas Education Agency, submits the budget in the format of the state accounting system by specific functions, objects and sub-object codes. This format is confusing for the average person because it has functions that are broken down into numerous line items called objects and sub-objects. To get an accurate total of the funding for any one program, figures must be added from several different line items, sometimes across several functions, to get a total perspective of the cost of any item. Spring ISD has an effective system for displaying district priorities and the budget allocated to each one (**Exhibit 1-11**). The system in Spring ISD rolls up the costs of implementing individual strategies into the broad goals identified in the annual planning document.

Exhibit 1-11
Spring ISD General and Special Revenue Funds Budget by Priorities

	Goal	Budget	Percentage
1.	Enhance the quality of teachers and support staff		
	Recruiting	\$482,913	0.47%
	Salary and Benefits	\$59,026,039	57.58%
	Teacher Incentives and Recognition	\$2,352,032	2.29%
	Teacher Development and Improvement	\$1,578,837	1.54%
	Total	\$63,439,821	61.89%
2.	Strengthen student achievement and educational	\$12,502,709	12.20%

	programs		
3.	Increase the quality and quantity of parent involvement	\$1,086,683	1.06%
4.	Provide strong fiscal management, protect the District's investment in facilities and equipment and meet instructional space needs	\$12,221,996	11.92%
5.	Reduce the number of students at risk for dropping out of school	\$1,417,880	1.38%
6.	Provide for safety of students and staff in the schools	\$969,734	0.95%
7.	Increase the effectiveness of student discipline	\$2,104,071	2.05%
8.	Eliminate substance abuse	\$800,104	0.78%
9.	Improve the transition of students from elementary to middle school, from middle school to high school, and from high school to college and work	\$1,149,095	1.12%
10.	Expand computer support applications for teachers and instructional services for students	\$1,517,800	1.48%
11.	Expand school-business partnerships	\$31,000	0.03%
	Total Five Year Education Plan Priorities	\$97,240,893	94.86%
	Other General Support [Transportation, tax office, school activity]	\$5,269,386	5.14%
	Total General and Special Revenue Funds Budget	\$102,510,279	100.00%

Source: SISD Five-Year Education Plan Budget Priorities.

Recommendation 4:

Tie the allocation of resources to the District and Campus Improvement Plans.

Goals in the DIP and CIPs should have total costs associated with implementing individual strategies reflected. Then, those total costs should be reflected in the budget so that there is linkage of the plan with the resource allocation.

Part of the evaluation of performance of principals and teachers should be matching their resources to identified priorities of the district and the success each campus has using those resources to achieve the goals. The site-based decision-making committees should be involved in determining how the resources are used to achieve district and campus priorities; however, a degree of flexibility must be left to the principal to meet unforeseen occurrences or adjustments to unusual situations (e.g., opportunity to get an outside speaker for teacher staff development).

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Business and Finance and the assistant superintendent for Curriculum and Instruction develop a process by which funds are allocated to the District Improvement Plan (DIP).	September-October 2000
2.	The assistant superintendents review the process with the superintendent.	October 2000
3.	The assistant superintendents develop a process by which each school can apply the same approach to their Campus Improvement Plan (CIP).	November-December 2000
4.	The assistant superintendents meet with each principal to discuss the approach and receive comments and modifications.	January 2001
5.	The assistant superintendent of Business Services finalizes the process and presents it to the superintendent for approval.	February 2001
6.	The superintendent approves the process and recommends it for approval to the board.	February 2001
7.	The board approves the process and directs the superintendent to implement it.	February 2001
8.	The superintendent directs the assistant superintendents to initiate the process.	February 2001 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

D. PARENTAL AND COMMUNITY INVOLVEMENT

Providing accurate, timely information to the public is an important function of public institutions. The efficient delivery of this service fosters trust and enables citizens to draw conclusions and take action based on information, as opposed to rumor and gossip. The manner in which school districts perform this function impacts how the public views the district.

Districts also vary widely in how they keep the community informed of district activities. Newsletters, town hall meetings, cable television programs, Web sites, school calendars, brochures and inserts in news media published by other entities are some of the methods that districts use to communicate with parents and other citizens.

BISD employs a coordinator of Community Resources whose responsibilities include the public information/communication functions and the parent/community involvement functions. The coordinator is responsible for preparing and providing information to the public about the activities, goals and policies of the school district and for distributing pertinent information about the district and state activities to employees. The coordinator develops and maintains relationships with the news media; publicizes and promotes events and activities within the district; and produces brochures, bulletins and press releases.

FINDING

BISD communicates with the community regularly and in a variety of ways. Seven times yearly, BISD publishes a district newsletter, *The School Report* and mails it to all addresses in the district. This newsletter contains information about district activities, school board goals, state reports, profiles of district employees, superintendent's letters to the public, financial information and a calendar of school events.

The Community Resource coordinator prepares a weekly column, "Your Eye on Bear Country," for the local paper, *The Bastrop Advertiser*. These columns feature information about events held at various schools and always include pictures of students involved in school activities. In addition to the school news column, the Community Resource Coordinator frequently prepares press releases on various topics of interest to the community. The paper publishes the honor rolls, lists of perfect attendance awards and board meeting notices

BISD makes extensive use of its Web site on the Internet to provide current information about the activities in the district and to provide resources to the community, to staff and to students. A profile of each campus, including current TAAS scores is available. The School Board Policy Manual is online. Extensive information on special education is also provided. The Human Resource department posts job applications and information regarding job openings. The Community Resource Department provides much of the text for the Web site and the MIS Department maintains it.

BISD annually publishes a performance report and the upcoming year's calendar in a booklet entitled, "The Tradition of Excellence Continues." BISD mails this publication to all addresses in the district. The performance report is printed on the top of each page and at the bottom of the page is a month of the year. In addition to the performance report, this publication includes pictures and names of the board members, the date and time of regular board meetings, the names of all the schools and principals and the school telephone number. BISD spotlights staff and student award winners by including their pictures throughout the publication.

BISD uses other innovative ways to reach parents and other citizens. For example, the coordinator of Community Resources secures the contribution of billboards in the area. BISD uses the billboards to advertise for volunteers and partnerships.

The Community Resource coordinator summarizes the actions of the school board in *Board Briefs*. This publication is delivered to all district employees via district mail.

In addition to the publications published by the Community Resource Department, each school publishes a school newsletter. Some campuses send a newsletter home weekly, while others only monthly.

COMMENDATION

BISD provides information to its public often and in a variety ways.

FINDING

Community involvement activities enable parents, business leaders and others with a stake in public education to better understand the challenges and opportunities facing the district. Collaborative partnerships with businesses, educational institutions, community agencies and civic organizations are an excellent way to expand the resources of a school district and involve the community in the schools.

A wide variation exists among school districts in the manner in which the community involvement function is performed. Larger school districts have departments that are dedicated to this function and distribute responsibilities for community relations among several people. Smaller districts rely upon staffs of fewer people with each staff member performing a variety of community relations functions and in very small districts the community involvement function is performed by the superintendent and school principals.

The coordinator of Community Resources in BISD is responsible for coordinating and supervising the community and parental involvement activities. The Community Resource coordinator recruits volunteers and provides ongoing training for two programs, Volunteers in Public Schools (VIPS) and Hand in Hand, a mentoring program.

The VIPS program provides opportunities for parents and community members to volunteer by preparing materials for teachers and assisting teachers in the classroom, working in the office and the library and participating in the Parent Teacher Association at each school. Hand in Hand is a community effort between the Bastrop Chamber of Commerce and BISD and provides mentors for at-risk students. Mentors serve as guides, friends, listeners, role models, tutors, sounding boards, etc. Mentors visit students on campus for thirty minutes weekly. Examples of community involvement in the schools are shown in **Exhibit 1-15**.

Exhibit 1-15
Examples of Volunteer Efforts by School
1999-2000

School	Summary of Activities
Bastrop High School	Athletic and band booster clubs
Bastrop Middle School	Individual help to students in classrooms
Bastrop Intermediate School	Meteor mail program, assist with the Workbook Fair, Science Fair, health screenings, yearbook publication, Crater Cafe and Santa's Secret Workshop
Cedar Creek Elementary School	Assist in classrooms, prepare bulletin boards and assist staff in preparing materials for class
Emile Elementary School	Provide an art program, classroom instruction, organize special activities, assist teachers with paper work and hold fund raisers to provide funds for equipment at the school

Hill Street Elementary School	Assist in the library, work in classrooms, chaperone field trips and assist teachers in preparing materials for class
Mina Elementary School	Festival volunteers, assist in classrooms, nurse screenings and field-day volunteers
Gateway Alternative	Guest speakers from the private sector
Genesis Alternative	Tutor students

Source: Community Resource Coordinator, Bastrop Independent School District, May 2000.

The PTA at Emile Elementary School is a particularly strong and active supporter of the school, its student and staff. Emile PTA funds many projects each year; added a marquee in front of the school to provide a means to better communicate with parents; purchased playground equipment and built an outdoor theater, which includes a personalized sidewalk featuring mosaic stones made by each classroom. The PTA is currently constructing a quarter mile walking track and a greenhouse. In addition to these large projects the PTA provided funds for guest speakers, donated industrial fans for the gym, a nebulizer for the nurses' clinic and many other items.

To enhance the curriculum at Emile, the PTA organizes, funds and staffs the Volunteer Art Program. BISD provides books, while the PTA board members write the curriculum and staff the program. The student artwork is then featured in the annual Art Walk, a mini art show to supplement the program.

The Emile PTA also supports a generous Teacher Appreciation Program. The PTA provides an annual breakfast and luncheon, provides sack lunches on conference days and recognizes staff birthdays.

The BISD Community Resource coordinator solicits various local entities to form collaborative partnerships with the schools. Examples of collaborative partnerships between individual schools and businesses and nonprofit organizations are shown in **Exhibit 1-16**. Austin Community College, local affiliates of the Boys and Girls Club, Girl Scouts of America and Juvenile Services are some of the nonprofit organizations that are involved with BISD schools. BISD allows these nonprofit organizations the use of facilities free of charge.

Exhibit 1-16
Examples of Collaborative Partnerships by School
1999-2000

School	Partnership	Summary of Activities
Cedar Creek Elementary School	First National Bank, Medallion School Partnerships	Bank employees visit the school weekly to allow students to open a savings account and make deposits. Medallion offers the Champions After-School Enrichment Program for children between the ages of 5 and 12.
Emile Elementary School	First National Bank, Kimas Tejas Nursery, Bastrop Youth Football, USA Tae Kwon Do, Boys and Girls Club, Bear Country Golf, TGA Gymnastics, BYSO Soccer, Austin-Bergstrom Intl. Airport, Bastrop Gardens, LCRA Sim Gideon Power Plant, Elgin Vet. Clinic, Medallion School Partnerships, Dr. Laurier Vocal	Banking program, sports demonstrations, school to career program, Champions After-School Enrichment Program and medical treatment for children referred by the nurse.
Hill Street Elementary School	First National Bank, Medallion School Partnerships	Banking program and Champions After-School program
Mina Elementary School	First National Bank, Kimas Tejas Nursery, Norwest Bank, HEB, Medallion School Partnerships	Banking program, Champions After-School program, Career Expo, HEB provides Bear Buck to students and Mina students donate art work for store displays
Bastrop Intermediate School	First National Bank, Boys and Girls Club, US Postal Service	Banking program, after-school care and activities, power hour for students to work on homework and get help from counselors and the US Postal Service assists with the in-house mail program (Meteor Mail).
Bastrop Middle	First National Bank	Banking program

School		
Bastrop High School	Austin Community College	Dual credit courses

Source: Community Resource Department, Bastrop Independent School District, April 2000.

BISD seeks community input for major decision-making. The opening of two new schools in August 2000 necessitated the redefinition of district attendance zones. Prior to adopting the new zones, the board formed an attendance Zone Steering Committee comprised of parents and educators from each school, PTA representatives, community leaders, school board members and district administrators. Articles were placed in the district newsletter and press releases were written to announce seven community meetings to solicit community input. BISD held two general meetings and a meeting at each of the schools affected.

BISD opens its facilities for community use. To support its life-long learning goal, BISD provides Community Education classes at five different campuses: Bastrop High School, Bastrop Intermediate School, Bastrop Middle School, Emile Elementary School and Mina Elementary School. The classes offered in Community Education include ESL and Adult Basic Education, computer classes, language classes, arts and crafts, fitness classes, and personal growth and self help classes. In addition to educational use of facilities, four local churches rent BISD facilities.

COMMENDATION

BISD provides multiple opportunities for parent and community members to be involved in school activities.

FINDING

The Community Resource coordinator cannot dedicate sufficient time to community and parental involvement functions. The Community Resource coordinator and a part-time secretary are responsible for district communications and publications, for the volunteer and mentor programs and for the community education program. The communication and publication responsibilities include preparing all press releases and publications and representing the district and community activities. The volunteer program responsibilities include recruiting and training of volunteers and supervising the programs. The Community Resource coordinator recruits instructors, schedules the classes and publishes the catalogue of courses offered three times each year for the Community

Education program. **Exhibit 1-17** delineates the responsibilities of the Community Resource coordinator.

Exhibit 1-17
Responsibilities of Community Resource Coordinator
1999-2000

Responsibility	Frequency
Prepare, publish and mail district newsletter, <i>School Report</i>	Seven times yearly
Prepare, publish and distribute <i>Board Briefs</i>	Monthly
Prepare and publish Community Education Catalogue	Three times yearly
Prepare and publish annual performance report	Yearly
Prepare Press Releases	25-30 yearly
Prepare Public Information Folder-Facts and Figures	Yearly
Prepare column for local paper	Weekly
Prepare and publish brochures - "Just the Facts", "Hand in Hand" and "Volunteers in Public Schools"	Yearly
Attend civic club meetings - Chamber of Commerce, Family Crisis Center and LVA	Monthly
Recruit and train instructors for Community Education	Three times yearly
Schedule classes for Community Education	Ongoing
Recruit and train volunteers	Ongoing
Recruit business partnerships	Ongoing
Recruit and train mentors	Ongoing
Attend School Board Meetings	Monthly
Coordinate the annual employee awards banquet	Yearly
Plan and coordinate the Partners in Education Reception	Yearly

Source: BISD Community Resource coordinator.

The Community Involvement/Public Information Department in several school districts is divided into two areas: public information and community liaison. Typically, three full-time employees are responsible

for disseminating public information and for coordinating community relations.

Exhibit 1-18 below compares the staffing of the BISD Community Resource Department with that of Texas school districts of comparable size.

**Exhibit 1-18
Comparison of Approaches to
Public Information/Community Involvement
BISD and Peer Districts**

School District	Number of PIO Personnel	Comments
Bastrop	1 full-time and one part-time employee	The Community Resource coordinator shares a secretary with the director of Student Services.
Brazosport	None	Communications with the public are handled primarily through the Superintendent's Office.
Hays	2 full-time employees	Public information officer and secretary staff the department.
San Marcos	3 full-time employees	Staff includes a Partners In Education facilitator, a community liaison and a full-time secretary.
Schertz-Cibolo	3 full-time employees	A director of Community Education, a public information officer and a secretary perform the community involvement functions.
Lockhart	3 full-time employees	A Community Education director and two secretaries.
Del Valle	2 full-time employees	A Community Relations director and secretary.
Longview	3 full-time employees	An assistant superintendent, a coordinator of Community Outreach and a secretary staff the Community Relations office.
Leander	4 full-time employees	An executive director, a director of community services, a communications assistant and a full-time secretary staff the School and Community Relations office.
Port Arthur	2 full-time employees, 1 student	Staff includes a director of public information, a publications assistant, and a part-time student.

Comal	6 full-time employees	Departmental staff includes a Public Information officer, a community education supervisor, a community education coordinator, two after-school care coordinators and a full-time secretary.
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Source: TSPR Survey, April 2000.

Recommendation 6:

Create a position of assistant Community Resource coordinator.

The responsibilities of the Community Resource coordinator would include the communication and publication functions and recruiting volunteers, mentors and partnerships. The assistant coordinator would be responsible for the Community Education program and for training volunteers and mentors.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent requests board approval for the position of assistant coordinator for Community Resources.	September 2000
2.	The superintendent instructs the assistant superintendent of Human Resources to prepare a job description for the new position of assistant coordinator for Community Resources.	October 2000
3.	The assistant superintendent of Human Resource posts the position of assistant coordinator for Community Resources.	October 2000
4.	The Personnel Department pre-screens candidates for the position of assistant coordinator for Community Resources and refers prospects to the superintendent for interviews.	November 2000
5.	The superintendent interviews candidates and recommends a candidate to the board for approval.	December 2000
6.	The board approves the recommendation, and the position is filled.	January 2001

FISCAL IMPACT

Salary and benefits for the newly created position of assistant Community Resource coordinator would amount to \$34,500 (Salary = \$30,000 + 15 percent benefits = \$34,500). One half of the cost is assumed in the first year.

Recommendation	2000-	2001-	2002-	2003-	2004-
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	2001	2002	2003	2004	2005
Create a position of assistant coordinator of Community Resources	(\$17,250)	(\$34,500)	(\$34,500)	(\$34,500)	(\$34,500)

Chapter 2

EDUCATION SERVICE DELIVERY AND PERFORMANCE

This chapter examines the educational services delivery and performance measures of the Bastrop Independent School District (BISD) in the following areas:

- A. Student Performance
- B. Curriculum and Instruction Programs
- C. Staff Development
- D. Compensatory Education
- E. Bilingual/English as a Second Language (ESL) Program
- F. Career and Technology Education (CATE)
- G. Gifted and Talented Education Program
- H. Special Student Populations
- I. Alternative Education and Discipline Management

The main purpose of any school system is educating children. Instructional programs and services are developed, evaluated and modified based upon the performance of students as measured by standardized tests, achievement by students of learning objectives and the changing composition of the student population. Higher concentrations of students at risk of dropping out means that districts must develop targeted programs to ensure that these students maintain performance at grade-level norms.

BACKGROUND

Since 1993, Texas has rated and accredited districts and schools based on specific performance measures including the reading, writing and math portions of the Texas Assessment of Academic Skills (TAAS), dropout rates and attendance rates. Districts are evaluated each year, and beginning with the 1995-96 year, districts are rated as presented in **Exhibit 2-1**. BISD was rated Academically Acceptable in 1998-99.

Exhibit 2-1
TEA Accountability Ratings
1998-99

Rating	Applicability/Explanation
Exemplary	District and campus
Recognized	District and campus

Academically Acceptable	District
Acceptable	Campus
Academically Unacceptable	District
Low Performing	Campus
Alternative Education (AE): Acceptable, AE: Needs Peer Review, or AE: Not Rated	Campuses that applied and were identified as eligible to be evaluated under alternative education procedures
Charter schools	At the district level, open-enrollment charter schools receive the label Charter School. At the school level, they are given one of the four campus ratings listed above, based on the regular accountability system.
Not rated	These campuses include those that do not serve students within the 1st- through 12th-grade span, such as pre-kindergarten centers and early education through kindergarten schools.
Unacceptable: Special Accreditation Investigation	Districts have undergone an investigation as mandated in Chapter 39 of the Texas Education Code.
Unacceptable: Data Quality	District: serious errors in data reporting that affected one or more of the base indicators used for determining accountability ratings. The errors were of such magnitude that the results were deemed to be unsuitable for ratings purposes.
Unacceptable: Data Issues	Campus: serious errors in data reporting that affected one or more of the base indicators used for determining accountability ratings. The errors were of such magnitude that the results were deemed to be unsuitable for ratings purposes.

Source: Texas Education Agency, AEIS, 1998-99.

In 1999-2000, BISD had seven schools and three alternative education campuses for secondary students and shared a boot camp facility with other Bastrop County school districts. **Exhibit 2-2** shows grade levels served and enrollments by school for 1998-99 and as of May 19, 2000. The district is served by the Regional Education Service Center XIII (Region 13), which is located in Austin.

Exhibit 2-2
BISD Campuses, Grade Levels and Enrollment
1998-99 to 1999-2000

Campus	Grade Levels	1998-99 Enrollment	1999-2000 Enrollment (1)	Percent Change
Bastrop High School	9-12	1,503	1,462	-2.7%
Genesis High School	9-12	59	45	-23.7%
Gateway School	6-12	43	67	55.8%
Pine Street Alternative School	4-11	24	18	-25.0%
Bastrop Middle School	7-8	921	963	4.6%
Emile Elementary School	pre-K-12	635	672	5.8%
Mina Elementary School	pre-K-4	538	548	1.9%
Cedar Creek Elementary School	pre-K-4	872	964	10.6%
Bastrop Intermediate School	5-6	945	984	4.1%
Hill Street Elementary School	pre-K-4	304	318	4.6%
Bastrop County JJAEP	7-12	0	19	N/A
Total		5,844	6,060	3.7%

Source: TEA AEIS 1998-99 and BISD. (1) May 19, 2000.

The ethnic breakdown by school and the 1998-99 accountability rating for each school are included in **Exhibit 2-3**. BISD schools received the following ratings: one rated Exemplary (E); two rated Recognized (R); four rated Academically Acceptable (A); two rated Alternative Education; Acceptable (AE:A); and one was Not Rated (NR).

Exhibit 2-3
BISD Campuses and Accountability Ratings
1998-99

Campus	Grades Served	Enrollment	African American	Hispanic	Anglo	Other	Rating
Bastrop High School	9-12	1,503	10.1%	23.6%	65.5%	0.9%	A
Genesis High School	9-12	59	10.2%	25.4%	64.4%	0	AE:A
Gateway School	6-12	43	23.3%	39.5%	37.2%	0	AE:A
Pine Street Alternative School	4-11	24	12.5%	12.5%	66.7%	8.3%	NR
Bastrop Middle School	7-8	921	11.1%	27.4%	60.0%	1.6%	A
Emile Elementary School	EE-12	635	8.0%	22.5%	68.7%	0.8%	R
Mina Elementary School	EE-4	538	21.4%	19.9%	56.9%	1.8%	A
Cedar Creek Elementary School	EE-4	872	3.7%	39.9%	54.7%	1.7%	R
Bastrop Intermediate School	5-6	945	10.1%	26.9%	61.6%	1.4%	A
Hill Street Elementary School	preK-4	304	12.2%	14.8%	71.1%	2.0%	E
District Profile		5,844	26.3%	10.3%	62.0%	1.3%	A

Source: Texas Education Agency, AEIS, 1998-99. Figures may not add due to rounding.

As **Exhibit 2-4** indicates, BISD experienced an increase of 9.5 percent in its student enrollment from 1995-96 to 1998-99. During the same period, both Region 13 and the state increased the total number of students by 11.7 and 5.5 percent, respectively. Compared to its peer districts, BISD's rate of growth was the fifth highest.

Exhibit 2-4
BISD, Peer District, Region 13 and State Growth Rates
1995-96 to 1998-99

Entity	1995-96	1996-97	1997-98	1998-99	Percent Change
Del Valle	4,745	4,876	5,230	5,625	18.5%
Schertz-Cibolo	4,831	5,128	5,479	5,939	22.9%
Hays	5,444	5,748	6,040	6,307	15.9%
Georgetown	6,283	6,697	6,945	7,321	16.5%
Bastrop	5,338	5,524	5,765	5,844	9.5%
Lockhart	3,972	4,111	4,148	4,275	7.6%
San Marcos	6,649	6,863	6,939	6,967	4.8%
Brazosport	12,629	12,970	13,131	13,247	4.9%
Region 13	231,518	240,713	247,989	258,660	11.7%
State	3,740,260	3,828,975	3,891,877	3,945,367	5.5%

Source: Texas Education Agency, AEIS 1995-96 - 1998-99, telephone survey and BISD assistant superintendent of Business and Finance.

Compared to its peer districts, BISD has the third highest percentage of Anglo students, the second highest percentage of African American students, and the third lowest percentage of Hispanic students (**Exhibit 2-5**).

Exhibit 2-5
Ethnicity of BISD and Peer Districts
1999-2000

Entity	Anglo	Hispanic	African American	Other
Georgetown	74%	22%	4%	1%
Schertz-Cibolo	69%	22%	8%	2%

Bastrop	61%	27%	11%	1%
Brazosport	59%	34%	9%	0
Hays	49%	47%	3%	1%
Lockhart	44%	47%	9%	1%
San Marcos	32%	62%	4%	2%
Del Valle	23%	60%	14%	2%

Source: Texas Education Agency, PEIMS 1999-2000. Note: Totals may not add to 100 due to rounding.

Five percent of BISD students are classified as limited English proficiency (LEP) students, and 38 percent are classified as economically disadvantaged students. Compared to its peer districts, BISD is the third lowest in the percentage of economically disadvantaged students (**Exhibit 2-6**).

Exhibit 2-6
BISD and Peer District Economically Disadvantaged and LEP Students as a Percentage of Total Student Population 1999-2000

Entity	Economically Disadvantaged Students	LEP Students
Del Valle	63%	16%
Lockhart	53%	3%
San Marcos	50%	6%
Brazosport	42%	NA
Bastrop	41%	5%
Hays	34%	NA
Georgetown	25%	NA
Schertz-Cibolo	26%	1.5%

Source: Texas Education Agency, AEIS 1999-2000.

BISD student attendance trailed the state and regional averages from 1994-95 through 1997-98 (**Exhibit 2-7**). Compared to its peer districts,

BISD had the third lowest attendance average each year during the same period.

Exhibit 2-7
Attendance Rate of BISD Students Compared to
Peer Districts, Region 13 and the State
1994-95 - 1997-98

Entity	1994-95	1995-96	1996-97	1997-98
Brazosport	95.5%	95.9%	96.0%	96.2%
Georgetown	96.0%	96.0%	96.0%	95.9%
Lockhart	94.7%	95.2%	95.3%	95.6%
Schertz-Cibolo	95.0%	95.1%	95.2%	95.5%
State	95.1%	95.1%	95.2%	95.3%
Region 13	95.0%	94.9%	95.1%	95.2%
Hays	95.2%	95.6%	95.6%	95.1%
Bastrop	94.7%	94.3%	94.9%	95.0%
Del Valle	92.9%	93.7%	93.0%	94.0%
San Marcos	94.4%	93.8%	93.9%	93.9%

Source: Texas Education Agency, AEIS 1994-95 through 1997-98.

BISD's dropout rate exceeded the state and regional averages each year from 1994-95 through 1997-98 (**Exhibit 2-8**). Compared to its peer districts, BISD's dropout rate was the highest from 1994-95 through 1996-97 and the second highest in 1997-98.

Exhibit 2-8
Dropout Rate for BISD, Region 13 and the State
1994-95 - 1997-98

Entity	1994-95	1995-96	1996-97	1997-98
Brazosport	2.0%	0.6%	0.1%	0.1%
Schertz-Cibolo	2.0%	1.3%	0.8%	0.3%
Lockhart	0.7%	0.2%	1.5%	0.9%
Georgetown	0.4%	0.6%	0.9%	1.3%

Region 13	1.9%	1.4%	1.3%	1.4%
Del Valle	5.0%	1.9%	1.3%	1.6%
Hays	0.5%	0.5%	0.8%	1.6%
State	1.8%	1.8%	1.6%	1.6%
Bastrop	2.7%	2.7%	1.6%	2.1%
San Marcos	2.0%	2.7%	1.1%	2.5%

Source: Texas Education Agency, AEIS 1994-95 through 1997-98.

Exhibit 2-9 compares the BISD dropout rate by ethnicity from 1994-95 through 1997-98. African American, Anglo and Hispanic student dropout rates all decreased, but all were still higher than the regional and state averages for all students.

Exhibit 2-9
Dropout Rate for BISD Students by Ethnicity
1994-95 - 1997-98

Ethnic Group	1994-95	1995-96	1996-97	1997-98
African American	5.3%	3.2%	1.5%	2.5%
Anglo	2.0%	2.2%	1.6%	1.8%
Hispanic	3.7%	3.7%	1.7%	2.6%
Native American	7.7%	6.3%	0	10.0%
Asian/Pacific Islander	0	0	0	7.7%

Source: Texas Education Agency, AEIS 1994-95 through 1997-98.

The student-teacher ratio in BISD has been less than the regional and state averages for each of the past three years (**Exhibit 2-10**), and BISD's student-teacher ratio is the second lowest among its peer group (**Exhibit 2-11**).

Exhibit 2-10
Students per teacher in BISD, Region 13 and State
1995-96 - 1998-99

Entity	1995-96	1996-97	1997-98	1998-99	Percentage Change

Bastrop	14.1	13.4	13.1	13.2	-6.4%
Region 13	15.1	15.0	14.9	14.8	-2.0%
State	15.6	15.5	15.3	15.2	-2.6%

Source: Texas Education Agency, AEIS 1995-96 through 1998-99.

Exhibit 2-11
Students per teacher in BISD, Region 13, State and Peer Districts
1998-99

Entity	Student-Teacher Ratio
Georgetown	12.7
Bastrop	13.2
Del Valle	13.6
San Marcos	14.4
Region 13	14.8
Hays	15.2
State	15.2
Schertz-Cibolo	16.0
Lockhart	16.6
Brazosport	16.9

Source: Texas Education Agency, AEIS 1998-99.

BISD's budgeted total expenditures in 1999-2000 were slightly more than \$38 million. Of that total, BISD spent \$18.2 million, or 47.5 percent, for direct classroom instruction and other activities that deliver, enhance or direct learning to students. Compared to its peer districts, BISD spends the second lowest percentage, 47.5 percent, of its total expenditures on classroom instruction (**Exhibit 2-12**).

Exhibit 2-12
BISD and Peer District Classroom Instruction Expenditures
as a Percentage of Total Expenditures
1999-2000

Entity	Total	Classroom	Classroom
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	Expenditures	Instruction Expenditures	Instruction Expenditures as a Percentage of Total Expenditures
Brazosport	\$78,187,919	\$42,080,787	53.8%
Georgetown	\$49,689,777	\$26,632,606	53.6%
San Marcos	\$41,986,819	\$21,993,521	52.4%
Schertz-Cibolo	\$36,942,341	\$19,285,792	52.2%
Del Valle	\$37,937,550	\$19,328,059	50.9%
Lockhart	\$25,637,437	\$12,765,796	49.8%
Bastrop	\$38,315,640	\$18,188,261	47.5%
Hays	\$45,458,073	\$19,684,359	43.3%

Source: Texas Education Agency, PEIMS (Define)1999-2000.

The expenditures by program for 1999-2000 reflect an increase in regular education spending as a percentage of the total budget (**Exhibit 2-13**). All other programs declined in spending as a percentage of the total budget.

Exhibit 2-13
BISD Instructional Program Expenditures
as a Percentage of Total Instructional Operating Expenditures
1995-96 - 1999-2000

Program	1995-96 Actual	1996-97 Actual	1997-98 Actual	1998-99 Actual	1999-2000 Budget
Regular education	64.0%	69.4%	70.0%	68.5%	73.7%
Special education	12.3%	13.6%	13.6%	14.7%	13.2%
Compensatory education	13.9%	7.4%	7.4%	7.7%	6.2%
Career and Technology education	5.3%	5.2%	4.6%	4.7%	3.9%
Bilingual/ESL education	3.1%	2.9%	3.0%	3.0%	2.0%
Gifted and Talented education	1.4%	1.5%	1.4%	1.4%	1.0%
Total	100%	100%	100%	100%	100%

*Source: Texas Education Agency, AEIS 1995-96 through 1999-2000.
Note: Totals may not add to 100% due to rounding.*

Chapter 2

EDUCATION SERVICE DELIVERY AND PERFORMANCE

A. STUDENT PERFORMANCE

In 1999-2000, the percentage of all BISD students that passed all sections of the Texas Assessment of Academic Skills (TAAS), based upon preliminary results released in May 2000, exceeded state averages in all areas (**Exhibit 2-14**). For the first time in 1999-2000, the scores of special education students taking the TAAS are counted in the district's accountability ratings.

Exhibit 2-14
Percentage of All BISD and State Students Passing TAAS, All Levels 1999-2000

Entity	Reading	Writing	Math	All Tests
Bastrop	88.4%	89.7%	89.6%	N/A
State	87%	88%	87%	80%

Source: Texas Education Agency, preliminary TAAS results, May 2000.

Student performance in BISD has steadily improved since 1995-96. Between 1995-96 and 1999-2000, student performance increased by 9.8 percentage points in reading, 19.0 percentage points in math and 10.9 percentage points in writing (**Exhibit 2-15**).

Exhibit 2-15
Percentage of All BISD Students Passing TAAS, All Levels 1995-96 - 1999-2000

Subject	1995-96	1996-97	1997-98	1998-99	1999-2000
Reading	78.6%	83.9%	87.5%	87.7%	88.4%
Math	70.6%	79.8%	86.1%	88.8%	89.6%
Writing	78.8%	86.4%	83.8%	88.5%	89.7%

Source: Texas Education Agency, AEIS 1994-95 - 1998-99 and preliminary TAAS results, May 2000.

The percentage of BISD Anglo students passing TAAS, based upon the preliminary results, was slightly below the state average in all subjects (**Exhibit 2-16**).

Exhibit 2-16
Percentage of Anglo BISD and State Students Passing TAAS, All Levels
1999-2000

Entity	Reading	Writing	Math	All Tests
Bastrop	93.3%	92.7%	92.8%	N/A
State	94%	94%	93%	89%

Source: Texas Education Agency, preliminary TAAS results, May 2000.

Anglo student performance in BISD improved since 1995-96. Between 1995-96 and 1999-2000, Anglo student performance improved by 6.5 percentage points in reading, 8.2 percentage points in writing, and 14.1 percentage points in math (**Exhibit 2-17**).

Exhibit 2-17
Percentage of BISD Anglo Students Passing TAAS
1995-96 - 1999-2000

Subject	1995-96	1996-97	1997-98	1998-99	1999-2000
Reading	86.8%	91.4%	92.4%	93.4%	93.3%
Math	78.7%	87.2%	91.1%	93.7%	92.8%
Writing	84.5%	89.9%	88.8%	92.7%	92.7%

Source: Texas Education Agency, AEIS 1994-95 - 1998-99 and preliminary TAAS results, May 2000.

The percentage of BISD African American students passing TAAS, based upon the preliminary results, exceeded the state average in writing and math, but was slightly below the state average in reading (**Exhibit 2-18**).

Exhibit 2-18
Percentage of African American BISD
and State Students Passing TAAS, All Levels
1999-2000

Entity	Reading	Writing	Math	All Tests
Bastrop	78.1%	84.7%	79.3%	N/A
State	80%	82%	76%	67%

Source: Texas Education Agency, preliminary TAAS results, May 2000.

African American student performance in BISD increased since 1995-96. Between 1995-96 and 1999-2000, African American student performance improved by 19.6 percentage points in reading, 20.5 percentage points in writing, and 30.4 percentage points in math (**Exhibit 2-19**).

Exhibit 2-19
Percentage of BISD African American Students Passing TAAS
1995-96 - 1999-2000

Subject	1995-96	1996-97	1997-98	1998-99	1999-2000
Reading	58.5%	67.0%	76.9%	75.8%	78.1%
Math	48.9%	60.8%	75.1%	76.8%	79.3%
Writing	64.2%	79.5%	68.9%	79.8%	84.7%

Source: Texas Education Agency, AEIS 1994-95 - 1998-99 and preliminary TAAS results, May 2000.

The percentage of Hispanic students passing TAAS, based upon the preliminary results, exceeded the state average in math but was slightly below the state average in reading and writing (**Exhibit 2-20**).

Exhibit 2-20
Percentage of Hispanic BISD and State Students Passing TAAS, All
Levels
1999-2000

Entity	Reading	Writing	Math	All Tests
Bastrop	80.5%	81.8%	85.1%	N/A
State	81%	82%	83%	72%

Source: Texas Education Agency, preliminary TAAS results, May 2000.

Hispanic student performance in BISD has improved since 1995-96. Between 1995-96 and 1999-2000, Hispanic student performance improved

by 18.6 percentage points in reading, 16.5 percentage points in writing, and 29.4 percentage points in math (**Exhibit 2-21**).

Exhibit 2-21
Percentage of BISD Hispanic Students Passing TAAS
1995-96 - 1999-2000

Grade/Subject	1995-96	1996-97	1997-98	1998-99	1999-2000
Reading	61.9%	69.9%	77.5%	78.1%	80.5%
Math	55.7%	67.1%	76.4%	81.2%	85.1%
Writing	65.3%	78.7%	74.2%	81.2%	81.8%

Source: Texas Education Agency, AEIS 1994-95 - 1998-99 and preliminary TAAS results, May 2000.

The percentage of BISD economically disadvantaged students passing TAAS, based upon the preliminary results, exceeded the state average in all categories (**Exhibit 2-22**).

Exhibit 2-22
Percentage of Economically Disadvantaged BISD
and State Students Passing TAAS, All Levels
1999-2000

Entity	Reading	Writing	Math	All Tests
Bastrop	82.2%	84.8%	84.8%	N/A
State	80%	81%	81%	70%

Source: Texas Education Agency, preliminary TAAS results, May 2000.

Economically disadvantaged student performance in BISD increased since 1995-96. Between 1995-96 and 1999-2000, economically disadvantaged student performance improved by 17.4 percentage points in reading, 17.8 percentage points in writing, and 26.2 percentage points in math (**Exhibit 2-23**).

Exhibit 2-23
Percentage of BISD Economically Disadvantaged Students Grades 3-8
and 10 Passing TAAS
1995-96 - 1999-2000

Grade/Subject	1995-96	1996-97	1997-98	1998-99	1999-2000
Reading	64.8%	72.0%	80.0%	81.2%	82.2%
Math	58.6%	70.6%	78.7%	83.5%	84.8%
Writing	67.0%	79.2%	74.9%	81.3%	84.8%

Source: Texas Education Agency, AEIS 1994-95 - 1998-99 and preliminary TAAS results, May 2000.

The percentage of BISD students in grades 3-5 passing the TAAS exceeded the state average in all subjects and at all grade levels, except third grade reading (**Exhibit 2-24**).

Exhibit 2-24
Percentage of BISD and State
Elementary Students Passing TAAS
1999-2000

Grade/Subject	Bastrop	State
3rd-Reading	84.9%	87%
3rd-Math	82.2%	80%
4th-Reading	92.3%	90%
4th-Writing	91.3%	90%
4th-Math	92.2%	87%
5th-Reading	89.3%	87%
5th-Math	95.6%	92%

Source: Texas Education Agency, preliminary TAAS results, May 2000.

At grades 6-10 on TAAS, the percentage of BISD students passing exceeds the state average in some grades and subjects and trails the state in others (**Exhibit 2-25**).

Exhibit 2-25
Percentage of BISD and State
Middle School and High School Students Passing TAAS
1999-2000

Grade/Subject	Bastrop	State
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6th-Reading	93.0%	86%
6th-Math	94.1%	88%
7th-Reading	84.7%	83%
7th-Math	87.9%	87%
8th-Reading	85.8%	89%
8th-Writing	85.4%	84%
8th-Math	88.0%	90%
8th-Science	83.8%	88%
8th-Social Studies	68.2%	71%
10th-Reading	88.7%	90%
10th-Writing	92.7%	90%
10th-Math	86.7%	86%

Source: Texas Education Agency, preliminary TAAS results, May 2000.

Student performance in BISD increased significantly since 1995-96 (Exhibit 2-26).

Exhibit 2-26
Percentage of BISD Elementary Students Passing TAAS
1995-96 - 1999-2000

Grade/Subject	1995-96	1996-97	1997-98	1998-99	1999-2000
3rd-Reading	66.8%	79.0%	74.0%	81.8%	84.9%
3rd-Math	58.4%	80.5%	70.5%	72.5%	82.2%
4th-Reading	63.5%	76.1%	82.9%	84.2%	92.3%
4th-Writing	76.9%	77.5%	80.6%	83.8%	91.3%
4th-Math	57.9%	68.6%	76.4%	80.9%	92.2%
5th-Reading	72.6%	75.2%	78.8%	84.8%	89.3%
5th-Math	63.4%	74.5%	79.8%	87.1%	95.6%

Source: Texas Education Agency, AEIS 1994-95 - 1998-99 and preliminary TAAS results, May 2000.

At the middle and high school levels, the percentage of students passing the TAAS test increased substantially from 1995-96 through 1999-2000 (**Exhibit 2-27**).

Exhibit 2-27
Percentage of BISD Intermediate, Middle School
and High School Students Passing TAAS
1995-96 - 1999-2000

Grade/Subject	1995-96	1996-97	1997-98	1998-99	1999-2000
6th-Reading	68.2%	80.8%	78.0%	85.2%	93.0%
6th-Math	65.6%	80.9%	82.1%	89.1%	94.1%
7th-Reading	69.8%	80.9%	76.7%	84.7%	84.7%
7th-Math	55.8%	81.8%	79.8%	89.9%	87.9%
8th-Reading	67.1%	79.3%	77.4%	88.8%	85.8%
8th-Writing	69.7%	74.0%	75.3%	85.0%	85.4%
8th-Math	63.1%	72.2%	82.2%	89.9%	88.0%
8th-Science	66.3%	78.1%	74.9%	79.4%	84%
8th-Social Studies	59.6%	54.1%	54.3%	63.4%	68%
10th-Reading	71.7%	75.8%	77.2%	82.3%	88.7%
10th-Writing	81.2%	82.2%	83.2%	88.7%	92.7%
10th-Math	58.3%	60.8%	67.1%	74.6%	86.7%

Source: Texas Education Agency, AEIS 1994-95 - 1998-99 and preliminary TAAS results, May 2000.

Compared to the state average for all students on the TAAS reading test, BISD's performance difference went from a negative 1.8 percentage points in 1995-96 to a positive 1.4 percentage points in 1999-2000 (**Exhibit 2-28**).

Exhibit 2-28
Percentage of BISD Students Grades 3-8 and 10 Passing TAAS
Reading Test
1995-96 - 1999-2000

Category	1995-96	1996-97	1997-98	1998-99	1999-2000

All students	78.6%	83.9%	84.0%	87.7%	88.4%
African American students	58.5%	67.0%	71.6%	75.8%	78.1%
Hispanic students	61.9%	69.9%	73.9%	78.1%	80.5%
Anglo students	86.8%	91.4%	89.3%	93.4%	93.3%
Economically disadvantaged students	64.8%	72.0%	75.8%	81.2%	82.2%
State - all students	80.4%	84.0%	83.3%	86.5%	87%
Region 13 - all students	82.1%	85.6%	84.2%	87.0%	N/A

Source: Texas Education Agency, AEIS 1994-95 through 1998-99 and preliminary TAAS results, May 2000.

Compared to the state average for all students on the TAAS math test, BISD's performance difference went from a negative 3.6 percentage points in 1995-96 to a positive 2.6 percentage points in 1999-2000 (**Exhibit 2-29**).

Exhibit 2-29
Percentage of BISD Students Grades 3-8 and 10 Passing TAAS Math Test
1995-96 - 1999-2000

Category	1995-96	1996-97	1997-98	1998-99	1999-2000
All students	70.6%	79.8%	82.2%	88.8%	89.6%
African American students	48.9%	60.8%	67.0%	76.8%	79.3%
Hispanic students	55.7%	67.1%	72.5%	81.2%	85.1%
Anglo students	78.7%	87.2%	87.8%	93.7%	92.8%
Economically disadvantaged students	58.6%	70.6%	73.4%	83.5%	84.8%
State - all students	74.2%	80.1%	80.4%	85.7%	87%
Region 13 - all students	75.4%	81.4%	80.3%	85.4%	N/A

Source: Texas Education Agency, AEIS 1994-95 - 1998-99 and preliminary TAAS results, May 2000.

Compared to the state average for all students on the TAAS writing test, BISD's performance difference went from a negative 4.1 percentage points in 1995-96 to a positive 1.7 percentage points in 1999-2000 (**Exhibit 2-30**).

Exhibit 2-30
Percentage of BISD Students Grades 3-8 and 10 Passing TAAS
Writing Test
1995-96 - 1999-2000

Category	1995-96	1996-97	1997-98	1998-99	1999-2000
All students	78.8%	86.4%	80.0%	88.5%	89.7%
African American students	64.2%	79.5%	64.3%	79.8%	84.7%
Hispanic students	65.3%	78.7%	70.8%	81.2%	81.8%
Anglo students	84.5%	89.9%	84.9%	92.7%	92.7%
Economically disadvantaged students	67.0%	79.2%	70.4%	81.3%	84.8%
State - all students	82.9%	85.3%	84.2%	88.2%	88%
Region 13 - all students	83.4%	86.4%	83.6%	87.7%	N/A

Source: Texas Education Agency, AEIS 1994-95 - 1998-99 and preliminary TAAS results, May 2000.

Beginning with the graduating class of 1996 BISD students scored lower than the regional and state average on the SAT I (**Exhibit 2-31**). The results of the class of 1998 ranked third lowest among the peer districts. Also, 27.4 percent of BISD students taking the SAT scored at or above the accountability criterion level of 1110 established by the State Board of Education. This performance was below the regional average of 36.4 percent and above the state average of 27.2 percent.

Exhibit 2-31
Mean SAT I Score for BISD, Region 13, and the State
Classes of 1995 - 1998

Entity	Class of 1995	Class of 1996	Class of 1997	Class of 1998
Georgetown	988	1099	1068	1044
Region 13	935	1037	1038	1037

Hays	904	1027	1030	1020
Brazosport	949	1055	1047	1018
Schertz-Cibolo	906	1019	1008	992
State	891	993	992	992
San Marcos	916	1008	1001	979
Bastrop	953	985	976	977
Lockhart	856	921	945	946
Del Valle	864	934	919	916

Source: Texas Education Agency, AEIS 1996-97 - 1998-99.

FINDING

BISD received \$12,622 as part of the Texas Successful Schools Awards System (TSSAS) in February 2000. TSSAS awards are given to schools considered to be performing well in comparison to peer schools. Four schools received awards for student performance in Spring 1999 on TAAS (**Exhibit 2-32**). Cash awards ranged from \$500 to \$5,000 per school, depending on the number of students at the school. Of the 6,804 schools in Texas 790, or 11.6 percent, received cash awards.

Exhibit 2-32 BISD Schools Receiving Awards in TSSAS February 2000

School	Amount of Award
Bastrop Intermediate School	\$4,328
Cedar Creek Elementary School	\$3,994
Emile Elementary School	\$2,908
Hill Street Elementary School	\$1,392

Source: BISD community resource coordinator.

Schools qualify for cash awards by meeting two criteria. First, the school must meet standards for one of three ratings categories: exemplary, recognized or acceptable (**Exhibit 2-33**).

Exhibit 2-33 Criteria for Selection for TSSAS Award by Category

	Criteria		
Category	Students Passing TAAS	Dropout Rate	Attendance Rate
Exemplary	At least 90% of all students and students in each student population group	One percent or less for all students and for each student group	94 percent or greater
Recognized	At least 80% of all students and students in each student population group	3.5% or less for all students and for each student group	94 percent or greater
Acceptable	At least 45% of all students and students in each student population group	6% or less for all students and for each student group	94 percent or greater

Source: BISSD community resource coordinator.

Second, the school must rank in the top 25 percent of all campuses that are in the same unique comparison group statewide, with respect to the Texas Learning Index (TLI). For each subject, the student TLI growth values are aggregated to the campus level to create a TLI Average Growth (TAG) for each campus. Within a 40-school comparison group identified by the Texas Education Agency for each campus in the state, TAG values are ranked to determine the quartiles. Each campus is separately assigned one of the following quartile values for reading and for mathematics:

- Q1 (top 25 percent);
- Q2 (in the top 50 percent, but not in the top 25 percent);
- Q3 (in the bottom 50 percent, but not in the lowest 25 percent); and
- Q4 (lowest 25 percent).

Comparison groups are based upon several factors including the percentage of students identified as African American, Hispanic, Anglo, economically disadvantaged, limited English proficient, and mobile.

COMMENDATION

Bastrop Intermediate School, Cedar Creek Elementary School, Emile Elementary School and Hill Street Elementary School students met performance standards for the Texas Successful Schools Awards System and earned cash awards for their schools.

FINDING

The gap in performance between Anglo, African-American, Hispanic and economically disadvantaged students has narrowed considerably since

1995-96 (**Exhibits 2-34, 2-35 and 2-36**). Even though the performance of Anglo students improved since 1995-96, the gap between their performance and that of minority and economically disadvantaged students has continued to close.

Exhibit 2-34
Gap between BISD Minority and Economically Disadvantaged
Students vs.
Anglo Students Passing TAAS Reading Test
1995-96 - 1999-2000

Category	Percentage Point Difference from Anglo Student Performance				
	1995-96	1996-97	1997-98	1998-99	1999-2000
African American students	-28.3	-24.4	-17.7	-17.6	-15.2
Hispanic students	-24.9	-21.5	-15.4	-15.3	-12.8
Economically disadvantaged students	-22.0	-19.4	-13.5	-12.2	-11.1

Source: Texas Education Agency, AEIS 1994-95 - 1998-99 and preliminary TAAS results, May 2000.

Exhibit 2-35
Gap between BISD Minority and Economically Disadvantaged
Students vs.
Anglo Students Passing TAAS Math Test
1995-96 - 1999-2000

Category	Percentage Point Difference from Anglo Student Performance				
	1995-96	1996-97	1997-98	1998-99	1999-2000
African American students	-29.8	-26.4	-20.8	-16.9	-13.5
Hispanic students	-23.0	-20.1	-15.3	-12.5	-7.7
Economically disadvantaged students	-20.1	-16.6	-14.4	-10.2	-8.0

Source: Texas Education Agency, AEIS 1994-95 - 1998-99 and preliminary TAAS results, May 2000.

Exhibit 2-36
Gap between BISD Minority and Economically Disadvantaged
Students vs.
Anglo Students Passing TAAS Writing Test
1995-96 - 1999-2000

Category	Percentage Point Difference from Anglo Student Performance				
	1995-96	1996-97	1997-98	1998-99	1999-2000
African American students	-20.3	-10.4	-20.6	-12.9	-8.0
Hispanic students	-19.2	-11.2	-14.1	-11.5	-10.9
Economically disadvantaged students	-17.5	-10.7	-14.5	-11.4	-7.9

Source: Texas Education Agency, AEIS 1994-95 - 1998-99 and preliminary TAAS results, May 2000.

According to the assistant superintendent for Curriculum and Instruction, the primary reasons for this gap reduction are: hiring curriculum facilitators in language arts and mathematics, aligning curriculum in language arts and math and establishing higher expectations for all students. Also, BISD implemented increased instructional monitoring practices where principals meet quarterly with all their teachers and review TAAS results, failure rates and report card grades. In 2000-01, the district will begin using instructional management software purchased from ADM Resources that will disaggregate TAAS results and provide information by student on mastery of skills by grade level and subject.

COMMENDATION

BISD is closing the student performance gap for all groups of students by combining effective instructional practices with additional classroom support and monitoring.

FINDING

Although BISD student performance is improving, the TAAS exemption rate and the percent of students tested are areas that must be continually monitored. Every student enrolled in a Texas public school in grades 3-8 and 10 must be given the opportunity to take the TAAS test. There are circumstances under which some students are not tested. Also, of the students who are tested, not all students' test performances are considered for a school or district's accountability ratings. The reasons for exclusion are as follows:

- Students may take the test, but be excluded because they were not enrolled in that district by the last Friday in the previous October.
- Students may be excluded because they took the Spanish TAAS tests given in grades 5 or 6, or the Spanish TAAS writing test in grade 4.
- Students may be absent during every test administration.
- Students may receive a special education Admission, Review and Dismissal (ARD) exemption for every test.
- Students may receive a limited English proficiency exemption (LEP) for every test.

ARD exemptions are granted to individual special education students in a process controlled by the ARD committee on each campus. Each special education student receives an annual progress evaluation by the ARD committee, which includes the regular education teacher, the special education teacher, an assessment person (e.g., diagnostician, counselor) and an administrator who is empowered to commit the school district to whatever services are determined necessary by the ARD committee.

LEP exemptions are also granted to individual bilingual/ESL students by the Language Proficiency Assessment Committee (LPAC) on each campus. This committee is comprised of the same types of positions as the ARD committee but instead of a special education teacher, the LPAC has a bilingual or ESL teacher.

Other exemptions are for students whose answer documents were coded with a combination of the "not tested" categories or whose testing was disrupted by illness or other similar events.

With respect to BISD minority students, 18.4 percent of the African American students and 11 percent of the Hispanic students were not tested in 1998-99, respectively (**Exhibit 2-37**). Statewide, 13.4 percent of African American students and 14.6 percent of Hispanic students were not tested on the TAAS tests. BISD is exempting fewer Hispanic students than the state, but more African American students. BISD percentages were up slightly from 18.3 percent for African American students and 10.9 percent for Hispanic students in 1997-98, respectively. Decisions on exempting

students from TAAS are specific to each individual student and the specific needs of those students as determined by the committees. The number of exemptions may vary widely from year to year based upon the committees' evaluation of the progress of each student plus the number of new students coming into the district in special education or bilingual/ESL.

**Exhibit 2-37
Percentage of BISD Students Not Tested by Ethnicity
1997-98 to 1998-99**

Category	African American		Hispanic		Anglo		Economically Disadvantaged	
	1997-98	1998-99	1997-98	1998-99	1997-98	1998-99	1997-98	1998-99
Absent	0.7%	0.6%	0	0.7%	0.4%	0.7%	0.4%	0.8%
ARD exempted	16.9%	17.2%	6.7%	7.9%	3.9%	4.1%	10.2%	10.9%
LEP exempted	0	0.3%	2.9%	1.5%	0	0	1.6%	0.9%
Other	0.7%	0.3%	1.3%	0.9%	0.5%	0.8%	0.9%	1.3%
Total not tested	18.3%	18.4%	10.9%	11%	4.8%	5.6%	13.1%	13.9%

Source: TEA, AEIS 1997-98 through 1998-99. (Check these percentages.)

Interviews with principals, teachers and Curriculum and Instruction Department staff identified three key reasons for the high exemption of minority students:

- Low expectations for some students.
- The limited number of African American teachers in BISD.
- The continuing referral of minority students to special education because the minority students are not successful in classroom. However, the assistant superintendent of Curriculum and Instruction said that the further a student gets away from regular curriculum the farther behind that student gets.

In Galveston ISD, Scott Elementary School, 91 percent of students are minority (versus 71 percent in the district) 79 percent are economically disadvantaged (versus 58 percent in the district). Yet, in 1998-99, Scott Elementary School achieved recognized status. The district has employed

a series of strategies to accomplish this success in student performance, including: adoption of a standardized reading program at grades K-6 and continued use and follow-up on that program; implementation of a new math curriculum for grades K-8 that was developed by district math teachers and structured to the needs of the students; providing staff development focusing on TAAS; and using the benchmark testing results to guide the development of subject-area and student-specific learning strategies.

Adding to these district efforts, the principal of Scott Elementary said two keys to the school's success have been an emphasis on strong parental involvement and maintaining high expectations for all students. In 1999, the campus exempted the same percentage of students through ARD and LPAC committees as the district as a whole even though the minority and economically disadvantaged student population percentages were much higher at Scott Elementary School than in the district.

In the 2000-2001 school year, BISD special education staff and curriculum staff will be analyzing the referral and placement practices for all students with the intent of reducing the number of ARD exempt students as appropriate, especially in the over-represented African American student group.

Recommendation 7:

Increase the emphasis on testing all students and reducing TAAS exemptions for minority students.

Assessing each student's strengths and weaknesses are the first critical step necessary for creating programs that can help those children succeed. TAAS results can help to identify student needs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Curriculum and Instruction contacts several districts to identify successful methods of reducing TAAS exemptions.	September 2000
2.	The assistant superintendent, special education supervisor and principals meet to discuss the information and to develop targeted methods at each campus to reduce exemptions and monitor student achievement.	September - October 2000
3.	The assistant superintendent develops a plan based on these discussions and presents it to the superintendent for approval.	October 2000
4.	The superintendent approves the plan, with modifications.	October 2000

	and directs the assistant superintendent to implement the plan.	
5.	The assistant superintendent implements the plan and monitors the results.	November 2000 and ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The student-teacher ratio in BISD is less than the regional and state averages and has been less than both for each of the past four years (**Exhibit 2-38**). Over that period, student teacher ratio has declined by 6.4 percent, more than three times the rate of decrease in the region and more than twice the rate of decrease in the state.

School districts strive to maintain as low a student-teacher ratio as is cost effective. Texas sets a maximum student-teacher ratio of one teacher for 22 students for grades K-4 but provides no guidelines for the higher grade levels.

**Exhibit 2-38
BISD, Region 13 and State Student-Teacher Ratio
1995-96 - 1998-99**

Entity	1995-96	1996-97	1997-98	1998-99	Percent Change
Bastrop	14.1	13.4	13.1	13.2	-6.4%
Region 13	15.1	15.0	14.9	14.8	-2.0%
State	15.6	15.5	15.3	15.2	-2.6%

Source: Texas Education Agency, AEIS 1995-96 through 1998-99.

Compared to its peer districts, BISD's student-teacher ratio is the second lowest (**Exhibit 2-39**).

**Exhibit 2-39
BISD, Peer District, Region 13 and State Student-Teacher Ratio
1998-99**

Entity	Student-Teacher Ratio
--------	-----------------------

Georgetown	12.7
Bastrop	13.2
Del Valle	13.6
San Marcos	14.4
Region 13	14.8
Hays	15.2
State	15.2
Schertz-Cibolo	16.0
Lockhart	16.6
Brazosport	16.9

Source: Texas Education Agency, AEIS 1998-99.

Since grades K-4 have state-mandated class sizes, there is little opportunity to vary student-teacher ratios at those grade levels. At the secondary level, BISD classes have decreased since 1994-95 (Exhibit 2-40). The largest decrease has been in the size of social studies classes (8.8 percent) followed by English classes (6.4 percent) and science classes (3.4 percent).

Exhibit 2-40
BISD Average Secondary School Class Size
1994-95 - 1998-99

Subject	1994-95	1995-96	1996-97	1997-98	1998-99	Percent Change
English	23.1	22.8	21.2	20.1	21.6	-6.5%
Foreign language	21.3	23.7	20.9	18.8	20.8	-2.3%
Math	23.0	23.9	23.2	21.3	22.7	-1.3%
Science	23.6	23.3	21.6	21.9	22.8	-3.4%
Social studies	25.1	25.1	24.3	22.0	22.9	-8.8%

Source: Texas Education Agency, AEIS 1994-95 - 1998-99.

BISD secondary classes are smaller than the state and regional averages in foreign languages, larger than the state but smaller than the region in social studies and larger than both in all other subjects (**Exhibit 2-41**).

Compared to its peer districts, BISD secondary class sizes were the third lowest in foreign languages and English, fourth lowest in social studies and second highest in math and science.

Exhibit 2-41
BISD, Peer District, Region 13 and State Average Secondary School
Class Size
1998-99

Entity	Class Size				
	English	Foreign Language	Math	Science	Social Studies
Georgetown	17.7	17.8	17.6	17.2	15.7
Del Valle	19.0	19.5	20.3	18.5	22.7
State	20.4	21.0	20.5	21.7	22.5
Region 13	20.9	21.7	21.2	21.8	23.4
Bastrop	21.6	20.8	22.7	22.8	22.9
Brazosport	21.8	23.3	22.8	23.6	24.5
San Marcos	21.6	22.8	20.8	21.2	20.3
Schertz-Cibolo	21.8	21.9	21.5	22.3	24.0
Hays	22.4	22.3	22.8	22.3	24.0
Lockhart	22.7	23.3	21.9	23.7	36.6

Source: Texas Education Agency, AEIS 1998-99.

The student teacher ratio increased at the middle school and decreased at the high school in 1999-2000 from 1998-99 (**Exhibit 2-42**). Although the middle school student-teacher ratio increased, both its ratio and that of the high school are very low.

Exhibit 2-42
Number of Students, Number of Teachers, and
Student-Teacher Ratio at BISD Secondary Campuses
1998-99 - 1999-2000

Campus	Number of Students		% change	Number of Teachers		% change	Student-Teacher Ratio	
	1998-99	1999-2000		1998-99	1999-2000		1998-99	1999-2000

Bastrop High School	1,503	1,462	-2.7%	105.9	117.4	10.6%	14.2	12.5
Bastrop Middle School	921	963	4.6%	77.0	71.3	-7.4%	12.0	13.5

Source: TEA, AEIS, 1998-99, and BISD assistant superintendent for Business and Finance.

At the middle school, the 1999-2000 second semester master course schedule included 272 classes that did not involve honors or pre-advanced placement courses, athletics, band/orchestra/choir sections, advisory classes or special education classes. Of those 272 classes, at least 64, or 23.5 percent, had 15 or fewer students. Sixteen classes had fewer than 10 students, of which five had fewer than five students. Of these small classes, 23, or 35.9 percent, were in core subjects of reading, language arts, science, social studies or math.

The predominant number of these small classes were in enrichment or elective subjects such as theatre arts, shop, computer repair and foreign languages.

At the high school, the 1999-2000 second semester master course schedule included 447 classes that did not involve honors or pre-advanced placement or advanced placement courses, athletics, band/orchestra/choir sections, ROTC, co-curricular classes (such as yearbook or newspaper) or special education classes. Of those 447 classes, at least 128, or 28.6 percent, had 15 or fewer students. Forty-two classes had fewer than 10 students, of which 15 had fewer than five students. Of these small classes, 38, or 29.7 percent, were in core subjects of math, science, history, geography and English.

The predominant number of these small classes were in enrichment or elective subjects such as careers in education, foreign languages, accounting, drawing, computer drafting, theatre arts, animal science, building trades, auto technology and cosmetology.

The small class sizes and the low student-teacher ratio mean that more teachers are employed by the district, and the cost of the instructional program is higher than it may need to be.

Recommendation 8:

Increase the student-teacher ratio at all secondary campuses by an average of one student per teacher.

Recognizing that BISD developed specific approaches to meet the needs of targeted student populations, an increase in the student-teacher ratio overall in each secondary school would reduce the overall teacher total by 14 teachers (**Exhibit 2-43**).

**Exhibit 2-43
Impact of Increasing Student-Teacher Ratio
by One Student at Each BISD Secondary Campus**

Campus	Current Number of Teachers	Number of Teachers with Change in Student-Teacher Ratio	Difference
Bastrop High School	117.4	108.3	-9.1
Bastrop Middle School	71.3	66.4	-4.9
Total	188.7	174.7	-14.0

In implementing such a change, the district should consider the needs of each campus separately. At some, it may be possible to increase the ratio by more than one student, and at others, it may be necessary to increase the ratio by less than one student.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Curriculum and Instruction evaluates the class sizes by campus to determine where modifications can be made to the current master schedule and implements a freeze on any vacancies when low enrollment courses can be consolidated through scheduling shifts in the second semester.	October 2000
2.	The assistant superintendent reviews the findings with the superintendent and develops a recommended plan for full implementation in the 2001-02 school year.	November 2000
3.	The superintendent presents the 2001-02 plan to the board for approval.	February 2001
4.	The board approves the plan, and the assistant superintendent implements the plan with the 2001-02 budget.	June 2001

FISCAL IMPACT

The fiscal impact assumes the following:

- Average teacher turnover occurs during 2000-01 and the district loses 17.4 percent of the current 189 secondary teachers, or 33 teachers.
- The district's analysis of the impact of increasing the student-teacher ratio indicates that 80 percent of the class-size adjustments can be made, resulting in a net decrease of 12 teacher positions at the secondary level.
- The cost savings of not hiring teachers to fill 12 positions, based upon the current beginning salary for a bachelor degree teacher in BISD (\$28,000), would be \$336,000. Adding 15 percent for employee benefits (\$50,400), the total annual cost savings is \$386,400.

If the district were able to eliminate four positions during the 2000-01 school year through attrition, savings in the first year would be one-fourth of the full year estimate.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Increase the student-teacher ratio at all secondary campuses by an average of one student.	\$96,600	\$386,400	\$386,400	\$386,400	\$386,400

Chapter 2

EDUCATION SERVICE DELIVERY AND PERFORMANCE

B. CURRICULUM AND INSTRUCTION PROGRAMS

The Curriculum and Instruction Department manages the development of and modification to curriculum, the delivery of educational services and the evaluation of programs in BISD. The department is also responsible for providing principals and teachers with the tools that are necessary to consistently deliver the educational services (e.g., curriculum guides, staff development) across all campuses and grade levels.

The district focuses student learning on foundation, or core, subjects as defined by the Texas Education Code: reading, math, English/language arts, science and social studies. At the elementary level, BISD students are in school seven hours each regular school day. Of that total, four and one-half hours, or 64 percent, is in classroom learning. Two and one-half hours, or 36 percent, is allocated for physical education, art, music, lunch, recess and breaks (**Exhibit 2-44**).

Exhibit 2-44
Percentage of Time BISD Elementary Students Devote to Core Subjects
1999-2000

Subject	Percentage of Time
Reading	14.3% (one hour)
Math	21.4% (one and one-half hours)
English/language arts	14.3% (one hour)
Science	7.1% (thirty minutes)
Social studies	7.1% (thirty minutes)
Total	64.3% (four and one-half hours)

Source: BISD assistant superintendent for Curriculum and Instruction. (Totals may not add due to rounding.)

Beginning at grade 6, the state mandates that students take a certain number of units. For grades 6-8, students must take 12 hours in core subjects. In grades 9-12, students must take at least 12 units, although the

state recommends 14 units. In BISD, secondary student enrollment in core subjects ranges from a high of 75 percent in grade 6 to a low of 38 percent in grade 12 (**Exhibit 2-45**). The assistant superintendent for Curriculum and Instruction says this low percentage of 12th graders in core subjects is usually a reflection of having completed core subjects during their first three years of high school and focusing on elective, or enrichment, subjects during their last year in high school.

Exhibit 2-45
BISD Secondary Student Enrollment in Core Subjects
First Semester, 1999-2000

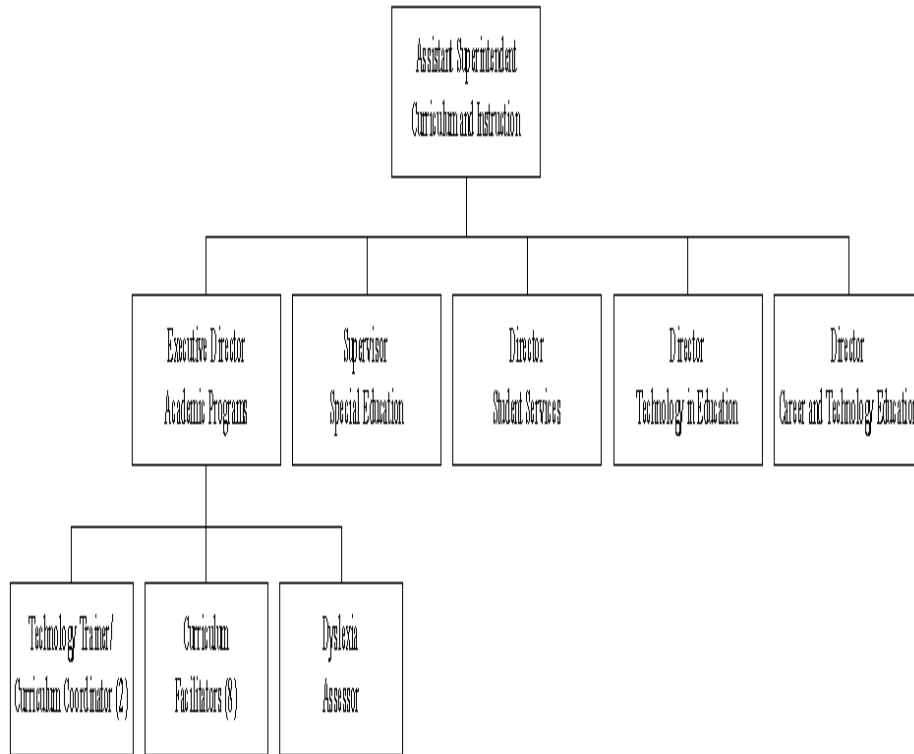
Grade	Percentage of Students Enrolled in Core Subjects
6	75%
7	63%
8	63%
9	59%
10	51%
11	47%
12	38%

Source: BISD assistant superintendent for Curriculum and Instruction.

The assistant superintendent for Curriculum and Instruction heads the department. The organization of the department of Curriculum and Instruction is included in **Exhibit 2-46**.

Exhibit 2-46
Organization of the Department of Curriculum and Instruction

1999-2000



Source: BISD assistant superintendent for Curriculum and Instruction.

The responsibilities of each of these positions are described in **Exhibit 2-47**.

**Exhibit 2-47
Responsibilities of BISD Curriculum and Instruction Department
Directors**

Position	Key Areas of Responsibility
Assistant superintendent	Coordinate districtwide instructional planning, principal/administrative supervision and training, preK-12 curriculum and instructional supervision, preK-12 program evaluation.
Executive director, Academic Programs	Coordinate curriculum development in all subject areas, coordinate teacher staff development programs, coordinate special programs including G/T, bilingual, ESL and AP.
Supervisor, Special Education	Coordinate special education services to all students in BISD, serve as liaison between the special education co-op and the district curriculum department.

Director, Student Services	Coordinate all alternative education programs and campuses, facilitate transition of students between regular and alternative placement settings, facilitate districtwide code of conduct and discipline management issues.
Director, Technology in Education	Direct instructional technology services and training (with the exception of repairs and infrastructure).
Director, Career and Technology Education	Direct all career/technology and vocational courses in BISD, serve as transition coordinator between campus levels and programs regarding career/technology courses.
Technology Trainer/Curriculum coordinator	Facilitate vertical curriculum teams to coordinate curriculum development in specified subject areas, train teachers, evaluate resources, provide and disaggregate subject area achievement as needed.
Curriculum facilitator	Work with teachers preK-12 in specified subject areas to implement the required curriculum, work with new teachers, support principals in monitoring the curriculum delivery.
Dyslexia coordinator	Coordinate the districtwide dyslexia program including referral, testing and identification of students as well as program evaluation and teacher training.

Source: BISD job descriptions and TSPR interviews.

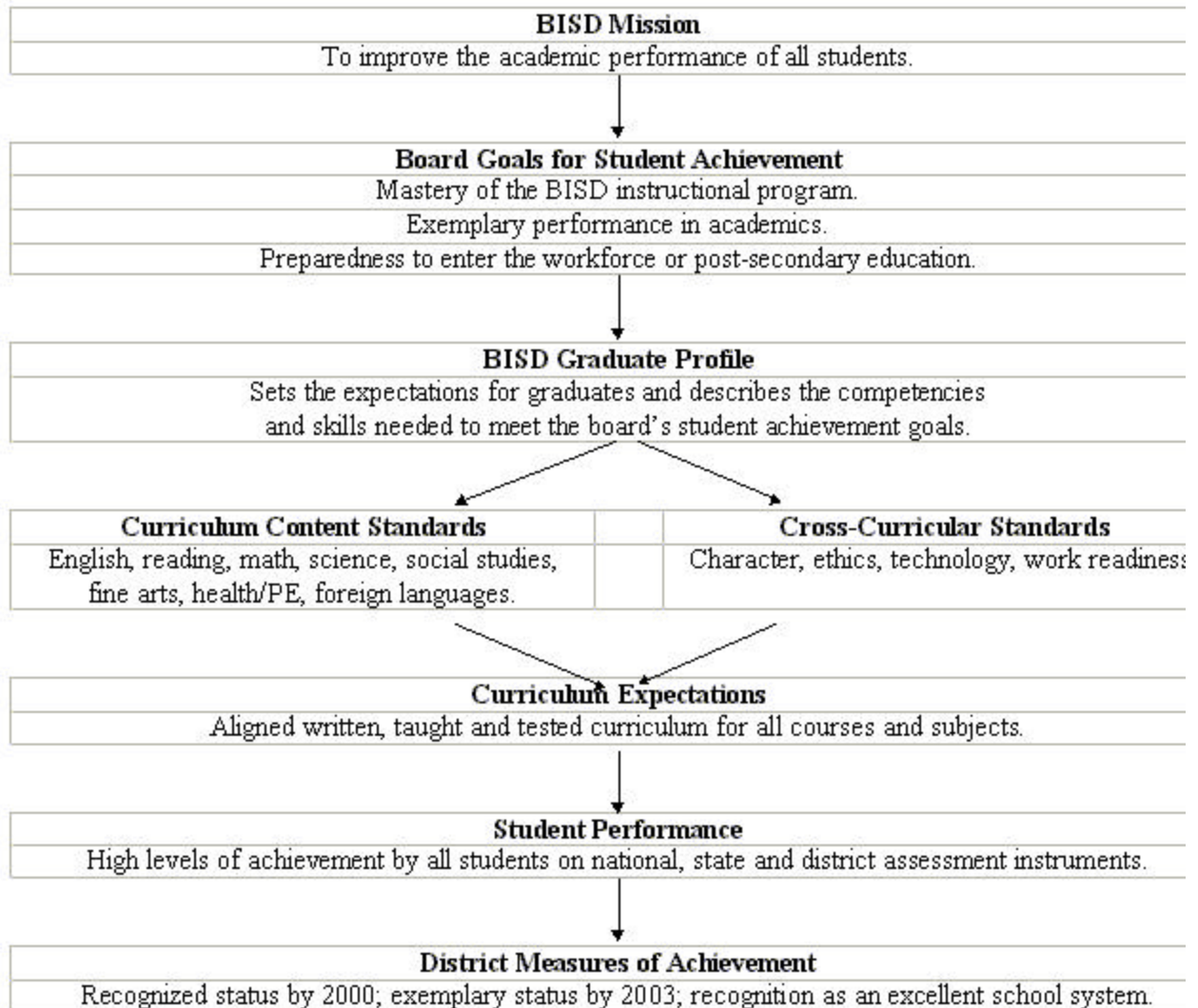
FINDING

Since coming to BISD in July 1999, the assistant superintendent has developed or enhanced a number of efforts and programs to improve student performance districtwide, including:

- Curriculum audit;
- Curriculum management plan;
- Curriculum standards for grades preK through 12;
- Curriculum information on the district's web page;
- Successful Schools Initiative;
- Student success team; and
- TAAS action plans for each campus.

Driving this effort is a structured approach to guide student achievement planning at the district, campus, classroom and individual student levels (**Exhibit 2-48**).

Exhibit 2-48
BISD Student Achievement Planning Structure
May 2000



Source: BISD assistant superintendent for Curriculum and Instruction.

The Texas Curriculum Management Audit Center (TCMAC) of the Texas Association of School Administrators conducted a curriculum audit of BISD during 1999-2000 school year. A final report was issued March 15, 2000. According to the final report of TCMAC, the curriculum audit is "designed to reveal the extent to which officials and professional staff of a school district have developed and implemented a sound, valid and operational system of curriculum management." Such a system "enables the school district to make maximum use of its human and financial resources in the education of its students." The audit is an independent examination of three data sources: documents, interviews and site visits.

The audit process, first developed and implemented in the Columbus, Ohio public schools in 1979, is centered on curriculum and instruction and any aspect of operations of a school system that enhances or hinders its design and/or delivery. The audit was conducted by six professionals, all certified by the TCMAC. Two members of the team were from Texas school districts, two were from Kansas school districts and one each were from Washington and Florida.

The purpose of the audit was to address the following:

- Determine the extent to which BISD has implemented a relevant, quality curriculum for all students;
- Determine the quality of the management system used to implement the district's curriculum;
- Identify areas for improvement in the curriculum management system;
- Receive suggestions or feedback about the implementation of suggested improvement; and
- Enhance the district's focus on continuous improvement by providing an outside, objective view of BISD system operations.

BISD has already begun to address key recommendations of the curriculum audit.

BISD developed a draft curriculum management plan to coordinate improvement efforts in the development and implementation of curriculum. The plan, which covers the period from 2000 through 2005, spells out the expectations and procedures regarding the district's written curriculum (i.e., standards, objectives and expectations that students are to achieve while in school), taught curriculum (i.e., the process by which teachers develop units of study, lesson plans and/or approaches for teaching the written curriculum) and tested curriculum (i.e., student performance assessment) in accordance with board policy.

The plan defines district principles regarding curriculum, instruction and student assessment; identifies certain curriculum expectations, such as what the profile of a BISD graduate needs to include; emphasizes that delivery of the curriculum used is delivered consistently across the district; identifies data-driven assessment of student achievement using the data to guide instructional decisions at the student, classroom, campus and district levels; and outlines staff development needs to support appropriate curriculum delivery.

The plan describes the roles and responsibilities of each participant in the instructional process (**Exhibit 2-49**).

Exhibit 2-49
BISD Curriculum Roles and Responsibilities

Entity	Role/Responsibility
Board of Trustees	Establish responsibilities that support ongoing curriculum development and evaluation.
	Adopt a budget that supports the development, implementation and training needed to effectively deliver the curriculum.
Superintendent	Implement board policies.
District staff members	Set curriculum guidelines and priorities.
	Organize and facilitate curriculum review.
	Provide staff development and resources to implement the curriculum.
	Provide direction and support to principals.
Principals	Develop a working knowledge of the curriculum matrices and instructional programs for all subjects and courses available at the campus.
	Participate on one or more curriculum vertical team.
	Analyze student assessment data.
	Observe classroom teaching regularly.
	Help parents understand their role in supporting learning of the curriculum.
Teachers	Plan and teach the required curriculum as directed.
	Assess student mastery.
	Involve students in the learning process.
	Communicate students' learning strengths and needs to students, parents and others.
Parents	Attend student/teacher/principal conferences.
	Support students as they complete homework.
	Volunteer at school.
	Communicate regularly with teachers.
Students	Learn and understand their learning strengths and needs.

Source: *BISD Curriculum Management Plan: Design, Delivery and Evaluation, 2000-05 (draft)*.

The district developed a set of curriculum standards for grades preK through 12. **Exhibit 2-50** provides examples of the standards at different grade levels. The standards include both academic components and cross-curricular components such as technology, character development. The standards are tied to the district's key expectations for students, as defined in the graduate profile: to be life-long learners, high academic performers, problem solvers, quality producers/performers and prepared for life.

Exhibit 2-50
BISD Curriculum Standards

Grade Level	Subject Area	Expectation	Examples of Key Steps by Grade Level or Subject Area
Academic Standards			
PreK-2	English/ language arts	Read and write on grade level.	PreK: develop phonological awareness and print concepts.
		Recognize many words.	Kindergarten: identify and alphabetize letters.
		Use a variety of phonics and word recognition strategies.	First: read fluently on or above grade level.
			Second: use a variety of word meaning strategies.
Grades 3-5	Science	Formulate well-defined questions.	Third: investigate relationships between energy, force, work and simple machines.
		Make testable predictions.	Fourth: investigate physical and chemical properties.
		Draw logical conclusions based upon evidence.	Fifth: formulate a testable hypothesis.
Grades 6-8	Social Studies	Understand the history, cultures and societies of Texas, the US and the contemporary world.	Sixth: study people and places of the contemporary world.

			Seventh: examine all of Texas history.
			Eighth: Examine the rights and responsibilities of US citizens
Grades 9-12	Math	Formulate/solve algebraic functions.	Algebra I: represent, describe and make inferences from linear and quadratic functions.
		Use logical reasoning.	Geometry: use inductive and deductive reasoning to prove statements or make conjectures.
		Solve for surface area volume.	Algebra II: Use tables, graphs and equation/inequality in describing data.
		Use math models to analyze data.	Mathematical models: Analyze numerical data using measures of central tendency and variability.
Cross-curricular Standards			
Grades preK-2	Technology	Learn terms and concepts.	
		Use technology for research.	
Grades 3-5	Work readiness	Describe the importance of and be responsible for own behavior.	
		Assist others to learn.	
Grades 6-8	Character development	Define, self-assess and apply ethical principles appropriate for their age level, such as compassion, honesty, integrity, loyalty and self-discipline.	

Source: BISD Curriculum Standards, August 1999 (draft).

According to the TCMAC curriculum audit, "the lack of curriculum coordination and articulation has created a disconnected curricular plan for

students." Articulation refers to the vertical communication from one grade level to the next within a school and from one level of school to the next such as from elementary to middle school. The assistant superintendent for Curriculum and Instruction says this was one of the major deficiencies in BISD when she arrived. Responding to the TCMAC audit, the assistant superintendent created 10 teacher teams for vertical articulation of the curriculum in each subject and at each grade level. The eight curriculum facilitators serve as lead members of the teams and use the curriculum standards discussed above as guides to ensuring that proper scope and sequencing of subject matter is covered to meet each grade-level expectation. Once this is accomplished, the curriculum facilitators will monitor curriculum delivery by observing teachers, doing model teaching, evaluating materials and textbooks and coordinating benchmark testing.

BISD plans to place its curriculum on its Web page. The primary reasons for doing this are to provide easy, less costly access to the curriculum and instructional programs to all internal and external users and clients (including students, parents, teachers, administrators, community patrons, and prospective patrons. It will also provide basic instruction regarding the philosophy, definition and implementation of curriculum in BISD.

The content will focus on self-directed access of the web-based curriculum via the BISD home page in order to use the curriculum and/or answer questions about the BISD curriculum. An instruction module and information modules will use the web as the main resource. The instructional module defines and describes the curriculum and curriculum philosophy in BISD. The information modules identify the components of the BISD curriculum including the graduate profile, curriculum standards and curriculum matrices.

Users who access the BISD web-based written curriculum will be able to identify the three components of curriculum in BISD, understand the concept of curriculum alignment, and use the BISD graduate profile, curriculum standards and student expectations in all subject areas/grade levels as appropriate. For example, teachers will be able to use the curriculum information to focus instruction and provide information to parents, who will be able to use the curriculum information to support learning at home and to better communicate with teachers.

At the campus level, the focus is on classroom-level and student-level planning. Classroom planning involves setting classroom performance objectives based on academic performance and identifying how campus goals will be met for each student. At the student level, the focus is on setting individual goals and identifying strategies and behaviors to ensure that each student will meet these goals.

Following are examples of the campus-based efforts and programs used to support this focus.

- Student success team. This program is an intervention process involving campus personnel, district support services, students, parents and community. It is designed to identify interventions and accommodations from least intrusive to most intrusive that will contribute to individual student success.
- Successful Schools Initiative. BISD has participated in this program since 1996. There are three focal points-curriculum, clinical supervision and quarterly monitoring. 1) There must be curriculum in place, teachers must be teaching the curriculum and the curriculum must be aligned to state standards. 2) Teachers are observed a minimum of four times per year, with pre- and post-observation conferences. The focus of this clinical supervision is to improve the performance of the teacher. 3) In the quarterly monitoring process, administrators meet with individual teachers four times per year to discuss the progress of students.
- TAAS action plans. Each campus has an action plan designed to meet the student performance needs of the campus. An example of one of the elementary school plans is included in **Exhibit 2-51**.

Exhibit 2-51
TAAS Action Plan for Hill Street Elementary School
1999-2000

Timeline	Examples of Activities
Daily	SMART Time: dice game, math vocabulary.
	Take home folder: scheduled homework assignments.
Weekly	Grade-level meetings: teachers plan together and discuss teaching strategies.
Bi-monthly	Faculty meetings/therapy Thursdays: teachers may be given new teaching strategies, teaching techniques used in the classroom are discussed and ideas are shared.
Monthly	Cross-grade-level meetings: teachers meet and discuss curriculum alignment and teaching strategies.
September	Quarterly monitoring.
October	Meet with third and fourth grade teachers to discuss changes on TAAS objectives for reading, math and writing.
	TAAS practice tests.
November	Quarterly monitoring.

	Parent workshop on TAAS.
January	TAAS camp begins: fourth grade writing.
	TAAS practice tests: principal meets with teachers to discuss practice test results.
February	TAAS camp begins: reading and math, third and fourth grades.
	Quarterly monitoring.
March	TAAS practice tests: principal meets with teachers to discuss practice test results.
	Teachers use test results to target instructional areas.
	Three-way conferences: teacher, parent and student establish student goals.
April	Letter to parents about importance of TAAS.
	Principal meets with third and fourth grade students individually to discuss previous practice test results for math and reading, cumulative folder and effort required to do well on TAAS.

Source: Principal, Hill Street Elementary School, BISD.

COMMENDATION

BISD analyzed its instructional needs and is focusing on preparing students to be responsible citizens by strengthening its curriculum through better planning, well-defined curriculum standards and greater staff preparedness.

FINDING

There is no regular program evaluation process in BISD. TCMAC in its curriculum audit noted that BISD's effort at program evaluation "lacks focus and consistency." No programmatic evaluations, other than required compliance evaluations for federally-funded programs, were provided to the TSPR review team.

Program evaluation is comprehensive and should focus on program results and effectiveness, be independently conducted and examine issues including:

- Economy, efficiency or effectiveness of the program;
- Structure or design of the program to accomplish its goals and objectives;

- Adequacy of the program to meet its needs identified by the school board, governmental agencies or law;
- Alternative methods of providing program services or products;
- Program goals and objectives clearly link to and support department and division with district priorities, strategic goals and objectives;
- Adequate benchmarks and comparisons have been set for student outcomes, program cost efficiency and cost effectiveness;
- Compliance with appropriate policies, rules and laws; and
- Adequacy and appropriateness of goals, objectives and performance measures used by the program to monitor, assess and report on program accomplishments.

Program objectives are measurable and adequately define the specific effect the program is expected to have on student achievement, especially on student performance.

According to the assistant superintendent for Curriculum and Instruction and the District Improvement Plan, BISD identified development of program evaluation as a necessary action step, to be completed by Spring 2001, in achieving the board-approved goal of implementing a comprehensive staff development program to improve teaching and learning. The evaluation program development is to begin with "continuous improvement" staff training during the Summer of 2000.

In the draft document, *Curriculum Management Plan: Design, Delivery, and Evaluation, 2000-05*, BISD identifies a program development cycle to be completed over a five-year period. During phase I, planning and development, assessment/measurement guidelines are to be developed. However, when curriculum roles and responsibilities are discussed at the conclusion of the document, no mention is made at any level of program evaluation responsibility or how it will be conducted.

The executive director of Academic Programs is responsible for program evaluation. However, that position is also responsible for supervising the four technology trainers/curriculum coordinators, the dyslexia assessor and the eight curriculum facilitators. The position also is responsible for: coordinating district-wide staff development scheduling instructional activities at the campus evaluating instructional materials coordinating campus nurses, library services and counseling and guidance programs; coordinating the curriculum development and alignment teams; and coordinating the bilingual education program.

Program evaluation is a data-driven process and requires time to disaggregate and assess data from various national, state and local assessment tools. With the scope of the executive director's

responsibilities, it is likely that additional assistance, either on a contract or part-time basis or through the use of existing staff resources will be required.

Effective program evaluation processes in school districts describe standards to be applied to the evaluation of all district educational programs. In Waco ISD, district staff have developed a What Works process whereby schools are allowed to use discretionary funds to implement programs if it meets one of three conditions:

- It is listed in the What Works compendium that was developed after a comprehensive review of educational research;
- The site-based committee can provide documentation showing the program has produced desired outcomes under similar circumstances; and
- It is a pilot project for which research design is developed and used to measure results for a period of time not to exceed three years. The principal and site-based committee must agree to discontinue the program if results are not achieved.

The 1990 *Spring Independent School District Standard Process for Program Evaluation* describes standards to be applied to the evaluation of all educational programs in Spring. Its intent is "to establish program evaluation as an expected, systematic and continuing process integrated with an organized program development cycle." The plan gathers information useful to improving, revising and determining the worth of programs. Two types of evaluation are included for these purposes: evaluation designed to improve the implementation of programs in progress and evaluation designed to make judgments regarding the merit of programs.

A select number of programs are reviewed each year. These program evaluations identify both strengths and concerns. Instructional and administrative staff and the board use evaluation results as the basis for program planning and revision. In addition to these evaluations, Spring evaluates programs periodically through surveys of parents, teachers and students. Spring also annually surveys graduates. Specific staff responsibilities are identified at each organizational level, with overall program coordination invested in one district-level position.

Spring's five-year curriculum evaluation program was created based on *Standards for Evaluation of Educational Programs, Projects and Materials*, produced by the Joint Committee on Standards for Educational Evaluation. Variables to be addressed in the program evaluation process include measures of:

- The degree of program implementation;
- Student performance;
- The quality of teacher preparation and development;
- Teacher satisfaction and concern;
- The use, quantity and quality of materials and resources;
- Unintended effects;
- Student, parent and community satisfaction; and
- Adequacy of staffing, facilities and equipment.

Recommendation 9:

Develop a formal program evaluation process, clearly define roles and responsibilities and provide trained staff to lead the program.

The assistant superintendent for Curriculum and Instruction should work with central office staff, principals and teachers in developing a rotational schedule of programs. A standard report format should be adopted, and a timeframe for accomplishment of the evaluations should be established.

Funds should be budgeted to provide for contract data programming support or for other assistance to support the program evaluation function.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Curriculum and Instruction meets with central office Curriculum and Instruction staff, principals and teachers to discuss the order of priority in which programs should be evaluated.	September 2000
2.	The assistant superintendent develops a rotational cycle, a standard report format, a schedule for completing the evaluations during the first year and reviews it with the assistant superintendent for Curriculum and Instruction, central office curriculum and instruction staff, principals and teachers.	October 2000
3.	The assistant superintendent modifies the plan to reflect the input of the participants and presents it to the assistant superintendent for approval.	November 2000
4.	The superintendent approves the plan and authorizes the assistant superintendent to begin the process.	November 2000

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

EDUCATION SERVICE DELIVERY AND PERFORMANCE

C. STAFF DEVELOPMENT

The Texas Education Code prescribes certain criteria for staff development in a Texas school district (Subchapter J. Staff Development, Section 21.451). The key requirements are that staff development:

- Must include training in technology, conflict resolution strategies and discipline strategies;
- May include instruction as to what is permissible under law;
- Must be predominantly campus-based and related to achieving performance objectives; and
- Must be developed and approved by the campus site-based decision-making committee.

Campus staff development may include activities that enable the campus staff to plan together to enhance existing skills, to share effective strategies, to reflect on curricular and instructional issues, to analyze student achievement results, to reflect on means of increasing student achievement, to study research, to practice new methods, to identify students' strengths and needs, to develop meaningful programs for students, to appropriately implement site-based decision-making and to conduct action research.

According to TEA, an effective policy on staff development needs to include:

- How needs for training will be identified;
- Specific training requirements;
- How campus-level staff development operates;
- A focus on staff development for student achievement;
- Criteria for how campus staff are to be reimbursed for attending training on their own time;
- Requirements for special programs training (e.g., gifted and talented, Title I, students with disabilities); and
- Administrator training policy.

FINDING

The TCMAC curriculum audit noted that staff development in BISD is "not planned comprehensively and is fragmented." The district-wide staff development calendar for 1999-2000 was extremely limited in content,

and the staff development was only provided during the teacher in-service days at the beginning of the school year (**Exhibit 2-52**).

Exhibit 2-52
BISD Districtwide Staff Development
1999-2000

Subject	Courses
All Content Areas	Brain-Based Teaching
	Baby Steps to Success
	What's the Latest in the Changing Labor Market and Career and Technology Education and Why You Should Know
	Nature and Needs of Gifted Students
	"Roughin' It In Central Texas"
Language Arts	Creating Independent Writers and Educators
	Curriculum Alignment and Instructional Strategies for Honors, AP, Pre-AP and AP Language Arts Teachers
	Implementing Guided Reading Groups in Your Classroom
	Grouping and Management Techniques in the Primary Classroom
	The Different Learner - From Beginning to End
Math	What Are Manipulatives and Games in My Room and How Do They Fit With Our <i>Math That Works</i> Program?
	Curriculum Alignment/Instructional Strategies/Use of Technology for Honors, Pre-AP and AP Math Teachers
	Using Math Software to Help Students Learn
Science	Using the Web in Science
	Integrating the Use of Science Probes and Software
	Health and Science Opportunities Surround BISD
Social Studies	Social Studies Curriculum Coordination and Technology Education
Special Area Topics	Fine Arts Curriculum Coordination and Technology Integration
	Music Teachers to Meet!

	Mastering Your NT Computer
	Electronic Research and Copyright Issues
	Nurses to Meet!

Source: BISD assistant superintendent for Curriculum and Instruction.

Following the curriculum audit and with the arrival of the assistant superintendent for Curriculum and Instruction, BISD conducted a thorough assessment of its staff development needs. The Curriculum and Instruction staff and the administrative council (composed of the superintendent, deputy superintendent and three assistant superintendents) conducted the assessment using three data sources: the curriculum audit, information from teachers during monitoring visits to campuses and the results of the monitoring audit of the Special Education Cooperative conducted by the Texas Education Agency in April 2000.

This effort produced four key goals: curriculum content specific training, equity training, leadership training and technology training. Based upon these goals, district level staff development scheduled for the summer of 2000 is described in **Exhibit 2-53**.

Exhibit 2-53
BISD District-Level Staff Development
Summer 2000

Goal	Examples of Courses
Content Specific	Advanced Alphabetic Phonics
	Differentiation of Curriculum for Gifted and Talented Students
	New Jersey Writing Project
	Every Day Counts
	Get Those Minds Going!
	Math Engagement
	Early Balanced Literacy Program for the Bilingual Classroom
	Reading for Grades 5-8
	Individual Grade Institutes for Grades PreK-6
General Interest	Nature and Needs of Gifted and Talented Children
	Social and Emotional Needs of Gifted and Talented Children

	Safe School and Crisis Management Plans
Leadership	Leadership Academy - Quality in Education
Equity	Brain-Based Teaching
	Giving Students Options for Winning!
	Inclusion Through Itinerant Support
	Foundations/Establishing Discipline Problems
	Student Responsibility/Student Equity
	Effective Teaching Strategies
Technology	Introduction to Microsoft Word
	Making Life Easier with eClass Gradebook
	Saving Time with Templates
	District Internet Training
	The In's and Out's of Electronic Research
	Introduction to Distance Learning

Source: BISD assistant superintendent for Curriculum and Instruction.

COMMENDATION

BISD's staff development program reflects a thorough evaluation of district needs in curriculum specific areas, equity, technology and leadership.

Chapter 2

EDUCATION SERVICE DELIVERY AND PERFORMANCE

D. COMPENSATORY EDUCATION

Accelerated or state compensatory education, as defined in Section 42.152 (c) of the Texas Education Code, is a program designed to improve and enhance the regular education program for students in at-risk situations. The purpose is to increase the achievement and reduce the dropout rate of identified students in at-risk situations. In determining the appropriate accelerated or compensatory program, districts must use student performance data from state assessment instruments and any other achievement tests administered by the district. Based on this needs assessment, district and school staff design the appropriate strategies and include them in the school and/or district improvement plan.

Schedule 5B of the Federal Title I, Part A application requires districts to rank their schools based on the percentage of students in the free-and-reduced lunch program. TEA and the federal government provide very specific guidelines for using schedule 5B in determining which services will be provided and amount of funds to be used at each school. BISD submits an annual program evaluation for all Title funds and TEA reviews data submitted through PEIMS (Define) to ensure equity and that compensatory funds are being used to supplement and not supplant regular education funds.

The poverty level in the geographical area in which the school district is located determines the amount of Federal funding allocated to the districts. Title I, Part A, funding is for helping disadvantaged children at risk of failure to meet high standards; Title I, Part C is for education of migrant students; Title II, Part B, Dwight D. Eisenhower funds, is for professional development; Title IV is for safe and drug-free schools; and Title VI, is for innovative education program strategies. The funds were first authorized in 1965 as part of the Elementary and Secondary Education Act, which has been amended on several occasions and was last reauthorized in October 1994. Funds the district received in each of these programs are identified in **Exhibit 2-54**.

Exhibit 2-54
BISD Federal Program Funds
1997-98 - 1999-2000

Title	1997-98	1998-99	1999-2000
I	\$887,671	\$858,436	\$896,402
II	\$24,686	\$21,565	\$48,718
IV	\$43,740	\$48,103	\$106,824
VI	\$22,389	\$15,097	\$59,731
Total	\$978,386	\$943,201	\$1,111,675

Source: BISD assistant superintendent of Business, April 2000.

Title I programs are designated as either school-wide assistance, which means the funds can be used throughout the school to upgrade the entire educational program as long as the uses help meet the needs of the targeted students, or targeted assistance, which means that the funds are used for a designated purpose, such as a computer lab, that serves the targeted students. To qualify as a school-wide assistance school, 50 percent of the student population must be identified as economically disadvantaged.

FINDING

BISD implements ten programs to serve students who are identified as being in at-risk situations. Exhibit 2-55 describes each program and its location.

**Exhibit 2-55
BISD Compensatory Education Programs
1999-2000**

Program	Description	School Location
Reading Recovery	Reading Recovery is a one-on-one program for identified students with a Reading Recovery trained teacher.	All elementary schools
Literacy Groups	Reading Recovery teachers work with small identified groups of children.	All elementary schools
Alphabetic Phonics	This reading program is offered for identified dyslexia students.	All schools
Send In Teacher	An additional teacher is sent in to team teach with the regular classroom teacher for specified amounts of time to lower the pupil teacher ratio for students who are identified as at-risk.	All elementary schools
Genesis High School	A credit recovery campus for students who are behind in credits or who have dropped out of high school.	High School
Gateway School	Alternative school.	Grades 6-12
Content Mastery	A program designed to offer one-on-one assistance to students, needing additional support in the regular classroom. The program is funded by compensatory education and special education.	All regular schools
Optional Extended Year (OEY)	OEY provides students with additional instructional time to master the state's content standards and student performance standards. The program serves students who are identified as likely not to be promoted to the next grade level for the succeeding school year because they do not meet district standards for promotion.	All schools K-8
Compensatory Math/Reading Improvement Class	Middle school students who have not mastered TAAS take an additional math and language arts class.	Bastrop Middle School

Source: *BISD director of Academic Programs.*

COMMENDATION

BISD designed a comprehensive compensatory education program to meet the needs of its students.

FINDING

BISD does not allocate compensatory education funds to schools in proportion to the number of economically disadvantaged students at each school. BISD uses compensatory funds for one-half salary for a content mastery teacher at each school. Other uses of compensatory funds include tutorials and additional TAAS classes

Among the regular schools, Bastrop Middle School and Hill Street Elementary received the highest per student allocation of compensatory funds and have the second and third lowest number of economically disadvantaged students. Cedar Creek Elementary School and Bastrop Intermediate have the highest percentage of economically disadvantaged students and receive the second and third lowest per pupil allocation of compensatory funds and the lowest and second lowest per pupil allocation in total instructional funds.

The Texas Education Agency's compensatory education guidelines allow districts to concentrate their compensatory education resources on one or a small number of schools that serve at-risk students. These decisions are made for programmatic reasons, relating to differences in academic performance and other considerations such as the number of economically disadvantaged students on a campus. These funds are used to supplement other funding based upon the needs of the school. The district is required to evaluate its state compensatory education programs and services to determine its effectiveness in increasing student achievement or decreasing student dropouts.

Funding allocated under state compensatory education is based on the number of economically disadvantaged students in the district. The number of economically disadvantaged students is determined by averaging the best six months' enrollment in the national school lunch program of free or reduced-price lunches for the preceding school year.

The percentage of students classified as economically disadvantaged is approximately 41 percent districtwide. Of the \$1,829,885 in state compensatory funds budgeted by BISD for 1998-99, \$1,283,685 or 78.2 percent, was budgeted for use directly at a school. The amount of compensatory funds budgeted at each school is shown in **Exhibit 2-56**.

Exhibit 2-56
BISD Campuses, At-Risk Students and Compensatory Funding
1998-99

School	Number of Eligible Free-	Compensatory Funding	Compensatory Expenditures per Eligible	Non-Compensatory Instructional	Total Instructional Funding	Total Enrollment	Total Instructional Expenditures
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	and Reduced- Lunch Students		Student	Funding			per Student
Cedar Creek Elementary	479	\$76,991	\$161	\$2,039,347	\$2,116,338	872	\$ 2,427
Gateway Alter. School	23	\$253,231	\$11,010	\$101,103	\$354,334	43	\$ 8,240
Bastrop Intermediate	485	\$84,038	\$173	\$2,072,541	\$2,156,579	945	\$ 2,282
Mina Elementary	268	\$63,570	\$237	\$1,552,779	\$1,616,349	540	\$ 2,993
Emile Elementary	310	\$68,163	\$220	\$1,662,981	\$1,731,144	636	\$2,722
Bastrop Middle School	448	\$169,627	\$379	\$2,644,256	\$2,813,883	921	\$3,055
Hill Street Elementary	118	\$37,357	\$317	\$745,006	\$782,363	304	\$2,574
Alter. School-Genesis HS	20	\$207,429	\$10,371	\$ 26,676	\$234,105	59	\$3,968
Bastrop High School	416	\$43,096	\$104	\$4,054,366	\$4,097,462	1503	\$2,726
Pine Street Alter. School	17			\$ 96,567	\$ 96,567	24	\$4,024

Source: BISD assistant superintendent of Business, April 2000.

Recommendation 10:

Evaluate the programs funded through compensatory education and direct funds to successful programs and areas of greatest need.

Program evaluation begins by setting goals and performance measures and then monitoring progress and regularly making adjustments to achieve the greatest success. Funding should be used for successful programs and unsuccessful programs should be modified or discontinued.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The executive director of Academic Programs and the assistant superintendent for Curriculum and Instruction gather data reflecting the effectiveness of the current programming funded through compensatory education at each school.	September 2000
2.	The executive director of Academic Programs and the assistant superintendent for Curriculum and Instruction use the information to determine which programs will continue, which programs to modify and which schools should receive compensatory funding.	October 2000
3.	The executive director continues evaluation of the programs for effectiveness.	Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

Chapter 2

EDUCATION SERVICE DELIVERY AND PERFORMANCE

E. BILINGUAL/ENGLISH- AS- A- SECOND LANGUAGE (ESL) PROGRAM

Bilingual/English as a Second Language (ESL) programs are required by federal and state law to provide educational access to students whose first language is not English. Specifically, these programs are designed to help Limited-English-Proficient (LEP) students learn English.

The goal of bilingual education is to enable limited English proficient students to become competent in the comprehension, speaking, reading and composition of the English language through the development of literacy and academic skills in the primary language and in English. The ESL program enables the limited English proficient students to become competent in the comprehension, speaking, reading and composition of the English language through the integrated use of second language methods.

BISD offers a Bilingual program on three elementary campuses: Cedar Creek Elementary program is Pre-K - 4, Emile Elementary is Pre-K - 2 and Mina Elementary, 3rd and 4th grade (**Exhibit 2-57**). Bastrop Intermediate provides a bilingual program for grades 5 and 6. Cedar Creek Elementary, with the largest bilingual population, employs one teacher for Pre-K and K, two teachers for grade one and one teacher each for grades two, three and four. Classes at other schools are self-contained/mixed age classrooms with a Bilingual teacher. Instruction is delivered in English and Spanish based on the academic needs of each student enrolled in the Bilingual program. A total of nine bilingual teachers serve the 178 students.

Bastrop Middle School and Bastrop High School have ESL programs. The purpose of the ESL program is to provide an intensive second language program for older students and students in grades where bilingual education is not available. Three teachers serve 77 students in the ESL program. Students in the ESL program are not served all day as are those in the bilingual program because the ESL students are in a transition to English. Students receive their English/Language Arts instruction from an ESL certified teacher and have content specific teachers for the remainder of their classes. As a result, fewer teachers are needed in the ESL program.

Exhibit 2-57
BISD Bilingual and ESL Students by Grade Level
1999-2000

Grade Level	Number of Students
Elementary/Intermediate schools (grades K-6)	197
Middle school (grades 7-8)	21
High school (grades 9-12)	37
Total	255

Source: BISD executive director of Academic Programs

BISD has a lower percentage of bilingual/ESL students than all but two of its peer districts, Lockhart and Schertz-Cibolo. BISD and the majority of its peer districts have a lower percentage of bilingual/ESL students than the regional and state averages. Del Valle has a higher percentage of bilingual/ESL students than the state and region and Elgin has a higher percentage than the region (**Exhibit 2-58**).

Exhibit 2-58
BISD, Peer District, Region 13 and State Students in Bilingual/ESL
Program
as a Percentage of Total Enrollment
1998-99

Entity	Bilingual/ESL
Del Valle	14.8%
State	12.1%
Elgin	11.7%
Region 13	7.2%
San Marcos	7.0%
Brazosport	6.8%
Hays	5.3%
Georgetown	4.3%
Bastrop	3.5%
Lockhart	3.3%

Schertz-Cibolo	1.8%
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Source: Texas Education Agency, AEIS 1998-99.

Expenditures for the bilingual/ESL program increased 72 percent over the past five years while the student population served increased 31 percent during that same period (**Exhibit 2-59**). The LEP enrollment at Cedar Creek Elementary School, which opened in 1996, required a bilingual teacher at each grade level. The per pupil expenditures decreased from 1998-99 to 1999-00 due to combining classes of bilingual students at Emile and Mina Elementary Schools.

**Exhibit 2-59
BISD Bilingual/ESL Education Expenditures
1995-96 - 1999-2000**

Category	1995-96 Actual	1996-97 Actual	1997-98 Actual	1998-99 Actual	1999- 2000 Budget	Percent Change
Bilingual/ESL expenditures	\$387,756	\$575,696	\$624,917	\$631,063	\$666,978	72%
Bilingual/ESL students served	195	207	207	202	255	31%
Bilingual/ESL expenditures per student	\$1,988	\$2,781	\$3,019	\$3,124	\$2,616	32%

Source: TEA, PEIMS, 1995-96 - 1998-1999 and BISD executive director of Academic Programs.

Compared to its peer districts BISD spends the median dollar amount in total expenditures on its bilingual/ESL education program and has the second highest per student expenditure (**Exhibit 2-60**). It should be noted, however, that BISD and most districts include all state and local funds in their bilingual/ESL program expenditures, not all districts include local dollars, which may skew the comparison.

**Exhibit 2-60
BISD and Peer District Bilingual/ESL Education Expenditures
1998-99 Budget**

Entity	Bilingual/ESL	Expenditures per
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	Expenditures	Eligible Student
San Marcos	\$2,099,237	\$4,328
Bastrop	\$631,063	\$3,124
Georgetown	\$965,758	\$3,037
Brazosport	\$2,212,876	\$2,448
Lockhart	\$221,017	\$1,590
Schertz-Cibolo	\$137,308	\$1,271
Del Valle	\$312,672	\$377
Hays	\$78,076	\$232

Source: TEA PEIMS, 1998-99.

Annually at grades pre-K through 6, students in both programs are given the Language Assessment Skills - Oral test (LAS-O) in both English and Spanish and students in grades 7-12 are given the LAS-O in English to determine their growth in oral language. Bilingual/ESL students are given the Language Assessment Skills test in reading and writing (LAS-R/W reading and writing tests) in Spanish in grades 3-6 and in English in grades 3-12 at the end of the year to measure growth in English. At grades 3-5 students in both programs receive either the TAAS in English or Spanish.

Students may exit from Bilingual/ESL programs if they pass the reading portion of the grade appropriate English TAAS test and the writing portion of the grade-appropriate English TAAS test (at available grades), and meet the other exit requirements in 19 TAC 89.1225(h). Students may also exit from Bilingual/ESL programs by scoring at or above the 40th percentile on the English reading and language portions of a state-approved norm-referenced measure. Identified Pre-K, K and 1st grade LEP students may not be exited from the Bilingual program until the end of the first grade. Districts must monitor students who exit the bilingual program for two years.

FINDING

BISD exempts a lower percentage of students than the state average as shown in **Exhibit 2-61**.

Exhibit 2-61 BISD Percent of LEP Exemptions from TAAS compared to the

**State Average of LEP exemptions from TAAS
1995-96 - 1998-99**

Entity	1995-96	1996-97	1997-98	1998-99
BISD	1.1%	1.0%	.8%	.4%
State	3.8%	2.7%	2.3%	2.2%

Source: TEA, AEIS 1995-96 - 1998-99.

The Language Proficiency Assessment Committee (LPAC) can exempt Bilingual/ESL students enrolled in the program for a maximum of three years. On campuses where bilingual students are served, the LPAC committee includes a bilingual educator, a professional transitional language educator, parent of a LEP student who is not an employee of the district and a school administrator. On the remaining campuses, the LPAC committee is comprised of one or more professional personnel and a parent of a LEP student who is not an employee of the district.

The committee reviews the status of each bilingual and ESL student on the school to determine proficiency. The committee functions similar to the Admission, Review and Dismissal (ARD) committee for special education. For students who have been enrolled continuously in school beginning at least in the first grade, the LPAC is discouraged from exempting the student and/or administering TAAS in Spanish for more than two years.

LEP students exempted from taking TAAS take an alternative assessment. Districts select alternative assessments from a list of state-approved tests. Released TAAS tests from previous administrations may also be used when appropriate. LEP exemptions are not permitted from the exit level test (Exhibit 2-62).

**Exhibit 2-62
Results of Alternative Assessments of BISD Bilingual/ESL Students
1997-98**

Grade	Type of Student	Measure Used	Number Tested	Number Showing Improvement
Reading				
3 rd	Bilingual	ITBS	1	0

3 rd	Bilingual	Released TAAS	9	9
4 th	Bilingual	Brigance	2	2
4 th	Bilingual	Released TAAS	9	9
5 th	Bilingual	SpEd Alt. Assessment	4	-
6 th	Bilingual	SpEd Alt. Assessment	5	-
7 th	ESL	LAS	2	2
7 th	ESL	SpEd Alt. Assesment	2	-
8 th	ESL	LAS Reading	7	7
Math				
3 rd	Bilingual	ITBS	1	0
3 rd	Bilingual	Released TAAS	9	9
4 th	Bilingual	Brigance	2	2
4 th	Bilingual	Released TAAS	9	9
5 th	Bilingual	SpEd Alt. Assessment	2	-
6 th	Bilingual	SpEd Alt. Assessment	2	-
7 th	ESL	TAAS	2	2
7 th	ESL	SpEd Alt. Assessment	2	-
8 th	ESL	Released TAAS	7	7
Writing				
3 rd	Bilingual	NA		
4 th	Bilingual	Released TAAS	9	9
7 th	ESL	NA		
8 th	ESL	LAS Writing	7	7

Source: BISD executive director of Academic Programs.

COMMENDATION

BISD implements an effective Bilingual/ESL program resulting in improved performance and few exemptions.

Chapter 2

EDUCATION SERVICE DELIVERY AND PERFORMANCE

F. CAREER AND TECHNOLOGY EDUCATION (CATE)

According to Section 29.181 of the Texas Education Code, each Texas school district must offer career and technology education to their students. Career and Technology Education (CATE) is a curriculum designed to prepare students to manage the dual roles of family member and wage earner. Career and Technology Education courses should prepare students to gain entry-level employment in a high-skill, high-wage job or continue in post-secondary education. CATE includes training in areas such as health sciences and technology, marketing, industrial technology and trade and industrial occupations. Career and Technology Education is a popular option for students in BISD. In 1998-99 approximately 19 percent of all high school students in BISD are enrolled in a CATE course. The number of students enrolled in CATE courses in 1999-2000 was more than 20% over the 1998-99 enrollments. Many students are enrolled in more than one CATE course during the year.

The director of Career and Technology Director manages the CATE program as part of her overall responsibilities.

BISD enrollment in CATE programs increased between 1995-96 and 1998-99 and is greater than the regional and state averages (**Exhibit 2-63**).

Exhibit 2-63
BISD, Region 13 and State Students Enrolled in CATE Programs
as a Percentage of Total Enrollment
1995-96 to 1999-00

Entity	1995-96	1996-97	1997-98	1998-99
Bastrop	18.5%	19.7%	19.5%	19.2%
Region 13	15.8%	15.8%	17.5%	16.3%
State	15.7%	16.9%	17.3%	17.4%

Source: TEA, AEIS 1995-96 through 1998-99.

BISD compared to its peer districts in students enrolled in one or more CATE courses is presented in **Exhibit 2-64**. BISD ranks third among its

peer districts in the percentage of students enrolled in CATE programs and is also above the region and state averages.

Exhibit 2-64
BISD and Peer District Students Enrolled in CATE Programs
as a Percentage of Total Enrollment
1998-99

Entity	CATE Students
Hays	21.7%
Brazosport	20.8%
Bastrop	19.2%
State	18.0%
Georgetown	17.3%
Region 13	16.0%
San Marcos	13.7%
Lockhart	12.7%
Del Valle	12.3%
Schertz-Cibolo	11.8%

Source: TEA, AEIS 1998-99.

Expenditures for the CATE program increased 50% over the five-year period from 1995-96 to 1999-2000 and student enrollment increased 36 percent for the same period (**Exhibit 2-65**). The 11 percent increase in per student expenditures is due mainly to the cost of technology and the development of an Agricultural Bio-Technology course in 1998.

Exhibit 2-65
BISD CATE Expenditures
1995-96 - 1999-2000

Category	1995-96 Actual	1996-97 Actual	1997-98 Actual	1998-99 Actual	1999-2000 Budget	Percent Change
CATE expenditures	\$860,452	\$1,055,406	\$1,080,265	\$1,139,435	\$1,294,914	50%
CATE students served	990	1087	1123	1120	1346	36%

CATE expenditures per student	\$869	\$971	\$962	\$1017	\$962	11%
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Source: TEA, PEIMS, 1995-96 - 1998-99 and BISD PEIMS coordinator, Fall 1999.

Compared to its peer districts BISD spends the fourth highest dollar amount on its CATE program (**Exhibit 2-66**). Its per-student expenditure of \$1,017 is also the fourth highest among its peer group.

**Exhibit 2-66
BISD and Peer District CATE Expenditures
1998-99 Budget**

Entity	CATE Expenditures	Expenditures per Student
Del Valle	\$1,238,762	\$1,793
Schertz-Cibolo	\$957,167	\$1,365
Lockhart	\$563,096	\$1,039
Bastrop	\$1,139,435	\$1,017
Georgetown	\$1,240,763	\$979
San Marcos	\$894,236	\$937
Hays	\$861,056	\$629
Brazosport	\$1,207,810	\$439

Source: TEA, PEIMS, 1998-99.

FINDING

BISD is undertaking a series of initiatives to address the needs of its non-college-bound students. The counselor at Bastrop High School says between 35 percent and 45 percent of the graduates go on to college and an even lower percentage actually completes college. As a result, there is a strong need for courses that will prepare students for alternative careers.

TechPrep is a program that leads students toward associate or baccalaureate degree programs and helps students prepare for high skill, high wage jobs in at least one field of engineering technology, applied science, construction, publishing or business through a planned, sequential

program of study. BISD participates in the Capital Area Tech Prep Consortium and has articulation agreements with Austin Community College in seven areas: electronics, building trades, engineering design graphics, architectural design graphics, biotechnology, printing and desktop publishing and office systems technology, which includes administrative secretary, legal secretary and medical secretary.

Students take a coherent sequence of courses while in high school that will earn them "Credit-in Escrow" at colleges with whom the high school has articulation agreements. "Credit-in-Escrow" are college credits earned for successful completion of certain high school courses. The school district must have an articulation agreement with a college indicating which specific high school courses in a chosen field the college will give credit. Students may earn high school credit and up to 15 hours college credit simultaneously if they earn a grade of "B" or better in a coherent sequence of courses while in high school and then enroll in a college that participates in an articulation agreement with the high school.

Exhibit 2-67 provides an example of the biotechnology articulation pathway. Each of the six programs are fully articulated with Austin Community College, meaning that a student in any of the programs will receive high school credit toward graduation as well as college credit at Austin Community College toward an Associates degree. The courses shown in bold face type are the articulated courses for credit at Austin Community College.

Exhibit 2-67
BISD/Austin Community College Biotechnology TechPrep Program

Introduction to World Agriculture/Applied Agricultural Science Business Computer Information Systems I (9th Grade - 2 credits)
Animal Science/Equine Science Or Range management/Wildlife and Recreational Management (10th Grade - 1 credit)
Biotechnology/Advanced Biotechnology (11th Grade - 1 credit)
Work-based learning or Agricultural Science and Technology Independent Study (12 th Grade - 1 credit)
At completion: 6 hours credit in escrow at Austin Community College completed at Bastrop High School toward AAS in Biotechnology

Source: BISD director of Career and Technology Education.

BISD offers work-based education programs in five areas: Administrative Procedures, Agriculture, Careers in Education, Home Economics and

Trades and Industry. Work-based education programs allow students to receive credit toward graduation requirements while being employed.

COMMENDATION

BISD addresses the needs of all its graduates by offering programs, that provide students with employable skills.

FINDING

BISD students may choose from approximately 60 CATE courses representing five different program areas including Agriculture Technology, Business Technology, Home Economics, Industrial Technology and Technology Applications. For the past two years, Business Technology courses have had the largest enrollment. This is due mainly to the number of students enrolled in Business Computer Information Systems (BCIS).

The director of Career and Technology Education belongs to the Rural Capital Area School to Careers Partnership and to the Capital Area Tech Prep Consortium and stays abreast of projected employment opportunities in the area. The Capital Area Workforce Commission indicated a large increase of employment opportunities in health related occupations. BISD is implementing two new Health Science courses in 2000-2001.

COMMENDATION

The courses offered in the CATE program reflect targeted occupations identified by the Capital Area Workforce Commission.

Chapter 2

EDUCATION SERVICE DELIVERY AND PERFORMANCE

G. GIFTED AND TALENTED EDUCATION PROGRAM

Since 1987, state law has required that all Texas school districts have educational programs to serve the needs of gifted and talented students and that programs be available in all districts and at all grades. Gifted and talented students are characterized as having high levels of achievement, intellectual and academic ability, creativity, leadership skills and talent in the visual and performing arts.

Districts are required to have a systematic process for identifying gifted and talented students. The Texas Education Agency (TEA) issues guidelines for the identification of gifted and talented students in an effort to ensure that all of these students receive a quality education. The process must include quantitative as well as qualitative evaluation tools and instruments. Funding for the identification of gifted and talented students and programs is available through the Texas Foundation School Program. This program is intended to provide gifted and talented programs for students from various cultural, linguistic and socioeconomic backgrounds.

BISD's gifted education program is a four-pronged program focusing on creative, intellectual, academic and leadership skills and serves students who are performing, or have the potential to perform, at very high levels relative to their peers. The program is designed to develop complex thinking processes that include problem-solving, decision-making, critical thinking and creative thinking. Students are provided the opportunity to work independently, in homogeneous groups and heterogeneous groups.

BISD expenditures for the gifted and talented program are described in **Exhibit 2-68**. Total funding for gifted and talented programs increased by 83 percent and per student funding increased by three percent since 1995-96. The number of students in the program increased 77 percent over the same period.

Exhibit 2-68
BISD Expenditures for the Gifted and Talented Education Program
1995-96 - 1999-2000

Category	1995-96 Actual	1996-97 Actual	1997-98 Actual	1998-99 Actual	1999- 2000 Budget	Percent Change

Gifted and talented expenditures	\$168,583	\$301,747	\$310,617	\$303,161	\$307,936	83%
Gifted and talented students served	207	231	333	321	367	77%
Gifted and talented expenditures per student	\$814	\$1,306	\$933	\$944	\$839	3%

Source: TEA, PEIMS 1995-96-1998-99 and BISD PEIMS coordinator, Fall 1999.

Compared to its peer districts BISD spends the fourth highest gross dollar amount on the gifted and talented education program and has the second highest per student expenditure (**Exhibit 2-69**).

Exhibit 2-69
BISD Gifted and Talented Education Program Expenditures vs. Peer Districts
1998-99 Budget

Entity	Gifted and Talented Expenditures	Expenditures per Eligible Student
Del Valle	\$195,198	\$1,220
Bastrop	\$303,161	\$944
Brazosport	\$959,373	\$763
Georgetown	\$915,918	\$719
Lockhart	\$141,094	\$513
San Marcos	\$361,626	\$500
Schertz-Cibolo	\$138,650	\$387
Hays	\$161,839	\$348

Source: TEA, PEIMS, 1998-99.

In each BISD school serving K-4 students, a certified G/T teacher or teachers serve identified gifted and talented students through a pull-out

program (students leave the regular classroom to go to the gifted teacher's classroom) two to three days per week for two to four hours. All elementary schools follow a common curriculum skill sequence. The curriculum includes content specific instruction, which incorporates creative, intellectual and leadership skills.

Students at Bastrop Middle and Intermediate Schools are enrolled in a G/T class with a certified G/T teacher providing instruction in the four core areas through a thematic approach. Leadership and creativity are also major components of this program. High school Algebra I is offered to eighth grade students. Pre AP courses will also be available at the middle school next school year.

Advanced placement (AP) and pre-advanced placement (Pre-AP) courses at the high school level provide students with differentiated instruction. High school students may choose from an array of Pre-AP and AP classes in the four core areas and in art and foreign language. (**Exhibit 2-70**).

Exhibit 2-70
High School Courses Available to Gifted and Talented Education
Students
1999-2000

Middle School	Course
	Algebra I
High School	Course
	English 1 Pre-AP
	English 2 Pre-AP
	English 3 AP
	English 4 AP
	Algebra II Pre-AP
	Geometry Pre-AP
	Calculus Pre-AP
	Calculus AP
	Statistics AP (2000-01)
	Art AP

	Spanish 4 AP
	German 4 AP (2000-01)
	French 4 AP (2000-01)
	Integrated Physics/ Chemistry Pre-AP
	Biology 1 pre-AP
	Biology AP
	Chemistry AP
	Chemistry AP
	World Geography pre-AP
	World History pre-AP
	US History AP
	Macroeconomics AP
	Government AP

Source: BISD executive director of Academic Programs, April 2000.

FINDING

Minority students are not represented in the gifted and talented program in percentages commensurate to their percentage of the overall student population. Approximately 10 percent of the program's participants are minority students, while more than 39 percent of the district's enrollment are minority students. (**Exhibit 2-71**).

Exhibit 2-71
BISD Gifted and Talented Program Enrollment Percentage
by Ethnicity Compared to Total Enrollment by School
As of December 1999

School	Anglo	African American	Hispanic	Other
Bastrop High School				
Total enrollment	65%	10%	24%	1%

G/T enrollment	91%	1%	6%	1%
Bastrop Middle School				
Total enrollment	61%	11%	28%	0%
G/T enrollment	87%	3%	10%	0%
Bastrop Intermediate School				
Total enrollment	60%	9%	28%	2%
G/T enrollment	90%	2%	5%	2%
Emile Elementary School				
Total enrollment	64%	9%	26%	1%
G/T enrollment	94%	0%	3%	3%
Mina Elementary School				
Total enrollment	59%	24%	16%	2%
G/T enrollment	90%	3%	3%	3%
Cedar Creek Elem. School				
Total enrollment	53%	4%	42%	1%
G/T enrollment	84%	5%	8%	3%
Hill Street Elementary School				
Total enrollment	72%	12%	15%	1%
G/T enrollment	94%	3%	3%	0%
Total				
Total enrollment	61%	11%	27%	1%
G/T enrollment	90%	2%	6%	2%

Source: BISD assistant superintendent of Curriculum and Instruction, April 2000. Note: Totals may not add due to rounding.

BISD attempts to increase the representation of minorities in the gifted and talented education program by including a nonverbal ability test, Matrix Analogies Test, an interview or portfolio and a teacher checklist as part of the identification criteria.

In grades K-2 those students who were close to, but did not qualify for the Gifted and Talented program are placed in an accelerated program called

APEX. These students meet with the G/T teacher for one to two hours once per week. The APEX program was initiated 5 years ago to increase the probability of identifying additional economically disadvantaged and minority students. An evaluation of the program in 1999-2000 indicates the program is not successful.

Several districts use other alternative instruments to identify minority students. Galveston ISD uses Aprenda (for Spanish-speaking students in grades K-5), which is the Spanish equivalent of the Stanford Achievement Test. Alief ISD uses the Woodcock Munos, the Spanish version of the Woodcock Johnson verbal IQ test and is amending procedures to use only one totally nonverbal unified test, Naglieri.

Recommendation 11:

Amend the district's gifted and talented identification procedures.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The executive director of Academic Programs contacts TEA's Division of Gifted/Talented Education for assistance in redesigning a program to increase minority participation.	September 2000
2.	The executive director of Academic Programs forms a committee of G/T teachers to research procedures used by model districts and amends the identification criteria for G/T.	September 2000
3.	The executive director of Academic Programs recommends the proposed changes to the assistant superintendent of Curriculum and Instruction.	October 2000
4.	The assistant superintendent approves the plan and recommends it to the superintendent for approval.	October 2000
5.	The superintendent approves the plan and recommends it to the Board of Trustees for approval.	November 2000
6.	The board approves the plan and implementation of the plan begins when goals are set for the coming school year.	December 2001

FISCAL IMPACT

The cost associated with this recommendation would be purchasing additional assessment instruments for each school. The cost of such a test is approximately \$215. The fiscal impact would be a one-time cost of \$215 x 7 schools = \$1,505. The additional instruments would be substituted for currently used instruments and would not result in additional administration costs.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Amend the district's gifted and talented identification procedures.	(\$1,505)	\$0	\$0	\$0	\$0

Chapter 2

EDUCATION SERVICE DELIVERY AND PERFORMANCE

H. SPECIAL STUDENT POPULATIONS

The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 require all public school districts that receive federal funds to establish central and school processes to identify students with learning disabilities or special learning needs so that accommodations can be made to assist them in having equal learning opportunities. This includes students in special education and students with dyslexia, attention deficit and/or hyperactivity disorders, among others. It includes accommodations such as additional instruction in a particular subject through a resource teacher, additional time to complete assignments and oral exams versus written exams.

BISD employs 69 special education teachers and 6 speech therapists to deliver the education programs. All teachers have the appropriate certification. The special education program provides aides, diagnosticians, therapists, transportation, materials and supplies, adaptive and assistive equipment, contract services and workshops. A summary of BISD's special education programs and services appears in **Exhibit 2-72**.

Exhibit 2-72
BISD Special Education Program
1999-2000

Program/Service	Description
Dyslexia	BISD provides a reading program for identified dyslexia students at each school.
Assistive Technology	Teachers who work with developmentally delayed and/or autistic students are trained to use various assistive devices.
Student Success Team	A team located at each school evaluates the total child and makes recommendations based on the referral.
Diagnostic team	Diagnosticians provide psycho-educational services to students.
Speech team	Speech pathologists and assistants provide language and articulation speech services to identified students.
Related services	Occupational, physical and music therapists, teacher of auditory and visual services and counselors provide related

	services.
FOCUS	Focus is a model for inclusion of students with severe emotional and behavioral disorders in the regular classroom rather than in self-contained classes. Students with serious behavior problems benefit from the structured process of redirection or "refocusing" process that allows them to proactively shape their school day into small segments. Trained Redirectors teach students to modify misbehaviors into appropriate behaviors.
Transition Services	For students needing Career and Technology training, the district encourages regular CATE classes with appropriate supports and modifications. Students may receive services thorough a Vocational Adjustment Coordinator or through Community Based Instruction.
Homebound	Students who are unable to attend school receive educational services at home or at health related facilities.

Source: BISD director of Special Education Co-op.

BISD delivers these services to special education students through a variety of instructional settings, including: helping teacher/inclusion, content mastery, co-teaching/inclusion, resource, self-contained, life skills, behavior adjustment, preschool program for children with disabilities and mainstream.

BISD's special education student population is 14 percent of the total student population. This percentage is above the state and the regional averages of 12.8 percent and 12.1 percent and less than five of the seven peer districts (**Exhibit 2-73**). In December 1999, BISD had 909 students in special education across all its schools and special centers.

Exhibit 2-73
BISD, Peer District, Region 13 and State Students in Special Programs
as a Percentage of Total Enrollment
1998-99

Entity	Special Education
San Marcos	17.0%
Lockhart	16.7%
Del Valle	15.1%

Brazosport	14.7%
Hays	14.2%
Bastrop	14.0%
Schertz-Cibolo	13.5%
Region 13	12.8%
State	12.1%
Georgetown	10.7%

Source: Texas Education Agency, AEIS 1998-99.

Expenditures for special education increased dramatically (101 percent) from 1994-95 through 1999-2000. The number of students served increased 31 percent and the per student expenditure increased from \$3,101 in 1994-95 to \$4,771 in 1999-2000, or 54% percent (**Exhibit 2-74**). BISD has been changing the primary special education service delivery system to an inclusion model rather than a pull-out model. In a pull-out model, the student leaves a regular class and goes to a special class, whereas in an inclusion model the special education teacher assists the student in the regular classroom. The inclusion model requires more staff, thus costs increased.

Exhibit 2-74
BISD Expenditures for the Special Education Program
1995-96 - 1999-00

Category	1995-96 Actual	1996-97 Actual	1997-98 Actual	1998-99 Actual	1999-00 Budget	Percent Change
Special education expenditures	\$2,155,113	\$3,175,534	\$3,625,118	\$4,011,222	\$4,336,609	101%
Special education students served	695	738	817	818	909	31%
Special education expenditures per student	\$3,101	\$4,303	\$4,437	\$4,904	\$4,771	54%

Source: TEA, PEIMS 1995-96 -1998-99 and BISD PEIMS coordinator, Fall 1999.

Compared to its peer districts, BISD spends the fifth highest in gross dollars on the special education program and is the third highest in per student expenditures (**Exhibit 2-75**).

Exhibit 2-75
BISD Special Education Program Expenditures vs. Peer Districts
1998-99 Budget

Entity	Special Education Expenditures	Expenditures per Eligible Student
Del Valle	\$6,303,924	\$7,399
Georgetown	\$4,691,166	\$5,966
Bastrop	\$4,011,222	\$4,904
Schertz-Cibolo	\$3,656,372	\$4,553
Lockhart	\$2,659,770	\$3,736
San Marcos	\$4,292,422	\$3,619
Brazosport	\$6,979,115	\$3,594
Hays	\$2,992,044	\$3,336

Source: TEA, PEIMS, 1998-99.

Bastrop ISD is a member of the Bastrop County Special Education Cooperative. This cooperative serves students in four area school districts: Bastrop, Elgin, Smithville and La Grange. The superintendents of the four districts compose the management board and meet monthly with the director of the cooperative. BISD serves as the fiscal agent for the cooperative, receives the indirect cost allocations from the federal funds and charges the cooperative for the annual audit.

The goal of the Bastrop County Special Education Cooperative is the inclusion of all students with disabilities into the general education program when it meets the identified needs of each student. The cooperative is committed to establishing family and community partnerships that in turn lead to successful outcomes for all students.

The cooperative employs a director, three clerical staff, 13 assessment staff and 3 itinerant teachers: homebound, visual and auditory. The cooperative provides the staff for two programs shared by all member districts, Pine Street Alternative School for severely emotionally disturbed students and CLASS, a program for the severe and profoundly handicapped students. Seven teachers, seven aides and one associate psychologist staff Pine Street and two teachers and six aides staff the CLASS program.

The cooperative is reducing the size of Pine Street Alternative School considerably by providing a program at each home school and transitioning the students back to their home school.

The member districts share the cost of the cooperative. The cooperative designates some costs as fixed costs and divides these costs equally between the districts regardless of the amount of students served. The co-op designates other costs as maintenance and operation (M & O) and prorates these costs to each district depending upon the number of students served through special education as of the December 1 Child Count date. In 1999-00 the co-op moved more costs from the fixed cost category to the shared cost percentage of usage configuration due to increasingly disparate sizes of member districts. BISD's total share for 1999-2000 was \$310,354 for 884 students served.

BISD, through Bastrop Special Education Co-op, participates in the cooperative Regional Day School Program for the Deaf (RDSPD), with Region 13 Education Service Center being the fiscal agent. RDSPD was created in 1973 by the Texas Legislature and is supervised by TEA's Division of Services for the Deaf. Some students from the Bastrop Special Education Co-op with Auditory Impairments (AI) attend school in Giddings at the RDSPD cluster site. Two certified teachers and certified interpreters serve the AI students in regular classes at this site. Some students in each district are bussed to a cluster site in Giddings. Eleven students in the Bastrop cooperative receive direct services and 14 students receive consultative services. One attends the cluster site in Giddings. Three BISD students receive services from a RDSPD itinerant AI teacher. Eight BISD students qualify for consult services. The per pupil fee for direct serve students is \$7,016 and for consult students the fee is \$318.

FINDING

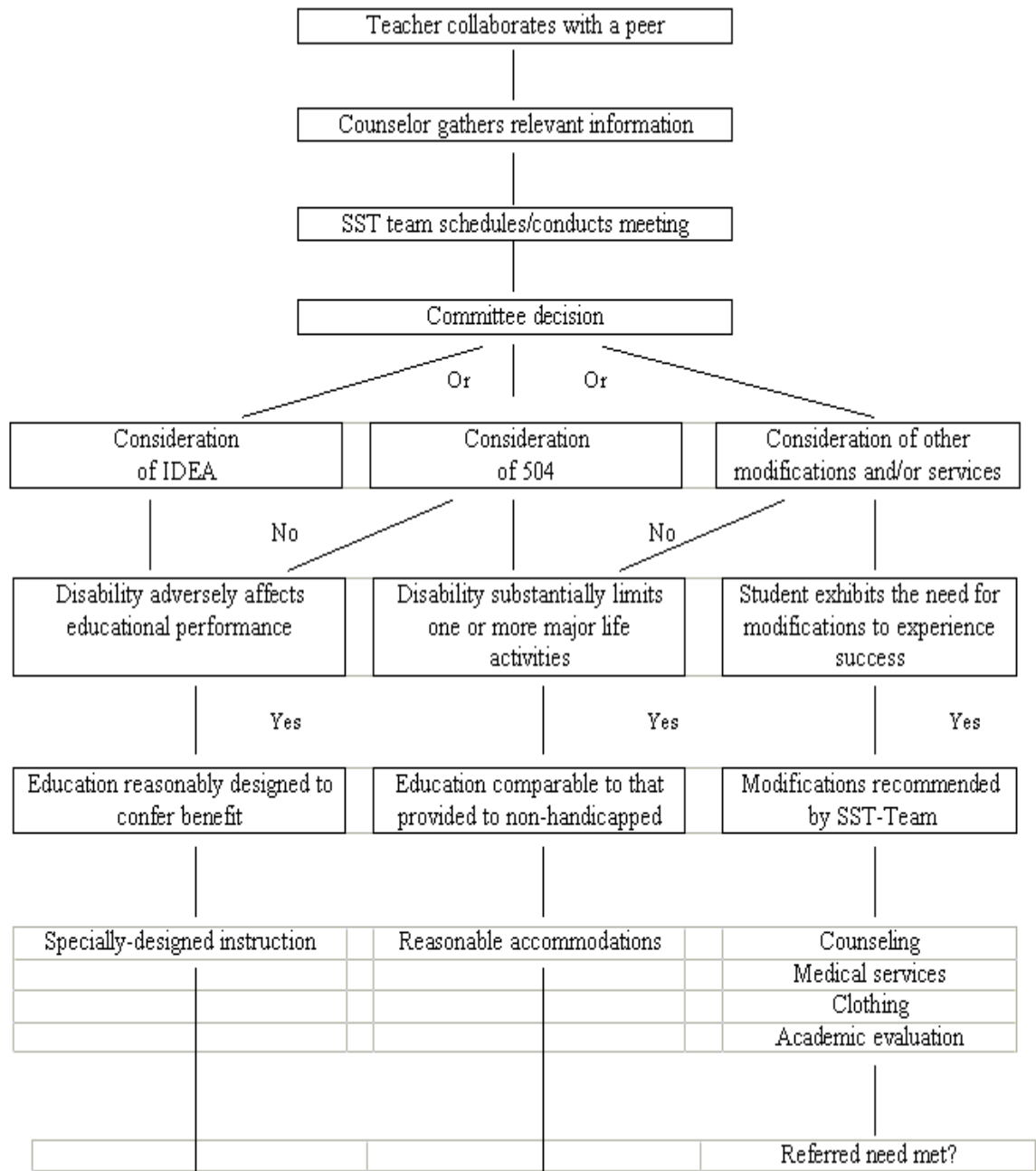
Bastrop ISD uses a pre-referral intervention process prior to referring a student for special education assessment. This intervention process is designed to promote collaboration and creative problem-solving among parents, students and school and district level instructional, support and administrative staff members. Before the classroom teacher recommends

assessment she must collaborate with a peer, the school counselor and the parents to determine if instructional methods being used are appropriate for successful learning. The pre-referral intervention process is student centered, presents an opportunity for professional growth, encourages parental involvement, documents effective interventions and is a coordinated process.

The process, called Student Success Team (SST), is a four level process that requires the teacher to first collaborate with a peer and to implement recommended classroom modifications at Level I. The teacher also makes contact with the parent at this point. If these recommended strategies are unsuccessful, the teacher contacts the counselor for a Level 2 data collection. At level 2, the classroom teacher uses the information obtained at Level 1 from parents and peers and the collected SST data. Level 3 initiates the first SST meeting. The SST is a multidisciplinary group composed of school resource staff, parents and support specialists who collaboratively review all the information gathered by the classroom teacher in Levels 1 and 2. Using the combined knowledge of the SST members, the SST lists strategies and supports to be used in the classroom and schedules a follow-up meeting in three to six weeks. The effectiveness of the interventions is documented during this three to six week period. At level 4, if the student is now making sufficient progress to conclude the process, the teacher documents the successful strategies in the student's cumulative folder. Referral to Section 504, dyslexia or special education may be initiated if the student does not make sufficient progress.

Parents requesting special education assessment are encouraged to participate in the SST process; however, if parents desire assessment, the referral is processed through the school counselor. (**Exhibit 2-76**).

Exhibit 2-76
BISD SST-Team Referral Process



			Referred need met?
Individual education plan	Accommodation plan	Yes	
<input type="checkbox"/> Related services	<input type="checkbox"/> Physical	<input type="checkbox"/> Continue modifications	
	<input type="checkbox"/> Instructional		
	<input type="checkbox"/> Specialized instruction	No	
	<input type="checkbox"/> Related aides and services	<input type="checkbox"/> Refer again	

Source: Bastrop Co-op director of Special Education.

The SST- Team considers four options before making a decision to intervene. These options are to be considered from least restrictive to most restrictive in the order that follows:

- Implement school modifications for a pre-determined amount of time.
- Refer to the dyslexia committee on school.
- Initiate 504 referral process.
- Initiate special education referral process.

The team strives to maintain a preventive and positive focus to ensure success for all students. The implementation of the pre-referral intervention process reduced the number of referrals for assessment from 258 referrals in 1998-99 to 145 referrals in 1999-2000.

COMMENDATION

BISD uses a process to identify individual student needs, devise appropriate modifications and accomplish desired learning and achievement levels within the least restrictive environment.

FINDING

BISD's Special Education department uses a software program, Special Education Manager, to assist teachers, administrators and assessment personnel in completing necessary documentation associated with the Admission, Review and Dismissal (ARD) process.

Special Education Manager includes more than 100 forms designed to facilitate compliance with documentation required for special education students. In addition to the Admissions, Review and Dismissal committee

meeting report and associated supplements, the program includes an individual education plan (IEP) with nearly 1,200 goals and 13,000 related objectives. A teacher can test a student to determine critical weakness areas, choose prerequisites from the curricula and then print out an IEP. There are also eligibility reports and referral forms.

The software functions on a relational database in which information is typically entered only once: number, address, school, grade, etc., which appear on many of the forms, are filled in automatically. Once a set of forms is signed and becomes a legal record, it is locked and archived so the forms stored in the computer match those in the students' files and remain at the users' fingertips. When a new set of forms is started, information from the previous set is placed in the appropriate fields so that only changes need be entered.

Special Education Manager automatically calculates four consecutive semesters of instructional arrangements and the number of students receiving speech based on the class schedule and related services. It prompts the user to complete appropriate forms based on disability, age and educational environment.

COMMENDATION

BISD's Special Education Department uses technology to reduce the burden on teachers and administrators.

FINDING

The Individuals with Disabilities Education Act (IDEA) of 1975 requires school districts to provide certain education-related health services to children with disabilities to meet their unique needs. As of September 1992, the state's Medicaid program was amended to allow school districts to enroll as Medicaid providers and to apply for Medicaid reimbursement for services they are providing to children with disabilities.

Student health and related services (SHARS) are defined as those services determined to be medically necessary and reasonable to ensure a disabled child less than the age of 21 receives the benefits of a free and appropriate public education. These services include assessment, audiology, counseling, medical services, school health services, occupational therapy, physical therapy, speech therapy, psychological services and associated transportation.

School districts need not spend any new money but, instead, can simply apply for reimbursement for specific services provided to Medicaid-certified children. The reimbursement amount is for the federal portion of

the fee for each eligible service, which is 61.36 percent for 1999-2000. Districts must certify that they used state or local funds to pay for the remainder. Reimbursements can be deposited in the general revenue fund and do not necessarily have to be spent on special education services. To qualify for SHARS Medicaid reimbursement, claims must be filed within 12 months of the date that services are delivered.

The Bastrop County Co-op bills Medicaid for SHARS for all member districts. The co-op contracted with a vendor for SHARS billing in 1996-97. The co-op self-billed for the past two years. Over the past three years, the cooperative received reimbursements of \$150,727 in 1996-97, \$172,017 in 1997-98 and \$201,744 in 1998-99, respectively, in SHARS funds (**Exhibit 2-77**). The number of Medicaid-eligible SISD students increased between 1997-98 and 1998-99 from 771 to 849 students, or 10 percent. SHARS payments have increased each year.

Exhibit 2-77
SHARS Activity for Bastrop County Cooperative
1996-97 - 1998-99

Year	SHARS Reimbursement Received	Number of Unduplicated Medicaid-Eligible Students	Average payment per student
1998-99	\$201,744	849	\$239
1997-98	\$172,017	771	\$223
1996-97	\$150,727	Data unavailable	N/A

Source: BISD director of Special Education.

In 1996, the state began another special education reimbursement program, Medicaid Administrative Claiming (MAC), to allow districts to receive reimbursement for administrative services provided by districts that cannot be billed through School Health and Related Services (SHARS). Consortia have been established to pool participating districts so that each district's time commitment for the time study is greatly reduced. As a result, about half of the districts in state are now participating in MAC.

Districts that join a consortium provide the names of their staff that provide direct activities, such as counselors, nurses and therapists (not teachers or administrators, but direct staff with high risk populations). From this list, a percentage is selected to participate in the time study, which only requires one week per quarter of coding activities. From this

study, the levels of service are determined, which along with base expenditures and Medicaid-eligibility rates determines the reimbursements to districts for their MAC-eligible activities.

The consortium sends a representative to the district to explain the services and fees, which are based on a percentage of reimbursements. There are no out-of-pocket costs, but staff time is required for coding for the week during the quarter that the time study is done. And all staff selected for the time study must attend 2-3 hours of training, which must be provided by the MAC consortium within 50 miles of the district, regardless of where the consortium offices are located.

Because the consortium handles most of the burdensome administrative functions required by the federal government for this program, it is relatively simple for districts to participate. The amount of reimbursements depends on level of activity of staff for the eligible activities. Part of the issue is the level to which a district promotes health-related activities, and the percentage of the student population that is Medicaid eligible.

MAC is designed as a supplemental program, and is not intended to cover health-related expenditures currently provided by the districts. For example, the district could hire speech therapists, nurses, outstation a worker in the schools to facilitate eligibility or open a clinic. Districts provide a report on how the reimbursed money is used annually.

Bastrop County Special Education Cooperative is a member of the La Porte ISD consortium, which serves numerous school districts in Texas. Medicaid Billing Corporation located in Holt, Michigan supports the consortium. La Porte ISD receives twenty percent of the reimbursements as an administrative fee.

BISD co-op received reimbursements of \$24,521 for 1998-99 and \$7,662.74 to date for 1999-2000 through MAC. Bastrop County Cooperative uses funds from MAC for medical consultants, medical and dental payments for students and one half of the nurses' salary for CLASS.

COMMENDATION

BISD complements its local and state funding for special education by actively seeking available federal funds to reimburse eligible services.

Chapter 2

EDUCATION SERVICE DELIVERY AND PERFORMANCE

I. ALTERNATIVE EDUCATION AND DISCIPLINE MANAGEMENT

Chapter 37 of the Texas Education Code addresses discipline, law and order in Texas public schools. The original provisions were adopted in 1995 as part of the revision of the Texas Education Code. The Legislature amended these provisions in 1997 and 1999.

Each school district must have a district improvement plan under Section 11.252. This section requires that a discipline management program be included as part of that plan. The district improvement plan must include provisions for strategies for improvement of student performance that include discipline management. Chapter 37 provides additional guidelines that districts can use in formulating their own local policies.

Alternative education programs (AEP) became mandatory with the adoption of Chapter 37 in 1995. Section 37.008 of the Texas Education Code provides detailed information on the provision of such programs.

Each school district shall provide an alternative education program:

- In a setting other than a student's regular classroom;
- On or off of a regular school campus;
- For students who are assigned to the alternative education program to be separated from students who are not assigned to the program;
- That focuses on English language arts, mathematics, science, history and self-discipline;
- For students' educational and behavioral needs; and
- That provides supervision and counseling.

An alternative education program may provide for a student's transfer to a different campus, a school-community guidance center or a community-based alternative school.

On-campus AEPs must use certified personnel. However, off-campus AEPs may use instructional personnel as they choose for students not receiving special education or bilingual education services.

An off-campus AEP is not required to comply with the school-day length provision, but funding is based on attendance in the same manner as other programs. Off-campus programs must be conducted in a completely

separate facility from all campuses serving students in the regular education program.

An AEP may not be held in the same room as an in-school suspension program or any other room which contains students who are not assigned to the AEP. Districts may continue to provide transportation services and allow students to engage in activities such as eating in the same cafeteria as other students.

Districts develop local policies that explain how the district will "provide for a student's educational needs" and provide counseling services for students during placement in a AEP.

BISD has three alternative campuses of its own: Gateway High School for grades 9-12 and Genesis, a school of choice, which also includes grades 9-12 and Pine Street Alternative Campus (PAC) which includes grades 4-11. In concert with the other districts in Bastrop County, BISD also participates in a juvenile justice alternative education program (JJAEP), or boot camp, for adjudicated youth.

Gateway High School is a behavior management or disciplinary AEP. Students move through the program by maintaining their academic course work and earning points for behavior in the classroom and halls. A student may earn 100 points a day for responsible behavior. Each student receives a five-day level sheet from the first period teacher each morning. The level sheet is placed on top of the student's desk at all times. If an infraction occurs, the teacher will mark the appropriate space to signify loss of points. An inappropriate response from the student will result in the loss of additional points. Each student always knows what behaviors need to be corrected.

Points are totaled each afternoon. At the end of five days, level sheets are totaled, averaged and mailed to the parent with the six weeks academic grade averages from the previous Friday.

A student begins the level system with a white sheet, and, after earning the specified percentage of points for a number of weeks, the student goes through blue, yellow and pink sheets (**Exhibit 2-78**). As the student moves through the sheets, the student earns privileges such as the right to purchase soft drinks or ice cream at lunch and wear non-uniform shirts. At a student's review to be considered for return to the regular campus, the student will have at least a 90 average on the level sheets.

Exhibit 2-78
BISD Gateway High School Level Sheets
1999-2000

Sheet Color (Level)	Total Weekly Points	Total Points Needed to be Earned Each Week (Percent)	Minimum Number of Weeks at the Level
White (I)	500	425 (85%)	4
Yellow (II)	500	450 (90%)	3
Blue (III)	500	475 (95%)	3
Pink (IV)	500	490 (98%)	Until point total achieved

Source: BISSD principal of Gateway High School.

Genesis High School is designed as a dropout recovery program for disinterested or at-risk students. It is not a disciplinary AEP program. A student must be 17 years of age or older, behind at least one grade level and meet the definition of an at-risk student: 1) was not advanced from one grade level to the next for two or more school years; 2) has mathematics or reading skills that are two or more years below grade level; 3) did not maintain an average equivalent to 70 on a scale of 100 in two or more courses during a semester, or is not maintaining such an average in two or more courses in the current semester, and is not expected to graduate within four years of the date the student begins ninth grade; 4) did not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39; or 5) is pregnant or a parent.

The school has a self-paced learning system using PLATO 2000 software for algebra, geometry and grammar. Individual packets or profiles of each student's prior performance are provided to teachers when a student enters the program.

Pine Street Alternative Campus was used for emotionally disturbed students. However, as a result of a special education monitoring visit by the Texas Education Agency in May 2000, the school's facilities were judged to be inadequate for the population and provisions will be made to move the students beginning with the 2000-01 school year.

FINDING

Bastrop County, the cities of Bastrop, Elgin and Smithville and the Bastrop, Elgin, McDade and Smithville Independent School Districts entered into an interlocal agreement and memorandum of understanding in 1999 to develop and participate in the Bastrop County Juvenile Boot

Camp. The purpose of the boot camp is to serve as a dropout prevention program for adjudicated youth. The students in the boot camp stay on track for graduation and stay out of the legal system.

An 11-member board serves as the policy-making body and includes the district attorney; county-court-at-law judge; county judge; a representative of the Centex Regional Juvenile Services Department; the city managers of Bastrop, Elgin and Smithville; and the superintendents of Bastrop, Elgin, McDade and Smithville. There are also five ex-officio, or non-voting, members of the board: the police chiefs of Bastrop, Elgin and Smithville and the Bastrop County sheriff and auditor.

The project was a pilot project from March through May 1999 and served less than 10 students. In 1999-2000, the program served 39 students. The student day is 10 hours and consists of an academic and boot camp program.

The academic program is five hours per day and is a self-paced computer-based program. Students can earn up to 2.5 credits a semester.

The boot camp part of the program is also five hours per day and consists of drill, physical and ceremony training.

Total expenditures for 1999-2000 were \$189,244 and are estimated to be \$177,784 for 2000-01. A Juvenile Justice Alternative Education Program grant pays \$13,654 and special education funds provide \$15,000. The remaining revenues are based on a per space charge, estimated to be \$5,679 per space for 20 spaces for the 2000-01 year. The participating cities divide one space equally, the county pays for 10 spaces, BISD pays for five spaces, Elgin and Smithville ISDs pay for two spaces each and McDade ISD pays a daily fee whenever it uses the program.

COMMENDATION

The boot camp developed by BISD and other Bastrop County government organizations is an effective way to provide a dropout prevention for adjudicated youth while keeping program costs to a minimum.

FINDING

In May 2000, approximately 170 BISD students were in the four facilities. Gateway had 60 students, Genesis had 60 students, PAC had 30 students and the boot camp had 20 students. Compared to area school districts, this enrollment was very high (**Exhibit 2-79**).

Exhibit 2-79
BISD AEP Enrollment Compared to Area Districts
May 2000

District	Enrollment	Number of AEP Programs	AEP Enrollment	Percentage of Student Population
Bastrop	6,060	Four: 2 grades 9-12 One: grades 4-11 Boot camp	170	2.8%
Lockhart	4,275	One: high school One: learning center	High school: 80 Learning center: 15-25	2.5%
Comal	10,182	One: grades 9-12	150 (two one-half day sessions of 75 each)	1.5%
Brazosport	13,247	One: all grades Boot camp	AEP: 138 Boot camp: 35	1.3%
San Marcos	6,967	One: high school (academic) One: high school (disciplinary)	Academic high school: 85 Disciplinary high school: varies	1.2%
Del Valle	5,625	One: high school One: junior high school One: elementary school	High school: 30 Junior high school: 30 Elementary school: varies	1.1%
Hays	6,307	One AEP and JJAEP at same site: grades 7-12	60	1.0%
Pflugerville	13,423	One: secondary school One: elementary school	Secondary school: 60 V Elementary school: 50-55	0.8%
Leander	11,841	One learning center: grades 7-12	80	0.7%
Schertz-	5,939	One: all grades	30	0.5%

Cibolo		One: self-contained		
Round Rock	28,000	One: middle and high school One: elementary school	Middle and high school: 118 Elementary school: varies	0.4%

Source: BISD assistant superintendent for Curriculum and Instruction and TSPR telephone survey conducted in May 2000.

The BISD Student Code of Conduct 1999-2000 includes standards for student conduct (**Exhibit 2-80**).

Exhibit 2-80
Standards for Student Conduct
BISD Student Code of Conduct
1999-2000

Standards for Student Conduct
Demonstrate courtesy and respect for others.
Behave in a responsible manner.
Attend all classes, regularly and on time.
Prepare for each class; take appropriate materials and assignments to class.
Be well-groomed and dress appropriately.
Obey all campus and classroom rules.
Respect the rights and privileges of other students and of teachers and other District staff.
Respect the property of others, including District property and facilities.
Cooperate with or assist the school staff in maintaining safety, order and discipline.
Avoid violations of the Student Code of Conduct.

Source: BISD Student Code of Conduct, 1999-2000.

The Code of Conduct lists general misconduct violations, for which the discipline management techniques can be applied, include: disobeying rules for conduct on school buses, cheating or copying the work of another, pulling a fire alarm, gambling, possessing a firearm, making false

threats, possessing or using tobacco products, violating computer use policies and possessing material that is pornographic. The discipline management techniques available to teachers and principals range from oral correction or cooling-off time to detention to withdrawal of privileges, such as participation in extracurricular activities.

With the exception of a section entitled "Removal from the Regular Education Setting" that describes offenses that could result in either out-of-school suspension or placement in an alternative education program, the Student Code of Conduct does not outline levels of violations and consequences for each level of offense.

The director of Student Services, the former principal of Gateway High School and now responsible for providing assistance in discipline management and coordinating student transitions between regular and alternative education campuses, says there are several reasons for the high referral rate to alternative education programs in BISD:

- The current referral process is too lenient and permits referrals without adequate use of intermediate steps such as in-school suspensions and on-campus alternative programs;
- Teachers do not receive adequate discipline/classroom management training and are not encouraged to apply techniques sufficiently before referring a student to AEP;
- Teacher interaction with parents is limited, which means parents are often not aware of the student's behavior until the AEP referral;
- There is no social worker in BISD to conduct case management activities and determine impact of home life on school behavior; and
- There is no formal monitoring nor accountability associated with the AEP referral process.

The Student Code of Conduct does not provide any guidance according to a graduated application of discipline management techniques. The director indicated that there is no consistency in application of stated levels of student discipline such as in-school techniques, out-of school suspensions, placement in AEPs or expulsion. Principals at the intermediate, middle and high schools varied in their methods of use of discipline management (**Exhibit 2-81**). All indicated that greater staff development is needed in this area.

Exhibit 2-81
Number of BISD Students Receiving Punishment, Suspension or
Expulsion by Campus
1999-2000

Campus	Discipline Technique Applied				
	Expulsion Without Placement in Another Educational Setting	Placement to an Off-Campus AEP	Expulsion to an On-Campus AEP	Out-of-School Suspension	In-School Suspension
Bastrop High School	40	84	0	12	318
Bastrop Middle School	1	44	3	68	437
Bastrop Intermediate School	3	3	0	16	124
Cedar Creek Elementary School	0	0	0	8	87
Emile Elementary School	3	0	0	3	74
Hill Street Elementary School	0	0	0	4	15
Mina Elementary School	0	0	0	10	74

Source: BISD director of Student Services.

The assistant superintendent for Curriculum and Instruction says pulling students from the regular education environment disassociates them from the regular curriculum. The longer that disassociation continues, the further behind the student may get, especially in terms of mastering the Texas Essential Knowledge and Skills (TEKS).

Recommendation 12:

Standardize discipline policies and the consequences for violations for all schools in the district.

Increased staff development for teachers should accompany the standardization of policies. Specific guidelines and graduated discipline management techniques should be developed, applied and monitored by campus.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Curriculum and Instruction and the director of Student Services facilitate a committee comprised of parents, teachers, students, principals, assistant principals and BISD's attorney that proposes a standardized list of violations and disciplinary consequences for the entire district and forwards the proposal to the superintendent, all principals and assistant principals.	October 2000
2.	The superintendent, principals and assistant principals review the proposal and provide suggestions for improvement.	November 2000
3.	The director and selected members of the committee revise the standardized list based on the suggestions and forward the final version to the assistant superintendent, along with suggested staff development required to effectively implement the standardized program, for approval.	December 2000
4.	The assistant superintendent reviews and approves the list and associated staff development and recommends approval to the superintendent.	January 2001
5.	The superintendent reviews and approves the list and associated staff development and recommends approval to the board.	January 2001
6.	The board reviews and approves the standardized list of violations and disciplinary consequences with any necessary changes and approves the associated staff development.	January 2001
7.	The director incorporates the standardized list into the Student Code of Conduct. The Student Code of Conduct is re-written focusing on standardized listing of offenses and consequences.	February 2001
8.	All campuses conduct a districtwide effort to communicate the new information in the Student Code of Conduct. Posters are placed in the halls by campus administrators to ensure that all students know the punishment for the various offenses.	March-April 2001
9.	The director and the assistant superintendent develop in-service staff development for the 2001-02 school year and implement the training.	May - August 2001
10.	The director conducts monthly monitoring of the campuses regarding use of the new program to ensure compliance.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 3

PERSONNEL MANAGEMENT

This chapter examines the personnel department functions of the Bastrop Independent School District (BISD) in the following areas:

- A. Recruitment, Retention and Turnover
- B. Organization and Staffing
- C. Salary Administration
- D. Policies and Procedures

Factors critical to the success of any personnel or human resources function include recruitment of qualified candidates for all positions, efficient processing of personnel actions, appropriate staffing and salary administration of district functions and compliance with state and federal personnel laws.

BACKGROUND

In most public school districts, a personnel or human resources department manages employee-related tasks including:

- Development of wage and salary schedules;
- Administration of salary systems, including placement of positions on salary schedules and periodic review of schedules to ensure competitiveness with other employers;
- Classification of all positions;
- Development of job descriptions for all positions and the periodic update/modification of job descriptions to reflect changes in responsibilities;
- Development of personnel staffing tables and review of staff allocation formulas;
- Administration of an employee grievance process;
- Recruitment of personnel to fill vacant positions;
- Maintenance of required employee records;
- Administration of certification and permit processes;
- Issuance of contracts and non-renewal or dismissal notices;
- Placement of substitutes;
- Recruitment and placement of student teachers;
- Development of board policies regarding personnel issues;
- Development and administration of an employee benefits program; and
- Preparation of periodic reports to address local board and state reporting requirements.

In BISD, the assistant superintendent of Human Resources is responsible for coordinating recruiting, responding to employee relations issues, updating personnel policies, responding to employee grievances, and managing and updating the salary plan. Other positions include two coordinators (one of which is a new position), an executive secretary and two administrative secretaries. Key responsibilities are:

- Coordinator. This position was established in May 1999. The coordinator assists the assistant superintendent in recruiting and interviewing candidates for all BISD positions. The coordinator prepares and updates the district's employee handbook, responds to claims filed by former employees for unemployment compensation and determines the number of vacant positions at each school.
- Coordinator. This position splits recruiting duties with the other coordinator position. One will focus on recruiting for teacher and professional positions, and the other will focus on recruiting for paraprofessional and auxiliary positions. This employee also will create and update job descriptions, hire substitutes, and conduct pre-employment testing and substitute orientation.
- Executive secretary. The executive secretary's primary function is to serve as the district's certification officer. The executive secretary is responsible for determining what documentation is necessary to certify an employee for a specific position, for determining the need for special permits and for monitoring the progress of employees on permits in accomplishing any deficiency plans (such as additional courses a teacher might be required to complete). The executive secretary also prepares and distributes contracts to eligible employees, responds to employee questions regarding personnel matters and makes sure all new professional employees sign their contracts.
- Administrative secretary. One administrative secretary is responsible for signing up substitute teachers and overseeing long-term substitute placements, assisting with conducting orientation for substitutes, processing all requests for leave associated with the Family and Medical Leave Act, preparing the staff directory, processing requests for personnel records information, maintaining records on student teachers and conducting special projects, such as salary surveys.
- Administrative secretary. The other administrative secretary maintains files for auxiliary employees including food service, transportation, maintenance and custodial. The administrative secretary also schedules BISD facilities for public use, processes requests for criminal history checks and creates/updates job descriptions for auxiliary positions.

Staff members often share duties with others during peak work times.

The assistant superintendent involves department and campus personnel in conducting recruiting visits, soliciting applicants and conducting candidate interviews. In some instances, personnel-related activities are handled by other departments exclusively or in conjunction with the assistant superintendent and the coordinator (**Exhibit 3-1**).

Exhibit 3-1
BISD Personnel Management Responsibilities

Responsibility	Department or Position Involved
Recruiting staff	Human Resources; all departments participate
Hiring staff	Human Resources; all departments participate
Background checks	Human Resources
Reference checks	Human Resources
Initial salary determinations	Superintendent and assistant superintendents
Salary adjustment calculations	Payroll
Compensation studies	Human Resources
Attendance monitoring (employees)	All departments
Benefits administration	Human Resources; Business and Operations for bidding, contracts
Employee grievances	All departments; Human Resources
Training/staff development	Human Resources; Curriculum and Instruction
Termination	All departments; Human Resources
Planning for staffing levels	Superintendent; Board; Assistant Superintendents; Human Resources; all departments

Source: BISD Interviews and job descriptions.

BISD must comply with federal laws governing human resources management, including the Fair Labor Standards Act, which governs wages and hourly payments; the Americans with Disabilities Act, which requires employers to provide reasonable accommodation to any employee or job applicant who has a disability; and the Equal Employment Opportunity Act, which prevents employers from making hiring and firing decisions based on age, race, religion, gender or other factors not related

to performance. There are also state laws governing school district personnel administration in employee grievances, due process, termination and contract renewal (Section 21, Texas Education Code).

Payroll makes up 73 percent, or more than three-fourths of BISD's 1999-2000 budget (**Exhibit 3-2**).

Exhibit 3-2
BISD Expenditures by Category
1998-99 through 1999-2000

Category	Percent of Total Expenditures	
	1998-99 Actual	1999-2000 Budget
Payroll costs	74%	73%
Professional and contracted services	7%	7%
Supplies and materials	7%	6%
Other operating expenses	2%	2%
Debt service	10%	9%
Capital outlay	1%	2%

Source: Texas Education Agency, Academic Excellence Indicator System, 1998-99, and Public

Note: Totals may not add to 100 due to rounding.

Education Information Management System, 1999-2000.

For the Academic Excellence Indicate System (AEIS), the Texas Education Agency (TEA) categorizes school district staff into three groups: 1) professional staff, which includes teachers, professional support staff, campus administrators and central administrators, 2) educational aides, and 3) auxiliary personnel.

Exhibit 3-3 describes the number of full-time equivalent positions (FTEs) employed by the district from 1995-96 through 1998-99, and the budgeted total for 1999-2000. Total BISD staffing increased at a faster rate of growth than that of the student population since 1995-96 (24.5 percent in staff versus 13.8 percent enrollment). The largest increases were for professional support, campus administration and auxiliary staff.

**Exhibit 3-3
BISD Staff FTEs
1995-96 through 1999-2000**

Staff Category	Actual				Budgeted	Percent Change
	1995-96	1996-97	1997-98	1998-99	1999-2000	
Teachers	379.1	413.3	441.0	443.8	456.6	20.4%
Professional support	40.1	53.0	58.0	64.8	74.1	84.8%
Campus administration	16.4	19.1	21.5	22.4	23.0	40.2%
Central administration	6.0	7.0	5.6	5.0	7.0	16.7%
Educational aides	91.1	86.2	95.2	94.3	94.8	4.1%
Auxiliary staff	199.0	220.3	232.8	229.3	255.4	28.3%
Total staff	731.6	798.9	854.0	859.6	910.9	24.5%
Total students	5,338	5,524	5,765	5,844	6,060 (1)	13.8%

*Source: TEA, AEIS 1995-96 through 1998-99, and PEIMS 1999-2000.
(1) End of second semester 2000.*

BISD central administrative staff includes the superintendent, deputy superintendent, assistant superintendents, executive director of Support Services and Human Resource coordinator. Campus administration includes principals and assistant principals. Professional support includes a therapist, counselor, librarian and nurse. Auxiliary staff includes maintenance personnel, custodians, cafeteria workers and bus drivers.

Exhibit 3-4 compares BISD's percentage of employees budgeted for each group in the 1999-2000 school year with its peer districts' employee budgets. BISD had the fourth-highest percentage of teachers and educational aides, the second-lowest percentage of professional support staff and central administrators, the second-highest percentage of campus administrators and the fourth-lowest percentage of auxiliary staff.

**Exhibit 3-4
BISD Staffing Compared to Peer Districts
1999-2000**

District	Teachers	Professional Support	Campus Administrators	Central Administrators	Educational Aides	Auxiliary Staff
Georgetown	53.5%	6.4%	1.8%	0.7%	10.8%	26.7%
Del Valle	52.4%	7.4%	2.5%	0.9%	5.6%	31.3%
Brazosport	50.3%	7.3%	2.8%	0.5%	8.9%	30.2%
Bastrop	50.1%	7.3%	2.5%	0.6%	10.6%	28.8%
San Marcos	49.1%	7.5%	2.3%	0.8%	10.0%	30.2%
Hays	48.1%	7.3%	2.5%	0.9%	7.3%	33.8%
Schertz-Cibolo	46.3%	7.7%	2.5%	0.9%	15.0%	27.6%
Lockhart	44.5%	8.8%	2.9%	0.5%	14.7%	28.6%

Source: TEA, PEIMS 1999-2000.

The number of teachers in BISD grew 20.5 percent from 1995-96 to 1999-2000 (**Exhibit 3-5**). The largest increase was teachers with 6 to 10 years of experience, followed by teachers with more than 20 years of experience.

Exhibit 3-5
BISD Teacher FTEs by Years of Experience
1995-96 through 1999-2000

Total Years of Experience	1995-96	1996-97	1997-98	1998-99	1999-2000	Percent Change
Beginning teachers	30.2	41.8	41.9	30.9	34.8	15.2%
1-5 years	142.2	150.6	165.2	162.7	156.3	9.9%
6-10 years	60.5	75.3	76.3	83.4	91.9	51.9%
11-20 years	100.4	103.2	109.5	117.5	114.9	14.4%
More than 20 years	45.6	42.4	48.0	49.2	58.8	28.9%
Total	378.9	413.3	440.9	443.7	456.6	20.5%

Source: TEA, AEIS 1995-96 through 1998-99, and PEIMS 1999-2000.

Since 1995-96, BISD's average years of teacher experience stayed below the region and state (**Exhibit 3-6**).

Exhibit 3-6
BISD, Region 13 and State Average Years of Teaching Experience
1995-96 through 1998-99

Entity	1995-96	1996-97	1997-98	1998-99	Percent Change
Bastrop	9.4	9.2	9.0	9.5	1%
Region 13	11.6	11.6	11.6	11.6	0%
State	11.7	11.7	11.8	11.8	.85%

Source: TEA, AEIS 1995-96 through 1998-99.

The salaries for BISD professional personnel are described in **Exhibit 3-7**. Professional personnel includes teachers, professional positions (e.g., counselors, diagnosticians), and central and campus administrative personnel. Compared to its peer districts, BISD ranks third-highest in teacher salaries and third-lowest in professional support salaries and central administration salaries.

Exhibit 3-7
BISD, Region 13, State and Peer District
Average Actual Salaries of Professional Personnel
1999-2000

Entity	Teachers	Professional Support	Campus Administration	Central Administration
Georgetown	\$37,794	\$40,918	\$57,038	\$63,819
Hays	\$35,803	\$41,785	\$53,940	\$67,451
Schertz-Cibolo	\$36,106	\$38,743	\$55,293	\$68,235
Bastrop	\$35,132	\$42,590	\$52,625	\$75,984
Del Valle	\$36,232	\$41,866	\$58,266	\$66,965
Lockhart	\$35,341	\$43,242	\$54,386	\$75,251
Brazosport	\$40,715	\$43,845	\$62,027	\$93,136
San Marcos	\$38,581	\$43,438	\$62,328	\$78,217

Source: TEA, PEIMS 1999-2000.

Any employee required to have a commercial driver's license is subject to drug and alcohol testing. Teachers, coaches and other employees who primarily perform duties other than driving are subject to testing

requirements when driving. The program is coordinated and tests are administered at the transportation service center by the director of Transportation .

Employees are evaluated annually by their immediate supervisor. Written evaluations for administrator and teacher positions are completed on generic forms prepared by TEA. Evaluations of paraprofessional and auxiliary personnel are completed using forms prepared by the Human Resources Department. Each department head is responsible for ensuring evaluations are conducted for all employees annually.

Staff development activities are predominantly handled by the assistant superintendent of Curriculum and Instruction and by individual campuses based upon campus performance objectives. The assistant superintendent of Human Resources provides limited training personnel policies and new teacher orientation.

For each central administration department, the department head allocates an annual training budget based upon historical usage or requests for specific training. The department head recommends appropriate training for staff personnel and informs the appropriate senior staff member.

The Texas Association of School Boards completed a compensation study for BISD in June 1999. The study recommended a pay structure, salary schedules, changes in administrative practices, job classifications and implementation alternatives for all administrative, professional, paraprofessional and manual trades positions. The district implemented the recommendations beginning with the 1999-2000 school year.

Salary supplements, or extra duty salary, are provided to individuals assuming additional academic and/or athletic duties, such as University Interscholastic League (UIL) event coaches, band and choir directors, athletic coaches, yearbook and newspaper advisors, and drill team directors. These stipends range from a low of \$200 for a cooperating teacher or UIL event coach at the middle school level to \$11,067 for the head football coach.

Group insurance is available to all full-time employees and includes health, dental, life, supplemental life, workers compensation, unemployment compensation and cafeteria plan coverage. Prior to annual enrollment, each employee receives an information packet on the available coverages, options and costs. The district makes an annual contribution to cover a portion of the insurance premium cost.

BISD's plan is through Humana. Riata serves as the district's third party administrator in designing and managing the plan and also serves as the

claims administrator. The benefit plan is coordinated by the benefits coordinator, who reports to the assistant superintendent for business.

Other employee benefits, such as personal, sick and local leave, temporary disability, family, medical and military leave, and jury duty are also provided to employees.

BISD conducts criminal history reviews for all positions through the Texas Department of Public Safety.

The district maintains and updates a manual of all district policies, and all district employees have the opportunity to receive a hardcopy or access the policies electronically through the district's Web site. The district does not have an employee handbook, but each campus prepares a handbook for its employees.

Chapter 3

PERSONNEL MANAGEMENT

A. RECRUITMENT, RETENTION AND TURNOVER

In a February 1999 study titled *Texas Teacher Recruitment and Retention Study*, TEA said that "Texas is experiencing a teacher shortage that is a serious and growing problem." According to the report, the primary factors causing the shortage are rising student enrollments, decreasing enrollments in teacher programs and a lack of state and local resources to maintain competitive salaries.

The report says districts respond to shortages first by filling vacant positions with teachers certified in other fields, then by hiring teachers on emergency permits or by staffing classes with long-term substitutes. According to TEA, these actions may have a detrimental effect on student performance.

BISD is a member of the Personnel Services Cooperative of Central Texas, which is managed by Region 13. Started in 1997-98, the cooperative has 25 member school districts: Bastrop, Burnet, Comal, Del Valle, Eanes, Elgin, Gonzales, Hays, Hutto, Johnson City, Lago Vista, Lake Travis, Lexington, Liberty Hill, Luling, Manor, New Braunfels, Pflugerville, Round Rock, Round Top-Carmine, San Marcos, Schertz-Cibolo-Universal City, Smithville, Taylor and Waco.

The cooperative assists school districts in recruiting, selecting and hiring teachers. The cooperative has several benefits, including a reduction in paperwork due to an almost entirely electronic application and distribution process, decreased staff time associated with recruitment and applicant processing, an increased number of applicants and the availability of recruiting information seven days a week, 24 hours a day. BISD fills 90 to 100 teacher vacancies each year.

Each district pays a one-time membership fee and an annual maintenance fee. Both fees are based upon average daily student attendance (**Exhibit 3-8**). BISD paid an initial membership fee of \$7,500 in 1997-98, and pays \$10,000 per year as its maintenance fee.

Exhibit 3-8 Region 13 Personnel Services Cooperative Fee Schedule 1999-2000

Average Daily	Membership Fee	Maintenance Fee
--------------------------	---------------------------	----------------------------

Attendance (ADA)		
Less than 500	\$1,500	\$1,500
501-1,000	\$2,500	\$2,500
1,001-1,500	\$3,000	\$3,000
1,501-2,000	\$4,000	\$5,000
2,001-3,000	\$5,000	\$6,500
3,001-4,000	\$6,000	\$7,500
4,001-7,000	\$7,500	\$10,000
7,001-12,000	\$10,000	\$12,500
12,001-30,000	\$12,500	\$15,000
30,001+	40 cents/ADA	\$1.00/ADA

*Source: Region 13 Personnel Services Cooperative director.
 ADA: Average daily attendance.*

The member districts receive a number of brochures each spring to take with them on recruiting trips. The brochures describe how the cooperative works and how to apply, and provide one page of information on each member district, including location, number of schools, accountability ratings, awards and distinctions the district has won and salary ranges.

Member districts distribute the brochures at each college or university recruiting trip or at job fairs. Member districts may also distribute additional information about their district.

Interested applicants complete a resume in a prescribed format, which they submit to the cooperative. Guidelines for completing the resume are provided in the cooperative's brochure. In completing the resume, applicants are encouraged to be as specific as possible about the types of positions in which they are interested. As of May 2000, the cooperative had received more than 4,500 applications compared to 3,000 at the same time the prior year.

Once a resume is received and scanned into the system, the system generates a letter to the candidate. The letter thanks the applicant for their interest in the cooperative and provides the name of each member district and an identification number. The applicant is instructed to call an 800 number and participate in a 25 minute, automated telephone interview.

The questions in the interview were prepared by the human resource staffs of the member districts, based upon criteria they felt most important.

Interactive voice recognition software (IVR) is used to ask the questions, score each response and assign a point total to the candidate. At the conclusion of the interview, the applicant is asked to select the districts they want to apply to, using the identification number provided in the thank you note they received. According to the director, one-third of the applicants select all cooperative members.

Each member district completes a written requisition form, which can be updated regularly, identifying vacancies in the district, with qualifications listed for each position. The cooperative uses Resumix software to match words in the requisition with like words in the resumes of applicants. From that match, a district can select all the applicants who qualify for a vacant position who selected that district, or the district can select only those with a given score on the IVR interview.

According to the director of the cooperative, 4,516 resumes were received through April 30, 2000 for applicants looking for teaching positions for the 2000-01 school year. Of that total, 21 percent of the applicants were from outside of Texas, in locations that cooperative members would seldom, if ever, visit on recruiting trips. This percentage is more than twice that received from out-of-state applicants for the 1999-2000 school year. According to the director, this increase was due to two factors: the cooperative is recruiting outside Texas more, and it is using an electronic resume builder on its Web site.

According to the assistant superintendent of Human Resources at BISD, the cooperative has doubled or tripled the number of applicants available to the district and expanded the district's access to potential instructors in areas that are typically hard to fill, including math, science, bilingual/ESL, special education and minority applicants.

FINDING

Although the district participates in the Region 13 Personnel Services Cooperative, the district also makes recruiting visits, primarily to Texas colleges and universities. The assistant superintendent for Human Resources and the coordinator serve as the primary recruiters. They are usually accompanied by one or more campus or central staff. **Exhibit 3-9** shows the recruiting schedule for the last three years.

Exhibit 3-9 BISD Teacher Recruiting Schedule 1997-98 through 1999-2000

College/University/ Job Fair	1997-98	1998-99	1999-2000
Sam Houston State		x	
Angelo State University	x		x
University of North Texas/Texas Women's University	x	x	x
St. Edwards University	x	x	
Steven F. Austin	x	x	
University of Central Oklahoma		x	
UT-Austin	x	x	x
UT-San Antonio	x		x
UT-Pan American	x		
UT-Brownsville/Texas Southmost College			x
Southwest Texas State	x	x	x
New Mexico State University			x
Texas A&M-College Station	x	x	x
Texas A&M-Kingsville	x	x	x
Texas A&M-International	x	x	
Texas A&M-Commerce			x
Texas A&M-Corpus Christi	x	x	x
West Texas A&M University	x		x
Texas Tech University	x	x	x
Baylor University	x		
Prairie View A&M	x		x
Texas Southern	x		x
New Orleans Area Universities Teacher Fair		x	

Source: BISD recruiting schedules, 1997-98 through 1999-2000.

Personnel travel expenses for BISD personnel to conduct recruiting trips since 1996-97 are shown in **Exhibit 3-10**. In 1996-97, the last year BISD recruited on its own before the creation of the Personnel Services

Cooperative, the district spent \$10,227 on travel for recruiting. That total dropped to \$4,294 in 1997-98, but it increased in 1998-99 and 1999-2000.

Exhibit 3-10
BISD Travel Expenses for Recruiting
1996-97 through 1999-2000

Year	Travel Expenses	Percent Change
1999-2000	\$6,900	31.6%
1998-99	\$5,243	22.1%
1997-98	\$4,294	-58.0%
1996-97	\$10,227	N/A

Source: BISD assistant superintendent of Business and Finance.

According to the assistant superintendent of Human Resources, BISD representatives make recruiting trips to establish face-to-face contact with applicants and to give them a thorough understanding of the district. The assistant superintendent also indicated that during the first year of membership in the cooperative, BISD personnel on recruiting trips on behalf of the cooperative noticed that other districts in the cooperative were recruiting for their own districts, not the cooperative. As a result, BISD increased the number of recruiting trips made.

Exhibit 3-11 shows teacher applicants hired by BISD through the cooperative from colleges and universities where recruiting visits were made, and from other colleges and universities that they would not otherwise visit but from which they receive applicants through the Personnel Services Cooperative. In 1998-99 and 1999-2000, about three-fifths of BISD's new hires (60.7 percent in 1998-99 and 58.3 percent in 1999-2000) came from schools the district visits regularly for recruiting.

Exhibit 3-11
BISD New Teacher Hires from the Region 13 Personnel Services
Cooperative
1998-99 through 1999-2000

Source of New Teachers	1998-99		1999-2000	
	Number	Percent	Number	Percent
Colleges and universities BISD would normally do recruiting	17	60.7%	14	58.3%

Colleges and universities at which BISD would normally not do recruiting	11	39.3%	10	41.7%
Total	28	100.0%	24	100.0%

Source: BISD assistant superintendent of Human Resources.

While BISD does get a higher volume of applicants as a member of the cooperative, it is duplicating the intent of the cooperative by making its own recruiting trips. Since the district gets a high percentage of new teachers from trips it makes, it may not be cost effective to remain in the cooperative.

Recommendation 13:

Evaluate the benefits of remaining in the Personnel Services Cooperative.

BISD should look at other critical factors in addition to the total number of teachers hired through the cooperative. For example, if BISD is filling critical shortage positions or attracting minority teachers to whom the district would not otherwise have access, these results may outweigh any additional cost the district incurs.

IMPLEMENTATION TIMELINE AND STRATEGIES

1.	The assistant superintendent of Human Resources evaluates the new teacher hires from 1998-99 and 1999-2000 to determine subject area and performance on the job.	September - October 2000
2.	The assistant superintendent makes a recommendation to the superintendent regarding continued recruiting trips and remaining a member of the Personnel Services Cooperative.	November 2000
3.	The superintendent approves the recommendation and instructs the assistant superintendent to implement it.	November 2000

FISCAL IMPACT

If the district were to conduct recruiting on its own at the cost of the last year before the personnel services cooperative was established (1996-97), or \$10,000, that would be \$3,100 more than the district spent in 1999-2000. However, the \$10,000 annual fee to the cooperative would be saved. Thus, the district could save \$6,900 annually by doing its own recruiting without the cooperative (\$10,000 annual cooperative fee saved - additional recruiting costs of \$3,100 annually = \$6,900 annually).

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Evaluate the benefit of remaining in the Personnel Services Cooperative.	\$0	\$6,900	\$6,900	\$6,900	\$6,900

FINDING

Principals said the teacher hiring process in BISD is cumbersome. As a result, principals indicated that BISD lost high-quality teachers to other districts that could make offers more quickly than BISD. This point was reiterated by principals in June 2000 during a total quality management training program conducted for BISD by Texas A&M University.

When a principal identifies vacant teacher position on the campus for the coming school year, the principal completes a requisition that is submitted to the Region 13 Personnel Services Cooperative. The requisition identifies the types of teaching positions (e.g., math, special education, physical education, art) that the principal needs to fill. The principal is encouraged to provide as much detail as possible about the type of candidate desired to fill each position (e.g., years of experience, type of experience, score on the telephone interview, etc.). The specifics of the requisition are matched to the resumes of all candidates who indicate a desire consideration by the district.

Once a match is made, the resume is placed in an electronic folder accessible to the principal. The principal is given a password to open the folder and review the resumes. The principal can initially view the resumes by subject area, score on the telephone interview or any other appropriate parameter.

Once the principal identifies potential candidates for the vacant positions, the principal arranges campus interviews. When the interviews are completed, the principal sends a recommendation to hire a candidate to the assistant superintendent for Human Resources. The assistant superintendent schedules an interview with each candidate recommended by a principal before approving any request to hire. The assistant superintendent says the principal is asked to interview more candidates and re-submit the recommendation to hire if enough candidates were not initially interviewed.

According to district staff, the final interview by central office staff was implemented to monitor efforts to recruit minority teachers candidates, a specific goal in the superintendent's evaluation. Information supplied by the Personnel Services Cooperative on each applicant does not reveal the candidate's ethnicity.

For clearly qualified teacher applicants, the additional interview by central office staff is an unnecessary, time-consuming step, considering the original telephone interview was designed by the human resource professionals in each district to satisfy specific district needs. The additional interview not only detracts from the time that the assistant superintendent and coordinator could use on other activities, but is an unnecessary duplication of the campus-level interview.

Recommendation 14:

Eliminate central office interviews for teacher applicants.

As an alternative that would require less time but ensure minority candidate interviews, each principal could log the ethnicity of each candidate interviewed. This log would be submitted with the recommendation for hiring. The log should identify the reasons for selecting the recommended candidate and for rejecting other candidates. If there are an insufficient number of minority candidates among those interviewed, the Human Resources staff could reject the recommendation and require further campus interviews.

For applicants that may be viewed as marginal based upon telephone interview score or the results of the principal's interview, a central office interview may be useful.

As a result of the concerns raised by the principals during the total quality management training, the superintendent said that continuous improvement teams are planned for improving the hiring process.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent develops a method for principals to use when reporting interview information on all teacher candidates, including their ethnicity.	September 2000
2.	The assistant superintendent reviews the criteria with the superintendent and principals, and incorporates appropriate changes.	October 2000
3.	The assistant superintendent for Human Resources eliminates central office interviews for candidates meeting the criteria.	October 2000
4.	The process is implemented.	October 2000 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The Teacher Retirement System of Texas (TRS) administers a defined benefit pension plan for school district employees. Under this plan, the state pays retirees a retirement annuity based on a benefit formula that uses the employee's years of service, multiplied by a benefit rate of 2.2 percent for each year of service and the average of the three highest annual salaries.

TRS members are eligible for full or normal retirement at age 65 with five or more years of service, at age 60 with 20 or more years of service, or at age 50 with 30 or more years of service. TRS members with any combination of age and years of service equal to 80 will be eligible to retire. Members are also given the option to retire early with reduced benefits.

Beginning in 2000-01, 51 professional BISD employees will be eligible for full retirement, including 35 teachers, nine professional support personnel, five campus administrators, and one central office administrator.

Exhibit 3-12 describes the employees by category and as a percentage of total employees in BISD in that category, and as a percentage of total BISD employees. The 50 employees represent 5.5 percent of BISD's total employment. By category, 7.7 percent of all teachers are eligible, 12.1 percent of professional staff personnel are eligible, 14.3 percent of central office administrators are eligible and 21.7 percent of campus administrators are eligible for retirement in 2000-01.

Exhibit 3-12
BISD Employees Eligible to Retire as a Percentage of Total BISD Employees in 2000-01

Position Category	Total Number of Category FTEs	Number of Employees Eligible to Retire	Number of Employees Eligible to Retire as a Percentage of Total Category Employees	Number of Employees Eligible to Retire as a Percentage of Total BISD Employees
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Campus administration	23.0	5	21.7%	0.5%
Central administration	7.0	1	14.3%	0.1%
Professional support	74.1	9	12.1%	1.0%
Teachers	456.6	35	7.7%	3.8%
Total	560.7	50	8.9%	5.5%

Source: BISD assistant superintendent for Business and Finance and TSPR.

The total salary for the 50 employees eligible to retire in 2000-01 is \$2.4 million. **Exhibit 3-13** presents the salary information for each category of employees eligible to retire in 2000-01, the average annual salary of those eligible to retire and the average annual salary of all employees in the category.

Exhibit 3-13
Total and Average Annual Salary of BISD Employees Eligible to Retire in 2000-01

Position Category	Total Salaries of Employees Eligible for Retirement	Average Salary of Employees Eligible to Retire in Position Category	Average Salary of All Employees in Position Category
Campus administration	\$288,830	\$57,766	\$42,592
Central administration	\$76,044	\$76,044	\$53,277
Professional support	\$468,567	\$52,063	\$72,964
Teachers	\$1,570,033	\$44,858	\$31,439
Total	\$2,403,474	N/A	N/A

Source: BISD assistant superintendent for Business and Finance, TASB salary study and TSPR.

A mass departure of employees, especially of teachers, could hurt the district. A planned approach, using a retirement incentives such as a lump sum payments, could help make the turnover more gradual.

Recommendation 15:

Implement a controlled retirement incentive plan.

The district should conduct a comprehensive analysis to fully understand the affect the program would have on the district and its management structure.

One possible implementation plan would be a one-time cash incentive for early retirement of 50 percent of an employee's annual salary and paid out over two years.

The plan should not restrict the district from re-employing a retired participant to the extent permitted by the TRS rules of employment. That way, if a large number of experienced teachers accepted the offer, the district would be able to rehire some of them.

When designing a plan, BISD administrators should be mindful of legal issues surrounding retirement incentives. These issues should be clearly communicated to interested employees as well. In compliance with the Age Discrimination in Employment Act, the plan must be voluntary, and apply to all classes of employees. Cash incentives received by retiring employees is considered taxable income by the Internal Revenue Service, but is not treated as income by TRS.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent reviews the list of district employees with creditable service in TRS eligible for the retirement plan.	September 2000
2.	The superintendent, the district's attorney, the assistant superintendent for Curriculum and Instruction, the assistant superintendent for Human Resources and the assistant superintendent for Business and Finance explore the affect of a retirement plan on overall district operations.	September - October 2000
3.	The superintendent presents findings to the board for discussion and/or approval.	November 2000
4.	Information on the plan is prepared and disseminated to eligible employees, a sign up schedule is created and the program is implemented.	January - March 2000
5.	The affect of emplovee participation is assessed and	April - June

adjustments are made to recruiting plans and salary schedules.	2000
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FISCAL IMPACT

Possible savings from the implementation of a retirement incentive plan are reflected in **Exhibit 3-14**. Key assumptions in the fiscal estimate include:

- Fifty BISD employees eligible for retirement in 2000-01 are eligible to participate in the plan;
- The average salary of a replacement is the average salary for a teacher with five years of experience as determined by the salary comparison conducted by TSPR (\$30,660);
- An estimated 60 percent of eligible employees (30 employees) will elect to participate in the plan. Salaries for these employees total \$1,442,084 (60 percent X \$2,403,474 = \$1,442,084);
- Participants will receive a lump sum payment of 50 percent of the average salary for their position category payable in two annual installments. The district's lump sum cost for participants will be \$721,042 or \$360,521 in each of the first two years (position category average salary X 50 percent X number of employees eligible in 2000-01 X 60 percent); and
- Thirty new hires will replace retiring employees. The district, however, should evaluate each position before refilling it. The district will spend \$918,000 on new hires' salaries (30 new hires X \$30,600 = \$918,000).

The potential cost savings from implementing this plan would be \$1.3 million over four years, beginning in 2001-02.

BISD may incur additional costs for accrued sick leave, but this amount should be capped for each employee based on a finite number of days at a reduced daily rate. These costs are not included in this estimate, but should not exceed \$50 per day per employee.

**Exhibit 3-14
Possible Savings from a Retirement Incentive Plan**

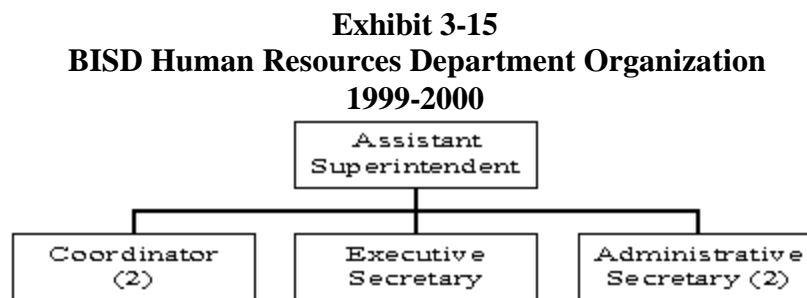
Recommendation	2000-2001	2001-2002	2002-2003	2003-2004	2004-05
Employees accept plan	\$0	\$1,442,084	\$1,442,084	\$1,442,084	\$1,442,084
Lump sum payment to employees accepting plan	\$0	(\$360,521)	(\$360,521)	\$0	\$0

Chapter 3

PERSONNEL MANAGEMENT

B. ORGANIZATION AND STAFFING

BISD's personnel matters are handled by the assistant superintendent of Human Resources, who is assisted by a coordinator, an executive secretary and two administrative secretaries. An additional coordinator position was authorized prior to TSPR's performance review, but was vacant at the time of the review (**Exhibit 3-15**). The assistant superintendent supervises human resources function two employee benefit paraprofessional positions in the Payroll Department.



Source: BISD assistant superintendent of Human Resources.

FINDING

The Human Resources Department is overstaffed. Prior to May 1999, the Human Resources Department had 3.5 full-time-equivalent positions: the assistant superintendent, an executive secretary, an administrative secretary with responsibility for handling substitute teachers and special projects, and an administrative secretary for auxiliary employees. The last position was shared equally with the executive director of Support Services who reported to the deputy superintendent.

In May 1999, a coordinator position was added to the department to assist the assistant superintendent in recruiting. At the same time, Support Services was reorganized, and the former executive director was reassigned as the full-time director of Transportation. The administrative secretary position that supported both the Human Resources Department and Support Services was moved into Human Resources on a full-time basis to handle auxiliary employee matters, schedule BISD facilities for use by outside groups, and to conduct criminal history checks.

In January 2000, BISD began looking for someone to fill another coordinator position. According to the assistant superintendent, the addition of the new coordinator position will allow one coordinator to focus on recruitment of certified personnel and another to focus on recruitment of paraprofessional and auxiliary personnel. The three paraprofessional positions will remain.

Compared to its peer districts, the BISD Personnel Department is overstaffed (**Exhibit 3-16**). BISD has the second-lowest ratio of total staff full-time equivalent positions (FTE) to Personnel Department staff positions.

Exhibit 3-16
BISD and Peer District Personnel Department Staffing
1999-2000

District	Total Staff FTE	Number of Personnel Department Staff			Total Staff FTE per Personnel Staff	Handles other functions?
		Professional	Para-Professional	Total		
Georgetown	1,202	1	3	4	300.5	Yes-employee benefits
Del Valle	897	1	2	3	299.0	No
Brazosport	1,530	1	5	6	255.0	Yes-employee benefits
Schertz-Cibolo	902	2	2	4	225.5	No
San Marcos	1,000	2	4	6	166.7	No
Lockhart	593	1	3	4	148.3	No
Bastrop	911	3	5 (1)	8	113.9	Yes-employee benefits
Hays	966	4	5	9	107.3	No

*Source: Telephone survey of peer districts, May 2000.
Includes two employee benefit clerks that are jointly supervised by the assistant superintendent for Human Resources and the assistant superintendent for Business and Finance.*

The superintendent plans to reorganize the district's management structure following the retirement of the deputy superintendent. The assistant superintendent of Human Resources plans to retire within the next year. During this reorganization, the duties of the assistant superintendent can be reviewed, along with those of the vacant executive director of Support Services position and two coordinator positions in the Human Resources Department.

Recommendation 16:

Reorganize the Human Resources Department as part of the districtwide restructuring effort.

The assistant superintendent position should be broadened to supervise not only human resources but other district functions. The vacant executive director of Support Services position should be transferred to report to the assistant superintendent of Human Resources, and the position should be filled with someone who can assume the assistant superintendent position upon retirement of the incumbent. At that time, the executive director of Support Services position should be eliminated.

At the time of the assistant superintendent's retirement, one of the coordinator positions should be redefined as a director of Human Resources to whom the other department positions would report. The director would report to the assistant superintendent.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent redefines the role of the assistant superintendent of Human Resources and broadens the areas of supervision.	September 2000
2.	The superintendent moves the executive director of Support Services position underneath the assistant superintendent of Human Resources, fills the position and redefines the position and functions to be supervised.	September 2000
3.	With the retirement of the assistant superintendent, the superintendent promotes the executive director to assistant	September 2001

superintendent, eliminates the executive director position, and changes one of the coordinator of Human Resources positions to director of Human Resources.	
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FISCAL IMPACT

This recommendation can be implemented with existing resources. Savings for this recommendation are detailed in the District Organization and Management Chapter of this report.

FINDING

The summer is the peak period for recruiting teachers and other employees at BISD. During this period, the executive secretary signs up all new contract employees, receives certifications and permit materials and transcripts, and responds to questions. The administrative secretaries recruit substitute teachers, long-term substitutes and auxiliary personnel, especially cafeteria workers and bus drivers. The coordinator conducts interviews with teacher applicants.

The telephone system does not have voicemail, so clerical staff is pulled from other responsibilities to answer the telephone and respond to questions and information requests during this peak period of activity. As a result, much routine clerical work and filing is left undone.

Recommendation 17:

Hire a seasonal employee to handle routine clerical functions, file documents and answer the telephone in the Human Resources Department during the summer.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent of Human Resources defines the position's responsibilities and posts the position.	April 2001
2.	The assistant superintendent of Human Resources interviews candidates for the position and recommends a candidate to the superintendent.	May 2001
3.	The superintendent approves the request, and the candidate begins work.	June -- September 2001

FISCAL IMPACT

A four-month clerk-level position would have a \$8,256 salary (hourly rate of \$12 X 172 hours per month X 4 months = \$8,256). Since the position would not be full-time, there would be no benefit cost.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Hire a seasonal employee to handle routine clerical functions, file documents and answer the telephone in the Human Resources Department during the summer.	(\$8,256)	(\$8,256)	(\$8,256)	(\$8,256)	(\$8,256)

Chapter 3

PERSONNEL MANAGEMENT

C. SALARY ADMINISTRATION

BISD has a comprehensive pay system that includes goals and supporting salary structures. The district organizes employee positions by pay grades and a series of schedules (**Exhibit 3-17**).

Exhibit 3-17
BISD Salary Structure
1999-2000

Salary Structure	Number of Pay Grades	Examples of Positions
Teacher	1	Teachers, librarians
Administrative/ professional	9	Principals, deputy superintendent, assistant superintendents, department directors and managers, counselors, nurses
Paraprofessional/Technical	9	Department managers, administrative assistants, department secretaries, attendance clerks
Manual trades-custodians	3	Lead custodian, custodian, laborer/temporary/substitute
Manual trades- food service	6	Food service manager, clerk, worker, cashier, laborer/temporary/substitute
Manual trades- maintenance	8	Licensed technician, warehouse foreman, grounds worker, helper, laborer/temporary/substitute
Manual trades- transportation	7	Vehicle maintenance foreman, senior mechanic, mechanic, bus driver, dispatcher, laborer/temporary/substitute

Source: BISD Salary Plan, 1999-2000 prepared by TASB, June 1999.

FINDING

According to the TASB salary study, 41.7 percent of BISD teachers have five or fewer years of experience (**Exhibit 3-18**).

Exhibit 3-18
BISD Teachers by Years of Experience
1998-99

Years of Experience	Number of Teachers	Percentage of All Teachers
0	28	6.1%
1-5 years	164	35.6%
6-11 years	89	19.3%
11-20 years	125	27.1%
More than 20 years	55	11.9%
Total	461	100.0%

Source: TASB Salary Study and Compensation Plan for Administrative/Professional Personnel and Auxiliary Employees, BISD, June 1999.

A beginning teacher at BISD with a bachelor's degree received \$28,000 for the 1999-2000 school year. A beginning teacher with a master's degree receives an additional \$750. The salary schedule for teachers reaches a maximum at 20 years of experience and a salary of \$43,560. Compared to districts with which it competes heavily for teachers, BISD's starting teacher salary is the third-lowest (**Exhibit 3-19**).

Exhibit 3-19
BISD Starting Teacher Salary Compared to Area Districts
1999-2000

District	Starting Teacher Salary
Eanes	\$30,000
Austin	\$29,730
Pflugerville	\$29,000
Round Rock	\$29,000
Bastrop	\$28,000
Del Valle	\$27,240

Hays	\$27,000
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Source: BISSD coordinator of Human Resources.

According to the salary study completed by TASB in June 1999, BISSD teacher pay was most competitive for starting teachers and least competitive at five years of experience. **Exhibit 3-20** shows the salary comparison ranked by beginning teacher salary. In May 2000, TSPR compared the average salaries of teachers at districts that compete with BISSD for new teachers. The average salary for a BISSD teacher with five years of experience was below average for the districts surveyed.

Exhibit 3-20
BISSD Teacher Salaries at Various Levels of Experience Compared to
Area Districts
1999-2000

District	Beginning Teacher Salary	Five-Year Teacher Salary	10-Year Teacher Salary	15-Year Teacher Salary	20-Year Teacher Salary
Eanes	\$30,000	\$32,673	\$35,611	\$38,840	\$42,100
Austin	\$29,730	\$32,730	\$35,730	\$38,730	\$41,730
Lake Travis	\$29,413	\$32,763	\$36,113	\$39,463	\$42,813
Round Rock	\$29,000	\$31,875	\$35,407	\$38,857	\$41,867
Pflugerville	\$29,000	\$31,100	\$36,300	\$40,200	\$41,800
San Marcos	\$28,500	\$31,128	\$35,614	\$40,110	\$43,024
Elgin	\$28,000	\$29,400	\$34,700	\$39,300	\$42,600
New Braunfels	\$28,000	\$31,415	\$34,094	\$38,104	\$41,284
Del Valle	\$27,240	\$30,380	\$35,730	\$39,760	\$42,800
Seguin	\$27,000	\$28,832	\$33,960	\$38,050	\$41,230
Hays	\$27,000	\$29,100	\$33,990	\$38,050	\$41,260
Comal	\$26,500	\$28,810	\$33,890	\$37,920	\$41,290
Lampassas	\$24,240	\$28,380	\$33,730	\$37,760	\$40,800
Average (1)	\$27,971	\$30,660	\$34,988	\$38,857	\$41,892
Bastrop	\$28,000	\$30,000	\$35,090	\$39,320	\$42,510

BISD variance from average	\$29	(\$660)	\$102	\$463	\$618
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Source: Salary schedules collected by TSPR with area districts.

(1) Average excludes BISD salaries.

Turnover is high among BISD teachers, averaging 17.4 percent from 1994-95 to 1998-99, and exceeding the regional and state averages each year (**Exhibit 3-21**). In 1998-99, teacher turnover hit a five-year high of 19 percent.

Exhibit 3-21
BISD, Region 13 and State Teacher Turnover
1994-95 through 1998-99

Entity	1994-95	1995-96	1996-97	1997-98	1998-99
Bastrop	17.4%	15.5%	18.8%	16.5%	19.0%
Region 13	12.5%	12.0%	12.6%	13.8%	15.4%
State	12.2%	12.1%	12.6%	13.3%	15.5%

Source: TEA, AEIS 1994-95 through 1998-99.

Among its peer districts, BISD's teacher turnover percentage is the highest (**Exhibit 3-22**). This is in spite of the fact that BISD's student-teacher ratio is the second lowest in the group and that the size of the average elementary class is lower than the state and regional average and declined three times the rate of both since 1995-96.

Exhibit 3-22
BISD, Region 13, State and Peer District
Teacher Turnover Percentage
1998-99

Entity	Teacher Turnover
Brazosport	10.9%
Schertz-Cibolo	11.2%
Georgetown	12.3%
Lockhart	14.7%

San Marcos	14.7%
Region 13	15.4%
State	15.5%
Hays	16.4%
Del Valle	17.0%
Bastrop	19.0%

Source: TEA, AEIS 1998-99.

BISD lost 62 teachers in 1996-97, 89 in 1997-98 and 84, in 1998-99.

Exhibit 3-23 shows the turnover by level of experience. Through May 2000, the district lost 55 teachers during the 1999-2000 school year.

Most of the teachers leaving the district have one to five years of experience. This group also comprises the largest percentage of teachers at BISD. This is also the lowest average salary in comparison to other area districts. Since 1996-97, teachers with 1-5 years of experience have made up slightly more than one-third of all BISD teachers.

In 1996-97, 21.9 percent of all BISD teachers with 1-5 years of experience left the district. For 1997-98, the turnover in that group rose to 26.6 percent, and for 1998-99, the turnover was 26.4 percent. In 1999-2000, the turnover rate was 17.9 percent through May.

The second-highest amount of turnover was for teachers with six to 10 years of experience. This is the fastest-growing group of teachers, based upon experience. This group of teachers has grown by more than 50 percent since 1995-96.

In 1996-97, 17.3 percent of BISD teachers with 6-10 years of experience left the district. In 1997-98, the turnover in that group rose to 32.8 percent, and for 1998-99, the turnover for that group was 27.6 percent. Through May 2000, turnover was 14.1 percent for the 1999-2000 school year.

Principals said that new teachers will come to BISD, work several years and then get a teaching job in a district with higher pay, such as Pflugerville, Austin or Round Rock.

Exhibit 3-23
BISD Teacher Turnover by Level of Experience
1996-97 through 1999-2000

Level of Teacher Experience	1996-97	1997-98	1998-99	1999-2000
1-5 years	33	44	43	28
6-10 years	13	25	23	13
11-20 years	9	12	12	5
Over 20 years	7	8	6	9
Total	62	89	84	55

Source: BISD assistant superintendent for Human Resources.

A major factor contributing to high turnover is teacher salaries. Fifty-six percent of BISD teachers responding to the TSPR survey said they disagreed or strongly disagreed with the statement, "District salaries are competitive with similar positions in the job market." Seventy-two percent of teacher respondents disagreed or strongly disagreed with the statement, "Teachers are rewarded for superior performance."

Attracting candidates to Bastrop can be difficult. According to the assistant superintendent of Human Resources, the coordinator of Human Resources and the principals, many of the new teachers live in the Austin area and must commute. Bastrop does not have many of the attractions that Austin has, prompting many teachers to live in Austin, where they eventually take teaching jobs. As a result, BISD must pay more to attract and retain teachers.

BISD's board, recognizing this challenge, increased teacher salaries across the board, adopting the highest salaries for all teachers in the Central Texas area (**Exhibit 3-24**).

Exhibit 3-24
BISD Teacher Salaries at Various Levels of Experience
2000-01

District	Beginning Teacher Salary	Five-Year Teacher Salary	10-Year Teacher Salary	15-Year Teacher Salary	20-Year Teacher Salary
Bastrop	\$30,631	\$33,721	\$37,500	\$40,500	\$43,886

COMMENDATION

BISD adopted higher teacher salaries to combat teacher turnover.

Chapter 3

PERSONNEL MANAGEMENT

D. POLICIES AND PROCEDURES

FINDING

Human Resource Department staff indicated that there are no written procedures in their department, especially in such key areas as determining new employee salaries, particularly for auxiliary employees; timelines and deadlines for submission of information to the Payroll Department; and transfer policy, especially changes in assignments on a campus.

Written procedures are useful not only as a guide to ensure the district's administration of policy is consistent, but also as a training tool for new employees.

Recommendation 18:

Document all key personnel policies and procedures.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Human Resources meets with department staff to identify all key procedures for documentation.	September 2000
2.	Each staff member documents the steps necessary for completing these procedures.	September-October 2000
3.	The assistant superintendent and staff meet monthly to review progress and to discuss each procedure and needed modifications.	November 2000 - April 2001
4.	The assistant superintendent hires a temporary clerical employee to type each procedure.	May-June 2001
5.	The assistant superintendent and staff review all procedures, suggest modifications and codify the results in a procedures manual for the department.	July- August 2001

FISCAL IMPACT

The fiscal impact would be the cost of temporary clerical help at \$12 per hour for 200 hours or \$2,400.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Document all key personnel policies and procedures.	(\$2,400)	\$0	\$0	\$0	\$0

FINDING

Active employee files are maintained at the central office in a fire-proof vault. Inactive employee files are maintained in the central warehouse.

Employees responsible for maintaining the files were aware of what information TEA required for each employee file. As a result, unnecessary information may be included in the files. Some have grown to considerable size as a consequence.

TEA requires that the following records on professional personnel must be readily available for review: credentials (certificate or license); service record(s) and any required attachments; contract; teaching schedule or other assignment record; and absence from duty reports.

According to the assistant superintendent of Human Resources, the high school is drowning in transcripts. Stored transcripts for students date back to 1955.

Districts such as Beaumont, Clear Creek, Spring, Galena Park, and Fort Bend have purchased software allowing them to scan information into a computer and store it on a disk. The city of Dallas aggressively incorporates document imaging in developing records retention, storage and destruction schedules. Document imaging allows an organization to store up to 30,000 pages of paper on a disk, and eliminates the need for storage space.

The Texas State Library and Archives Commission (Texas Administrative Code, Title 13, Chapter 7) has adopted standards for document imaging and storage that meet legal requirements for both permanent and temporary records. Development of an imaging system replaces the need for maintaining a filing system and increases district and citizen access to information.

Personnel files and transcripts could be scanned into a computer which would eliminate excessive filing. Job descriptions could be stored on disks, and any other necessary information could be retained or made available to other departments.

Recommendation 19:

Eliminate unnecessary information stored in employee files and implement a document imaging program.

An example of a basic, single-station system configuration is included in **Exhibit 3-25**.

**Exhibit 3-25
Elements of a Document Imaging System**

Item	Configuration
Computer	350 MHz Pentium processor, 64 MB RAM, 6 GB hard drive, Windows 95 or 98
Scanner	40 pages per minute, 50-page auto document feeder CD-ROM recorder system
Monitor	20 inch, color
Software	Alchemy, single user, and CD-ROM Companion, with image

Districts performing this function internally often do this work in the summer, using teachers or paraprofessionals working on nine-month contracts. As an alternative to purchasing a system and conducting the process internally, BISD could contract for the service. The city of Bellaire outsources its document imaging to a local vendor.

The district should evaluate its overall needs and determine if it is more cost-effective to perform imaging internally or contract for the service. When contracting, if more than 50,000 pages are scanned and filed, the cost is usually about 10 cents per page. At that volume, it is usually cheaper to contract this service.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent of Human Resources and department staff review employee files and remove unnecessary information.	September - October 2000
2.	The assistant superintendent and the director of Technology in Education evaluate alternatives to document imaging, including purchasing hardware and software or contracting out for the service.	November 2000 - January 2001
3.	The assistant superintendent and director develop a set of specifications and prepare requests for proposals for both hardware and software and contracted service, and distribute them to qualified vendors.	February - March 2001

4.	The assistant superintendent and director receive and review proposals, and select a method.	March - May 2001
5.	The assistant superintendent and director recommend an alternative to the superintendent for approval.	June 2001
6.	The superintendent approves the recommendation and includes funds in the budget to initiate the process.	June 2001
7.	The Board of Trustees approves the budget.	August 2001
8.	The assistant superintendent completes a purchase order and issues it to the selected vendor.	September 2001
9.	The assistant superintendent initiates the process and serves as the contact point for service.	September 2001 and Ongoing

FISCAL IMPACT

A system could be purchased and installed for about \$20,000. In the future, there will be minor costs associated with the purchase of disks and other materials necessary to support the effort. These costs should be more than offset by the corresponding reduction in the number of copies required by the department.

If the district decides to contract with an outside firm, the typical cost per page is 10 cents, not including the cost of equipment and software. Assuming the district started with 100,000 pages the first year and added 50,000 pages each subsequent year, the cost would be \$10,000 for the first year and \$5,000 each subsequent year.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Eliminate unnecessary information stored in employee files and implement a document imaging program.	\$0	(\$30,000)	(\$5,000)	(\$5,000)	(\$5,000)

Chapter 4

FACILITIES USE AND MANAGEMENT

This chapter reviews the facilities use and management for the Bastrop Independent School District (BISD) in the following areas:

- A. Facilities Planning
- B. Maintenance
- C. Custodial Operations
- D. Energy Management

A comprehensive facilities, maintenance and energy management program coordinates all the physical resources in the district. The program must effectively integrate facilities planning with all other aspects of school planning. The most effective and efficient plant operations and maintenance programs involve facilities managers in strategic planning, design and construction. Additionally, all facilities departments should operate under clearly defined policies and procedures.

Facilities use and management managers ensure that district facilities are designed and built in a way that enhances the educational process; provide a clean school and working environment, ensure that facilities comply with state, local and federal regulations; and minimize the district's utility and maintenance costs.

Efficient facilities operations help districts keep up with changes in enrollment and changing instructional program needs, and are essential to building public trust and confidence in district management.

BACKGROUND

Bastrop ISD covers 433 square miles extending the width of Bastrop County from east to west. BISD serves the cities of Bastrop, Cedar Creek, Red Rock and Paige, as well as extensive rural areas.

In December 1999, DeskMap Systems, Inc. completed a demographic study for BISD. Since 1990, the population of Bastrop County has increased nearly twice as fast as the state average (**Exhibit 4-1**). During the same period, the population in BISD grew 25 percent. From 1998 to 2003, both the county and BISD are expected to grow at twice the state's growth rate.

Exhibit 4-1
Bastrop County, BISD, and State Population Trends
1990-2003

Indicator	Population		
	BISD	Bastrop County	State
1990 Census	20,546	38,263	16,986,335
1998 estimate	25,673	48,929	19,598,471
2003 projection	28,778	55,034	20,868,777
1990-98 percentage change	25.0%	27.9%	15.4%
1998-2003 percentage change	12.1%	12.5%	6.5%

Source: BISD Demographic Study, December 1999, DeskMap Systems, Inc.

The DeskMap Systems, Inc. study also projected student enrollment through 2009-10 using three growth scenarios: historical, moderate and high (**Exhibit 4-2**). The historical scenario assumed an annual percent increase similar to that experienced by BISD from 1989-90 through 1998-99, or a 50 percent increase. The moderate scenario assumed an 87 percent increase, and the high scenario projected a 112 percent increase in enrollment.

Exhibit 4-2
BISD Enrollment Projections
2000-01 through 2009-10

Year	Scenario		
	Historical	Moderate	High
1999-2000 (1)	6,073	6,073	6,073
2000-01	6,367	6,460	6,491
2001-02	6,627	6,836	6,882
2002-03	6,872	7,235	7,306
2003-04	7,118	7,672	7,827
2004-05	7,439	8,205	8,438
2005-06	7,739	8,758	9,136
2006-07	8,048	9,322	9,889
2007-08	8,413	9,977	10,792
2008-09	8,734	10,650	11,779

2009-10	9,116	11,384	12,865
Enrollment increase	3,043	5,311	6,792
Percentage increase	50%	87%	112%

Source: *BISD Demographic Study, December 1999, DeskMap Systems, Inc.*

(1) *BISD actual enrollment at end of first semester, 1999-2000.*

BISD owns and operates 16 facilities within the district, with nearly 1 million square feet of space (**Exhibit 4-3**).

Exhibit 4-3
BISD Facilities
2000-01

Facility	Year Built	Square Footage	Number of Students	Capacity	
				Permanent	Portable (1)
Bastrop High School, Main Campus	1985	166,381	2,400	67	3
Bastrop High School, West Campus	1969	108,345		54	0
Bastrop Middle School	1999	122,680	850	48	5
Bastrop Intermediate School	1994	82,716	800	40	5
Cedar Creek Intermediate/Middle School	2000	115,000	850	53	0
Mina Elementary School	1976	66,922	550	35	0
Hill Street Elementary School	1996	34,354	350	23	0
Emile Elementary School	1953	69,211	750	44	1

Cedar Creek Elementary	1994	85,324	750	51	9
Red Rock Elementary	2000	68,000	650	37	0
Gateway School	1992	12,156	60	12	1
Genesis High School	1992	9,232	60	5	2
Central Office (2)	1991	17,250	N/A	N/A	N/A
Maintenance Building	1977 1981	7,760	N/A	N/A	N/A
Transportation Building	1996	22,000	N/A	N/A	N/A
Warehouse/Print Shop	1995	11,160	N/A	N/A	N/A
Total		998,491	8,070	469	26

Source: BISD assistant superintendent of Business and Finance.

(1) All portable buildings are two classrooms, with the exception of one single-classroom portable building at the Pine Street Alternative Campus.

(2) Leased.

BISD attempted to pass a bond issue in May 1996 for \$44.8 million. The proposition failed by a two-to-one margin. The bond package was prepared by a committee of citizens appointed by the BISD Board of Trustees.

In April 1997, the bond package was revised to include eight propositions totaling \$52.3 million (**Exhibit 4-4**). This package was also prepared by a citizens committee. The board appointed some members of the committee, and anyone who contacted the district was included on the committee. BISD advertised in the local newspaper to encourage residents to participate on the committee. Only Proposition 1 passed (**Exhibit 4-4**).

Exhibit 4-4
Proposed Bond Propositions
April 1997

Proposition	Use	Amount
1	Classroom addition and renovation of high school	\$3,900,000
	Renovation of existing middle school buildings	\$300,000

	New middle school (to replace old middle school)	\$10,300,000
	New middle school/intermediate school (for future use)	\$10,800,000
	New elementary school	\$6,814,000
	Renovation of Mina Elementary School cafeteria	\$576,000
	Hill Street Elementary School PE/Music facility	\$550,000
	Genesis High School	\$360,000
	Subtotal	\$33,600,000
2	Convert existing middle school to technology school	\$3,800,000
3	Auditorium with 1,000 seats	\$5,000,000
4	Boys and girls multi-sport dressing/training facility	\$950,000
5	Technology: classroom computers, Internet connection on all campuses, wide-area network, teacher support software	\$5,350,000
6	Administrative offices for BISD and the special education cooperative	\$1,560,000
7	Maintenance and warehouse facilities	\$1,200,000
8	Special education alternative campus	\$840,000
	Subtotal	18,700,000
	Total	\$52,300,000

Source: BISD assistant superintendent of Business and Finance.

BISD employs a full-time construction manager to oversee each of its major construction projects. The construction manager reports to the deputy superintendent. **Exhibit 4-5** shows the status of the use of the bond funds authorized in 1997, by project. BISD completed the renovations to Mina and Hill Street Elementary Schools in November 1998, completed and opened the new middle school in August 1999 and will complete the remaining projects during the summer of 2000. A problem with mold at Mina Elementary School at the end of the 1999-2000 school year forced its closing and will require additional renovation work.

Exhibit 4-5
BISD Use of Bond Funds Authorized in April 1997
February 2000

Project	Budget	Costs to Date	Variance
Classroom addition and renovation of high school	\$3,900,000	\$2,950,629	\$949,371
Renovation of existing middle school buildings	\$300,000	\$0	\$0
New middle school (Bastrop)	\$10,300,000	\$10,836,572	(\$536,572)
New middle school/intermediate school (Cedar Creek)	\$10,800,000	\$11,137,167	(\$337,167)
New elementary school (Red Rock)	\$6,814,000	\$6,967,943	(\$153,943)
Renovation of Mina Elementary School cafeteria	\$576,000	\$822,856	(\$246,856)
Hill Street Elementary School PE/Music facility	\$550,000	\$517,402	\$32,598
Genesis High School	\$360,000	\$43,909	\$316,091
Total	\$33,600,000	\$33,884,351	(\$284,351)

Source: BISD deputy superintendent.

BISD's maintenance and custodial expenditures are the second lowest, compared to its peer districts (**Exhibit 4-6**).

Exhibit 4-6
BISD and Peer District Maintenance and Custodial Budgets
1999-2000

District	Maintenance and Custodial Budgets
Brazosport	\$8,719,949
Georgetown	\$4,498,405
Hays	\$4,293,391
Del Valle	\$4,055,726
San Marcos	\$3,992,045
Schertz-Cibolo	\$3,796,911
Bastrop	\$3,649,310
Lockhart	\$2,439,078

Source: Texas Education Agency, Public Education Information Management System, 1999-2000.

Chapter 4

FACILITIES USE AND MANAGEMENT

A. PLANNING

A school district's long-range comprehensive master plan is a compilation of district policies, information and statistical data that provides a basis for planning educational facilities to meet the changing needs of a community. The master plan becomes the district's policy statement for allocating resources, and offers alternatives for facility improvement.

Effective school facilities master planning incorporates the following elements:

Facility Capacity: The capacity of each school facility should be established by setting standards that govern student-to-teacher ratios and the amount of square feet of classroom space required per student. These standards also should deal with the minimum size of core facilities (such as gyms, cafeterias and libraries) so schools do not overload these facilities or overuse portable classrooms.

Facility Inventory: An accurate facility inventory is an essential tool for managing the use of school facilities. Each school inventory should identify the use and size of each room. This enables planners to accurately set the capacity of each school. Modifications to schools should be noted in the inventory so it can be kept up to date.

Enrollment Projections: Effective planning requires accurate enrollment projections. These projections should be made for at least five years into the future. Accurate projections require planners to examine neighborhood demographics and track new construction activity in the district. Many school planners work in coordination with county and city planners to track growth patterns.

Attendance Zones: While the use of portable classrooms can temporarily alleviate overcrowding due to fluctuations in enrollment, they can become a deficit to the educational program if they are overused as a way to handle overloading of core facilities. Therefore, an effective enrollment management plan calls for adjustments in attendance zones whenever they prove necessary. While such adjustments often prove unpopular with parents and students, they are necessary if all students are to have access to school facilities.

Capital Improvement Master Plan: Effective planning requires the district to anticipate future needs, and balance them against resources. A capital

master plan charts future improvements to school facilities and identifies funding sources for them. The planning process, which should involve the community at large, should identify district goals and objectives and prioritize projects based on those goals and objectives.

FINDING

There is no long-range facilities master plan governing district needs. The bond package passed in April 1997 was developed by a citizens committee working with district staff. The committee looked at the current and future facilities needs of BISD.

Since that time, beyond the facilities included in Proposition 1 that passed in April 1997, only the sports complex and the administration building have been addressed in current district planning. A vendor contract with the Coca-Cola Co. provided funds to build the sports complex, with internal finish work done by the district's Maintenance Department. In November 1998 and November 1999, BISD set aside \$375,000 out of district operating funds for constructing an administration building.

The Maintenance Department addresses only the most immediate and critical maintenance and repair projects on an *ad hoc* basis. Funds and staff used to accomplish these projects come from the district's operating funds. Since passage of the bond issue in April 1997, the district has completed a series of facility repair and renovation projects throughout the district that have been paid for out of local funds (**Exhibit 4-7**).

Exhibit 4-7
BISD Facility Repair and Renovation Projects
April 1997 through August 2000

Location	Type of Repair/Renovation	Estimated Cost
Bastrop High School, Main Campus	Sports complex	\$825,000
	Floor replacement	\$49,700
Mina Elementary School	Air conditioning replacement	\$96,572
	Re-roofing	\$229,200
Hill Street Elementary School	Complete building remodeling	\$1,741,417
Transportation facility	New facility	\$1,658,682
Total		\$4,603,571

Source: BISD director of Maintenance.

The issue of facilities needs has been a hot topic among the community with division over whether BISD should pay for an administration building and sports complex since the voters defeated both of those propositions in April 1997.

The district addressed some of the critical elements of a plan during preparation for the 1996 bond issue. In developing a strategic plan for the district, specific guidelines for the size of facilities were identified:

- Elementary schools should include pre-K through fourth grade, and have a capacity of 700-750 students;
- Middle schools should include fifth and sixth grades and have a capacity of 850-900 students;
- Intermediate schools should include seventh and eighth grades and have a capacity of no more than 1,000 students; and
- High schools should include ninth through twelfth grades and have a capacity of no more than 2,300 students.

In December 1999, DeskMap Systems, Inc. completed a demographic study for BISD. This study provides enrollment projections that can be monitored by the district and used to determine timing for needed new facilities and additional portable buildings.

The former deputy superintendent, who retired in June 2000, has been retained by BISD for a two-year period to develop a facilities plan. According to the contract, the primary functions of the former deputy superintendent will be to:

- Develop a five-year and ten-year capital improvement plan;
- Advise the board regarding future bond elections;
- Assist in the development of plans for future schools;
- Locate sites for future schools and assist the district in purchasing such sites; and
- Monitor student enrollment for school planning.

TEA recommends a facilities planning process model to assist districts in organizing and planning for facility growth (**Exhibit 4-8**). A planning process allows a variety of planning issues to be identified and addressed in the development of a master plan.

Exhibit 4-8
TEA Recommended Facilities Planning Process

Program	Mission	Responsibilities	Deliverables
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Element			
Planning	Needs Assessment	Identify current and future needs	Demographics, enrollment projections, facilities survey, boundary, funding, education program, market, staff capability, transportation analysis
	Scope	Outline required building areas, develop schedules and costs	Programming, cost estimating, scheduling, cost analysis
	Strategy	Identify structure	Facilities project list, master schedule, budget plan, organization plan, marketing plan
	Public Approval	Implement public relations campaign	Public and media relations
Approach	Management Plan	Detail roles, responsibilities, and procedures	Program management plan and systems
	Program Strategy	Review and refine details	Detailed delivery strategy
	Program Guidelines		Educational specifications, design guidelines, CAD standards

Source: TEA.

Districts that have successfully planned facilities needs, and have received voter approval for their planning projects include citizens throughout the planning process. Clear Creek ISD used a 60-member citizens' committee combined with district staff to analyze facilities information, enrollment projections and financial conditions before recommending a \$164 million bond package in October 1999. The package was approved by a four-to-one margin in February 2000. Katy ISD used a similar method to get voter approval for a \$300 million package in January 2000.

Recommendation 20:

Develop a long -range facilities master plan.

The district should establish a facilities committee, similar to the citizens committee created for the April 1997 bond election, to work with the former deputy superintendent, review demographic projections and review time schedules and priorities associated with new facilities. The committee should have 25-30 members including BISD administrators, teachers and maintenance staff, and members of the community representing each of the schools. Principals should work with the committee to confirm the priorities.

Each year the master plan must be reviewed and updated to reflect changing priorities and events.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Board of Trustees establishes a committee and nominates citizens from across the community to participate.	October 2000
2.	The superintendent selects BISD staff to serve on the committee.	October 2000
3.	The former deputy superintendent, the construction manager, and the director of Maintenance serve as support to the committee and schedule the initial meeting.	November 2000
4.	The former deputy superintendent establishes a meeting schedule, reviews the needs assessment and demographic documents with the committee and conducts a tour of all facilities if necessary.	November 2000-March 2001
5.	The committee prepares a priority list of facilities needs and holds meetings at each school to gather feedback from parents and residents.	April - June 2001
6.	The committee includes community input in recommendations and combines the priorities into recommended five- and ten-year master plans.	July- August 2001
7.	The former deputy superintendent, the construction manager and the director of Maintenance provide cost data for each recommended item and recommend a schedule for accomplishing the plan based upon the district's projected financial capabilities.	September 2001
8.	The superintendent reviews the plan and recommends approval to the board.	November 2001
9.	The board reviews the plan, makes modifications and approves the overall plan.	January 2002
10.	The construction manager annually updates the plan, reviews	Ongoing

	the cost information and presents recommendations to the board.	
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FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

BISD leases space in a commercial shopping center for its administrative offices. The space is poorly configured and expensive. From 1991 to August 2000, BISD paid \$533,746 for the space. The cost through the end of the current lease, set for August 2001, is \$103,440. The Bastrop County Special Education Cooperative (BCSEC) leases space in the same center, and BISD pays 45 percent of that cost, which was \$260,968 through August 2000, and will cost an additional \$42,000 for the remainder of the lease.

BISD will pay \$716,823 in total lease costs on the administrative space through fiscal 2001 (**Exhibit 4-9**). The lease is up for annual renewal, and will cost \$145,440 in fiscal 2000-01. BCSEC will pay \$42,000 in allocated lease costs in fiscal 2000-01. BISD's 45 percent share of the costs will be \$122,340 for the 2000-01 fiscal year.

Exhibit 4-9
BISD and BCSEC Administrative Office Lease Cost History
Fiscal 1992-2001

Fiscal Year	Annual BISD Costs	Annual BCSEC Costs	BISD Portion of BCSEC Annual Lease Costs	Total BISD Annual Administrative Facility Lease Costs
1992	\$43,200	\$0	\$0	\$43,200
1993	\$43,200	\$0	\$0	\$43,200
1994	\$43,200	\$0	\$0	\$43,200
1995	\$54,767	\$0	\$0	\$54,767
1996	\$54,767	\$0	\$0	\$54,767
1997	\$60,000	\$30,000	\$13,500	\$73,500
1998	\$61,030	\$30,470	\$13,712	\$74,742
1999	\$77,145	\$35,888	\$16,150	\$93,295
2000	\$96,438	\$38,610	\$17,375	\$113,813

2001	\$103,440	\$42,000	\$18,900	\$122,340
Total	\$637,187	\$176,968	\$79,636	\$716,823

Source: BISD Business and Finance records from assistant superintendent for Business and Finance.

In 1991, BISD's administrative offices occupied what is today the West Campus of Bastrop High School. At that time, the board and district staff determined that additional classroom space was needed, and the administrative offices were moved into leased space at the current location. BISD initially leased 8,000 square feet for administrative office purposes.

In 1992, voters approved a \$100,000 bond issue to renovate the Hill Street facility for administrative offices. Again, due to enrollment growth, the board and district staff decided to renovate the Hill Street site for elementary classroom space instead of administrative offices. BISD continued to lease 8,000 square feet of office space.

In August 1993, BISD expanded the lease space to 10,142 square feet to take advantage of additional available space in the facility.

In May 1996, a bond issue of \$44.9 million dollars, which included \$1.3 million for a new administration facility, was defeated by more than a two-to-one margin. In June 1996, the district again expanded the lease space to 15,000 square feet to provide space for the Special Education Cooperative.

In April 1997, the district held a bond election that would authorize \$52.3 million in bonds, which included \$1.56 million for administration offices and the Special Education Cooperative. The \$52.3 million was divided into eight propositions, one of which was for the administration and Special Education Cooperative offices. Of the eight propositions, the only one that passed authorized \$33.6 million for new school facilities and renovations to existing schools. Proposition 6, which was for the administrative offices and Special Education Cooperative, failed 1,067 to 2,323.

Since the bond issue defeats, the lease is BISD's only alternative for office space. The lease arrangement is costly, provides little or no flexibility for managing growth and contributes to budgeting uncertainties as lease costs increase.

Annual lease costs have increased over two and a half times since fiscal 1992. The lease space is also too small to effectively handle the projected office space needs for BISD's short-term administrative operations needs. BISD's leasing arrangement for administrative office space excludes the prospect of facility ownership. The district and its taxpayers will face significant costs if they elect to continue the lease, renovate another district facility for use as administrative offices or build a new administrative office complex.

In May 1998, the district began evaluating alternative financing methods for a new administration building. As an option to leasing the current office space, BISD analyzed building a facility on state highway 95 by Emile Elementary School. BISD's analysis included financing through the creation of a public facilities corporation. Although interest costs are generally somewhat higher than conventionally-issued debt, public facilities corporation-issued debt has been an attractive alternative for school districts in dire need of facilities. Creation of a public facilities corporation would allow the district to pay lease costs covering debt payments on financing issued by the corporation. BISD considered borrowing \$1.25 million through a Lease-Purchase Obligation at an estimated interest rate of 6.5 percent (**Exhibit 4-10**). The analysis resulted in average annual debt service costs of \$131,975 per year through fiscal 2013, and net debt service costs of \$836,104 over the 15-year period.

Exhibit 4-10
Debt Service Estimate for Issuance of \$1,250,000 Lease-Purchase
Obligations and Maintenance Tax Rate Implications
May 1998

Fiscal Year	Total Debt Service	Less: Existing Lease Payments	Net Debt Service	Assessed Value Estimates	Estimated Maintenance Tax Rate per \$100 Implications
1998				\$715,560,000	
1999	\$119,950	\$76,235	\$43,715	\$764,218,080	\$0.6
2000	\$122,188	\$76,235	\$45,953	\$816,184,909	\$0.6
2001	\$119,263	\$76,235	\$43,028	\$871,685,483	\$0.5
2002	\$126,013	\$76,235	\$49,778	\$930,960,096	\$0.6
2003	\$127,275	\$76,235	\$51,040	994,265,383	\$0.5
2004	\$137,888	\$76,235	\$61,653	\$1,061,875,429	\$0.6

2005	\$137,850	\$76,235	\$61,615	\$1,134,082,958	\$0.6
2006	\$137,488	\$76,235	\$61,253	\$1,134,082,958	\$0.6
2007	\$136,800	\$76,235	\$60,565	\$1,134,082,958	\$0.6
2008	\$135,788	\$76,235	\$59,553	\$1,134,082,958	\$0.5
2009	\$134,450	\$76,235	\$58,215	\$1,134,082,958	\$0.5
2010	\$137,625	\$76,235	\$61,390	\$1,134,082,958	\$0.6
2011	\$135,313	\$76,235	\$59,078	\$1,134,082,958	\$0.5
2012	\$137,513	\$76,235	\$61,278	\$1,134,082,958	\$0.6
2013	\$134,225	\$76,235	57,990	\$1,134,082,958	\$0.5
Total	\$1,979,629	\$1,143,525	\$836,104		

Source: May 7, 1998 Lease-Revenue Financing Report, Dain-Raucher, Inc.

Lease-purchase obligation financing is less attractive than conventional bond financing due to:

- Higher interest rates for conventional bonds;
- Increases add upward pressure on maintenance tax rates, which in many school districts are getting close to the maximum of \$1.50;
- Facilities funding allotments available under state funding formulas for instructional facilities that are not used (however, this is not available for administration building construction); and
- Additional administrative expenses for creating a separate Public Facilities Corporation.

In November 1999, the board designated \$375,000 for construction of an administration building.

In March 1999, the board requested that the staff draft a proposal to the board for hiring an architect to design an administration building. In October 1999, the board approved an architect for the administration building project at an estimated cost of \$58,500. BISD has paid approximately \$10,000 to the architect to date. In May 1999, the district expanded its lease space to 17,315 square feet to provide room for the Curriculum and Instruction Department.

In November 1999 the board approved another \$375,000 for the construction of an administration building, for a total of \$750,000. At the beginning of its lease, the district paid \$43,200 annually for the space. For

the year ending August 31, 2000, the annual cost had risen to \$96,438. The lease cost for 2000-01 is projected to be \$103,440 for the same amount of space.

In December 1999, the staff recommended a construction company to manage the construction of the administration building. At the same time, citizens within BISD circulated a petition objecting to the use of district funds to build an administration building because the issue had been rejected twice. In July 2000, the Board of Trustees voted unanimously to cancel the proposed administration building project due to the costs associated with the removal of remaining mold from Mina Elementary.

Two alternatives exist within current BISD facilities to address the need for administrative office space without building a new facility: convert Mina Elementary School or the West Campus of Bastrop High School to a new administrative facility.

In April 2000, the district had to close the old portion of Mina Elementary School due to the presence of the mold stachybotrys, a fungus that can cause coughs and headaches in adults and may be fatal to young children. The district was able to move all 550 students out of Mina Elementary School and relocate them in classrooms or portable buildings at other district schools. Students in the new portion of the school, which was not affected by the mold, were also moved as a precautionary measure.

At the end of April 2000, BISD capacity was 6,570, with an enrollment of 6,060 (**Exhibit 4-11**). With the opening of Red Rock Elementary School and Cedar Creek Intermediate/Middle School for 2000-01, BISD facilities could hold 8,070 students. According to the DeskMap Systems, Inc.'s enrollment projection study, BISD would not exceed this capacity until 2004-05 under the highest growth rate scenario. Without Mina Elementary School, BISD still has a capacity of more than 7,500 students, which gives it three to four years of growing space.

Exhibit 4-11
BISD Enrollment versus Capacity
April 2000

Campus	Capacity	April 2000 Enrollment
1999-2000 School Year		
Bastrop High School	2,400	1,462
Bastrop Middle School	850	963
Bastrop Intermediate School	800	984

Emile Elementary School	750	672
Mina Elementary School	550	548
Cedar Creek Elementary School	750	964
Hill Street Elementary School	350	318
Genesis High School	60	45
Gateway School	60	67
Pine Street Alternative School	N/A	18
Bastrop County Juvenile Justice Alternative Education Program (JJAEP)	N/A	19
Total	6,570	6,060
New Campuses to be Added for 2000-01 School Year		
Red Rock Elementary	650	
Cedar Creek Intermediate/Middle School	850	
Total	8,070	

Source: BISD assistant superintendent of Business and Finance.

For the 2000-01 school year, BISD rezoned its elementary schools. The east zone consists of Mina and Emile Elementary Schools with capacities of 550 and 750 students, respectively, or a total of 1,300 students. Without use of the old portion of Mina Elementary School, the east zone has a capacity of 1,100 students. Anticipated enrollment for 2000-01 is 1,210 students, so 110 students will have to attend school elsewhere.

Given the potential danger of the mold in Mina Elementary School, district staff estimates that a major internal renovation will have to take place. The assistant superintendent for Business and Finance estimates that renovation will cost \$2 million. This estimate includes cleanup of the mold, renovation of the school and \$500,000 for updating the air conditioning system. A system similar to those used in other BISD schools, one unit and controls for every two classrooms, would be installed.

To avoid a continuing health problem due to the mold, Mina Elementary School could be converted to an administration facility, and the new portion of the school could be used for elementary classrooms. Most likely, conversion costs would cost less than renovation, especially for the air conditioning system.

However, this alternative leaves little room for elementary enrollment growth, and boundaries for the elementary zones would have to be redrawn.

As an alternative, Bastrop High School, including the West Campus, has a capacity of 2,400 students and an anticipated enrollment in 2000-01 of 1,740 students, creating an excess capacity of 660 students. The West Campus, which once served as the administration building, could be converted to an administration facility without short-term consequence for high school enrollment.

Both Mina Elementary School and the West Campus of Bastrop High School have a cafeteria and a gymnasium, which could be converted and used to support districtwide presentations and staff development programs. Funds set aside for construction of a new administration building could be used for the renovation.

According to the assistant superintendent for Business and Finance, the cost estimate for the conversion or renovation of current facilities is \$1.5 million. Although the district's financing options do not include conventional voted bonds, TSPR received an analysis on the financing costs for the new facility from the district's financial advisors. The analysis was based on two financing options, under current market-condition estimates:

- A lease obligation using a public facilities corporation; and
- Conventional bonds (if voted).

Exhibit 4-12 shows the annual debt service costs of the current lease arrangement, compared to the costs of financing by lease purchase obligations and conventional bonds.

Exhibit 4-12
Comparison of Estimated Debt Service Costs for Financing
Alternatives
for New BISD Administration Building to Existing Annual Lease
Payments
May 2000

Fiscal Year	Public Facilities Corporation Lease Obligation	Conventional Voted Bonds	Existing Lease Payments
2001	\$60,665	\$53,648	\$122,340
2002	\$63,863	\$51,933	\$122,340

2003	\$61,743	\$55,183	\$122,340
2004	\$59,563	\$53,163	\$122,340
2005	\$62,343	\$56,123	\$122,340
2006	\$59,800	\$53,805	\$122,340
2007	\$62,213	\$51,465	\$122,340
2008	\$59,288	\$54,080	\$122,340
2009	\$61,313	\$51,380	\$122,340
2010	\$62,985	\$53,655	\$122,340
2011	\$59,295	\$55,603	\$122,340
2012	\$60,545	\$52,213	\$122,340
2013	\$61,418	\$53,793	\$122,340
2014	\$61,938	\$55,055	\$122,340
2015	\$62,100	\$50,995	\$122,340
Total	\$919,072	\$802,094	1,835,100
Average	\$61,271	\$53,473	\$122,340

Source: BISS financial advisors, Dain-Raucher, Inc.

Recommendation 21:

Convert either Mina Elementary School or the West Campus of Bastrop High School to offices for district administration and for the special education cooperative.

Either alternative would address public concern regarding construction of a new administration building, and would reduce current operating costs to the district from leasing office space.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent, former deputy superintendent (serving as a facilities consultant) and the construction manager meet with the district architect and contractor to review requirements for converting Mina Elementary School or the West Campus of Bastrop High School to administrative offices.	September 2000
2.	The architect develops plans and specifications to support the conversion and estimates the cost of the conversion.	October 2000

3.	The superintendent, former deputy superintendent (serving as a facilities consultant) and the construction manager review the plans and costs for converting either facility and make any necessary modifications.	November 2000
4.	The superintendent, former deputy superintendent (serving as a facilities consultant), the construction manager and the architect review the alternatives with the building committee of the board.	November 2000
5.	The building committee recommends approval of one alternative to the board of the plans for renovation.	November 2000
6.	The board approves the recommendation and authorizes the superintendent to initiate the renovation.	December 2000
7.	Renovation for converting Mina Elementary or West Campus to an administrative facility begins.	March 2001

FISCAL IMPACT

The fiscal impact includes not only the cost of renovation but also the money saved by not leasing administrative space. Financing the renovation will save the district about \$1 million from 2000 to 2015 if a conventional bond issue is available (**Exhibit 4-13**). Estimated savings for lease financing through a public facilities corporation would be \$916,028 from 2000 to 2015.

Exhibit 4-13
Estimated Savings for BISD's Financing of a New Administration Building Compared to Continuing the Current Leasing of Administrative Office Space

Description	Amount
Annual lease costs	\$122,340
Average annual debt service for lease purchase obligations	\$61,271
Average annual debt service for conventional voted bonds	\$53,473
Annual savings-lease purchase obligations	\$61,069
Annual savings-conventional voted bonds	\$68,867
15-year lease costs	\$1,835,100
15-year debt service for lease purchase obligations	\$919,072
15-year debt service for conventional voted bonds	\$802,094

15-year savings-lease purchase obligations	\$916,028
15-year savings-conventional voted bonds	\$1,033,006

Source: TSPR and BISD financial advisors, Dain-Raucher, Inc.

Assuming BISD uses lease purchase obligation financing for the renovation, the district will save \$61,069 a year. The district will begin to realize savings in 2001-02, the first year the district will operate from the new offices.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Convert either Mina Elementary School or the West Campus of Bastrop High School to offices for administration and the special education cooperative.	\$0	\$61,069	\$61,069	\$61,069	\$61,069

Chapter 4

FACILITIES USE AND MANAGEMENT

B. MAINTENANCE

The maintenance department has 35 employees (**Exhibit 4-14**). The director added three additional positions to the 2000-01 budget: a plumber, an electrician and a general maintenance worker. The district contracts with outside firms to provide pesticide and herbicide services.

Exhibit 4-14
BISD Maintenance Staffing
1999-2000

Position/Function	Number of Staff
Director	1
Foreman	1
Cabinet shop/carpentry	3
Heating, ventilating, and air conditioning	5
Painter	2
Grounds crew	5
Plumber	2
General maintenance worker	2
Welder/fabricator	2
Small engine mechanic	1
Construction	2
Locksmith	2
Electrician	2
Internet/phone technician	2
Warehouse worker	1
Mail/freight delivery	1
Secretary	1
Total	35

Source: *BISD director of Maintenance.*

Maintenance Department expenditures for 1995-96 through 1998-99, and the budget for 1999-2000 are included in **Exhibit 4-15**. The budget increased by 24.9 percent during that time. The largest increase was in payroll costs. As the number of facilities increased, the district added additional maintenance personnel. Previous efforts to contract for skilled labor failed due to the limited availability of contractors and the proximity to the city of Austin, where contractors can find more profitable projects.

Exhibit 4-15
BISD Maintenance Budget
1995-96 through 1999-2000

Operating Expense	1995-96 Actual	1996-97 Actual	1997-98 Actual	1998-99 Actual	1999-2000 Budget	Percent Change
Payroll	\$736,806	\$972,899	\$924,447	\$1,052,371	\$1,186,220	61.0%
Contracted services	\$1,026,967	\$928,757	\$909,020	\$994,271	\$1,244,384	21.2%
Equipment, materials and supplies	\$333,880	\$369,902	\$217,572	\$221,358	\$237,500	-28.9%
Other	\$59,141	\$46,909	\$52,739	\$47,733	\$58,500	-1.1%
Total	\$2,156,794	\$2,318,467	\$2,103,778	\$2,315,733	\$2,726,604	24.9%

Source: *BISD assistant superintendent for Business and Finance.*

FINDING

BISD maintains more than 1 million square feet of space at 17 facilities (998,491 square feet at 16 facilities that it owns or leases and 7,344 at one facility owned by the special education cooperative). The 22 maintenance employees (excluding the director, foreman, secretary, Internet/phone technicians, mail/freight delivery person, and grounds crew) are each responsible for an average of 45,720 square feet. The staff handles the routine repair needs of the district, as well as major equipment repairs and the replacement of equipment no longer covered by warranty.

The Association of Physical Plant Administrators developed a set of staffing standards for craft positions based upon a district's gross square footage. BISD Maintenance Department staffing is compared to these

standards in **Exhibit 4-16**. Based upon this comparison, BISD's Maintenance Department is appropriately staffed.

Exhibit 4-16
BISD Maintenance Department Craftspeople Compared to APPA
Standard
1999-2000

Craft	Current Staffing	APPA Standard	Recommended Staffing	Variance Above (+)/Below (-) Standard
General maintenance mechanic	1	1:500,000 gross square feet (GSF)	2	- 1
HVAC mechanic	5	1:450,000 GSF	2-3	2-3
Plumber	2	1:390,000 GSF	3	- 1
Electrician	2	1:380,000 GSF	3	- 1
Carpenter and locksmith	3	1:200,000 GSF	5	- 2
Painter	2	1:200,000 GSF	5	- 3
General maintenance workers	7	1:500,000 GSF	2	+ 5
Total	22		22-23	0 to -1

Source: BISD Maintenance Department and Association of Physical Plant Administrators.

According to BISD principals, the Maintenance Department is responsive to requests for service. Work orders are typically assigned for service the day after the department receives them, and a qualified Maintenance Department employee is there the same day to address the problem.

In a survey of teachers, principals and assistant principals, facilities maintenance was highly rated (**Exhibit 4-17**).

Exhibit 4-17
Evaluation of Facilities Maintenance by BISD Principals and
Teachers

Survey Statement	Principals' and Assistant Principals' Response		Teachers' Response	
	Strongly Agree or Agree	Strongly Disagree or Disagree	Strongly Agree or Agree	Strongly Disagree or Disagree
Buildings are properly maintained in a timely manner.	87%	6%	53%	36%
Repairs are made in a timely manner.	87%	10%	56%	36%
Emergency maintenance is handled promptly.	93%	0%	72%	16%

Source: TSPR survey, November 1999.

Note: Totals may not add to 100 due to rounding.

COMMENDATION

BISD's Maintenance Department is adequately staffed to meet the needs of the district, and provides responsive service at all facilities.

FINDING

BISD facilities include 360 acres of grounds that must be maintained. Until 1999-2000, BISD contracted with Bastrop County, and used inmates in the county jail to staff its grounds crew, which cut lawns and maintained landscaping at all district campuses. However, the county discontinued the contract with BISD. As a result, BISD had to hire staff for the grounds crew in 1999-2000. The district's grounds crew has seven members: one lead position and six crew members.

From December to February, when only minimal grounds maintenance is required, the grounds crew will perform other maintenance duties, such as pour concrete or move furniture and equipment.

According to the director of Maintenance, grounds maintenance requires four full-time positions, for an annual cost of about \$82,950.

Recommendation 22:

Determine whether a private contractor could provide better grounds maintenance at a lower cost than BISD.

BIMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Business and Finance and the director of Maintenance prepare specifications for performing grounds maintenance at BISD facilities.	September 2000
2.	The specifications are published and sent to area vendors.	September 2000
3.	The director reviews responses, determines if contracting with a vendor for grounds maintenance would be more cost effective than the current arrangement and recommends a vendor to the assistant superintendent.	November 2000
4.	The assistant superintendent approves the recommendation and prepares a contract to present to the board.	November 2000
5.	The board approves the contract and the contractor begins work.	January 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The priority system for work orders at BISD is unclear. The director of Maintenance said that principals determine if the work needed is an emergency, and the principal is instructed to call the work order in to the department. On all other work orders, the work is usually assigned the next day.

Since the mid-1980s, the Maintenance Department has used the Applied Computer Technologies (ACT) 1000 automated work order system. The director implements all upgrades provided by ACT and sends the department secretary to training as necessary to maintain a thorough understanding of the system.

All work orders must be processed manually. Principals, or their designee (only one person per campus) and central office departments submit work order requests on three-part forms. All three parts are sent to the Maintenance Department. The mail/freight delivery person in the Maintenance Department visits each campus two times each weekday to pick up work orders. If the principal deems the required work to be an emergency, the principal calls the Maintenance Department.

The director reviews each work order, assigns a priority to each work order, and assigns the work order to one of the department's employees. When the work is completed, the employee who completed the work notes the amount of time necessary to complete the work on the work order form. If items have been purchased to complete the work, the director authorizes the purchase in advance, the secretary gets a purchase order number from the deputy superintendent's secretary (who processes all purchase orders), and the secretary provides the purchase order number to the employee. When the employee completes the work and turns the work order form in to the secretary, an invoice for any purchases is also submitted.

The secretary enters each work order onto the system. The secretary files one part of the work order form, sends one part to the originator and sends the third part to the maintenance worker.

Since 1995-96, the department has processed 13,217 work orders totaling \$760,870 in labor and \$321,513 in materials costs (**Exhibits 4-18 and 4-19**). The largest number of work orders were from the main campus of Bastrop High School, Cedar Creek Elementary School and Bastrop Intermediate School. Those schools also had the highest work order costs.

**Exhibit 4-18
BISD Work Orders
1995-96 through 1999-2000**

Facility	Year					Total
	1995-96	1996-97	1997-98	1998-99	1999-2000 (1)	
Bastrop High School, Main Campus	18	368	793	784	405	2,368
Bastrop High School, West Campus	0	0	0	78	316	394
Genesis High School	7	57	56	57	62	239
Gateway Alternative School	1	70	97	89	35	292
Pine Street Alternative Center	1	19	0	0	54	74
Boot Camp	0	0	0	18	11	29
Old Middle School	11	325	572	435	0	1,343
Bastrop Middle School	0	0	0	0	305	305

Bastrop Intermediate School	31	271	421	582	360	1,665
Cedar Creek Elementary School	50	365	621	622	339	1,997
Emile Elementary School	8	255	352	352	191	1,158
Hill Street Elementary School	0	90	156	206	111	563
Mina Elementary School	5	219	317	443	242	1,226
Central office	0	54	58	94	66	272
Athletics Department	4	71	169	177	92	513
Special education offices	2	64	132	125	15	338
Maintenance Department	1	37	51	38	30	157
Transportation facility	1	40	87	53	41	222
Central appraisal district	0	9	26	13	0	48
Other	0	5	5	4	0	14
Total	140	2,319	3,913	4,170	2,675	13,217

*Source: BISD director of Maintenance.
(1) Through April 2000.*

**Exhibit 4-19
BISD Work Orders Labor and Materials Costs
1995-96 through 1999-2000 (1)**

Facility	Labor	Materials	Total
Bastrop High School, Main Campus	\$142,112	\$58,633	\$200,745
Bastrop High School, West Campus	\$13,389	\$5,128	\$18,517
Genesis High School	\$9,116	\$3,447	\$12,563
Gateway Alternative School	\$65,638	\$15,079	\$80,717
Pine Street Alternative Center	\$2,225	\$1,062	\$3,287
Boot Camp	\$4,115	\$3,196	\$7,311
Old Middle School	\$70,355	\$33,818	\$104,173
Bastrop Middle School	\$17,604	\$15,478	\$33,082

Bastrop Intermediate School	\$79,882	\$38,525	\$118,407
Cedar Creek Elementary School	\$94,784	\$39,491	\$134,275
Emile Elementary School	\$54,586	\$14,924	\$69,510
Hill Street Elementary School	\$24,545	\$9,909	\$34,454
Mina Elementary School	\$49,190	\$20,243	\$69,433
Central office	\$23,632	\$12,327	\$35,959
Athletics Department	\$40,394	\$18,137	\$58,531
Special education offices	\$27,693	\$12,531	\$40,224
Maintenance Department	\$20,661	\$9,258	\$29,919
Transportation facility	\$15,237	\$6,537	\$21,774
Central appraisal district	\$1,552	\$1,062	\$2,614
Other	\$4,160	\$2,728	\$6,888
Total	\$760,870	\$321,513	\$1,082,383

*Source: BISD director of Maintenance.
(1) Through April 2000.*

The following is an example of a work order system with associated completion timeframes:

- 1-Urgent: If corrective actions are not taken immediately, operation of the facility could be in jeopardy. Must be completed within 24 hours.
- 2-Routine: Corrective actions that should be performed at the first opportunity, but their nature is such that the primary function of the facility is not significantly affected. Should be completed within 7-10 days.
- 3-Deferred: These are corrective actions that will in no way affect the primary function and service of the facility. They will be scheduled with similar work in the preventive maintenance schedule or into the weekly schedule as opportunity permits.

Written work order priorities are useful in helping principals and other district personnel determine the severity of a problem and communicate the problem to the Maintenance Department. As the number of facilities increase and new personnel are added in BISD, it will be difficult to communicate these priorities without a list of priority projects.

Recommendation 23:

Develop and distribute written work order priorities and provide a list of typical maintenance work for each priority level.

The list should include an estimate of the timeframe within which the work order will be addressed.

IMPLEMENTATION STRATEGIES AND TIMELINW

1.	The director of Maintenance identifies types of projects for each work order system priority level.	September 2000
2.	The director distributes the information to the schools and central office departments.	October 2000
3.	The director conducts follow-up visits to each school to ensure each principal understands the system, priority levels and associated completion time frames.	November - December 2000
4.	The director initiates a feedback system to all work order originators.	January 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 4

FACILITIES USE AND MANAGEMENT

C. CUSTODIAL OPERATIONS

Custodial duties should be coordinated so that as much work as possible is done when children are not in classrooms. There are many custodial tasks that need to be performed on a regular basis, including:

- Regulating the heating and air conditioning equipment;
- Unlocking doors, opening windows for ventilation and turning on lights;
- Setting up rooms for special activities;
- Cleaning restroom facilities, replacing all commodities and making sure dispensers work properly;
- Cleaning classrooms, teachers' lounges and other areas;
- Performing special tasks within the classrooms based upon teacher requests;
- Moving furniture;
- Disposing of trash; and
- Locking doors and gates, closing windows, turning off lights.

Duties of a weekly, monthly or quarterly nature should be defined and scheduled. Tasks that may be included in this classification are:

- Lubricating equipment;
- Cleaning interior walls;
- Indoor painting;
- Waxing floors and cleaning carpeting;
- Washing windows and blinds and arranging for the cleaning of draperies; and
- Resurfacing floors and refinishing furniture.

BISD contracts with Sodexo Marriott Services of Texas for management of its custodial operations. BISD began with a five-year contract with Sodexo that included two one-year renewals. In 1999-2000, BISD re-bid the contract and again selected Sodexo for another five-year contract with two one-year renewals.

The 1999-2000 custodial management contract was for \$275,869. The 2000-01 contract will cost \$312,000, which includes services for two new schools. The contract includes cost increases for inflation, increased service, changes in payroll-based taxes and increased paper and plastic costs.

Sodexo provides a daytime and nighttime supervisor, determines the work schedule at each facility, provides training and necessary equipment, and purchases all supplies. BISD provides space for the contract supervisors, trash removal and uniforms for all custodians. Sodexo cannot add additional custodians without BISD approval, however, BISD can reduce the number of custodians since they are BISD employees.

Custodial expenditures from 1995-96 through 1998-99, and the budget for the 1999-2000 school year are included in **Exhibit 4-20**. Since 1995-96, The district's custodial budget has increased 43.4 percent since 1995-96.

**Exhibit 4-20
BISD Custodial Budget
1996-97 through 1999-2000**

Operating Expense	1995-96 Actual	1996-97 Actual	1997-98 Actual	1998-99 Actual	1999-2000 Budget	Percent Change
Payroll	\$440,445	\$492,585	\$515,198	\$548,992	\$637,837	44.8%
Sodexo Marriott Services of Texas	\$195,569	\$219,991	\$222,558	\$235,051	\$275,869	41.1%
Equipment, materials and supplies	\$7,392	\$2,766	\$780	\$5,366	\$9,000	21.8%
Total	\$643,406	\$715,342	\$738,536	\$789,409	\$922,706	43.4%

Source: BISD budgets, 1995-96 through 1999-2000.

The custodians are BISD employees. **Exhibit 4-21** provides the number of full-time equivalent custodians by facility.

**Exhibit 4-21
BISD Custodians by Facility
1999-2000**

Facility	Facility Square Footage	Number of FTE Custodians
Bastrop High School, Main Campus	166,381	7.875
Bastron High School, West Campus	97,227	5

(excludes field house and maintenance facility)		
Genesis High School	9,232	0.25
Bastrop Middle School	122,680	5.0
Bastrop Intermediate School	82,716	4.0
Emile Elementary School	69,211	3.75
Cedar Creek Elementary School	85,324	4
Mina Elementary School	66,922	4
Hill Street Elementary School	34,354	2
Pine Street Alternative Center	7,344	0.25
Gateway Alternative Center	12,156	0.625
Transportation facility	4,500	0.25
Central office	17,642	0.625
Maintenance facility	240	0
Total	775,929	37.625

Source: BISD material provided at the beginning of the performance review.

FINDING

The current assignment of custodians is based upon cleaning standards developed and used by Sodexo Marriott Services of Texas (**Exhibit 4-22**).

Exhibit 4-22 Examples of Custodial Assignment Standards Used by Sodexo Marriott Services of Texas

Space	Steps	Units	Frequency	Minutes per Unit
Classroom (700-800 square feet)	Empty wastebaskets/pencil sharpeners	2.00	4 days/week	10.00
	Clean chalk/white board trays			

	Spot clean			
	Dust mop			
	Spot mop/vacuum			
	Pick up debris	3.50	1 day/week	17.50
	Wet mop/vacuum			
Office (200 square feet)	Empty wastebaskets/pencil sharpeners	0.60	4 days/week	3.00
	Clean chalk/white board trays			
	Clean chalk/white boards			
	Dust mop			
	Spot mop/vacuum			
Restroom (per square foot - time for floor not included)		0.25	5 days/week	12.00
Shop areas (floors only)		2.00	5 days/week	14.00
Store rooms		0.25	1 day/week	1.25
Electrical rooms		0.25	1 day/week	1.25
Auditorium (per 1,000 square feet)	Dust mop	0.80	4 days/week	4.00

Source: BISD assistant superintendent for Business and Finance.

The Association of School Business Officials (ASBO), using widely accepted industry standards, developed cleaning guidelines or standards for schools that a district can tailor to its needs depending upon the type of facility, facility use and types of surfaces to be cleaned (**Exhibit 4-23**).

Exhibit 4-23
Examples of Recommended Custodial Work Standards
Established by the Association for School Business Officials

Space	Service	Unit Measure	Work Rate Time
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Classrooms (average size)	routine clean	850 sq. ft.	24 minutes
Offices - resilient floor	routine clean	1,000 sq. ft.	24 minutes
Offices - carpet	routine clean	1,000 sq. ft.	24 minutes
Floors	dust mop	1,000 sq. ft.	12 minutes
	damp mop	1,000 sq. ft.	20 minutes
	spray buff - daily	1,000 sq. ft.	20 minutes
	spray buff - weekly	1,000 sq. ft.	40 minutes
	spray buff - monthly	1,000 sq. ft.	120 minutes
	light furniture scrub	1,000 sq. ft.	240 minutes
	medium furniture scrub	1,000 sq. ft.	300 minutes
	heavy furniture scrub	1,000 sq. ft.	400 minutes
Bathrooms	three or fewer commodes, urinals and wash basins	each	4.5 minutes
	more than three	Each	3 minutes
Stairs	damp mop	1 flight	12 minutes
	wet mop	1 flight	35 minutes
	hand scrub	1 flight	48 minutes
	dust handrails	1 flight	2 minutes
	dust treads	1 flight	6 minutes
Walls	wash	1,000 sq. ft.	210 minutes
	wash heavy soil	1,000 sq. ft.	290 minutes
Blinds	dust	Each	15 minutes
	damp dust	Each	30 minutes
	wash	200 sq. ft.	340 minutes
Windows - single pane	wash	1,000 sq. ft.	240 minutes
Windows - multi-pane	wash	1,000 sq. ft.	320 minutes
Light fixtures - fluorescent	dust	4 ft.	5 minutes

Light fixtures - egg crate	wash	4 ft.	40 minutes
Light fixtures - open	wash	4 ft.	20 minutes
Light fixtures - incandescent	dust	Each	5 minutes
Light fixtures - incandescent	wash	Each	15 minutes

Source: Custodial Methods and Procedures Manual, ASBO.

Applying the standard of one custodian per 20,000 gross square feet adopted by ASBO, **Exhibit 4-24** shows the variance between current BISD custodial staffing and the recommended total.

Exhibit 4-24
BISD Custodians by Campus Compared to ASBO Standard
1999-2000

Facility	Square Footage	Full-time Equivalent Custodians (1)		Variance Above (+) or Below (-) Standard
		Current	Recommended	
Bastrop High School, Main Campus	166,381	7.875	8.25	-0.375
Bastrop High School, West Campus (excludes field house and maintenance facility)	97,227	5.0	5.0	0
Genesis High School	9,232	0.25	0.5	-0.25
Bastrop Middle School	122,680	5.0	6.0	-1.0
Bastrop Intermediate School	82,716	4.0	4.0	0
Emile Elementary School	69,211	3.75	3.5	+0.25
Cedar Creek Elementary School	85,324	4.0	4.25	-0.25
Mina Elementary School	66,922	4.0	3.5	+0.5

Hill Street Elementary School	34,354	2.0	1.75	+0.25
Pine Street Alternative Center	7,344	0.25	0.5	-0.25
Gateway Alternative Center	12,156	0.625	0.5	+0.125
Transportation facility	4,500	0.25	0.5	-0.25
Central office	17,642	0.625	0.75	-0.125
Maintenance facility	240	0	0	+1.0
Total	775,929	37.625	39.0	-1.375

*Source: BISD, Custodial Methods and Procedures Manual, ASBO.
(1) One FTE is equal to eight hours of work.*

Principals said the custodial staff does a good job keeping facilities clean, especially classrooms and cafeterias. TSPR project team reviews also reported clean facilities.

In response to the statement, "Schools are clean," in the survey conducted by TSPR, 87 percent of the principals and assistant principals and 59 percent of the teachers strongly agreed or agreed.

COMMENDATION

BISD effectively uses industry standards to determine appropriate levels of custodial staffing at each facility.

Chapter 4

FACILITIES USE AND MANAGEMENT

D. ENERGY MANAGEMENT

FINDING

BISD does not have an energy management plan. In 1999, the district began implementing energy management practices through a contract with Control System, Inc. (CSI). CSI installed temperature control systems that have been in operation since August 1999 at Bastrop Middle School and since December 1999 at Bastrop High School. CSI is installing controls at Cedar Creek Intermediate/Middle School and Red Rock Elementary School. Eventually, all BISD schools will have the controls in place.

The controls, which are operated from the Maintenance Department by one of the Heating Ventilation and Air Conditioning technicians, monitor the temperature of freezers and coolers, control the inside school temperature and humidity, and control the level of fresh air intake.

Motion sensors are installed in classrooms to turn lights on and off. Parking lot lights and all exterior lights are also on timed sensors.

All new construction includes energy efficient T-8 lighting and electronic ballast. Also, all older schools will be retrofitted with T8 lights.

The district has not had an energy management audit, such as those performed by the State Energy Conservation Office (SECO), which is part of the Office of the Texas Comptroller of Public Accounts. SECO provides free energy management audits to public sector entities, including school districts. The audits provide detailed recommendations of equipment and procedures to implement, which serve as the basis for an energy management plan, and estimate the amount of time it will take to recoup money spent on energy efficient equipment through lower energy costs.

Recommendation 24:

Have SECO conduct an energy management audit of all BISD facilities that do not have energy efficient temperature controls.

The audit should serve as the basis of an energy management plan. Based upon BISD's financial situation, the plan should be phased in and monitored by the Maintenance Department.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Maintenance contacts SECO and schedules a time for an audit.	September 2000
2.	SECO completes the audit and provides BISD with a report.	September - October 2000
3.	The director of Maintenance reviews the report and prepares a recommended implementation plan for the assistant superintendent of Business and Finance.	November 2000
4.	The assistant superintendent approves the plan and recommends approval by the superintendent.	January 2001
5.	The superintendent approves the plan and recommends approval by the board.	February 2001
6.	The board approves the plan and directs the superintendent to begin implementation with budget year 2001-02.	March 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources. Savings may result, but because of the work already underway by CSI, the actual amount could not be estimated.

Chapter 5

FINANCIAL MANAGEMENT

This chapter reviews the financial operations of the Bastrop Independent School District (BISD) in the following areas:

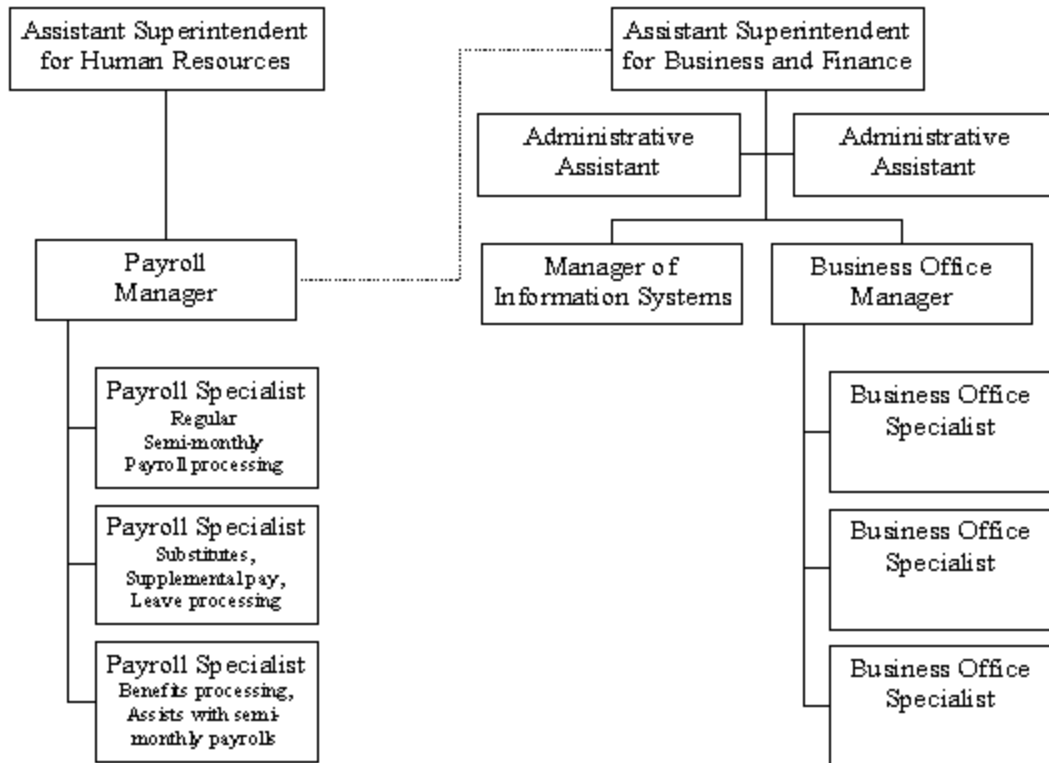
- A. Financial Management Practices
- B. Financial Reporting and Budgeting
- C. Payroll

Successful financial management operations ensure a school district receives all available revenue from the state and federal governments. A district must also maintain a track record of sound financial decisions and adequate budget allocations; issue timely, accurate and informative reports on the district's financial position; maintain adequate internal controls; employ a skilled, well-trained staff; and maintain a consistent record of opinions by its external auditors.

BACKGROUND

The assistant superintendent for Business and Finance is responsible for major business functions and for information systems management. This assistant superintendent also shares supervisory responsibilities for payroll duties with the assistant superintendent for Human Resources. **Exhibit 5-1** shows the organizational structure of BISD's Business and Finance management.

**Exhibit 5-1
Organization of BISD Business and Finance Management**



Source: BISD assistant superintendent for Business and Finance.

The assistant superintendent for Business and Finance reports directly to the superintendent and supervises the network services manager, the manager of Information Systems and 10 clerical employees.

BISD maintains its accounting records on the Regional Service Center Computer Cooperative (RSCCC) software supported by Regional Education Service Center XX (Region 20) in San Antonio. The district contracts with Region 20 for automated financial systems support at an annual cost of \$4,608.

Region 20 support personnel visit the district when BISD needs assistance with financial software. The district has access to all RSCCC modules, including accounting and finance, check reconciliation, budgeting, amendment, payroll, fixed assets and purchasing. The district uses the RSCCC software for monthly accounting, payroll, financial reporting, purchasing and fixed assets record keeping. This system uses a series of options, or menus, to allow a district to choose the level of detail preferred for maintaining business records.

The RSCCC software is able to generate a variety of management information reports in four general categories: summary reports, fixed asset/inventory reports, vendor/purchase order reports and journals/checks/detailed ledger reports. Summary reports are most useful for board members and district administrators and include a summary of general ledger activity, comparisons of revenue to budget, budget status by organization (department, school, etc.) and budget status by program (technology, athletics, etc.).

The assistant superintendent for Business and Finance is responsible for cash management and investment activities and handles all cash receipts and transfers as necessary for investment purposes. BISD's investment strategy is simple, and the district uses a government investment pool for deposit of excess funds not needed in regular bank accounts.

More than 26 percent of BISD's property value is for land compared to a 9.4 percent average for other districts in Region 13 and 7.3 percent for the entire state. BISD has less business property value than the state and regional averages (**Exhibit 5-2**).

Exhibit 5-2
BISD, Region 13, State
and Peer District Property Values
by Category as a Percentage of Total Property Value
1998-99

Entity	Business	Residential	Land	Oil and Gas	Other
Lockhart	17.9%	47.1%	30.9%	0.8%	3.4%
Bastrop	21.7%	48.3%	26.7%	0.2%	3.2%
Hays	23.7%	62.5%	12.9%	0.0%	0.9%
Georgetown	17.0%	72.5%	10.4%	0.0%	0.1%
Region 13	32.0%	57.5%	9.4%	0.6%	0.5%
Del Valle	63.7%	25.8%	9.3%	0.0%	1.3%
San Marcos	36.5%	53.3%	9.2%	0.0%	1.1%
State	40.7%	47.2%	7.3%	4.1%	0.6%
Shertz-Cibolo	22.2%	69.3%	7.1%	0.0%	1.3%
Brazosport	81.1%	17.0%	1.7%	0.3%	0.0%

Source: Texas Education Agency, Academic Excellence Indicator System, 1998-99.

In 1998-99, 47.8 percent of Texas school district funds came from local property taxes, and 44.3 percent came from state funds. In BISD, 36.2 percent came from property tax, and 56.6 percent from the state. The regional averages are 65.7 and 27.0 percent, respectively (**Exhibit 5-3**). Compared to the region and the state, BISD derives less revenue from the local property tax and gets a larger percentage from the state.

Exhibit 5-3
BISD, Region 13, State and Peer District
Sources of Budgeted Revenue as a Percentage of Total Budgeted
Revenue
1998-99

Entity	Local Property Tax	Other Local And Intermediate	State	Federal
Lockhart	21.9%	4.2%	70.0%	4.0%
Bastrop	36.2%	4.3%	56.6%	2.9%
Hays	38.2%	3.7%	56.0%	2.1%
Shertz-Cibolo	39.5%	3.6%	54.8%	2.1%
State	47.8%	4.4%	44.3%	3.4%
San Marcos	50.1%	3.7%	42.4%	3.9%
Region 13	65.7%	4.8%	27.0%	2.4%
Georgetown	65.6%	6.4%	26.3%	1.7%
Del Valle	66.8%	4.8%	24.4%	4.0%
Brazosport	85.5%	4.0%	7.9%	2.5%

Source: TEA, AEIS 1998-99. Includes general, debt service, and food service funds.

From 1996-97 to 1999-2000, the share of district revenues from local property tax increased from 28.9 to 35.2 percent. At the same time, state funding decreased from 61.7 to 56.8 percent (**Exhibit 5-4**). Federal funds have increased slightly from 3.1 to 3.4 percent.

Exhibit 5-4
BISD Sources of Revenue as a Percentage of Total Revenue
1996-97 through 1999-2000

Source of Revenue	1996-	1997-	1998-	1999-	Percentage
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	97	98	99	2000	Change
Local property tax	28.9%	31.9%	33.8%	35.2%	21.7%
Other local and intermediate	6.2%	6.4%	7.0%	4.7%	-25.0%
State	61.7%	58.6%	56.0%	56.8%	-8.0%
Federal	3.1%	3.1%	3.2%	3.4%	7.6%

Source: District Annual Financial and Compliance reports for 1996-97, 1997-98, 1998-99 and BISD budget for 1999-2000. Includes general, debt service and food service funds.

The local property tax rate increased 9.3 percent from 1996-97 to 1999-2000, while enrollment increased 9.9 percent. Local property values increased by 37.6 percent over the same period (Exhibit 5-5).

Exhibit 5-5
BISD Tax Rates, Assessed Property Values
and Per Student Property Values and Debt Service Costs
1996-97 through 1999-2000

Category	1996-97	1997-98	1998-99	1999-2000	Percentage Change
Maintenance and operations tax rate	\$1.08	\$1.32	\$1.31	\$1.39	27.9%
Interest and sinking fund tax rate	\$0.31	\$0.23	\$0.29	\$0.14	-55.2%
Total tax rate	\$1.40	\$1.55	\$1.60	\$1.53	9.3%
Total property value (000's)	\$642,757,184	\$715,302,631	\$770,329,694	\$884,409,886	37.6%
Total Students	5,524	5,765	5,844	6,073	9.9%

Value per student	\$116,357	\$124,077	\$131,815	\$145,630	25.2%
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Source: District Annual Financial and Compliance Reports for 1996-97, 1997-98, 1998-99, district financial data for 1999-2000 and TEA, AEIS 1996-97 through 1998-99.

For 1998-99, BISD had a \$131,815 property value per student while having a higher tax rate than state and regional averages (**Exhibit 5-6**).

Exhibit 5-6
BISD Tax Rate and Property Value per Student
Compared to Peer Districts, Region 13 and the State
1998-99

Entity	Tax Rate	Value per Student
Brazosport	\$1.37	\$379,451
Del Valle	\$1.68	\$273,124
Region 13	\$1.57	\$260,338
Georgetown	\$1.75	\$224,173
State	\$1.54	\$190,769
San Marcos	\$1.55	\$188,635
Bastrop	\$1.60	\$131,815
Shertz-Cibolo	\$1.69	\$129,741
Hays	\$1.88	\$117,776
Lockhart	\$1.43	\$84,260

Source: TEA, AEIS 1998-99.

Exhibit 5-7 shows how BISD's budgeted funds were distributed in 1998-99 compared to the regional and state averages. BISD spent more for student support services, transportation and central administration, and spent less for instruction, security, community services and capital outlay.

Exhibit 5-7
BISD, Region 13 and State Expenditures by Function
as a Percentage of Total Expenditures
1998-99

Function	Bastrop		Region 13		State of Texas	
	Amount	Percentage	Amount	Percentage	Amount	Percentage
Instruction	\$16,736	48.8%	\$762,050	49.0%	\$11,830,069	51.3%
Instructional related services	\$892	2.6%	\$33,580	2.2%	\$611,978	2.7%
Instructional leadership	\$391	1.1%	\$18,122	1.2%	\$284,266	1.2%
School leadership	\$1,583	4.6%	\$76,510	4.9%	\$1,208,860	5.2%
Support services-student	\$1,570	4.6%	\$54,638	3.5%	\$902,584	3.9%
Student transportation	\$1,571	4.6%	\$48,106	3.1%	\$577,964	2.5%
Food services	\$1,882	5.5%	\$76,050	4.9%	\$1,149,708	5.0%
Co-curricular/extracurricular activities	\$867	2.5%	\$32,037	2.1%	\$524,145	2.3%
Central administration	\$1,558	4.5%	\$55,507	3.6%	\$859,514	3.7%
Plant maintenance and operations	\$3,211	9.4%	\$136,431	8.8%	\$2,304,705	10.0%
Security and monitoring services	\$23	0.1%	\$4,640	0.3%	\$114,989	0.5%
Data processing services	\$171	0.5%	\$14,023	0.9%	\$214,598	0.9%
Community services	\$58	0.1%	\$4,252	0.3%	\$47,278	0.2%
Total operating expenditures	\$30,513	88.9%	\$1,315,946	84.7%	\$20,630,658	89.4%
Debt service	\$3,499	10.2%	\$196,652	12.7%	\$1,763,445	7.6%
Capital outlay	\$289	0.8%	\$41,853	2.7%	\$678,240	2.9%
Total non-operating expenditures	\$3,788	11.0%	\$238,505	15.3%	\$2,441,685	10.6%
Total Expenditures	\$34,301	100.0%	\$1,554,451	100.0%	\$23,072,343	100.0%

Source: TEA, AEIS 1998-99. Includes general, debt service and food service funds.

District expenditures per student increased 7 percent from 1995-96 to 1998-99 (**Exhibit 5-8**). Instruction and instructional leadership spending

increased 9.7 percent, or \$260 per student, while school leadership spending increased 18.9 percent, or \$43 per student.

Exhibit 5-8
BISD Expenditures Per Student
1996-97 through 1998-99

Expenditure Category	1995-96	1996-97	1997-98	1998-99	Percentage Change
Instruction and instructional leadership	\$2,671	\$2,688	\$2,889	\$2,931	9.7%
School leadership	\$228	\$254	\$260	\$271	18.9%
Central administration	\$268	\$240	\$247	\$267	-0.4%
Other operating	\$1,490	\$1,645	\$1,662	\$1,743	17.0%
Total operations	\$4,657	\$4,827	\$5,058	\$5,212	11.9%
Total non-operations	\$831	\$640	\$628	\$658	-20.8%
Total per student	\$5,488	\$5,467	\$5,686	\$5,870	7.0%

Source: TEA, AEIS 1995-96 through 1998-99.

Exhibit 5-9 shows BISD's 1999-2000 expenditures by function.

Exhibit 5-9
BISD Total Budgeted Expenditures by Function 1999-2000 School Year

Function (Code)	Bastrop	Percent of Total
Instruction(11,95)	\$18,188,261	47.5%
Instructional Related Services(12,13)	\$1,348,305	3.5%
Instructional Leadership(21)	\$341,436	0.9%
School Leadership(23)	\$1,822,813	4.8%
Support Services-Student(31,32,33)	\$1,728,611	4.5%
Student Transportation(34)	\$2,331,866	6.1%
Food Services(35)	\$2,075,002	5.4%
Cocurricular/Extracurricular Activities(36)	\$1,000,405	2.6%
Central Administration(41,92)	\$1,713,039	4.5%

Plant Maintenance and Operations(51)	\$3,712,175	9.7%
Security & Monitoring Services(52)	\$38,000	0.1%
Data Processing Services(53)	\$300,812	0.8%
Debt Service	\$3,591,756	9.4%
Capital Outlay	\$3,750	0.0%
Other*	\$119,409	0.3%
Total Budgeted Expenditures	\$38,315,640	100.0%

Source: PEIMS, TEA.

**Expenditure not listed above and non-operational expenditures such as community and parental involvement services.*

Chapter 5

FINANCIAL MANAGEMENT

A. FINANCIAL MANAGEMENT PRACTICES

The assistant superintendent for Business and Finance has been with the district for seven years and in the school business field for 25 years. The assistant superintendent has developed financial management procedures designed to ensure accurate financial reporting and asset safeguards.

BISD's Business and Finance employees include the assistant superintendent for Business and Finance, the manager of Information Services, the Business Office manager, the payroll manager and eight clerical employees, with total salaries and benefits of \$435,718 (\$378,885 for salaries and \$56,833 for benefits).

FINDING

BISD uses cooperative arrangements for providing services that would be costly for a small district to offer, such as special education services, alternative education activities and property tax collections (**Exhibit 5-10**).

Exhibit 5-10
BISD Cooperative Arrangements, Providers and Annual Costs

Provider	Description	Annual Cost
Bastrop County Special Education Cooperative	Special education for BISD students	\$311,213
Bastrop County Juvenile Justice Alternative Education Program	Educational service delivery for students with disciplinary problems	\$35,000
Bastrop County Central Appraisal District	Property tax billing and collections	\$85,535
Total		\$431,748

Source: BISD assistant superintendent for Business and Finance.

BISD is the managing and fiscal agent for the Bastrop County Special Education Cooperative (BCSEC). BCSEC's principal offices are in the same leased office complex as BISD's administrative offices. BCSEC

serves students with disabilities in four area school districts: Bastrop, Elgin, Smithville and LaGrange. BCSEC offers a wide variety of educational services and settings to meet individual educational needs of students with disabilities.

BCSEC's programs recognize that each child, whatever his or her level of ability, has significant contributions to make, both as a child and as an adult. Many students with disabilities use the same curriculum and assessment as other students. Special services or modifications are provided to all students who require them in order to benefit from their educational program.

The ultimate goal of the cooperative is the inclusion of all students with disabilities into the general program when it meets the identified needs of each student. The cooperative is committed to establishing family and community partnerships that in turn lead to success for all students. Students are expected to participate in goal-setting and self-evaluation. Parents, students, administrators, teachers and school support personnel all help design education programs for special education students.

Individual plans are based upon a comprehensive individual assessment that identifies a student's strengths, weaknesses and special needs. Services that might be offered to eligible students with disabilities who exhibit specific educational needs include:

- Physical therapy;
- Occupational therapy;
- Special transportation;
- Counseling;
- Family counseling;
- Vocational adjustment and coordination;
- Speech therapy;
- Assessment;
- Preschool program;
- Transition planning; and
- Community-based intervention.

COMMENDATION

BISD saves money by providing costly services for students and the district through cooperative arrangements with other districts and local government entities.

FINDING

In 1991, the Texas Legislature established the Bastrop County Education District (BCED) to equalize funding to public schools in Bastrop County. BISD was a participating member of BCED. For two years, BCED assessed and levied property taxes for all schools in the county. State courts eventually ruled County Education Districts (CED's) unconstitutional. The court abolished county education districts and established successors-in-interest to collect property taxes still owed to participating school districts.

For BCED, the successor-in-interest is Bastrop ISD. Under guidelines established by the Texas Education Agency's (TEA) *Financial Accountability System Resource Guide*, final settlements can be made between participating schools, reducing the time and effort needed to administer these activities. The BCED successor-in-interest administered by Bastrop ISD has not been settled.

All information on handling the settlement of these entities is available through TEA and industry organizations such as the Texas Association of School Boards and the Texas Association of School Administrators. In addition, accounting and reporting guidance for these settlements are included in the TEA's *Financial Accountability System Resource Guide*.

Recommendation 25:

Settle the successor-in-interest for the BCED between participating districts.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Business and Finance negotiates a settlement for the successor-in-interest for the BCED.	September 2000
2.	The superintendent submits the recommended settlement to trustees for final approval.	November 2000

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

BISD does not conduct internal audits. Internal audits measure and evaluate the efficiency, effectiveness, costs and benefits of operations, programs, other controls and systems to help management effectively perform its duties. The district relies heavily on its certified public

accounting firm to perform its annual financial and compliance audit and to prepare its annual audited financial statements. This firm or an alternative firm could also perform internal audits for the district.

The TEA's *Financial Accountability System Resource Guide* includes a section on management reviews and alludes to the importance of internal audits. According to TEA, management or internal audits do not satisfy the requirements of the Single Audit Act Amendments of 1996 for external reporting, but reviews conducted by an independent certified public accountant, internal auditor or a state auditor do meet the requirements.

Recommendation 26:

Contract with an external audit firm to perform annual internal audits.

The firm selected should report directly to the Board of Trustees. The board should discuss and consider issues raised in internal audit reports.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Board of Trustees negotiates an agreement with an external audit firm for internal audit services.	January 2001
2.	The board approves the agreement.	February 2001
3.	The board works with the selected firm to create an internal audit plan.	March 2001
4.	The external audit firm begins implementation of the internal audit plan.	April 2001

FISCAL IMPACT

Based on the review team's discussions with the assistant superintendent for Business and Finance, the superintendent and representatives of BISD's current external audit firm, selected internal audits can be performed annually in approximately 90 hours. At an average charge of \$75 per hour, estimated costs for these services are \$6,750 annually.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Contract with the external audit firm to perform annual internal audits.	(\$6,750)	(\$6,750)	(\$6,750)	(\$6,750)	(\$6,750)

Chapter 5

FINANCIAL MANAGEMENT

B. FINANCIAL REPORTING AND BUDGETING

Texas school districts must comply with financial reporting guidelines in the TEA's *Financial Accountability System Resource Guide*. The guide includes the accounting and financial reporting requirements of recognized, generally accepted accounting principles, federally mandated auditing and financial reporting requirements and specific TEA accounting and financial reporting requirements. A district's annual audited financial statements must include all necessary financial information and related disclosures as prescribed by the *Financial Accountability System Resource Guide*.

The link between planning and budget preparation makes school district budgets unique. Budgets in the public arena are often considered the ultimate policy document since they are the financial plan a school district uses to achieve its goals and objectives. School district budgets reflect:

- Public choices about what goods and services the district will produce;
- Districts' priorities;
- Relative weight given to the influence of various participants and interest groups in the budget development process; and
- Methods a district uses to acquire and use its resources.

The budget itself becomes a political document representing school district administrators' accountability to citizens.

The state, TEA and local districts formulate legal requirements for school district budgets. State and federal grants also may impose additional legal requirements.

District administrators and the superintendent are responsible for preparing district budget guidelines and the budget calendar. Because the guidelines and calendar create a framework for the entire budget development process, their careful design is critical to an efficient and effective process.

The budget calendar lists critical dates for the preparation, submission and review of campus budgets for the school district, and is prepared at the district level. A variety of simple techniques can be used to build the district calendar. The simplest is to modify the previous year's calendar. Timing problems from the previous year's process should be reviewed and

appropriate changes made in the current calendar. The budget calendar should be reviewed to ensure it is appropriate for the current year's budget. **Exhibit 5-11** shows the district's 1999-2000 budget calendar.

**Exhibit 5-11
BISD Budget Calendar**

Date	Action
January	Present proposed budget calendar to the board
February	Meet with principals, etc. to discuss budget process and concerns
February	Projected enrollments developed
February	Review projected revenue estimates based on current funding law
March	Train site-based Committees on budget
March	Review personnel staffing and proposed salary schedule
March	Budget process outlined to principals and staff and forms sent out
March	Beginning of campus budget preparation
March	Beginning of special program and support service budget preparation
April	Completion of campus budgets (Secondary)
April	Completion of campus budgets (Elementary)
May	Review salary schedules and impact of legislative proposals
May-June	Meet with all principals and budget managers to review proposed budget
June	Review of preliminary district budget after campus reviews
June	Complete superintendent's review of preliminary district budget, personnel requirements, facility requirements and projected revenue
June	Complete first draft of district budget
June	Present preliminary budget information to board
July	Incorporate any legislative changes into the budget
July-August	Continue reviewing budgets
July	Completion of special program
July-August	Budget workshop(s)

August	Publish effective tax rate information
August	Complete final budget draft
August	Official public budget hearing of 1999-2000 budget
August 17, 2000	Adopt 1999-2000 budget
August	Meeting to discuss tax rate; if proposed tax rate will raise more revenue than the preceding year's revenue, take record vote and schedule public hearing
August-Sept.	"Notice of Public Hearing on Tax Increase" published
Sept.	Public Hearing; schedule and announce meeting to adopt tax rate
Sept.	"Notice of Vote on Tax Rate" published before meeting
Sept. 21	Meeting to adopt tax rate

Source: BISD Budget Calendar 1999-2000 from assistant superintendent for Business and Finance.

If the budget development process has been altered substantially from the previous year, the development of a new budget calendar may be necessary. These steps may be used to prepare a new budget calendar:

- Determine the level of detail needed. A district may have several budget calendars with varied levels of detail. District administrators may present a general calendar to the school board while campus personnel may use a detailed calendar at the campus level. If several calendars are used, they are summarized in a district master calendar to ensure all activities and dates are consistent and compatible;
- Identify all activities that must be included in the calendar, and arrange them in chronological order; and
- Assign completion dates to each activity on the calendar. Completion dates are assigned by working backward through the activities from August 20, the legally mandated date for presentation of the preliminary school district budget to the school board. Dates are also assigned to ensure sufficient time is allowed for completion of each activity on the calendar. Some school districts may assign only completion dates for each activity and allow budget actors/groups to determine when an activity begins. Other school districts assign suggested or mandatory start dates for activities to ensure their timely completion.

FINDING

BISD contracts with Region 20 for financial software technical support and Public Education Information Management System submissions. The district pays \$4,608 annually for this service. The major activities covered under this contract include:

- Implementation assistance with the new RSCCC financial software;
- Assistance with PEIMS processes and submissions; and
- Technical support for the RSCCC payroll module.

COMMENDATION

BISD automated financial records through an outsourcing arrangement that ensures efficient and accurate financial operations.

FINDING

The district provides monthly budget information to the public, and budget reports are included in the monthly board meeting packets. The district's RSCCC financial system provides budget information the assistant superintendent for Business and Finance uses to prepare electronic spreadsheets. BISD maintains the financial accounting structure of the RSCCC system in accordance with the TEA's *Financial Accountability System Resource Guide*. The system identifies revenue sources and expenditures by functional area, expenditure type, program area and campus or facility. The district was able to generate detailed budgeting and data reports requested during TSPR's review.

BISD's monthly board report includes the district's ongoing budgeted and actual financial results. The report includes the budget amount, actual financial result and variances from budget at a selected level of detail (**Exhibit 5-12**). Explanations of large budget variances supplement the monthly board report.

Exhibit 5-12
Example Standard Monthly Budget Comparison Report

Description	Budget Amount	Actual Amount	Variance
Fund:	\$	\$	\$
Revenue:	\$	\$	\$
Categories	\$	\$	\$
Total Revenues	\$	\$	\$

Expenditures:	\$	\$	\$
Function:	\$	\$	\$
Expenditure type:	\$	\$	\$
Program area	\$	\$	\$
Campus or facility	\$	\$	\$
Total expenditures	\$	\$	\$

COMMENDATION

BISD prepares monthly budget analysis reports for the board and public.

FINDING

In June 1999, the Governmental Accounting Standards Board (GASB) issued the *Statement of Financial Accounting Standards No. 34*, which will significantly change the way Texas school districts and other state and local government entities report their finances to the public. The GASB is a private organization that sets financial accounting and reporting standards for state and local governments. TEA requires districts to implement the new standards by 2001-2002.

Under the new rule, anyone with an interest in school finance, including citizens, the media, bond raters, creditors, and legislators, will have access to more and easier-to-understand school budget information. For the first time, school financial reports will have information about the full cost of providing services to students and the public. An additional feature of financial reports presented under the new standard is a narrative analysis of the school's financial performance. The reports will say if current revenues are enough to pay for current services. Districts will also be required to calculate and record depreciation for school facilities and equipment, and will have to disclose the costs of all tax-supported programs.

Current school financial reports focus primarily on government funding, which often comes from more than 200 sources. It is often difficult for the public to pull the information together and make sense out of it.

The reports will provide vital information to a company planning to relocate to a particular county or region. Reports prepared under the new standard will help trustees better understand the long- and short-term implications of policy decisions. Investors will better understand the

financial health of school district investments, and taxpayers will be better able to assess the fiscal soundness of district management actions.

Recommendation 27:

Develop an implementation strategy for GASB Statement No. 34 to meet annual external financial reporting guidelines and TEA regulatory reporting requirements.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Business and Finance develops plans with Region 13 representatives for implementing the new financial reporting standard.	February 2001
2.	The assistant superintendent for Business and Finance develops a presentation for the board that contains information concerning the new standard and explains significant implementation issues.	March-August
3.	The assistant superintendent for Business and Finance implements necessary procedures to satisfy new reporting and data maintenance requirements.	September 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 5

FINANCIAL MANAGEMENT

C. PAYROLL

BISD's Business and Finance Department is responsible for the timely and accurate payment of district employees. Business and Finance also makes benefit deductions, premium payments and court-ordered deductions. The department also takes care of IRS-related matters and makes deductions for participation in the Teacher Retirement System and Medicare/Social Security.

Business and Finance, which includes a payroll manager, a payroll clerk and the assistant superintendent for Business and Finance, provides semi-monthly paychecks to about 1,000 salaried and hourly district employees.

FINDING

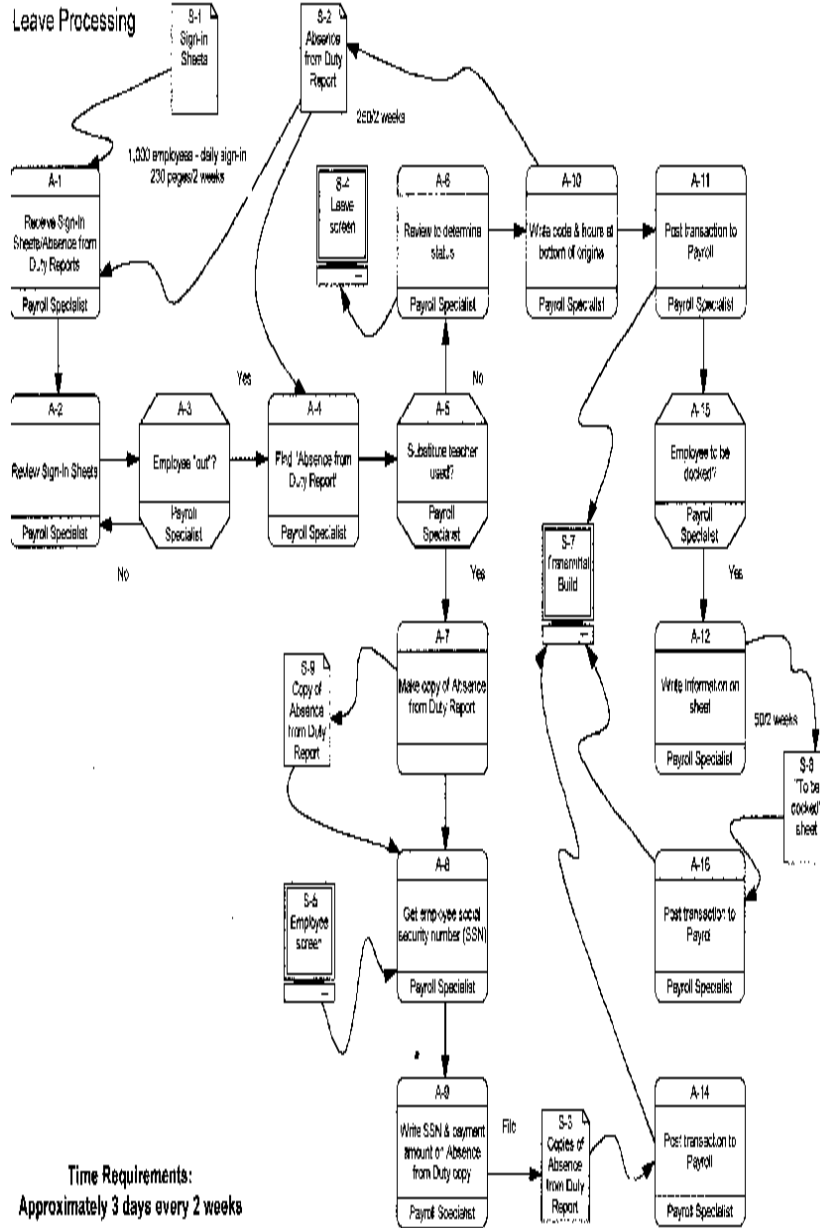
BISD does not fully use its computerized systems for processing payroll. Many job duties involve duplicate data handling and manual record keeping activities. Most of the data elements that employees deal with are available on the district's computer systems. BISD has to use two additional clerical employees from the Human Resources department when processing semi-monthly payrolls.

BISD incurs direct costs of \$66,043 (\$57,429 in salary costs plus \$8,614 in benefits) for one payroll manager and one payroll clerk position in its Business and Finance department. These costs do not include time the assistant superintendent for Business and Finance spent in processing semi-monthly payrolls. These costs do not include salaries for other Business and Finance employees; Human Resources employees, including two additional payroll clerks; or automated payroll system support activities.

The assistant superintendent for Business and Finance feels that the district has never fully updated its payroll procedures to take advantage of the technology available, leaving employees overloaded with unnecessary paper processing.

The review team performed a walkthrough of one of the payroll clerk's duties. The clerks are considered Human Resources leave processing employees. **Exhibit 5-13** shows a flowchart of this walkthrough.

Exhibit 5-13
Duty Flowchart for Leave Processing Payroll Clerk



Source: TSPR and BISD Business and Finance.

Additional duties for the clerk included:

- **Extra Pay** (different pay rates for Saturday school, etc.)
Data obtained from time sheets maintained by secretaries
Volume: 30-50 employees/pay period
- **Maintain vacation information** (on Excel spreadsheet)
Volume: 50-60 employees

- **Maintain total sick and personal leave used for 1,000 employees** (on Excel spreadsheet)
Data obtained from Absence from Duty Reports
Prepared every six weeks for reporting to the board
- **Travel allowance** (for 22 employees)
Same data posted to Payroll every period
- **Maintain manual log for:**

Employees on leave (maternity, illness, etc.) - Data obtained from Absence from Duty
Long term substitutes (after 10 consecutive days employees get a higher pay rate)
Certified substitute days

According to the clerk and assistant superintendent, employees do not use most of the data the clerk compiles. BISD Business and Finance management should review these duties and determine whether all of the steps and manual record keeping are necessary.

Recommendation 28:

Contract for organizational consulting services to make the payroll process more efficient.

The consultant and the district's Business and Finance personnel need to perform a detailed analysis of the payroll process. BISD's Business and Finance management should eliminate manual processes, and maximize the use of existing software rather than purchase new systems.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Business and Finance prepares a request for proposals (RFP) for consulting services from selected service providers.	January 2001
2.	The assistant superintendent for Business and Finance reviews proposals received and makes a recommendation after review by the superintendent.	February 2001
3.	The superintendent presents a recommendation for a consultant to the trustees for formal approval.	March 2001
4.	The consultant and BISD personnel begin to streamline the payroll process.	April and ongoing

FISCAL IMPACT

According to an independent firm providing organizational consulting services of this type, this service would cost about \$30,000. The review team conservatively estimates that this study will allow elimination of one of three payroll clerk positions. This would result in a one-time cost of \$30,000 in the 2000-01 fiscal year and in annual cost savings of \$27,786 (\$24,162 in salary plus \$3,624 in benefits beginning in the 2001-02 fiscal year). BISD employees previously used to process payroll can be given other duties, and funding previously budgeted for payroll processing can be allocated elsewhere.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Contract for consulting services to assist with streamlining the payroll process.	(\$30,000)	\$27,786	\$27,786	\$27,786	\$27,786

Chapter 6

ASSET AND RISK MANAGEMENT

This chapter reviews all asset and risk management functions of the Bastrop Independent School District (BISD) in the following areas:

- A. Cash and Investments
- B. Fixed Assets
- C. Employee Insurance and Benefits Administration

Asset management involves the management of the district's cash resources and physical assets in a cost-effective and efficient manner. This includes accounting for and safeguarding these elements against theft and obsolescence, and reducing risk through insurance and safety programs.

BACKGROUND

The assistant superintendent for Business and Finance and the Business Office staff are responsible for the district's asset and risk management. This includes cash management and investing, maintaining fixed assets records, administration of the self-funded worker's compensation program and management of long-term debt. The Payroll and Human Resources departments also administer the employee health insurance program and voluntary benefits.

The district's cash management activities and investment policies are designed to ensure the safety of idle funds; the availability of operating, capital and debt service funds when needed; and a competitive return on investments. Emphasis is placed on safety of principal and liquidity, and must address investment diversification, yield, maturity and the quality and capability of investment management personnel. The Finance Committee, which is a sub-committee of the Board of Trustees, reviews investment policies and procedures. This committee is made up of two board members, three administrative officers (the superintendent, associate superintendent and assistant superintendent for Business and Finance) and three advisors appointed annually by the board president.

The district's investment policy allows five investment types: 1) Obligations of the U.S. or Texas or its agencies and instrumentalities and political subdivisions including collateralized mortgage obligations directly issued by a federal agency or instrumentality of the United States as permitted by Government Code 2256.009; 2) Certificates of deposit as permitted by Acts of the 1997 Legislative Session, Chapter 32; 3) Public funds investment pools as permitted by Government Code 2256.016-2256.019; 4) Interest-bearing accounts in the district's depository bank;

and 5) Fully collateralized repurchase agreements permitted by Government Code 2256-0011.

In March 2000, the district's investment portfolio consisted of deposits in public funds investment pools (TexPool, Lone Star Liquidity Plus and LOGIC) for all funds other than bond proceeds. Bond proceeds are invested in a flexible repurchase agreement through Lehman Brothers. Cash balances remaining in the local depository bank earned a rate of 5.75 percent in March 2000.

The State of Texas uses county-wide appraisal districts to determine the appraised and taxable values of properties within each taxing jurisdiction. The Bastrop Central Appraisal District (BCAD) performs these services for the district. In addition to tax appraisal services, the district entered into an inter-local agreement with BCAD for the collection of its property taxes. Daily tax collections are deposited directly into the Lone Star Liquidity Plus Fund.

BISD's workers' compensation plan is a self-funded policy administered by Crawford & Company. To insure against catastrophic claims, the district purchases individual and aggregate stop-loss coverage for its workers' compensation program. The assistant superintendent for Business and Finance is responsible for administering financial aspects of the district's workers' compensation program, while the Payroll Office files claims with the third-party administrator. The district's loss control officer is responsible for safety issues in district facilities.

By self-funding its workers' compensation coverage, BISD retains the risk for claims incurred by workers who injure themselves while performing their duties.

The assistant superintendent for Business and Finance is responsible for the issuance of bonds and other debt instruments, debt funding and refinancing and payment of semi-annual debt payments. **Exhibit 6-1** presents the district's outstanding debt at the end of fiscal 1999.

Exhibit 6-1
Schedule of Bonds Outstanding
August 31, 1999

Description	Original Issue	Interest Rates	Outstanding Debt
School Building Unlimited Tax and Refunding Bonds, Series 1992	\$10,785,000	4.00%- 5.75%	\$700,000
School Building Unlimited Tax Bonds.	\$5,460,000	5.38%-	\$2,915,000

Series 1993		7.38%	
Unlimited Tax Refunding Bonds, Series 1994	\$12,204,980	2.70%- 4.80%	\$9,579,980
Unlimited Tax Refunding Bonds, Series 1997	\$32,593,420	4.80%- 5.50%	\$32,490,440
Athletic Facility Revenue Bonds, Series 1989	\$120,000	7.00%- 8.00%	\$55,000
Totals	\$61,163,400	N/A	\$45,740,420

Source: BISD 1999 annual audited financial and compliance report.

BISD purchases property and casualty insurance coverage through the Texas Association of School Boards Risk Management Fund. Coverage includes liability for facilities, equipment and vehicles, personal injury, professional and general liability, loss of property, crime and student accident insurance. Property value insured increased from \$50,436,336 to \$60,634,390, or 20 percent, from 1999-2000 to 2000-01. **Exhibit 6-2** summarizes coverage levels purchased by the district, deductibles and contribution rates for 1999-2000 and 2000-01.

Exhibit 6-2
BISD Property and Casualty Insurance Coverage and Contributions
1999-2000 through 2000-2001

Type	2000-2001 Liability Limits	Deductible	1999-2000 Contribution	2000-2001 Contribution	Difference Inc./ (Dec.)	Percentage Change Inc./ (Dec.)
Property	\$60,634,390 Replacement Cost	\$5,000	\$30,262	\$36,381	\$6,119	46.2%
Storage tank - Pollution liability	N/A (not required)					
Equipment Breakdown	\$100 million	\$1,000	\$2,518	\$3,032	\$514	3.9%
General Liability	\$1 million per occurrence	\$1,000	\$3,621	\$4,089	\$468	3.5%
School Professional	\$1 million per occurrence \$1	\$2,500	\$16,120	\$16,007	(\$113)	(-0.9%)

Legal Liability	million annual aggregate					
Vehicle - Fleet Coverage	\$100,000 per person, \$300,000 per occurrence	\$250	\$28,585	\$33,595	\$5,010	37.8%
Vehicle Physical Damage Private Passenger	Comprehensive, Collision	\$250	\$1,260	\$1,216	(\$44)	(0.3%)
Vehicle Physical Damage Other Vehicles	Specified Perils, Collision	\$250	\$10,473	\$11,982	\$1,509	11.4%
Vehicle Physical Damage Mobile Equipment	Specified Perils	\$250	\$466	\$487	\$21	0.2%
Crime	\$25,000	\$1,000	\$706	\$462	(\$244)	(1.8%)
Total			\$94,011	\$107,251	\$13,240	100.0%

Source: BISD assistant superintendent for Business and Finance.

Chapter 6

ASSET AND RISK MANAGEMENT

A. CASH AND INVESTMENTS

Each day, the assistant superintendent for Business and Finance and the Business Office manager review bank account balances for each of 14 district bank accounts. Investment decisions are made based on balances available as well as anticipated deposits and disbursements. The assistant superintendent for Business and Finance also completes a monthly cash flow analysis. Once daily cash needs are determined, the assistant superintendent for Business and Finance initiates any investment purchases or sales via the Internet. Verification of each transaction is forwarded to the Business Office manager for account coding and then to Business Office staff members to record the transaction in the general ledger system.

On March 31, 2000, the district had \$1.5 million in checking accounts earning 5.75 percent interest. This represents 5.9 percent of the district's total cash and investment balances. **Exhibit 6-3** summarizes cash and investment balances by type.

Exhibit 6-3
BISD Schedule of Cash and Investments by Type
March 31, 2000

Deposit/Investment	Balance	Percent of Total Cash and Investments	Interest Rate
Bank Accounts	\$1,499,980	5.9%	5.75%
TexPool	\$8,293,717	32.8%	5.91%
Lone Star Liquidity Plus Fund	\$4,756,595	18.8%	5.64%
LOGIC	\$1,707,402	6.7%	5.84%
Lehman Brothers	\$9,058,803	35.8%	5.85%
Total/Average	\$25,316,497	100.0%	5.80%

Source: Business Services Offices records, director of Finance.

Exhibit 6-4 details BISD's cash and investment accumulation by fund. Combined cash and investment balances in the general, debt service and

capital projects funds represent 90 percent of the total cash and investment balance.

Exhibit 6-4
BISD Schedule of Cash and Investments by Account
March 31, 2000

Description	Cash Balance	Investment Balance	Total	Percent of Total Cash and Investments
Operating	\$101,064	\$10,896,021	\$10,997,085	43.4%
Food Service	\$95,340	\$37,998	\$133,338	0.5%
Debt Service	\$4,673	\$2,272,791	\$2,277,464	9.0%
Accounts Payable Clearing	\$25,181	\$0	\$25,181	0.1%
Payroll Clearing	\$421,363	\$0	\$421,363	1.7%
Coca-Cola Contract	\$3,702	\$383,840	\$387,542	1.5%
Cafeteria Plan Reimbursement	\$1,167	\$0	\$1,167	0.0%
Capital Projects	\$476,501	\$9,098,624	\$9,575,125	37.8%
Contractual Obligations	\$8,510	\$0	\$8,510	0.0%
Student Activity	\$83,558	\$119,208	\$202,766	0.8%
Environmental Notes	\$175	\$0	\$175	0.0%
Federal Programs	\$95,412	\$0	\$95,412	0.4%
County Education District Successor-in-Interest	\$28,515	\$0	\$28,515	0.1%
Special Education Coop	\$154,819	\$131,005	\$285,824	1.1%
Workers' Compensation	\$0	\$877,030	\$877,030	3.5%
Total	\$1,499,980	\$23,816,517	\$25,316,497	100.0%

Source: BISD assistant superintendent for Business and Finance.

FINDING

BISD cash and investment policies and depository agreements do not allow overnight investment of idle funds in higher-yielding investments. With the exception of bond proceeds that are invested in a flexible repurchase agreement, BISD places all idle funds either in the depository bank or in public funds investment pools.

BISD uses First National Bank of Bastrop as its depository bank. Texas school districts bid and issue depository contracts for a two-year period, however, recent legislation allows a district to renew its depository contract for one additional two-year term. BISD extended its current depository contract for an additional two-year term, which expires August 31, 2001. First National Bank of Bastrop maintains all bank accounts for the district, including operations, accounts payable and payroll disbursements. The district pays no service charges for banking services with the exception of check printing charges and the cost of any research requested by the district. All accounts are interest bearing, earning 16 basis points over the average of the previous month's 13-week Treasury Bill auction rate. As required by state law, the depository agreement also provides the pledge of acceptable securities to protect district funds.

Under their depository contracts, Texas school districts frequently make arrangements for placing idle depository bank account balances in overnight sweep investment vehicles. The use of higher-yielding overnight investment vehicles for unused balances makes it easier for district and bank personnel to maintain and monitor collateral needed to secure bank balances on deposit.

School districts using overnight investments typically increase their earnings, allowing them to maintain a smaller amount of collateral.

Recommendation 29:

Modify the depository agreement and cash and investment policies to provide a sweep of idle cash balances into higher-yielding investments on an overnight basis.

Cash forecasting is necessary for overnight sweeps of cash balances. The district should use monthly and daily cash forecasting activities to project balances available for investment in overnight securities. These forecasts should consider the timing of federal and state aid payments, local property tax levies and collections, interest earnings and disbursements.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Business and Finance contacts the depository bank and makes arrangements for overnight	May 2001
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	investment of funds in a higher yielding investment vehicle.	
2.	The assistant superintendent for Business and Finance prepares amendments to the existing depository banking agreement with the assistance of the depository bank.	May 2001
3.	The superintendent and assistant superintendent for Business and Finance present the depository banking contract amendments to the finance committee for review and approval.	June 2001
4.	The superintendent presents the depository banking contract amendments to the board for approval.	June 2001
5.	The assistant superintendent for Business and Finance updates investment procedures to accommodate the overnight investment arrangements with the depository bank.	July 2001
6.	The superintendent approves updated investment procedures to accommodate the overnight investment arrangements with the depository bank.	August 2001
7.	The depository bank begins investment of idle bank deposits in higher yielding overnight investment vehicles.	September 2001

FISCAL IMPACT

If all funds on deposit on March 31, 2000 (\$1,499,980 minus a \$100,000 balance to remain in the accounts) were invested overnight at 5.96 percent, instead of the 5.75 percent rate paid on March 2000 bank deposits, the district could earn an additional \$2,940 annually (**Exhibit 6-5**).

Exhibit 6-5 Annual Funds Generated from Increased Investment Earnings On Overnight Investment of Daily Bank Cash Balanced

Description	Amount
Balance available for investment	\$1,399,980
Estimated overnight interest rate	5.96%
Annual estimated interest earnings	\$83,439
Current account rate	5.75%
Current interest earnings estimate	\$80,499
Average savings	\$2,940

Source: BISD Business Services Office and TSPR calculation.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Modify the depository agreement and cash and investment policies to provide a sweep of idle cash balances into higher-yielding investments on an overnight basis.	\$0	\$2,940	\$2,940	\$2,940	\$2,940

FINDING

BISD's depository contract with First National Bank of Bastrop does not allow controlled disbursement accounts for clearing accounts payable and payroll checks. On March 31, 2000, the combined balance in the district's accounts payable and payroll clearing accounts was \$446,544.

Controlled disbursement accounts are a cash management tool used by many school districts to increase the amount of time funds can remain invested. A controlled disbursement environment allows the district to know the amount of checks clearing on a daily basis prior to making investment decisions. The district will then be able to fund only the checks clearing through the accounts that day. Knowing the amount of checks that will clear on a daily basis will allow the district to invest funds for a longer term and increase earnings.

Maintaining a smaller amount in the bank also reduces the collateral required.

Recommendation 30:

Make arrangements with the depository bank to convert existing accounts payable and payroll clearing accounts to controlled disbursement accounts to take advantage of clearing times for checks.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Business and Finance contacts the depository bank and makes arrangements for conversion of existing accounts payable and payroll clearing accounts to controlled disbursement accounts.	September 2000
2.	The assistant superintendent for Business and Finance prepares amendments to the existing depository banking agreement with the assistance of the depository bank.	October 2000
3.	The superintendent and assistant superintendent for Business and	November

	Finance present the depository banking contract amendments to the finance committee for review and approval.	2000
4.	The superintendent presents the depository banking contract amendments to the board for approval.	November 2000
5.	The assistant superintendent for Business and Finance updates investment procedures and cash flow forecasts to accommodate the use of controlled disbursement accounts.	December 2000
6.	The superintendent approves updated investment procedures.	January 2001
7.	The depository bank converts existing accounts payable and payroll disbursement accounts to controlled disbursement accounts.	February 2001

FISCAL IMPACT

The district will earn additional interest because its funds will stay invested longer. However, this additional revenue was recognized earlier in this chapter, so no additional savings are reflected here.

FINDING

On March 31, 2000, the district's investment portfolio, not including construction funds, included only funds invested in public entity investment pools. According to the district's investment policy, emphasis should be placed on safety of principal and liquidity, and must address investment diversification, yield and maturity. BISD's investment policy also allows investing in U.S. Agency obligations. However, the district's finance committee restricted investment activities to U.S. treasury notes or bills, public fund investment pools, interest-bearing accounts in BISD's depository bank and fully collateralized repurchase agreements. The policy does not allow the purchase of U.S. Agency obligations or commercial paper as permitted by the Public Funds Investment Act, U.S. Government Code 2256.013.

Investment in U.S. Agency obligations and commercial paper allows the districts to attain a level of diversification and increase earnings by investing in higher-yielding securities.

Legally, personnel responsible for a district's investments are required to attend an initial 10-hour investment training session, provided by a board-approved trainer. Following this initial training, they must receive an additional 10-hours of training every two years, provided by a board-approved trainer. Investment training shall include such topics as

investment controls, security risks, strategy risks, market risks and diversification of the investment portfolio.

BISD is classified as a type 2 payee for state funding purposes. A type 2 payee classification means that most of the district's state funding is received in the first few months of the fiscal year. Local property taxes are levied in October and become delinquent on February 1; the district typically collects more than 80 percent of its levy by the end of February. Thus, the district has excess funds for extended periods of time that can be invested. Using cash forecasting techniques, the district will be able to purchase higher-yielding securities.

On March 31, 2000, the district's public funds investment pool accounts were worth \$14.8 million.

Recommendation 31:

Revise the investment policies and procedures to allow the purchase of U.S. Agency securities and commercial paper.

Cash forecasting is necessary for investing idle cash balances in U.S. Agency securities and commercial paper. The district should use its daily, monthly and annual cash forecasting activities to project balances available for extended periods of time (e.g. 30, 60 or 90 days). These forecasts should consider the timing of federal and state aid payments, local property tax levies and collections, interest earnings and disbursements for payroll and accounts payable.

District personnel responsible for investments should be trained in cash management techniques, the purchase and sale of investments, tracking investment portfolios and methods of diversification that allow security and increased yield.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Business and Finance and Business Office manager attend training on cash management and investing techniques.	October 2000
2.	Using historical and anticipated cash flow information, the assistant superintendent for Business and Finance and Business Office manager develop daily, monthly and annual cash forecasting models.	November 2000
3.	The superintendent and assistant superintendent for Business and Finance develop revisions to the existing investment policy allowing investment in commercial paper and present these	December 2000

	revisions to the finance committee for review and approval.	
4.	The superintendent presents the policy revisions to the board for approval.	December 2000
5.	The assistant superintendent for Business and Finance updates investment procedures to allow purchase of U.S. Agency securities and commercial paper.	January 2001
6.	The superintendent approves updated investment procedures.	January 2001
7.	The assistant superintendent for Business and Finance contacts securities dealers specializing in government funds.	February 2001
8.	The assistant superintendent for Business and Finance compiles a list of qualified securities dealers and provides each dealer with the district's investment policies.	February 2001
9.	The assistant superintendent for Business and Finance begins taking bids on investment purchases from the selected securities dealers and makes purchases based on the bid offering the highest returns.	March 2001

FISCAL IMPACT

Exhibit 6-6 compares sample rates for various securities for March and April 2000.

Exhibit 6-6
Sample Investment Rates for March 2000

Type of Security	March 2000 Rate	April 2000 Rate
TexPool	5.91%	6.07%
Lone Star Liquidity Plus	5.64%	5.81%
LOGIC	5.84%	5.93%
90-day Agency	6.03%	6.18%
90-day Commercial Paper	6.25%	6.41%

If 25 percent of these funds were invested in U.S. Agency securities and 25 percent in commercial paper, the portfolio would be diversified and the district could earn an additional \$25,825 annually (**Exhibit 6-7**). First-year savings are one-half of annual savings due to the March 2001 implementation date.

Exhibit 6-7
Annual Funds Generated from Increased Investment Earnings
On Investments in U.S. Agency Securities and Commercial Paper

Description	Amount
Total pooled funds available for investment	\$7,378,857
Balance available for investment (25 percent of each type)	\$3,689,429
Estimated 90-day Agency Rate, March 2000	6.03%
Annual estimated interest earnings	\$222,472
Estimated 90-day Commercial Paper Rate, March 2000	6.25%
Annual estimated interest earnings	\$230,589
Total Estimated Earnings	\$453,061
Current average pool account rate	5.79%
Current interest earnings estimate	\$427,236
Average earnings	\$25,825

Source: Assistant superintendent for Business and Finance and TSPR.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Revise the investment policies and procedures to allow the purchase of U.S. Agency securities and commercial paper.	\$12,912	\$25,825	\$25,825	\$25,825	\$25,825

Chapter 6

ASSET AND RISK MANAGEMENT

B. FIXED ASSETS

Control of fixed assets, generally including all tangible items worth more than \$200 or with a useful life of more than one year, is a critical responsibility of school district management. The assistant superintendent for Business and Finance and the Business Office staff are responsible for tracking BISD's fixed assets. Items are recorded in the fixed asset system at the time of purchase, and inventoried annually by each campus or location. Changes are documented and returned to the Business Office to be recorded in the fixed assets records.

According to TEA's *Financial Accountability System Resource Guide*, school districts must focus on control and accountability of fixed assets. A school district must record the quantity, location, condition and life expectancy of each fixed item to track assets properly.

Fixed asset records must be kept to determine who is responsible for each item, and to determine what items will be necessary in the future. School districts generally control capital transactions for fixed assets using a well-defined authorization procedure. Separate accountability for fixed assets is a specific legal requirement of many federal programs.

School districts should maintain detailed subsidiary records to maximize fixed asset control. Records should include :

- The item purchased;
- Date of purchase;
- Purchase price;
- Life expectancy;
- Location number;
- Inventory number; and
- Fund from which purchased.

The subsidiary record, regardless of physical form, should provide a complete description of the item for identification, as well as cost, purchase data and location.

Management must impose discipline throughout the organization so managers maintain an appropriate level of internal control to ensure adequate protection of fixed assets. Any change in fixed assets recording procedures should be approved by district management.

School district policies should address the use of school district fixed assets in a location other than that assigned. The policies should also address the off-site use of school district assets by employees.

Schools should inventory certain fixed assets, such as furniture and equipment, on a periodic basis. Districts should take annual fixed asset inventories at the end of the school term, before staff members leave. Schools should settle discrepancies between the fixed asset inventory list and items as soon as possible. Districts should list missing items and write off lost assets in accordance with district policy.

FINDING

BISD's process for recording fixed assets is duplicative. Using the district's financial system software, BISD records fixed assets in subsidiary records during the purchase process. At the end of a monthly accounting period, information about expenditures for fixed assets are extracted from the finance module of the software and loaded into the fixed assets module. Check copies for fixed assets purchases and journal entries affecting fixed assets accounts are matched with entries from the computer system. Detailed information about each asset, such as the bar code number assigned upon receipt the location and the serial number, is added to the fixed assets module. The systems are then balanced, and summary reports showing assets additions and deletions are generated.

Recommendation 32:

Streamline the fixed assets record keeping process.

Check copies for all accounts payable payments are filed as each check run is completed. Journal entries are also filed as they are recorded in the computer system. These items must then be retrieved from the files so the fixed assets records can be updated. The district should refine procedures to have all payments and journal entries relating to fixed assets given to the Business Office staff prior to filing. This will save the duplication of effort created by filing, retrieving and re-filing these items.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Business and Finance and Business Office staff prepare a flow chart of the procedures used for recording fixed assets.	October 2000
2.	The assistant superintendent for Business and Finance and Business Office staff study the chart to determine areas where duplication of effort occurs.	October 2000

3.	The assistant superintendent for Business and Finance recommends a streamlined work process that will eliminate duplication of effort.	November 2000
4.	Implement new procedures for recording fixed assets.	November 2000

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

BISD's maintenance of its fixed assets records is inefficient and time consuming. The district maintains more than 15,000 items as fixed assets, 64 percent of which have a unit cost of less than \$500. A clerical staff member in the Business Office is responsible for maintaining the fixed assets listing.

TEA's *Financial Accountability System Resource Guide* requires assets costing \$5,000 or more to be recorded in the fixed-asset group of accounts, while items costing less than \$5,000 are recorded as an operating expense of the appropriate fund under TEA guidelines.

Recommendation 33:

Require capitalization and inventory of items with a unit cost of \$5,000 or more.

This will adjust the district's threshold to be in compliance with the level that TEA requires.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Business and Finance prepares policies setting the fixed assets capitalization threshold at \$5,000, while requiring the inventory of items worth \$500 or more.	October 2000
2.	The assistant superintendent for Business and Finance prepares internal procedures for maintaining fixed assets records in the Business Office.	November 2000
3.	The assistant superintendent for Business and Finance informs campus and facility administrators of the fixed assets policies and procedures and provides each with a listing of fixed assets at	December 2000

	their location.	
4.	Begin tracking and recording new asset purchases according to the new policies.	January 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 6

ASSET AND RISK MANAGEMENT

C. EMPLOYEE INSURANCE AND BENEFITS ADMINISTRATION

Group health insurance is provided to employees who work 20 hours per week or more and their dependents. The district also offers voluntary coverage for disability, dental, cancer and life insurance. Employees may also participate in 403(b) tax deferred annuity plans, which are administered by National Plan Administrators. A maximum of five days is allowed per year for leave, with no accumulation or donation of days for use by other employees for catastrophic leave needs allowed.

Prior to enrollment in health and voluntary benefit plans, employees receive information regarding the coverage options available and the associated costs. The district makes an annual contribution to cover a portion of the employee's health insurance premium of \$154.00 per month, which increased from \$108.38 in 1998-99.

Section 125 of the Internal Revenue Code allows the purchase of certain fringe benefits before taxes are calculated, reducing the employees' overall tax liability. A Section 125 plan is often referred to as a cafeteria plan or flexible benefits plan, and typically includes health, dental, cancer and medical/dependent care reimbursement. BISD makes this benefit option available to employees. The district also offers flexible spending accounts for reimbursement of eligible medical expenses and dependent day care expenses to all eligible employees. Riata Financial Services, Inc. processes the reimbursement claims.

The district provides payroll deductions for the purchase of tax sheltered annuities as allowed by Sections 403(b) and 403(b)(7) of the Internal Revenue Code. BISD contracts the administration of its tax sheltered annuity plan with National Plan Administrators, Inc. (NPA). NPA performs all services related to the plan, including the audit of all enrollment paperwork, calculation of maximum exclusion allowances for each employee and disbursement of payroll deducted funds to various annuity companies. The district pays an annual audit fee of \$1 per participant, and a 60 cents per participant fee per pay period.

Humana HMO is BISD's health insurance carrier. **Exhibit 6-8** provides a summary of key plan provisions.

Exhibit 6-8
Summary of BISD Medical Plan Benefits
1999-2000

Benefit	Plan Provision
Co-payment-Office Visits	\$10
Lifetime Maximum	Unlimited
Calendar Year Deductible	None
Co-insurance	100%
Prescription Drugs: Generic/Name Brand/Non-formulary	\$10/\$20/\$35
Hospital Charges: Inpatient/Outpatient	100%/100%
Hospital Emergency Room Co-payment	\$60
Hospital Pre-certification Requirement	Yes
Serious Mental/Nervous, Drug and Alcohol Included	Yes
Maternity Included	Yes
Nursery Care Included	Yes
Deductible Credit	Yes
Co-insurance Credit	Yes
Pre-existing Condition Limitation	Yes

Source: BISD Business Office.

Exhibit 6-9 details employee out-of-pocket costs for health insurance premiums.

Exhibit 6-9
BISD Full-Time Employee Monthly
Premiums for Health Insurance
1999-2000

Category	Premiums
Employee only	\$39.48
Employee + children	\$213.58
Employee + spouse	\$232.92
Employee + family	\$465.06

Source: BISD Business Office.

COMMENDATION

The district contracts with a third party for the administration of the tax sheltered annuity plan, which allows the district to use its resources more efficiently in other areas.

Chapter 7

PURCHASING AND CONTRACT MANAGEMENT

This chapter examines the Bastrop Independent School District's (BISD) purchasing, distribution and contract management functions in the following:

- A. Purchasing and Contract Management
- B. Warehouse/Printing Operations

The goal of a school district Purchasing Department is to purchase the best products, materials and services at the lowest practical prices within relevant statutes and policies.

An effective purchasing system requires several essential components. One of the most important is a good organization that is staffed with well-trained people. Roles and related responsibilities must be clearly defined and be adapted to meet the unique operating environment of the district. Although purchasing organization structures may vary, most provide similar functions. An administrative role in purchasing typically:

- approves purchase orders and service contracts, including competitive procurement specifications and tabulations;
- assists in the development and modification of purchasing policies and procedures and is responsible for the implementation of such policies and procedures;
- resolves problems encountered within the purchasing function;
- establishes and monitors good working relations with vendors;
- provides for communication with vendors (for example, pre-competitive procurement conferences and competitive procurement openings) and approves vendor communication with schools and departments;
- ensures that district staff is aware of relevant purchasing statutes, regulations and board policies through either formal or informal training programs; and
- stays current on purchasing statutes, regulations and practices by attending various purchasing-related courses, seminars or workshops, and by reading current purchasing periodicals and books.

The purchasing administrator or an assistant typically prepares competitive procurement specifications, evaluates competitive procurement tabulations, maintains a vendor list, supervises the processing of purchase orders and evaluates the performance of vendors. Buyers and clerical staff typically write, review and modify specifications for

competitive procurements; assist in the evaluation of competitive procurements; identify sources to obtain competitive prices and terms; assist in maintaining an updated vendor list from which purchases can be made; and obtain and verify vendor price quotes.

In order to maximize the efficiency of its purchasing function, the TEA recommends that the purchasing function be centralized within the district. Centralized and decentralized purchasing are defined by the Council of State Governments publication, *State and Local Governmental Purchasing*, as follows:

- Centralized purchasing is defined as "a system of purchasing in which authority, responsibility, and control of activities are concentrated in one administrative unit."
- Decentralized purchasing is defined as "a system of purchasing in which there is a varying degree of delegation of authority, responsibility and control of purchasing activities to the several using agencies."

A centralized purchasing function is essential to efficiency in purchasing for the following reasons:

- Small volume purchases can be consolidated into larger volume purchases for the entire district;
- Vendors and the business community have a single central contact within the district;
- The Purchasing Department and its personnel have experience and are trained in purchasing, sourcing, prices and vendor relations that saves the district money and allows for a more efficient process; and
- The Purchasing Department and its personnel are trained in state and federal laws and local board policies applicable to purchasing providing for better compliance.

BACKGROUND

In BISD, the purchasing function is the responsibility of the deputy superintendent and a secretary. In addition to purchasing duties, the deputy superintendent supervises athletics, food services, construction, warehouse, printing, maintenance, custodial services, network services, transportation and human resources.

Exhibit 7-1 shows the volume and dollar amount of purchase orders issued through the BISD Purchasing Department over the last three years. In 1998-99, the district began consolidating some of their purchase orders, resulting in fewer purchase orders issued.

Exhibit 7-1
BISD Purchasing Volume
1996-97 - 1998-99

School Year	Purchase Orders Issued
1998-99	7,900
1997-98	9,575
1996-97	8,247

Source: BISD computer reports.

Chapter 7

PURCHASING AND CONTRACT MANAGEMENT

A. PURCHASING AND CONTRACT MANAGEMENT

Competitive procurement methods, as outlined by the Texas Education Code (TEC), must be used for all school district purchases valued at \$25,000 or more in the aggregate for each 12-month period, except for contracts for the purchase of vehicle fuel and produce. For purchases valued between \$10,000 and \$25,000 in the aggregate over a 12-month period, the school district is required to obtain written or telephone price quotes from at least three suppliers. State laws prohibit the use of competitive bidding for certain types of professional services, including engineering, architectural, accounting and land surveying.

In 1995, the state legislature expanded school district purchasing options by adding three new methods of competitive procurement: design-build contracts, competitive sealed proposal and request for proposals for personal property and construction contracts. In 1997, the legislature included two additional methods: job-order contracts and contracts using construction managers. With these additions, school districts can select among eight methods for competitively purchasing goods valued at \$25,000 or more in the aggregate over a 12-month period (**Exhibit 7-2**)

Exhibit 7-2
Competitive Procurement Methods

Purchasing Methods	Method Description
Competitive bidding	Requires that bids be evaluated and awarded based solely upon bid specifications, terms and conditions contained in the request for bids, bid prices offered by suppliers and pertinent factors affecting contract performance. Forbids negotiation of prices of goods and services after proposal opening.
Competitive sealed proposals	Requires the same terms and conditions as competitive bidding, but allows changes in the nature of a proposal and prices after proposal opening.
Request for proposals	Generates competitive sealed proposals and involves several key elements, including newspaper advertisement, notice to proposers, standard terms and conditions, special terms and conditions, a scope-of-work statement, an acknowledgment form/response sheet, a felony conviction notice and a contract clause.

Catalog purchase	Provides an alternative to other procurement methods for the acquisition of computer equipment, software, and services only.
Interlocal contract	Provides a mechanism for agreements with other local governments, the state, or a state agency to perform governmental functions and services.
Design/build contract	Outlines a method of project delivery in which the school district contracts with a single entity for both the design and construction of a project. (The "single entity" is usually a team of firms including a general contractor, architect and sometimes an engineer. One firm almost never does both the design and the construction.)
Job order contracts	Provides for the use of a particular type of contract for jobs (manual labor work) for minor repairs and alterations.
Construction management contracts	Outlines the use of a contract to construct, rehabilitate, alter or repair facilities using a professional construction manager.

Source: Texas Education Agency.

FINDING

The BISD Purchasing Department processes about 40 formal bids per year to handle most of the goods and services that have annual purchase volumes anticipated to exceed \$25,000. These bids are associated with maintenance and operations, athletics, food services, construction and transportation.

BISD uses a number of purchasing cooperatives in order to save the expense and time of developing formal bids in-house. These cooperatives include:

- Region 13 Purchasing Cooperative - food for the cafeteria;
- General Services Commission - buses;
- Qualified Information Services Vendor (QISV) - technology;
- Region 20 Purchasing Cooperative - art supplies, paper, office supplies, computer supplies, custodial supplies, physical education supplies, copier/duplication supplies, fire extinguishers, lawn and garden supplies, floor care products and floor pads, graphing calculators, educational technology; and
- Local Government Statewide Purchasing Cooperative.

During the 1998-99 school year, 61 vendors had aggregate purchasing volumes exceeding \$25,000. From those vendors, 21 were selected at random to test for compliance with competitive bidding provisions of the

Texas Education Code. **Exhibit 7-3** lists each of those vendors, their dollar volume and the bid verification.

Exhibit 7-3
BISD Purchase Orders Sampled for Bid Compliance
Dollar Volume Greater Than \$25,000
1998-99

Vendor Name	Dollar Volume	Bid Verification
Austin Brake & Clutch	\$25,111.80	Bid #1999-07
John Allbright	\$26,150.00	Warehouse rental - Not bid
Zenon Environmental Systems, Inc.	\$26,346.36	Wastewater system - Not bid
Heavy Duty Bus Parts	\$26,929.82	Bid # 1999-07
Alamo Iron Works	\$30,310.72	Not bid until Fall, 1999
B&B Auto Supply	\$30,842.78	Bid for auto parts, but non-approved vendor
Curtis Sawyer Wholesaler	\$35,904.21	Bid 7/10/98
Aqua Water Supply	\$39,623.76	Utility supplier - No bid required
Miracle, Inc.	\$39,680.80	Bid 7/10/98
Browning Ferris, Inc.	\$40,155.63	City waste disposal contract
PIA, Inc.	\$40,303.00	Workers comp. bid May, 1997 (3 yr. contract)
Life of Southwest	\$41,936.00	Payroll deduction
Terra Mar	\$43,862.25	Professional engineer services - No bid required
A&D Housemovers	\$44,973.98	Bid #1999-11
Coca Cola Enterprises	\$45,223.98	Cafeteria beverages - bid 7/10/98
Truman Arnold Companies	\$45,281.43	Fuel - Bid #199-01
Data Projections, Inc.	\$49,962.00	QISV
Double B Construction	\$50,082.00	Bid 7/20/99
World View Travel, Inc.	\$61,402.50	Student Activity - Band trip
Howard Schain	\$113,556.00	Administration Building rental

Network Media Systems, Inc.	\$142,018.14	Bid 6/99
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Source: BISD financial reports. Note: Multiple vendors may be identified by the same bid number. Bid numbers are not purchase order numbers.

Purchases from two vendors were not in compliance with state bid laws and board policy. Over a 12-month period, the district issued purchase orders totaling \$30,310.72 to Alamo Iron Works without a bid. Once BISD became aware of the violation, a bid was issued. In addition, over a 12-month period, the Transportation manager at that time issued purchase orders to B&B Auto Supply totaling \$30,842.78. There was a bid for auto parts, but B&B Auto Supply did not receive an award in that bid. The assistant superintendent for Business and Finance notified the Transportation manager to comply with the bid award. The deputy superintendent is responsible for monitoring the purchasing volume to ensure bid compliance.

In addition, during the 1998-99 school year, 92 vendors had purchasing volumes between \$10,000 and \$25,000. Of those vendors, 19 were selected at random to test for compliance with quote provisions of the Texas Education Code. **Exhibit 7-4** lists each of those vendors, their dollar volume, and the quote/bid verifications.

Exhibit 7-4
BISD Purchase Orders Sampled for Quote/Bid Compliance
Dollar Volume Between \$10,000 and \$25,000
1998-99

Vendor Name	Dollar Volume	Quote/Bid Verification
AFP Industries, Inc.	\$11,658.70	South Texas Purchasing Cooperative
Alarm Express, Inc.	\$15,127.65	Fire Alarm - bid 5/11/99
American Light	\$14,723.05	Not bid in 1998-99, but bid in 1999-2000
Bastrop Stationers, Inc.	\$13,672.91	Original bid #1998-13, with 1 year extension
Bastrop Stationers, Inc., Allen Page	\$14,591.20	Original bid #1998-13, with 1 year extension
Chem Serve	\$11,352.93	Original bid 7/11/96 - should have been re-bid in 1998, but was not

Chuck Howley Uniform	\$22,034.11	Bid # 1998-08
Easley Roofing & Sheetmetal, Inc.	\$12,372.55	Bid 3/18/97
Eubank Enterprises	\$19,730.02	Security monitoring - no bid
G&C Printing	\$11,307.66	Bid #1998-13
Greenville Transformer Co.	\$10,462.00	No bid
Hodges Pest Control	\$14,790.00	Bid 11/28/99
Life Re Vision	\$12,970.93	Employee dental & vision (employee pays)
Mackin Library Media	\$20,044.00	Bid # 1999-14
Nextel, Inc.	\$16,645.60	Radio service - no bid
Outlaw Designs	\$12,402.95	Bid # 1999-09 and #1999-17
Perma Bound	\$23,201.93	Bid #1999-14
Richter Well Drilling, Inc.	\$21,063.83	Water wells - no bid
Tory Supply Co.	\$10,339.00	Not bid until Fall, 1999
Varsity Spirit Fashions, Inc.	\$16,941.95	Not bid - student activity \$14,692

Source: BISD financial reports.

Of the 19 vendors tested, eight were either not in compliance with state bid laws and board policies or were questionable. Most of these items were multiple, lower-dollar purchases, spread out over a 12-month period, but the deputy superintendent is responsible for monitoring purchasing volumes for quote compliance.

Recommendation 34:

Establish a procedure to ensure compliance with all state and local purchasing laws and policies.

Identifying purchases that require competitive solicitation is a collaborative effort. The Purchasing Department and the user departments must work together to identify such purchases and the budget process is the place to start. Budgets for the year are substantially complete by July and departments have a firm grasp of projected expenditures by that time. If any budget category totals \$10,000 or more for like items or categories,

the Purchasing Department must be notified so the appropriate acquisition method can be chosen.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The deputy superintendent prepares a list of goods or services that were purchased using a process not in compliance with state purchasing laws.	September 2000
2.	The deputy superintendent meets with department heads to review their budgets for the 2000-01 school year to determine if bids or quotes will be needed for any goods or services.	September 2000
3.	The deputy superintendent submits a list of all goods or services requiring bids to the superintendent for approval.	September 2000
4.	The deputy superintendent submits monthly reports to the superintendent indicating categories of goods or services that are approaching purchasing volumes that may necessitate competitive bids or quotes.	October 2000
5.	The deputy superintendent prepares bids for those goods and services.	October 2000
6.	The deputy superintendent submits bid recommendations to the superintendent and board for approval.	December 2000

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The new BISD organization plan does not provide for a replacement position for the retiring deputy superintendent, who handled the purchasing responsibilities. Because of issues related to non-compliance of some district purchases and public complaints about certain district contracts, the need for a skilled and experienced purchasing administrator is critical to BISD's operations.

Recommendation 35:

Hire a purchasing agent.

In addition to the purchasing responsibilities, the Purchasing agent could also supervise areas such as records management, print shop and fixed assets.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The deputy superintendent and assistant superintendent of Human Resources recommend a job description for the Purchasing agent position to the superintendent.	September 2000
2.	The superintendent seeks board approval for the Purchasing agent position.	September 2000
3.	The assistant superintendent of Human Resources posts the position.	September 2000
4.	The deputy superintendent interviews all applicants recommended by the assistant superintendent of Human Resources and recommends a candidate to the superintendent.	October 2000
5.	The superintendent submits the candidate to the board for approval.	October 2000

FISCAL IMPACT

A Purchasing agent would cost the district \$45,000 plus benefits of 25 percent (\$11,250), or a total of \$56,250.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Hire a purchasing agent.	(\$56,250)	(\$56,250)	(\$56,250)	(\$56,250)	(\$56,250)

FINDING

BISD uses manual purchase orders instead of automated purchase orders. The district's financial software, Regional Service Center Computer Cooperative (RSCCC), has an automated purchase order module, but BISD is not using it because the Administration Building is not connected to the district's wide-area network.

Using automated purchase orders, BISD could simplify data entry, provide for automatic checking of the availability of funds, and generate management reports showing purchasing volumes by vendor or by purchasing category. Automated purchase orders also could allow for electronic approval by department heads and financial administrators, resulting in improved turn-around times for mailing purchase orders.

Recommendation 36:

Automate the purchase requisition and order process.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Business and Finance establishes a purchasing committee to review the features of the RSCCC automated purchasing module and define barriers and solutions to the conversion from manual to automated purchase orders.	September 2000
2.	The assistant superintendent for Business and Finance presents a committee report and timeline of implementation to the superintendent for approval that includes plans for connecting administrative offices to the WAN (it should be noted that connections may not be available until the administration offices are relocated).	November 2000
3.	The deputy superintendent for Business and Finance arranges for training the district users on the automated purchase order module.	Per District Timeline
4.	The district converts from manual purchase orders to automated purchase orders.	Per District Timeline

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Some BISD bids, such as office supplies, are issued as annual contracts, with the district's option to extend for an additional year if certain conditions are met. Often, vendors are willing to maintain their pricing for an additional year, which can often be a good value to the district. By extending contracts, the district can save time and money by not having to re-bid each year.

Under current procedures, the BISD board approves the first year of all contracts and the deputy superintendent approves the extension of these contracts. There are neither local board policies nor any district procedures that authorize the deputy superintendent to approve extensions of bids. Bid prices and quantities of items can increase without the board having an opportunity to approve the changes.

Recommendation 37:

Submit all bid extensions to the board for approval.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The deputy superintendent identifies the bids that will be recommended for extension.	September 2000
2.	The deputy superintendent submits a recommendation to the superintendent to extend the bids.	September 2000
3.	The board approves the bid extension.	September 2000

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Texas law allows an exception to the bidding process if an item is only available from one vendor (sole-source purchase). Examples include items for which competition is precluded because of the existence of a patent, copyright, secret process, or monopoly. Sole source also includes: a film, manuscript or book; a utility service such as electricity, gas or water; and a captive replacement part or component for equipment (those that are specific to a particular piece of equipment and are not available from more than one vendor).

BISD's purchasing procedures further state:

"The district is required to obtain and retain documentation from the vendor, which clearly delineates the reasons, which qualify the purchase to be made on a sole-source basis."

While no sole-source violations of state bid laws were observed, BISD's procedures leave open the possibility of misuse of this legal exception. The BISD Purchasing Department is relying on a vendor's word to determine if a product is sole-source. For example, a vendor could say that his brand of weight equipment is sole-source because it is only available from one supplier in North America, and that the weights have a unique patented rubber coating on them. Under BISD's procedures, that item could be purchased using their sole-source provision.

However, the Texas Education Agency's *Financial Accountability System Resource Guide* (FASRG) states:

"In order to be a bona-fide exemption to the Texas Education Code purchasing law requirements, there must be no other like items available for purchase that would serve the same purpose or function, and only one price for the product because of exclusive distribution or marketing rights. The fact that a particular item is covered by a patent or copyright is but

one factor in determining if the purchase falls under the sole-source exemption."

In the example of the weight equipment, many vendors can provide weight equipment that can provide the same functionality as the rubber-coated weights. Therefore, this type of weight equipment would not meet the requirements of the sole-source provision, as defined in FASRG.

Recommendation 38:

Revise BISD purchasing procedures to include a definition of "sole-source" purchases that matches the definition found in TEA's *Financial Accountability System Resource Guide*.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The deputy superintendent redefines "sole-source" in the purchasing procedures.	September 2000
2.	The deputy superintendent communicates the procedural change to BISD staff.	September 2000
3.	The deputy superintendent arranges training for the BISD staff on the new "sole source" procedures.	October 2000

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

BISD received some public criticism about an exclusive soft-drink vending contract that the district entered into with Coca-Cola. The criticism focused mainly on these issues:

- There was no competitive bidding;
- There was no public notice of the vote on the contract;
- There was no opportunity for public input;
- Vending prices in the contract are too high;
- Commissions in the contract are too low;
- The contract period was too long; and
- Sponsorship fees were used to fund athletic facility construction after voters defeated a bond issue for those same facilities.

Concerning competitive bidding, the district's attorney reviewed the contract and did not offer any objection to the board's approval of the contract. The only portion of the contract that would require the

expenditure of district funds for the purchase of Coca-Cola product would be for school cafeterias. Beverages for the cafeterias were included in the food service bid, which was approved on July 21, 1998.

Concerning public notice and public input, a board agenda for all board meetings is posted at least 72 hours prior to the meeting in accordance with state law. BISD board policy also provides for public comments at all regular board meetings to discuss items on the agenda or any other items of interest.

Every school soft-drink vending contract differs in vending prices, commissions, contract periods and up-front considerations, depending on the needs and priorities of the school district. Some districts prefer higher commissions on the vending sales and do not need as much revenue in up-front considerations. Others, like BISD, chose to get more up-front considerations in order to fund the athletic facilities, and therefore were willing to accept lower commissions. Soft-drink vendors have a finite amount of revenue they can share with the district, and negotiations are used to determine how and when that revenue will be paid out to the schools.

Under BISD's contract, Coca-Cola will provide the following considerations:

- \$825,000 (\$412,500 at contract signing and \$412,500 after completion of the Sports Complex);
- \$28,000 for scoreboards, as needed; and
- Commissions on vending sales ranging from \$1.80 per case to \$4.50 per case, depending on the product.

Commission revenue for BISD, as shown in **Exhibit 7-5**, is about the same under the new contract as before the contract.

Exhibit 7-5
BISD Vending Commission Comparisons
November, 1997 to April, 2000

Date Range	Commission Revenue
November 1997 - October 1998	\$43,405.33
November 1998 - October 1999	\$43,533.90
November 1999 - April 2000 (6 months)	\$22,550.60 (6 months)

Source: BISD assistant superintendent for Business and Finance.

BISD administrators chose to negotiate an exclusive soft-drink vending contract because the district's Strategic Planning Committee, composed of community members and school staff, asked the district to find other revenue sources to fund the needed athletic facilities.

Recommendation 39:

Update BISD administrative procedures to require the use of Requests for Proposals (RFP's) for all future revenue contracts.

While competitive bidding may not have been required for this contract, it would have made good business sense to seek proposals from other soft-drink vendors to maximize revenue and minimize obligations to the vending company.

The United States Department of Agriculture (USDA) also has regulatory requirements pertaining to soft-drink vending contracts, including:

- If the exclusive contracts do not involve nonprofit school food service account funds, there are no Federal Child Nutrition Program procurement issues involved;
- If any nonprofit school food service products are purchased via the exclusive contract, then all Federal procurement requirements must be met. (Reference: 7 CFR 210.21; 7 CFR 3015, Subpart S; and OMB Circular A-102, Attachment O);
- If nonprofit school food service products are included in the contract, any rebates, commissions, scholarship fund contributions or any other payments back to the school district or district-related organizations must be reimbursed to the nonprofit school food service account on a prorated basis. (Reference: 7 CFR 210.14 and OMB Circular A-87, Attachment A, and OMB Circulars A-102 and A-110).
- It is suggested that school procurement officials consider the impact of multi-year contracts, as opposed to single-year contracts, for the purchase of beverage and snack items. Long-term contracts appear to be more appropriate for nonperishable products and services, such as warehousing and equipment; and
- School districts with existing contracts in place that include school food service products must reimburse the food service account its prorata share in accordance with the third item above for the current and subsequent school years and maintain appropriate documentation.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent prepares an administrative procedure to	September
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	require the use of Requests for Proposal (RFPs) for all future revenue contracts.	2000
2.	The superintendent communicates the new administrative procedure to all district personnel.	October 2000

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Like all other districts in Bastrop County, BISD uses a number of alternatives to locally bidding goods and services. The most popular alternative is using cooperative bids from other governmental agencies. However, cooperative bids do not provide all goods and services needed in the school districts, and the district may have no other option but to bid locally.

However, board-approved interlocal agreements allow school districts to share each other's bids, saving each district time in developing bid specifications, the cost of advertising and the cost of postage and printing. For example, if BISD bids exterminating services, and if an interlocal agreement existed between the districts, EISD could use that bid as well, provided the vendor was willing to extend the pricing to that location.

Recommendation 40:

Establish an interlocal agreement with other school districts in Bastrop County in order to make purchases using each other's bids.

Wording would need to be included in each district's bid specifications to notify the bid vendors of the interlocal agreements and the possibility of other districts participating.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent meets with other superintendents in Bastrop County to see if they would be interested in participating in an interlocal agreement, which would allow the districts to purchase off each other's bids.	September 2000
2.	The superintendent has the school attorney draw up an interlocal agreement.	October 2000
3.	The board of each participating school district approves the	November

agreement.	2000
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FISCAL IMPACT

By not having to develop a formal bid, BISD would save advertising costs plus postage and printing costs.

Chapter 7

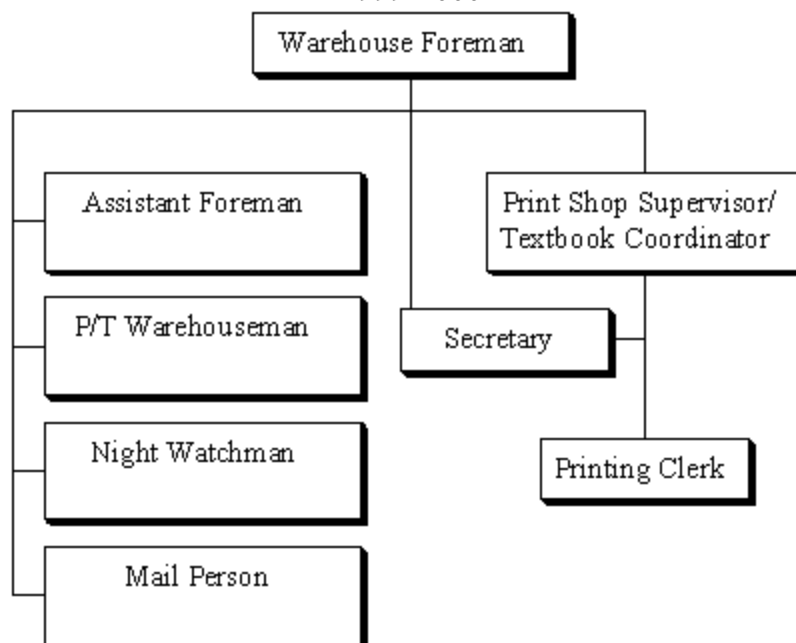
PURCHASING AND CONTRACT MANAGEMENT

B. WAREHOUSE/PRINTING OPERATIONS

An efficient warehouse operation ensures that all purchases and deliveries to schools and departments are complete and timely; inventory levels are sufficient to meet requests; property and equipment are accounted for properly and controlled; and surplus or obsolete property is disposed of properly and removed from district records.

The BISD Warehouse staff consists of a Warehouse foreman, an assistant foreman and one part-time warehouse worker. The foreman also supervises the district's night watchman and the district mail delivery person. The Warehouse reports to the deputy superintendent. Warehouse responsibilities include delivery of warehouse supplies, central receiving, interoffice mail, records storage and receiving and delivery of textbooks. The foreman also is responsible for alarm monitoring and wastewater treatment. The district print shop is located in the Warehouse and its staff consists of the Print Shop supervisor/Textbook coordinator and a Printing clerk. One secretary supports both the Warehouse and Print Shop operations. A staffing chart is shown in **Exhibit 7-6**.

Exhibit 7-6
BISD Warehouse Department Organization
1999-2000



Source: BISD Purchasing Department.

FINDING

The BISD central Print Shop is located in the district warehouse. Some printing- school letterhead and envelopes, some administrative brochures and folders, some handbooks and certificates-is contracted to outside vendors. "The School Report," the Bastrop High School course selection guide, postcards, business cards, report cards, multi-part forms, special education forms and other miscellaneous forms also are contracted to vendors. However, the Print Shop still prints more than four million copies of various school documents per year for the schools and departments. **Exhibit 7-7** shows how costs per image have remained constant over the last three years. The cost per image in 1999-2000 appears to be a little higher, but the summer printing jobs have not been added into the calculation. Payroll and other budgeted expenses are included for the full year. When the year is complete, the cost per image should be around \$0.026.

Exhibit 7-7
BISD Print Shop Costs
1997-98 to 1999-2000

	1997-1998	1998-1999	1999-2000
Payroll	\$49,522	\$67,303	\$67,523
Maintenance and Repair	\$600	\$200	\$3,390
Equipment Leases	\$8,734	\$9,000	\$9,000
Supplies (Internal)	\$1,500	\$1,500	\$1,500
Supplies (Print Jobs)	\$30,760	\$28,448	*\$13,583
Total Costs	\$91,116	\$106,451	*\$94,996
Number of Images Printed	3,463,353	4,128,506	*2,965,160
Average Cost Per Image	\$0.026	\$0.026	*\$0.032
Charges To Using Departments	\$33,490	\$45,177	*\$29,703
Average Charge Per Image	\$0.010	\$0.010	*\$0.010

Source: BISD assistant superintendent for Business and Finance and the BISD Print Shop supervisor.

**Note: September 1999 through April 2000 only.*

Compared to the price of contract printing, BISD is providing a quality service at a minimal cost. Recent bids show the district would spend about \$0.038 per image to contract out this type of printing. The schools also are getting a good value with an average charge-back of \$0.010 per image, including the cost of the paper.

COMMENDATION

The BISD Print Shop provides a quality, cost-effective service to the schools.

Chapter 8

CHILD NUTRITION SERVICES

This chapter of the report describes the Food Service operations of the Bastrop Independent School District (BISD) in the following areas:

- A. Organization and Staffing
- B. Operations
- C. Financial Management
- D. Facilities

School food service operations are expected to provide an appealing and nutritionally sound breakfast and lunch as economically as possible. Several factors can be used to evaluate the efficiency and effectiveness of a school Food Service operation. These include: a high ratio of meals served per labor hour (MPLH), food costs, amount of waste, participation in breakfast and lunch programs, nutritional value, the variety of meals served, the wait time per student served, and financial self-sufficiency.

BACKGROUND

According to *Managing Child Nutrition Programs, Leadership for Excellence*, by Martin and Conklin, child nutrition programs are big business for school districts and communities and present many challenges and management opportunities. In 1998, the federal budget for child nutrition programs exceeded \$5 billion, and nearly 95,000 schools participated in the lunch program and 31,000 participated in the breakfast program. The child nutrition program is the largest business in some communities. Some of the changes occurring in child nutrition programs are: new methods for processing and distributing food, availability of technology, demographics of the workforce and its effect on local economies, increasing competition and the changing needs of the customer.

Child nutrition directors can plan for these impacts by managing seamless programs; organizing and staffing for expanded school days; establishing after school snack programs, summer feeding programs and universal breakfast programs; incorporating the school food and nutrition program into the comprehensive health program; and making the child nutrition programs an integral part of the community's social services system.

The Texas School Food Service Association (TSFSA) has identified 10 *Standards of Excellence* for evaluating school Food Service programs. TSFSA states that effective programs should:

- Identify and meet current and future needs through organization, planning, direction and control;
- Maintain financial accountability through established procedures;
- Meet the nutritional needs of students and promote the development of sound nutritional practices;
- Ensure that procurement practices meet established standards;
- Provide appetizing, nutritious meals through effective, efficient systems management;
- Maintain a safe and sanitary environment;
- Encourage student participation in food service programs;
- Provide an environment that enhances employee productivity, growth, development, and morale;
- Promote a positive image to the public; and
- Measure success in fulfilling regulatory requirements.

BISD contracts with Region 13 for registered dietician services at a cost of \$200 per day. The federal School Meals Initiative requires that Bastrop County school districts meet the nutrient standards established by the USDA for fat content and calories. The same Initiative encourages the departments to participate directly in nutrition education, and federal Team Nutrition programs.

The American Dietetic Association, the Society for Nutrition Education and the American School Food Service Association developed a position statement outlining the need for comprehensive school-based nutrition programs and services for all the nation's elementary and secondary students.

It is important to evaluate the role that school meals play in helping students learn better, and improve their health and nutrition. There is consensus among nutrition experts that school food and nutrition programs are critical to a student's learning readiness, healthy lifestyle promotion and disease prevention. Childhood obesity has become the third most prevalent disease in children and adolescents in the United States. Many large districts view school meals as an integral part of the total education process and allocate money to ensure quality and affordability of its meal programs.

BISD serves students in four elementary schools, one intermediate school, one middle school, and two high school cafeterias. In the fall of 2000, a new middle school will open in Cedar Creek. Revenues for 1998-99 were \$1,991,276 and expenses were \$1,895,727 generating a \$95,549 fund balance. BISD uses the approved Texas Education Agency (TEA) "offer-versus-serve" method to serve students. Federally-approved snacks are sold in all child nutrition cafeterias, in addition to the regular breakfast and lunches. The Food Service department uses the automated Micro Check

Point of Sale system to track and report its food service performance and student data. In 1998-99, 42 percent of BISD's students were eligible to receive free and reduced-price meals, while only 57 percent of those eligible actually participated. Overall participation rates in 1999-2000 (average daily lunch/breakfast participation ÷ Average Daily Attendance) were 22 percent for breakfast and 54 percent for lunch.

BISD's Food Service Department receives revenue from the sale of meals, catering, federally-funded breakfast and lunch programs and special programs, such as the after-school snack program and the summer feeding program. **Exhibit 8-1** identifies the actual expenditures for 1997-98 through 1998-99. BISD submits detailed reports to TEA to document reimbursements from the National School Breakfast and Lunch Programs.

Exhibit 8-1
BISD Food Service Department
Actual Expenditures
1997-98 and 1998-99

Category	1997-98 Actual	Percent of Total Expenditures	1998-99 Actual	Percent of Total Expenditures	Percent Change
Payroll	\$606,820	34.8%	\$653,851	34.5%	7.8%
Benefits	\$88,203	5.1%	\$95,388	5.0%	8.2%
Professional/Contracted Services	\$1,067	0.1%	\$1,500	0.1%	40.6%
Food	\$889,915	51.1%	\$935,078	49.3%	5.1%
Commodities	\$67,200	3.9%	\$99,850	5.3%	48.6%
Other	\$80,623	4.6%	\$83,627	4.4%	3.7%
Travel/Subsistence	\$3,908	0.2%	\$3,929	0.2%	0.5%
Other	\$787	0.05%	\$787	0.05%	0.0%
Capital Outlay	\$3,240	0.2%	\$21,717	1.1%	570.3%
Total	\$1,741,763	100.0%	\$1,895,727	100.0%	8.8%

Source: BISD Food Service.

Note: Percentages may not add to 100 percent due to rounding.

Exhibit 8-2 represents the federal reimbursement rates for each eligible breakfast and lunch served. "Severe need" breakfast funding is available to

schools that served 40 percent or more of the lunches free or at reduced prices for two prior consecutive years and have breakfast costs higher than the "full" breakfast reimbursement rates.

Exhibit 8-2
BISD Federal Reimbursement Rates
Breakfast and Lunch
1999-2000

	Breakfast	Lunch
Full	\$0.21	\$0.19
Reduced-price	\$0.79	\$1.58
Free	\$1.09	\$1.98
Severe Need	\$0.21	

Source: Texas Education Agency.

Exhibits 8-3 and **Exhibit 8-4** show BISD and peer district comparisons of expenditures and revenues from main food service funds only, excluding Special Revenue and Enterprise Funds. The expenditures for BISD shown in **Exhibit 8-3** increased by 23 percent while revenues shown in **Exhibit 8-4** increased 35 percent in the same time. BISD ranked fourth for increases in expenditures with peer districts.

Exhibit 8-3
BISD and Peer District Food Service Expenditure Comparison
1995-96 through 1998-99

District	1995-96	1996-97	1997-98	1998-99	Percent Change 1995-96 to 1998-99
Brazosport	\$3,584,517	\$4,006,306	\$4,191,482	\$4,643,389	30%
Schertz-Cibolo	\$1,007,570	\$1,093,157	\$1,182,077	\$1,267,845	26%
Hays	\$1,390,145	\$1,537,027	\$1,564,785	\$1,741,174	25%
Bastrop	\$1,541,227	\$1,700,857	\$1,741,763	\$1,895,727	23%
San Marcos	\$1,868,009	\$2,100,306	\$2,082,068	\$2,128,423	14%
Lockhart	\$1,138,759	\$1,200,488	\$1,195,912	\$1,267,845	11%

Del Valle	\$1,789,516	\$2,060,534	\$2,053,643	\$1,877,442	5%
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Source: Texas Education Agency.

BISD and peer district comparisons for revenues are in **Exhibit 8-4**. BISD was tied for second in percentage increase in revenue compared to peer districts.

Exhibit 8-4
BISD and Peer District Food Service Revenue Comparison
1995-96 through 1998-99

District	1995-96	1996-97	1997-98	1998-99	Percent Change 1995-96 to 1998-99
Hays	\$1,286,462	\$1,491,239	\$1,614,047	\$1,826,420	42%
Schertz- Cibolo	\$926,288	\$947,781	\$1,031,615	\$1,253,088	35%
Bastrop	\$1,477,779	\$1,711,423	\$1,774,098	\$1,991,276	35%
San Marcos	\$1,671,284	\$1,863,086	\$1,979,345	\$2,253,088	35%
Brazosport	\$3,663,456	\$3,754,124	\$4,047,455	\$4,354,457	19%
Lockhart	\$1,133,955	\$1,161,045	\$1,185,570	\$1,253,088	11%
Del Valle	\$1,734,557	\$1,732,211	\$1,980,689	\$1,795,829	4%

Source: Texas Education Agency.

BISD ranked first in percentage of positive increase in expenditures per student from 1995-96 to 1998-99 (**Exhibit 8-5**).

Exhibit 8-5
BISD and Peer District Expenditures per Student
1995-96 through 1998-99

District	1995-96	1996-97	1997-98	1998-99	Percent Change 1995-96 to 1998-99
Bastrop	\$276.84	\$309.82	\$307.74	\$340.74	23%
Hays	\$236.31	\$259.44	\$267.23	\$289.59	23%
San Marcos	\$251.36	\$271.47	\$288.25	\$306.35	22%

Brazosport	\$290.08	\$289.45	\$308.24	\$328.71	13%
Schertz-Ciobolo	\$191.74	\$184.82	\$188.29	\$210.99	10%
Lockhart	\$285.49	\$282.43	\$285.82	\$291.88	2%
Del Valle	\$365.55	\$355.25	\$378.72	\$319.71	(13%)

Source: Texas Education Agency, AEIS 1995-96 through 1998-99.

BISD meal prices and costs for 1999-2000 are presented in **Exhibit 8-6**.

Exhibit 8-6
Bastrop ISD Food Service Meal Prices and Average Costs

Meal	Price	Average Cost
Breakfast- Regular Elementary	\$0.90	\$0.89
Breakfast- Reduced-Price Elementary	\$0.30	\$0.89
Breakfast-Regular Secondary	\$1.00	\$0.93
Breakfast-Reduced-Price Secondary	\$0.30	\$0.93
Lunch- Regular Secondary	\$1.50	\$0.93-\$1.07
Lunch- Reduced-Price Secondary	\$0.40	\$0.93-\$1.07
Lunch- Adult	\$2.20	\$0.93-\$1.07
<i>A la carte</i> menu items	\$0.75-\$2.20	\$0.25-\$1.07

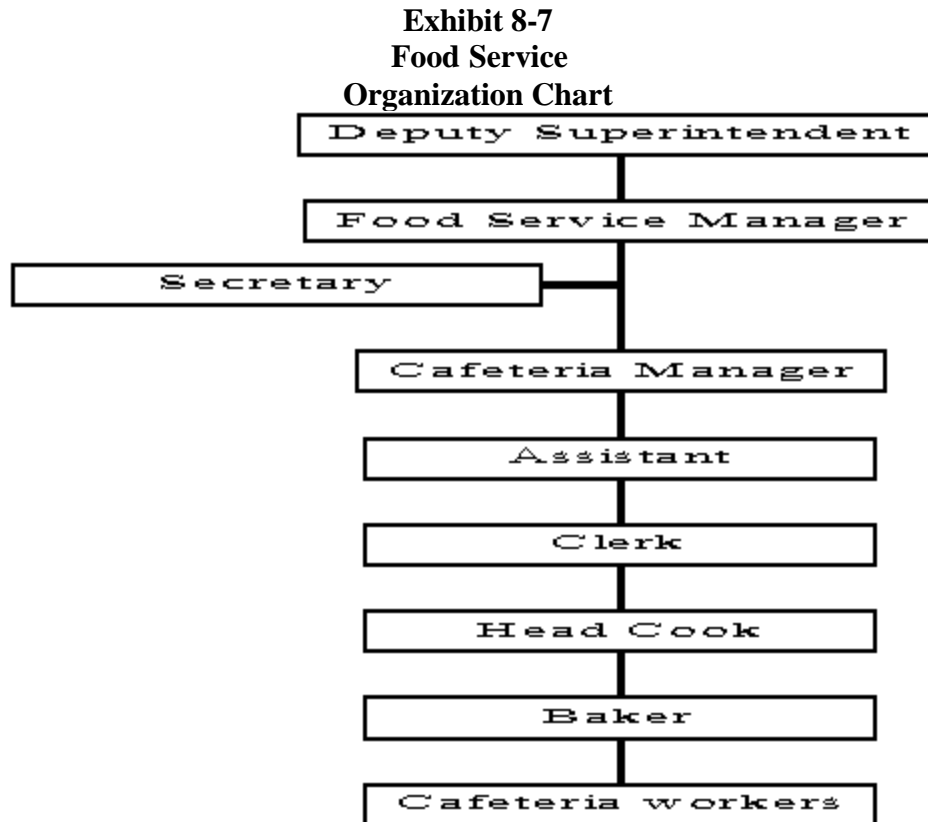
Source: BISD Food Service.

Chapter 8

CHILD NUTRITION SERVICES

A. ORGANIZATION AND STAFFING

The Food Service manager has a Bachelor of Science degree, and has experience in contract food service management for both school districts and colleges. One clerical staff is assigned to support the manager. The district contracts with Education Service Center Region 13 for the services of a registered dietitian. The department has a total of 72 employees, including seven cafeteria managers. Many of the cafeteria managers and employees are long-term employees of the district and this is indicative of the department's stability. The organizational structure is shown in **Exhibit 8-7**.



Source: BISD Food Service.

FINDING

The Food Service manager encourages cafeteria managers and staff to participate in continuing education. Employees schedule in-service

training during the school year and in the summer, and all managers and employees attend the Region 13 workshops. In the summer of 2000, the district paid for all employees to attend a two-day Food Service workshop in San Marcos, Texas. Each employee was paid at the minimum hourly rate for the two days as well as expenses for food, lodging and transportation. BISD's Food Service usually has the most attendees at area workshops, indicating a support from management for employee professional development.

COMMENDATION

BISD management supports continuing education for Food Service employees by allowing and encouraging attendance in workshops and by paying for expenses.

FINDING

The Texas School Food Service Association *Standards of Excellence* Manual recommends that performance standards, current job duties and annual performance appraisals be developed and conducted for each food service employee.

The Food Service manager and cafeteria managers evaluate each employee using performance-based and job-specific job descriptions. Each employee and manager performs a self-evaluation using the job description form for presentation to their manager. The employee and manager determine the final evaluation score. The manager uses the evaluation to pinpoint areas for improvement and further training and areas in which competency and/or proficiency has been achieved. The employees have positive opinions about the process.

COMMENDATION

The Food Service department employees and managers measure performance based on job performance descriptions and employees are directly involved in the process through self-evaluations.

FINDING

Pay increases for employees in BISD are not determined by performance, but instead by salary classification. Complicating the situation is that the pay scale for entry-level food service personnel is not competitive with local food service operations thus undermining staff retention processes. There are no incentive programs for BISD employees to encourage attendance, increase attention on safety or maintain balances of unused sick leave. In 1999-2000, 3 percent of the district's 72 cafeteria employees

were absent every day. Absenteeism costs the district more than \$30,000 per year in sick leave.

During focus groups, employees and cafeteria managers suggested that Food Service explore the possibility of implementing incentive programs to decrease absenteeism and award pay raises based on individual employee performance and good attendance.

Recommendation 41:

Implement employee incentive and pay-for-performance programs that are based on exceptional performance and good attendance.

With performance-based pay increases and other incentives tied to attendance and performance, absenteeism would theoretically drop. Pay increases could be funded by the decrease in payments made to employees for sick day usage. Ultimately, with individual pay increases being based on performance and attendance rather than on group salary classifications, productivity would increase as measured by standards such as meals per labor hour.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Food Service manager and cafeteria managers develop criteria for incentives and pay increases based on performance and attendance.	October 2000
2.	The Food Service manager and executive director of Support Services present the incentive plan to the superintendent and assistant superintendent of Budget and Finance for approval.	November 2000
3.	Food Services implements an incentive plan but continues planning for the pay-for-performance system.	January 2001
4.	The Food Service manager and executive director of Support Services present the pay-for-performance plan to the superintendent and assistant superintendent of Budget and Finance for approval.	February 2001
5.	The Food Service manager presents the approved pay-for-performance plan to Human Resources for review and approval according to the district policies.	February 2001
6.	The Food Service manager and executive director of Support Services presents the pay-for-performance plan to the board and superintendent.	March 2001
7.	The pay-for-performance process is implemented.	August

FISCAL IMPACT

The fiscal impact of this recommendation is dependent upon the district changing its method of how it awards salary actions for Food Service personnel and whether the superintendent and board would approve a pay-for-performance system. However, Food Service could set aside money in its budget to pay for small bonuses, certificates of recognition, plaques and the like to recognize exceptional performance and attendance. Therefore, each cafeteria should be allotted \$300 each to use toward this end, for a total cost of \$2,400 (\$300 x 8 campuses). In addition, as a result of these incentives, TSPR estimates that sick leave will be reduced by 5 percent, resulting in savings of \$1,500 (\$30,000 x .05). The net effect will be a cost of \$900 (\$2,400 - \$1,500).

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Implement employee incentive and pay-for-performance programs that are based on exceptional performance and good attendance.	(\$900)	(\$900)	(\$900)	(\$900)	(\$900)

FINDING

The pool of Food Service substitutes has diminished, forcing cafeteria managers and employees to often work shorthanded. Managers must assume staff responsibilities, resulting in ineffective management oversight. In focus groups, employees and managers expressed concerns over the non-availability of substitutes and the problems and challenges that situation presents.

BISD's Food Service is staffed with full-time, part-time and substitute employees. The substitute employees are used when regular full-time and part-time employees are absent. Substitutes are not guaranteed a set number of hours or days of work and are called in at the last minute of the morning they are needed.

Since 1996-97, BISD has nearly doubled its substitute budget, from \$12,360 in 1996-97 to \$22,000 in 1999-2000 (**Exhibit 8-8**). During 1999-2000, Food Service had a total of 333 absences out of 12,880 scheduled workdays with a staff of 72 employees. This equates to 3 percent or two employees being absent every day. Absenteeism costs the district more than \$30,000 per year in sick leave, and \$22,000 in salaries for substitutes for a total of more than \$52,000 per year.

**Exhibit 8-8
Substitute Worker Budget
1996-97 through 2000-01**

Budget for Substitute Workers	Year
\$12,360	1996-97
\$19,000	1997-98
\$19,000	1998-99
\$22,000	1999-00
\$23,000	2000-01

Source: BISD Food Service Department.

Full-time floating staff are often available in a district's food service operation to fill in for absent staff at the cafeterias that need them.

Recommendation 42:

Hire two full-time floater cafeteria employees and eliminate the use of substitutes.

Hiring the floaters should help the excessive absence problems in the various cafeterias because they will be able to float to the cafeteria that needs an employee due to an absent staff member.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Food Service manager prepares the justification to hire two floaters and presents it to the assistant superintendents for Budget and Finance and Human Resources for approval.	November 2000
2.	The Food Service manager prepares the job descriptions and presents them to Human Resources for use in hiring and recruiting the floaters.	December 2000
3.	The floaters are hired.	December 2000

FISCAL IMPACT

The cost for hiring two floater employees at an hourly rate of \$6.25, seven hours per day x 184 days would be \$8,050 per position. With 25 percent

benefits, the total would be \$10,063 per position, for an annual cost of \$20,126. The district budgeted \$23,000 in 2000-01 for substitutes. As a result of hiring two floater positions, the cost of substitutes would be eliminated, resulting in a net savings of \$2,874 (\$23,000 savings from eliminating substitutes less the \$20,126 cost of hiring two floater positions). The first year savings assumes that the floaters would not be hired until December 2000.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Hire two full-time floater cafeteria employees and eliminate the use of substitutes.	\$1,597	\$2,874	\$2,874	\$2,874	\$2,874

Chapter 8

CHILD NUTRITION SERVICES

B. OPERATIONS

FINDING

The Food Service department has a policy to make snacks and a la carte items and all types of federally-approved food items available to students.

In focus groups, Bastrop High School students said they are not allowed to purchase snacks throughout the day. The cafeteria is centrally-located, but the students cannot purchase nutritious snacks during off periods, so revenues are lost.

For example, during 1998-99, Mt. Pleasant ISD introduced a second breakfast program during the high school's "activity period" and increased its revenues by \$1,371 per month. By offering home-baked and popular breakfast items the students enjoy, the district was able to divert revenue away from vending machine purchases. Since this was the second breakfast service offered each day at Mt. Pleasant ISD, some students ate breakfast twice. The breakfast items also qualify as a federal reimbursable meal, and Mt. Pleasant was able to implement this program using existing staff and resources.

Recommendation 43:

Sell federally-approved snacks to secondary students throughout the school day.

This recommendation does not assume the sale of food items that are in competition with regular meal service, but ones that have been approved by the National School Lunch and Breakfast Programs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Food Service manager prepares a plan for adding the sale of snacks in cafeterias throughout the day to secondary students to the superintendent, executive director of Support Services, and assistant superintendents for Budget and Finance and Curriculum and Instruction.	November - December 2000
2.	The executive director of Support Services and superintendent approve the plan and submits it to the principals for approval.	January 2001

3.	The principals and cafeteria managers at one of the high schools pilot the meal program.	February - May 2001
4.	The Food Service manager and cafeteria manager monitor and report the progress and revenue of the program.	February - May 2001
5.	If the program proves to be profitable, the district administrators and principals implement the snack program districtwide.	August 2001

FISCAL IMPACT

It is assumed that the snack program will result in increased revenues, but the amount of revenues cannot be estimated.

FINDING

Block scheduling at the regular high school is negatively affecting the two lunch serving periods for its 1,600 students. Meal participation rates have dropped, forcing students to purchase vending machine items because of long lines. The last lunch service begins at 1:30 p.m., which is very late and the quality of the foods served at lunch has declined. Proper food temperatures are also a problem.

BISD cafeterias are selling snacks to subsidize more nutritious and costlier food items. Observing students in the intermediate school, TSPR noted they were opting for snacks and forgoing nutritious food choices offered in the cafeteria line. Similarly, high school students also went outside the cafeteria to purchase snacks and soft drinks.

Increasing student meal participation is important to a school district because it not only increases a district's federal reimbursements for every student who participates, but helps ensure that more students receive adequate nutrition as directed by the National School Breakfast and Lunch Programs.

Barriers to meal participation in BISD cafeterias include long serving lines, lack of variety in menus, poor food quality and inadequate facilities prohibiting the sales of some items. Additionally, appropriate signage is not in place to enable students to make selections before they get in lunch lines.

Teachers have been observed breaking in line and then complaining about the prices they pay for the food. Coffee is served at some schools for the teachers and is to be paid for using an honor system. Many teachers do not pay.

Some ways to increase meal participation include:

- Establishing a separate serving line for teachers;
- Piloting a Universal Breakfast Program at the primary school;
- Placing kiosks or serving carts at different locations in the middle school to cut down on long serving lines;
- Evaluating present menus and recipes to improve food quality;
- Enhancing training for Food Services employees;
- Adhering to the federal Competitive Food Policy as established by the Child Nutrition Programs; and
- Increasing marketing, merchandising and promotional activities.

Exhibit 8-9 shows participation rates of BISSD and its peer districts. BISSD ranked second in breakfast participation in 1999-2000, and fourth in lunch participation.

Exhibit 8-9
Bastrop ISD and Peer District Percentage
Of Average Daily Participation
1995-96 through 1999-2000

District	1995-96		1996-97		1997-98		1998-99		1999-2000	
	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch
Del Valle	27%	64%	28%	65%	31%	67%	30%	61%	39%	69%
San Marcos	16%	63%	18%	64%	20%	63%	20%	65%	13%	33%
Lockhart	19%	56%	19%	54%	21%	57%	18%	54%	20%	55%
Bastrop	20%	47%	21%	45%	21%	47%	21%	49%	22%	54%
Brazosport	16%	46%	16%	47%	17%	47%	18%	48%	20%	53%
Schertz-Cibolo	16%	41%	15%	36%	13%	35%	14%	35%	15%	40%

Source: Texas Education Agency.

Recommendation 44:

Eliminate operational barriers and implement new programs to increase meal participation.

The district should focus its improvements on their long serving lines, lack of variety in menus, poor food quality, inadequate facilities and inappropriate signage.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Food Service manager, executive director of Support Services and assistant superintendent of Curriculum and Instruction and the superintendent establish additional lunch periods and evaluate meal participation for the high schools, intermediate and middle school.	November 2000
2.	The Food Service manager presents the plan to the board for approval.	December 2000
3.	The Food Service manager prepares a plan to pilot new programs to increase meal participation.	December 2000
4.	The Food Service manager and cafeteria managers implement some programs and new procedures for increasing meal participation.	January - May 2001
5.	Cafeteria employees are trained to prepare and serve food for the new programs.	January - May 2001
6.	The Food Service manager plans and implements a universal breakfast program as a pilot program at one school.	August 2001
7.	The Food Services director monitors the participation rates of the new programs.	Ongoing

FISCAL IMPACT

A conservative estimation is that the district could increase its revenues by 1 percent in 2000-01 by implementing some new programs and procedures. One percent of its 1998-99 revenues of \$1,991,276 equals \$19,913 minus 49.3 percent (or \$9,817) in food costs, bringing in additional net revenues of \$10,096. It is assumed that no additional labor would be needed to produce the extra meals. In subsequent years, the district should set a goal of increasing revenues by 2 percent (\$39,826 - \$19,634 in food costs = \$20,192).

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Eliminate operational barriers and implement new programs to increase meal participation.	\$10,096	\$20,192	\$20,192	\$20,192	\$20,192

FINDING

BISD vending machines are located in the cafeterias and are operating during meal service, a direct violation of the federal Competitive Food Policy.

The Texas Education Agency's *Administrator's Reference Manual*, Section 16.1 states:

"School districts must establish rules or regulations as necessary to control the sale of foods in competition with meals served under the National School Lunch and School Breakfast Programs. Such rules and regulations shall prohibit the sale of foods of minimal nutritional value in the food service area during the breakfast and lunch periods. The restricted foods may be sold, at the discretion of local school officials, in other areas of the school campus throughout the school day."

The Competitive Food Regulation restricts five categories of food items including:

- Soda water-any carbonated beverage. No products shall be excluded from this definition because it contains discrete nutrients added to the food such as vitamins, minerals and protein.
- Water Ices-any frozen, sweetened water such as popsicles and flavored ice with the exception of products that contain fruit or fruit juices.
- Jellies and Gums-a mixture of carbohydrates made predominately from natural or synthetic gums and other ingredients that form an insoluble mass for chewing.
- Certain candies-any processed foods made predominately from sweeteners or artificial sweeteners with a variety of minor ingredients that characterize the following types: hard candy, jellies and gums, marshmallow candies, fondant, licorice, spun candy and coated popcorn.

The availability of vending machine products reduces food service revenue. It also makes less nutritional food readily available to students. The American School Food Service Association (ASFSA) recognizes the impact vending machines have on student nutrition and supports the intent of the "*Better Nutrition for School Children Act of 1999*." Additionally, ASFSA strongly urges an amendment to the proposed legislation that would completely eliminate soft drinks and foods of minimal nutritional value throughout the entire school campus until the end of the last lunch period of the day. The ASFSA states, in *Better Nutrition for School Children Act of 1999 Official Statement*, that dramatic increases in direct competition during meal periods from soft drink and candy vending machines have resulted in some school cafeterias offering soft drinks and foods of minimal nutritional value as choices in addition to offering

nutritious meals. The alternative is students purchasing these items from places on campus where there are no nutritious foods available.

The Competitive Food Policy prohibits the sale of food by any other organization other than the Food Service department during meal times. This prohibition includes the sale of fund-raising food items unless the foods are approved and purchased by the Child Nutrition program. The federal government provides definitions for restricted food items.

The Competitive Food policy designates the location and the hours of service for vending machines. Under this policy, vending machines with non-approved food items should be located outside of the cafeteria service area. If they are in the area, it is the school principal's responsibility to shut off the vending machines during student meal service. The enforcement and interpretation of this policy has affected many school districts entering into contracts with vending companies for the sale of soda and other vending items. These contracts are very lucrative for school districts, but can have an indirect impact on student nutrition and meal participation rates.

The location of BISD vending machines is shown in **Exhibit 8-10**.

Exhibit 8-10
Location and Type of Vending Machines in Bastrop Schools

School	Location & Types
Bastrop High School West Campus, Maintenance, Field House	1 snack machine in teachers' lounge, 2 snack machines in athletic department, 1 snack machine in Maintenance, 1 in fourth hall 20 soft drink machines
Transportation Barn	1 snack machine
Bastrop High School	1 snack machine, 7 soft drink machines
Intermediate School	1 snack machine in teachers' lounge, 1 snack machine in Technology Building, 5 soft drink machines
Mina	1 snack machine, 2 soft drink machines
Hill	1 snack machine in teachers' lounge
Cedar Creek	1 snack machine in teachers' lounge, 2 soft drink machines
Emile	1 snack machine in teachers' lounge, 1 soft drink machine

Genesis	1 snack machine in teachers' lounge , 1 soft drink machine
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Source: BISD Food Service.

Recommendation 45:

Establish a district policy to control the sale of foods in competition with meals served under the National School Lunch and Breakfast Program and outlined in TEA's *Child Nutrition Programs Administrator's Reference Manual*.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Food Service manager along with the superintendent, assistant superintendent for Budget and Finance and principals establish a district policy to control the sale of competitive foods.	September 2000
2.	Principals begin turning off vending machines during the meal service.	September 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

Chapter 8

CHILD NUTRITION SERVICES

C. FINANCIAL MANAGEMENT

FINDING

The Food Service manager uses sound fiscal management decision-making about expenses and revenue enhancements. The cafeteria managers are knowledgeable about financial information and have trained additional staff to assist in record keeping.

TSPR evaluated the BISD Food Service Departments' financial and management reporting function shown in **Exhibit 8-11**. The exhibit explains the component value and the extent to which the department is using the process. Only one of the components, showing changes in working capital, is not used by the Food Service manager.

Exhibit 8-11
Financial and Management Reporting Evaluation

Report/Description	Uses	Suggested Generation Frequency	Used by the District?	Distributed to Cafeterias?
<p>Budget: Illustrates a plan for financial management according to each account.</p>	<ul style="list-style-type: none"> Allows for informed decisions and financial forecasts for the next year through the use of historical, economic and demographic data, projected enrollment, menu changes and changes in operational procedures. Allows for a forecast of financial performance for 	Annual with monthly monitoring.	Yes	Yes

	<ul style="list-style-type: none"> the next year. Allows for comparisons between actual and forecasted performance. 			
Costing Food & Service	<ul style="list-style-type: none"> Allows for informed decision-making with regard to purchases and the continuation of products and services. 	Daily	Yes	Fall of 2000
Revenue Received from Lunch and Breakfast	<ul style="list-style-type: none"> Allows for the identification of major sources of revenue such as free, reduced-price, paid, a la carte or other. 	Daily	Yes	Yes
Balance Sheet: Illustrates the financial position of the account at a point in time.	<ul style="list-style-type: none"> Allows for a comparison of current balances with balances at the end of the month of the prior year. 	Monthly	Yes	No
Profit & Loss Statement	<ul style="list-style-type: none"> Allows for identification and analysis of increases or decreases in participation or expenses. Allows for identification of schools making a profit or experiencing a 	Weekly or Monthly	Yes	Yes

	<ul style="list-style-type: none"> loss. Allows administrators to determine where key issues/problems exist. 			
Statement of Changes: Show changes in working capital from year to year.	<ul style="list-style-type: none"> Allows for the monitoring of net increases in working capital requirements. 	Annually	No	No
Key Operating Percentages: Trends of expenditures and revenues over time	<p>Allows management and staff to monitor expenditures over time including.</p> <ul style="list-style-type: none"> Food cost % Labor cost % Other cost % Break-even point Inventory turnover Participation rates Average daily labor costs Average hourly labor costs 	Monthly	Yes	Yes

Source: TSPR and BISD.

COMMENDATION

The Food Service Department maintains financial accountability.

FINDING

The Food Service manager does not use the industry standard for determining productivity, known as meals per labor hour (MPLH). MPLH is calculated by dividing the number of meals served by the total number

of hours worked over a given time period. The recommended calculations for meal equivalents is shown in **Exhibit 8-12**.

Exhibit 8-12
Formula for Calculating Meal Equivalents

Meal	Equivalent
Breakfast Meal Equivalents	Number of Breakfast Meals divided by 2
A La Carte Meal Equivalents	A la Carte Sales divided by free lunch reimbursement plus the commodity value of the meal.
Catered/Contract Meal Equivalents	Catered Sales divided by free lunch reimbursement plus commodity value of the meal.

Source: Managing Child Nutrition Programs, Martin and Conklin, 1999.

Exhibit 8-13 presents a comparative breakdown of the MPLH for each school. BISD does not use an effective methodology to convert *a la carte* sales to reimbursable meals, which may be partially affecting its ability to meet productivity goals. Currently, Food Service is producing 15.55 MPLH, resulting in a total of 61.14 labor hours per day over recommended levels.

Exhibit 8-13
Bastrop ISD Food Service Department
Meal Equivalents Per Labor Hour Comparison
1999-2000

School	Average Daily Meal Equivalents Served	Actual Meals Per Labor Hour	Actual Hours Worked Per Meal Served	Recommended Meals Per Labor Hour*	Recommended Hours Worked Per Meal Served	Variance in Actual vs. Recommended Hours Worked	Number of 8 hour FTEs represented by Variance
BHS/West	1,329	16.8	79.11	19.5	68.15	10.96	1
BMS	800	14.7	54.42	18.5	43.24	11.18	1
Mina/Hill	650	12.5	52.00	17.5	37.14	14.86	1
Cedar Creek	969	18.6	52.10	19.5	49.69	2.40	0
Emile/Pac	715	13.75	52.00	17.5	40.86	11.14	1
Gateway/	795	14.7	54.08	18.5	42.97	11.10	1

Intermediate							
Total	5,258	15.55 (wtd)	343.71	18.66 (wtd)	282.05	61.14	5

*Source: Computed from BISD Food Services Department. *Indicated midpoint between conventional and convenience systems as BISD using a combination of preparation systems.*

Recommendation 46:

Establish Meals Per Labor Hour (MPLH) standards and evaluate each cafeteria's productivity based on the district's actual operation.

The district should first conduct a feasibility study to assist with determining the appropriate meals per labor hour standard for the district, which takes into account the district's method of operating. Then, the district should continually compare their actual MPLH to their standard to evaluate how productive each cafeteria is and where to cut costs.

Also, studying the higher productivity at Cedar Creek may help identify variables that are crucial to improved productivity.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	To determine methods for increasing productivity or reducing costs, the food service manager conducts a feasibility study to implement MPLH standards.	October 2000
2.	The food service director presents the study to the assistant superintendent for Business and Operations for approval.	October 2000
3.	The food service director and managers develop a plan for each cafeteria to increase productivity.	November 2000
4.	The food service director reduces staff according to the productivity levels at each cafeteria.	November 2000
5.	The food service director and managers use the MPLH guidelines as one method to evaluate performance.	Ongoing

FISCAL IMPACT

Reducing staff to industry-recommended standards would reduce labor costs by \$64,400 annually. Per **Exhibit 8-13**, BISD exceeds the industry

standard by five employees. Based on an average salary of \$7.00 per hour for eight hours a day per FTE for 184 days, the savings would be \$51,520 ($\$7.00 \times 8 \text{ hours} \times 184 \text{ days} \times 5 \text{ employees}$). With 25 percent benefits, the total savings would be \$64,400 ($\$51,520 \times .25 = \$12,880 \text{ benefits} + \$51,520 \text{ salaries}$).

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Establish Meals Per Labor Hour (MPLH) standards and evaluate each cafeteria's productivity based on the district's actual operation.	\$64,400	\$64,400	\$64,400	\$64,400	\$64,400

Chapter 8

CHILD NUTRITION SERVICES

D. FACILITIES

FINDING

The federal Food and Drug Administration's (FDA's) Food Code of 1999 was adopted by the State of Texas in July 1999. The code is a compendium of model food safety guidelines for retail and institutions based on the current scientific information. The FDA Food Code is endorsed by USDA's Food Safety and Inspection Service and the Centers for Disease Control and Prevention, and provides a model by which state regulatory agencies' authorities may develop or update their own food safety rules. The Food Code is used as a reference by more than 3,000 state and local regulatory agencies that oversee food safety in restaurants, grocery stores, nursing homes and other institutional and retail settings.

The Food Services manager has to request the Texas Department of Health (TDH) to inspect its kitchens. The few inspections that do occur may not be reflective of actual conditions of the facilities. TDH did not perform any inspections in 1999-2000. The latest TDH Food Establishment Inspection Report available for review was from 1998.

TSPR conducted independent audits of each kitchen facility using the standards of the Federal Food Code, National Education Foundation Service Safe guidelines and the National Restaurant Association.

The West Campus kitchen, which is 25 years old, is out of compliance with many of the Federal Food Code requirements. The kitchen is not air-conditioned, some equipment is non-functioning and the outdoor freezer is exposed to the elements. In addition, wood surfaces, ceiling materials and flooring are out of compliance with the code. Non-approved fans are used in the kitchen to circulate air, allowing dust to be blown on food items. The serving areas in the kitchen and cafeteria areas are inadequate and the dishwashing machine room is used for storage and is cluttered and unorganized. Milk crates are widely used as storage racks.

Bastrop High School has several outstanding work orders for repairs of broken kitchen equipment. Many of the foods TSPR tested were not served at the correct temperature, supporting student and teacher comments in focus groups that the food served was cold. Temperature logs are not posted in any of the schools.

Exhibit 8-14 shows the results from the 1998 TDH compliance review of BISD's kitchens and the independent test TSPR conducted. Observations on these reports included the presence of insects and rodents, spaghetti sauce with cooked ground beef at an internal temperature of 132 degrees on the steam table, broken tiles and missing light shields.

**Exhibit 8-14
Kitchen Compliance**

School	1998 Texas Department of Health Report Total Score	TSPR's Assessment: Below Standard Scores on Sanitation and Safety Guidelines in Federal Food Code
Mina Elementary	96	6
Intermediate School	96	7
Cedar Creek	99	1
Bastrop High School	92	12
West Campus	84	15
Emile	96	5
Middle School	Was not open	10

Source: Bastrop ISD Food Service Department.

Recommendation 47:

Comply with the state, local and federal laws regarding proper sanitation and health standards in BISD kitchens.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Food Service manager and cafeteria managers develop a plan to keep foods at proper temperature ranges for all kitchens during meal service.	September 2000
2.	The Food Service employees are trained by the cafeteria managers on the new procedures for holding and serving foods at correct temperatures.	September 2000
3.	The Food Service and Maintenance managers submit a plan to repair faulty kitchen equipment.	Ongoing

4.	The Construction manager, Business Office and assistant superintendent of Budget and Finance develop a cost benefit analysis to install air conditioning and repair/renovate kitchen facilities to bring them into compliance.	November 2000 - February 2001
5.	The executive director of Support Services, Construction manager and assistant superintendent of Budget and Finance present the cost benefit analysis to the superintendent and board.	March 2001
6.	The kitchen managers monitor the sanitation of each kitchen and train employees to adhere to the cleaning schedules.	Ongoing
7.	The facilities department provides timely repair for all kitchen equipment.	Ongoing
8.	The district begins making repairs to kitchen facilities.	Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

Chapter 9

TRANSPORTATION

This chapter examines the Bastrop Independent School District (BISD) transportation services in three areas:

- A. Management Policies
- B. Safety
- C. Fleet Maintenance

The primary goal of every school district's Transportation Department is to transport all students to and from school and approved extracurricular functions in a timely, safe and efficient manner.

BACKGROUND

The Texas Education Code (TEC) authorizes, but does not require, each Texas school district to provide transportation between home and school, from school to career and technology training locations, for co-curricular activities and for extracurricular activities. The federal Individuals with Disabilities Education Act (IDEA) requires a school district to provide transportation for students with disabilities if the district also provides transportation for the general student population or if disabled students require transportation to receive special education services.

A school district may receive state funding to transport regular and special program students between home and school, and career and technology students to and from vocational training locations. The funding rules are set by the Texas Education Agency (TEA). Local funds must pay for transportation costs not covered by the state. For the regular transportation program, TEA reimburses qualifying transportation expenses according to a prescribed formula that is based on linear density, which is the ratio of the average number of regular program students transported daily to the number of miles driven daily.

State transportation funding for regular program transportation is limited to students living two or more miles from the school they attend, unless the students face hazardous walking conditions on the way to school. The state also does not pay for summer school transportation or for co-curricular routes between schools during the day.

The state does not fund extracurricular transportation, such as trips to after-school and weekend events. That is why individual schools are expected to reimburse the Transportation Department for these services.

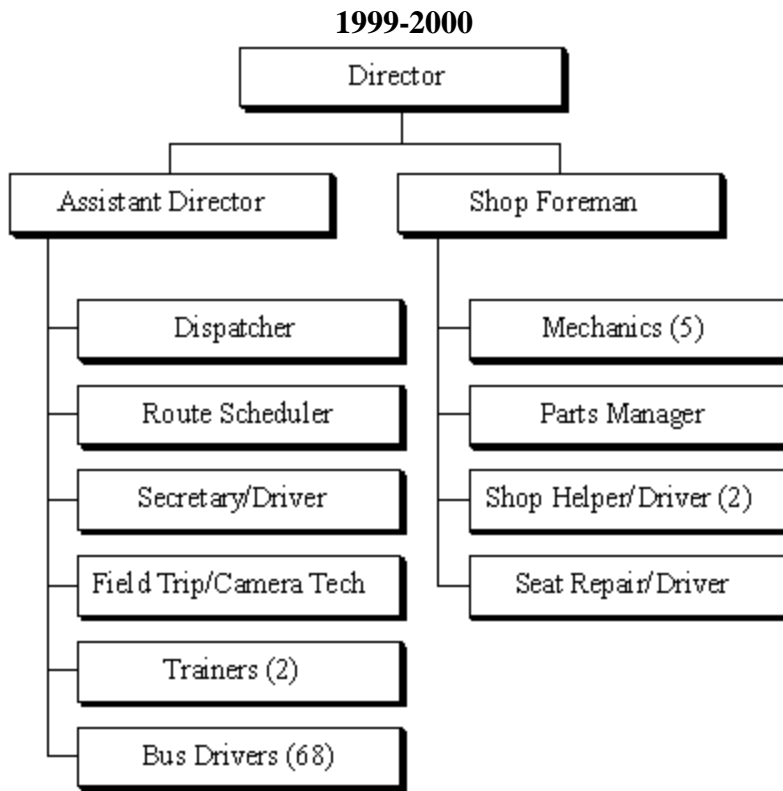
All special education transportation, except for certain field trips, is eligible for state reimbursement. The Texas Legislature capped reimbursement for special program transportation at \$1.08 per mile. The actual cost to BISD for transporting special program students in 1998-99 was reported as \$1.28 per mile. The special program, unlike the regular program, is not able to achieve efficiency by clustering students at bus stops.

Career and technology education transportation costs are reimbursed based on the previous year's actual cost-per-mile for that type of transportation.

According to the 1998-99 *School Transportation Route Services Report*, BISD's Transportation Department operates 58 routes per day, covering 450 square miles, carrying an average of 3,229 students to school and home on regular runs, 146 students on special education runs and 29 students on mid-day shuttle runs for career and technology programs. The total ridership of 3,404 represents nearly 60 percent of the district's 5,770 students. The Department also transports students on special activity runs for athletic, educational and extra-curricular programs. School buses typically operate on regular routes between 5:50 and 8:00 in the morning and 3:10 and 6:10 in the afternoon.

The director of Transportation reports directly to the deputy superintendent and has worked for the district for 26 years, one year as director. A staffing chart for the BISD Transportation Department is shown in **Exhibit 9-1**.

Exhibit 9-1
BISD Transportation Department Organization



Source: BISSD Transportation director.

A comparison of staffing levels between BISSD and its peer districts is shown in **Exhibit 9-2**.

Exhibit 9-2
BISSD and Peer Districts, Staffing Comparisons
1999-2000

District	Professional	Clerical / Technical	Auxiliary
Bastrop	1 director 1 asst. director	1 secretary/driver 1 dispatcher 1 route scheduler 1 field trip/camera tech 2 trainers/drivers	1 shop foreman 5 mechanics 1 parts manager 2 shop helpers 1 seat repair/driver 60 bus drivers positions (8 Bus driver positions unfilled) 6 monitors positions (2 monitor positions unfilled)
Brazosport	1 coordinator	2 secretaries	1 shop foreman

		1 route coordinator/trainer	3 mechanics 1 field trip coordinator 57 bus drivers 11 monitors/aides 6 driver subs 2 aide subs
Del Valle	1 director 1 coordinator	1 secretary 1 route scheduler 1 field trip person 4 clerical people	1 shop foreman 4 mechanics 2 mechanic helpers 80 bus drivers
Georgetown	1 director	1 secretary/dispatcher 3 secretaries	3 mechanics 89 bus drivers and aides
Hays	1 director	1 secretary 1 dispatcher 1 extra trip coordinator 1 transportation coordinator	1 shop foreman 3 mechanics 1 shop clerk 1 driver/trainer 80 bus drivers 20 monitors 1 tire changer 1 repair person
Lockhart	1 director	1 secretary/coordinator	2 mechanics 1 shop clerk 33 bus drivers 5 aides
San Marcos	1 director	1 secretary	58 bus drivers and monitors 3 mechanics
Shertz-Cibolo	1 director	1 dispatcher 2 route coordinators 1 secretary	1 driver/trainer 3 mechanics 1 part-time mechanic 1 bus washer 78 bus drivers 8 monitors

Source: Telephone interviews with the Transportation Department in each peer district, 1999-2000.

Exhibit 9-3 shows how BISD's bus driver salaries compare with peer districts.

Exhibit 9-3
BISD and Peer District Comparison of Bus Driver Hourly Rates
1999-2000

School District	Minimum	Mid-Point	Maximum
Georgetown	\$11.76	\$13.88	\$16.00
Del Valle	\$10.75	\$12.88	\$15.00
Bastrop	\$9.00	\$11.50	\$14.00
Hays	\$9.00	\$10.25	\$11.50
Lockhart	\$8.25	\$9.75	\$11.25
Shertz-Cibolo	\$8.00	\$10.00	\$12.00
Brazosport	Drivers are paid per route, not per hour		
Peer Average	\$9.55	\$11.35	\$13.15

Source: Telephone interviews with the Transportation Department in each school district.

Exhibit 9-4 compares BISD's health benefits for bus drivers with other peer districts.

Exhibit 9-4
BISD and Peer Districts, Comparison of Health Benefits
1999-2000

School District	Hours per Week Required to Earn Health Benefits	Premium Paid By District	Percent of Total Premium Cost
Pflugerville	20	\$190	76%
Del Valle	20	\$160	100%
Bastrop	20	\$148	79%
Eanes	20	\$141	100%
Hays	5	\$138	100%

Source: Telephone interviews with the Personnel Department of each peer district.

BISD has trouble finding enough qualified bus drivers. During the 1999-2000 school year, the district was short at least six drivers and as many as nine drivers. Although BISD's median bus driver pay is above average for its peer group, driver salaries are still below neighboring Del Valle and, therefore, many driver candidates choose to drive to Del Valle or other area schools for higher pay. BISD pays for pre-employment and annual physicals for all drivers.

To receive state funding, all Texas school districts must submit two reports to TEA by July of each year. The first of those reports, the *School Transportation Operation Report*, is designed to establish a cost-per-mile to be used for reimbursements in the fiscal year following the report. **Exhibit 9-5** shows that over the last five years, BISD's operations costs in transportation have increased more than 8 percent, while the total route mileage has decreased by almost 2 percent.

Exhibit 9-5
BISD Summary of School Transportation Operations Reports
1994-95 - 1998-99

	1994-95	1995-96	1996-97	1997-98	1998-99	Percent Change
Operations Costs						
Salaries & Benefits	\$823,193	\$969,625	\$1,031,822	\$1,041,147	\$1,053,437	28.0%
Purchased & Contracted Services	123,876	125,494	97,478	78,661	89,836	-27.5%
Supplies & Materials	182,884	220,139	209,794	271,101	296,904	62.3%
Other Operating Expenses	52,137	56,091	65,305	57,185	46,430	-10.9%
Debt Service	0	77,434	60,118	47,733	23,707	-69.4%
Capital Outlay	365,224	107,791	237,863	212,137	167,116	-54.2%
Total Operations Costs	\$1,547,314	\$1,556,574	\$1,702,380	\$1,707,964	\$1,677,430	8.4%
Mileage						

Summary						
Route Mileage	1,006,215	1,147,551	1,036,319	1,050,469	987,091	-1.9%
Extra/Co-curricular Mileage	71,221	83,546	110,374	94,209	87,472	22.8%
Non-School Organizations Mileage	2,536	279	0	0	0	-100%
Other Mileage	903	10,657	133,260	33,099	69,107	7553.0%
Total Annual Mileage	1,080,875	1,242,033	1,279,953	1,177,777	1,143,670	5.8%
Cost per Mile - Regular	\$1.454	\$1.271	\$1.350	\$1.478	\$1.501	3.2%
Cost per Mile - Special	\$1.271	\$1.126	\$1.208	\$1.286	\$1.276	0.3%

Source: Texas Education Agency, School Transportation Operations Reports, 1994-95 - 1998-99.

Exhibit 9-6 shows how BISD's operations cost for transportation compare to its peer districts.

**Exhibit 9-6
BISD and Peer Districts, Comparison of Operations Costs
1998-99**

School District	Salaries & Benefits	Purchased & Contracted Services	Supplies & Materials	Other Operating Expenses	Debt Service	Capital Outlay	Total Operating Costs
Hays	\$1,707,739	\$72,092	\$194,343	\$39,090	\$0	\$92,965	\$2,106,229
Del Valle	1,331,529	85,891	101,057	1,274	91,845	299,950	1,911,546
Bastrop	1,053,437	89,836	296,904	46,430	23,707	167,116	1,677,430
San Marcos	1,239,452	26,528	155,270	18,219	0	130,503	1,569,972

Brazosport	949,818	77,897	214,084	4,308	0	42,359	1,288,466
Georgetown	913,329	34,816	178,813	70,611	80,044	0	1,277,613
Lockhart	\$29	\$943,590	\$31,284	301,601	\$0	\$0	\$1,276,504
Shertz-Cibolo	\$889,885	\$28,959	\$70,097	\$24,191	\$0	\$110,120	\$1,123,252

Source: Texas Education Agency, School Transportation Operations Reports, 1998-99.

Exhibit 9-7 shows the same information, but each cost category is shown as a percentage of the total operations costs for each district. BISD's costs for supplies and materials are well-above-average for the peer districts but below on salaries and benefits.

Exhibit 9-7
BISD and Peer Districts, Percentage Analysis of Operating Cost Categories
1998-99

School District	Salaries & Benefits	Purchased & Contracted Services	Supplies & Materials	Other Operating Expenses	Debt Service	Capital Outlay
Bastrop	62.8%	5.3%	17.7%	2.8%	1.4%	10.0%
Brazosport	73.7%	6.0%	16.6%	0.3%	0.0%	3.3%
Del Valle	69.7%	4.5%	5.3%	0.1%	4.8%	15.7%
Georgetown	71.5%	2.7%	14.0%	5.5%	6.3%	0.0%
Hays	81.1%	3.4%	9.2%	1.9%	0.0%	4.4%
Lockhart	0.0%	73.9%	2.5%	23.6%	0.0%	0.0%
San Marcos	78.9%	1.7%	9.9%	1.2%	0.0%	8.3%
Shertz-Cibolo	79.2%	2.6%	6.2%	2.2%	0.0%	9.8%
Peer Average	75.7%	3.48%	10.2%	1.9%	1.9%	6.9%

Source: Texas Education Agency, School Transportation Operations Reports, 1998-99.

Note: Lockhart is not calculated in the average because they outsource their busing.

Other information obtained from peer district *School Transportation Operations Reports* shows that BISD has the third lowest cost-per-mile for pupil transportation compared to its peer districts (**Exhibit 9-8**). Deadhead miles, as defined by TEA, are those incurred between the location where the student transportation vehicle is parked and the campus site where the route officially begins and ends.

**Exhibit 9-8
BISD and Peer Districts, Comparison of Mileage Data
1998-99**

School District	Route Mileage (incl. Deadhead)	Extra/Co-Curricular Mileage	Non-School Organizations Mileage	Other Mileage	Total Annual Mileage	Cost per Mile (Regular)
Lockhart	436,257	88,189	0	0	524,446	\$2.480
Shertz-Cibolo	451,712	55,077	302	28,931	536,022	\$2.046
Del Valle	1,023,490	49,446	0	9,212	1,082,148	\$1.745
San Marcos	676,880	72,564	8,566	143,932	901,942	\$1.723
Georgetown	660,032	99,976	17,321	1,269	778,598	\$1.621
Bastrop	987,091	87,472	0	69,107	1,143,670	\$1.501
Brazosport	629,988	197,196	42	4,553	831,779	\$1.397
Hays	1,248,388	117,318	0	4,049	1,369,755	\$1.373

Source: Texas Education Agency, School Transportation Operations Reports, 1998-99

BISD also has the fourth lowest cost-per-rider when compared to its peer districts (**Exhibit 9-9**).

**Exhibit 9-9
BISD and Peer Districts, Comparison of Cost Per Rider
1998-99**

School District	Total Annual Operating Costs	Annual Ridership	Cost Per Rider
------------------------	-------------------------------------	-------------------------	-----------------------

			Per Day
Lockhart	\$1,276,504	228,960	\$5.58
Brazosport	\$1,288,466	390,060	\$3.30
Shertz-Cibolo	\$1,123,252	348,840	\$3.22
San Marcos	\$1,569,972	505,800	\$3.10
Bastrop	\$1,677,430	563,220	\$2.98
Hays	\$2,106,229	713,520	\$2.95
Georgetown	\$1,277,613	446,040	\$2.86
Del Valle	\$1,911,546	733,320	\$2.61

Source: Texas Education Agency, School Transportation Operations Reports and Route Services Reports, 1998-99.

The second state report, the School Transportation Route Services Report includes information on ridership and mileage for regular, special and career and technology programs. It also includes a calculation of "linear density" for the regular home-to-school program, which is the basis for transportation funding.

Linear density is the ratio of the average number of regular program students transported daily to the number of miles driven daily. TEA uses this ratio to assign each school district to one of seven groups, with each group receiving a different per-mile reimbursement. **Exhibit 9-10** shows the categories of reimbursement, the linear density for each category and the related reimbursement, as defined by TEA. The higher the linear density, the higher the state reimbursement rate.

Exhibit 9-10
Categories of State Linear Density Reimbursement for Regular Bus Routes

Category	Linear Density Range	Reimbursement per Mile
1	.000 - .399	\$0.68
2	.400 - .649	\$0.79
3	.650 - .899	\$0.88
4	.900 - 1.149	\$0.97

5	1.150 - 1.649	\$1.11
6	1.650 - 2.399	\$1.25
7	2.400 - 9.999	\$1.43

Source: Texas Education Agency.

To establish route mileage and daily ridership figures, TEA requires districts to gather mileage and ridership data on the first Wednesday of each month. **Exhibit 9-11** shows the route data for BISD for five years, beginning with the 1994-95 school year.

Exhibit 9-11
BISD Summary of Route Services Reports
1994-95 - 1998-99

	1994-95	1995-96	1996-97	1997-98	1998-99
Regular Program					
Annual Standard Ridership	501,480	589,140	563,220	612,540	563,220
Annual Standard Mileage	916,164	804,143	870,238	825,785	799,250
Linear Density	0.547	0.733	0.647	0.742	0.705
Allotment per Mile	\$0.88	\$0.88	\$0.88	\$0.88	\$0.88
Annual Mileage (incl. hazardous)	1,854,306	820,803	890,345	829,673	804,974
Total Daily Ridership	5,845	3,520	3,340	3,505	3,229
Hazardous Annual Mileage	938,142	16,660	20,107	3,888	5,724
Hazardous Daily Ridership	3,057	247	211	102	100
Special Program					
Total Daily Ridership	140	119	100	113	146
Total Annual Mileage	167,142	178,605	165,743	160,796	234,091
Career & Technology Program					
Total Daily Ridership	12	12	5	32	29
Total Annual Mileage	12,330	11,988	12,125	17,424	17,300

Allotments					
Regular Program	\$866,844	\$722,307	\$783,504	\$730,112	\$708,377
Special Program	\$169,983	\$192,893	\$179,002	\$173,660	\$252,818
Career & Technology Program	\$15,425	\$17,431	\$15,411	\$23,522	\$25,604
Private Program	\$1,578	\$1,632	\$1,212	\$816	\$0
Total Allotment	\$1,053,830	\$934,263	\$979,129	\$928,110	\$986,799

Source: Texas Education Agency, School Transportation Route Services Reports, 1994-95 - 1998-99.

Exhibit 9-12 shows that although BISD has the lowest linear density compared to its peer districts, it still manages to obtain 59 percent of its operating revenue from the state allotment.

Exhibit 9-12
BISD and Peer Districts, Linear Density and State Allotment
1998-99

School District	Linear Density (Riders Per Mile)	Allotment per Mile	Total State Allotment	Percent of Operating Costs
Brazosport	1.566	\$1.11	\$457,641	36%
San Marcos	1.441	\$1.11	\$559,498	36%
Shertz-Cibolo	1.366	\$1.11	\$442,726	39%
Hays	1.077	\$1.11	\$1,339,714	64%
Del Valle	1.018	\$0.88	\$911,219	48%
Georgetown	0.939	\$1.11	\$746,459	58%
Lockhart	0.787	\$0.88	\$392,310	31%
Bastrop	0.705	\$0.88	\$986,799	59%

Source: TEA School Transportation Route Services Status, 1998-99.

Linear density is adversely affected when buses have to drive greater distances to pick up a small number of students, as illustrated in **Exhibit 9-13**. Routes with a large number of riders-per-mile help the district receive more revenue from the state.

Exhibit 9-13
BISD Bus Service for Regular Eligible Pupils (Two or More Miles)
1998-99

Route Number	Total Daily Miles	Avg. Daily Ridership	Riders per Mile
33	42	72	1.71
2	24	40	1.67
25	45	66	1.47
22	45	65	1.44
49	45	64	1.42
40	43	60	1.40
12	48	66	1.38
55	37	48	1.30
1	45	52	1.16
5	54	61	1.13
46	41	46	1.12
3	57	62	1.09
54	58	58	1.00
32	68	66	0.97
58	70	65	0.93
18	66	61	0.92
14	69	62	0.90
17	63	57	0.90
21	69	62	0.90
29	59	53	0.90
37	72	65	0.90
51	60	54	0.90
31	76	66	0.87
45	80	65	0.81
7	54	43	0.80

56	82	66	0.80
13	82	62	0.76
26	82	62	0.76
8	52	39	0.75
28	72	52	0.72
9	87	62	0.71
36	41	29	0.71
41	69	48	0.70
47	86	58	0.67
10	80	49	0.61
35	102	62	0.61
23	86	52	0.60
38	103	62	0.60
16	106	62	0.58
57	94	52	0.55
11	86	46	0.53
42	72	38	0.53
48	72	37	0.51
15	124	62	0.50
27	123	62	0.50
20	123	60	0.49
24	107	52	0.49
50	107	52	0.49
53	99	49	0.49
19	92	41	0.45
30	55	35	0.45
43	109	48	0.44
44	118	52	0.44
4	117	47	0.40
34	121	46	0.38

39	121	40	0.33
6	103	30	0.29
52	126	36	0.29

Source: BISD Transportation Department records, 1998-99.

Linear density also is adversely affected when buses operate below capacity. However, because some areas of the district are sparsely populated, buses in those areas must travel greater distances between stops. For those routes, maximizing bus capacity would significantly extend the travel time for the students. Therefore, some buses will never be full. **Exhibit 9-14** shows all of the regular bus routes in BISD and the number of students transported each day compared to the capacity of the bus. Forty-six of the 58 BISD bus routes have at least two passengers per seat.

Exhibit 9-14
BISD Bus Capacity versus Ridership
1999-2000

Route Number	Riders Per Route	Capacity of Assigned Bus	Percent of Capacity
41	103	71	145%
2	73	71	103%
33	72	71	101%
12	66	71	93%
25	66	71	93%
31	66	71	93%
32	66	71	93%
56	66	71	93%
22	65	71	92%
37	65	71	92%
45	65	71	92%
58	65	71	92%
49	64	71	90%

3	62	71	87%
9	62	71	87%
13	62	71	87%
14	62	71	87%
15	62	71	87%
16	62	71	87%
21	62	71	87%
26	62	71	87%
27	62	71	87%
35	62	71	87%
38	62	71	87%
5	61	71	86%
18	61	71	86%
20	60	71	85%
40	60	71	85%
47	58	71	82%
54	58	71	82%
17	57	71	80%
51	54	71	76%
29	53	71	75%
1	52	71	73%
23	52	71	73%
24	52	71	73%
28	52	71	73%
44	52	71	73%
50	52	71	73%
57	52	71	73%
10	49	71	69%
53	49	71	69%
43	48	71	68%

55	48	71	68%
4	47	71	66%
30	47	71	66%
11	46	71	65%
34	46	71	65%
46	46	71	65%
7	43	71	61%
19	41	71	58%
39	40	71	56%
8	39	71	55%
42	38	71	54%
48	37	71	52%
52	36	71	51%
6	30	71	42%
36	29	71	41%

Source: BISD Transportation Department records, 1999-2000.

TEA provides reimbursement for transportation costs for students who live further than two miles from the school to which they are zoned. However, districts also can receive up to 10 percent additional reimbursement for busing students who live less than two miles from their school when the route to school poses a safety risk, or hazard, to the students. Although the term "hazardous" is up to the district to define, TEA guidelines suggest areas having few or no sidewalks, busy roadways or railroad tracks would qualify as hazardous. **Exhibit 9-15** shows a comparison of hazardous routes between BISD and its peer districts.

Exhibit 9-15
BISD and Peer Districts, Comparison of Hazardous Routes
1998-99

School District	Hazardous Annual Mileage	Hazardous Daily Ridership
Georgetown	31,500	579
Shertz-Cibolo	22,482	457
Hays	28,980	358

Lockhart	12,780	345
Del Valle	18,036	224
Bastrop	5,724	100
Brazosport	0	0
San Marcos	0	0

Source: TEA School Transportation Route Services Status, 1998-99.

A list of all BISD buses is shown in **Exhibit 9-16**.

Exhibit 9-16
BISD Bus Fleet
1999-2000

Qty.	Year	Passengers	Make	Body	Fuel Type	Regular or Special Ed.	Unit Cost
7	1999	71	Int'l	Bluebird	Diesel	Regular	\$49,670
2	1999	47	Int'l	Bluebird	Diesel	Special Ed.	\$55,990
1	1999	77	Int'l	Bluebird	Diesel	Special Ed.	\$58,715
1 3	1996	71	Int'l	Thomas	Diesel	Regular	\$42,576
1	1996	14	Int'l	Thomas	Diesel	Special Ed.	\$38,192
1	1996	35	Int'l	Thomas	Diesel	Special Ed.	\$40,887
7	1995	71	Int'l	Bluebird	Gasoline	Regular	\$42,607
1	1995	15	Int'l	Bluebird	Diesel	Special Ed.	\$38,192
3	1994	71	Int'l	Bluebird	Gasoline	Regular	\$42,607
1	1993	31	GMC	Bluebird	Gasoline	Special Ed.	\$48,000
1	1991	71	Int'l	Ward	Diesel	Regular	\$48,500
1	1991	41	Int'l	Ward	Diesel	Special Ed.	\$45,996
1	1990	24	Int'l	Bluebird	Diesel	Special Ed.	\$34,831
1 9	1989	71	Int'l	Bluebird	Diesel	Regular	\$38,996
1 0	1987	71	Int'l	Thomas	Diesel	Regular	\$39,583
1	1987	9	Ford	Ward	Diesel	Special Ed.	\$24,999
1 0	1986	71	Int'l	Ward	Diesel	Regular	\$38,450

1	1986	25	Int'l	Ward	Diesel	Special Ed.	\$35,588
1	1986	9	Ford	Ward	Diesel	Special Ed.	\$24,627
9	1985	71	Int'l	Ward	Diesel	Regular	\$36,500
1	1985	9	Ford	Ward	Diesel	Special Ed.	\$20,500
5	1984	71	Int'l	Ward	Diesel	Regular	\$32,000
2	1983	71	Int'l	Ward	Diesel	Regular	\$25,000
1	1983	71	Int'l	Thomas	Diesel	Regular	\$25,000
4	1982	71	Int'l	Ward	Diesel	Regular	\$22,500

Source: BISD Transportation Department records, 1999-2000.

Exhibit 9-17 shows how the age of BISD buses compares to the age of peer district buses.

Exhibit 9-17
BISD and Peer District, Comparison of Age of Buses
1998-99

District	Age			Total Number of Buses	Percentage Greater Than 10 Years
	1-5 Years	5-10 Years	10 Years or Greater		
Brazosport	14	16	46	76	61%
Shertz-Cibolo	18	13	32	63	51%
Hays	19	31	48	98	49%
Del Valle	35	2	31	68	46%
Bastrop	27	22	39	88	44%
San Marcos	15	25	19	59	32%
Georgetown	20	27	18	65	28%
Lockhart	29	3	5	37	14%

Source: Texas Education Agency, School Transportation Operations Reports, 1998-99.

Chapter 9

TRANSPORTATION

A. MANAGEMENT POLICIES

FINDING

As part of the external audit performed for the fiscal year ending August 31, 1999, West, Davis and Company made the following recommendations related to the BISD Transportation Department's parts inventory:

- Integrate the current inventory systems into one that accounts for all aspects of parts inventory;
- Account for all purchase orders including the retention of all voided purchase orders;
- Require parts and vehicle numbers on all purchases;
- Assign parts inventory responsibility to one individual;
- Restrict the access to the shop and inventory areas;
- Perform a physical inventory of parts on hand at least annually;
- Establish general ledger control of parts inventory;
- Require the use of vehicle logs on all shop vehicles; and
- Reduce the number of open purchase orders relating to non-emergency parts purchases.

The BISD Transportation Department has addressed, or is addressing, all recommendations. They have discontinued using the Longhorn software for their parts inventory and are using RTA software exclusively. In addition to tracking parts inventories, the RTA software provides automated fleet maintenance and interfaces with the Gas Boy fueling system.

Procedures are in place to ensure proper accounting of all purchase orders, including voided purchase orders. BISD is unable to include vehicle numbers on purchase orders used to replace parts inventory, since they do not know which vehicles will need the parts.

BISD hired a full-time parts inventory person who maintains the parts inventory behind locked doors. The first annual physical inventory of parts was performed in June 2000. The BISD Transportation Department is working with the Business Office to establish general ledger control of the parts inventory.

BISD now maintains vehicle logs on all Transportation Department non-bus vehicles, including the date used, driver, destination, departure time, return time, mileage out and mileage in.

COMMENDATION:

Bastrop ISD's Transportation Department is improving their inventory operations by implementing the external auditor's recommendations.

FINDING

The number of open purchase orders for non-emergency bus parts has declined, but the BISD Transportation Department has increased its parts inventory to compensate for not being able to issue more purchase orders. The Transportation parts inventory, as of May 19, 2000, was \$73,562. The department began the school year with an inventory balance of \$55,271 and purchased another \$42,382 in parts while needing to use only \$25,677 in parts since September 1, 1999. Consequently, the 1999-2000 parts inventory is 33 percent higher than 1998-99.

BISD loses money when inventory levels are too high. District funds tied up in inventory do not earn any interest. In addition, as older buses are sold, some bus parts are no longer needed, but may still be in inventory. The district must dispose of those unneeded parts at a fraction of their original cost, resulting in a loss to the district.

Recommendation 48:

Set up a procurement card to purchase inventory as needed and reduce present inventory levels for transportation parts by 40 percent.

The district should set up an inventory card system to purchase inventory parts on an as-needed system. In addition, an evaluation of each bus part is necessary to determine if there is a likelihood the part will be used during the next six months and if so, how many would be needed. Minimum stock levels and reorder quantities should be established for each part to ensure that parts are only ordered when needed. Optimally, parts should arrive just in time to use them.

In addition, BISD should develop a procurement card program to shift responsibility for relatively low-dollar purchases. Procurement cards are designed to maintain control of expenses while reducing administrative costs associated with authorizing, tracking and paying specific small, recurring purchases. Businesses typically use procurement cards to purchase small-dollar, routine items that would normally be purchased

with a purchase order. Moreover, the distribution of procurement cards can be limited to authorized employees and controls can be built into the cards, allowing BISD to promptly access, track and evaluate employee spending patterns.

BISD should build controls into the procurement cards that: limit the total dollar amount that can be spent; limit the types of items that can be purchased; and set limits on where the bill is sent and the level of detail included on the bill. BISD should consider whether a procurement card vendor offers clients electronic billing and electronic access to accounts and make sure that the vendor has sound fraud prevention and customer services programs.

IMPLEMENTATION STRATEGIES AND TIMELINES

1.	The director of Transportation and the shop foreman review the transportation parts inventory and identify which items can be eliminated from inventory or reduced in quantity.	October 2000
2.	For each surplus item, the director of Transportation establishes the method of reduction including, but not limited to, reduction through attrition, return to the vendor for credit or sale through a public auction.	November 2000
3.	The director of Transportation submits a recommendation to the superintendent and deputy superintendent for approval to use a procurement card for new orders.	November 2000
4.	The board approves the procurement card.	December 2000
5.	The director of Transportation implements the use of the procurement card and submits monthly inventory status reports to the deputy superintendent on parts ordered.	December 2000

FISCAL IMPACT

A 40 percent reduction in transportation parts inventory would save the district \$29,425 in one-time inventory expenditures.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Reduce the inventory levels for Transportation parts by 40 percent	\$29,425	\$0	\$0	\$0	\$0

FINDING

BISD still designs their bus routes manually instead of using automation. Using software, such as Edulog, a district can design routes and schedules with the least number of buses and the shortest travel distances while still meeting the needs of the eligible student population. Route optimization is especially critical in stop selection, run building and route coupling.

Stop location optimization allows the district to define a hazard, maximum walking distance for students, maximum students at a stop and forbidden or undesirable locations for stops. An automated system will identify and select the minimum number of stops at the best locations to satisfy these requirements. Interactive graphics can allow the district to evaluate the solutions and make revisions and/or corrections.

Run building optimization allows the district to automatically build multiple bus runs to a specific school or cluster of schools. An automated system can maximize vehicle capacity while minimizing time and distance in travel. Computer plots can help evaluate the results and modify as needed.

Route coupling optimization allows the district to combine a specified group of bus runs into bus schedules with the objective of minimizing fleet requirements, travel distance and wait time.

Recommendation 49:

Purchase automated bus routing software.

BISD should purchase a computer software system to assist in the planning and scheduling of its bus routes. Using the route scheduling software to increase the number of students per bus would allow the district to increase its linear density from the third group to the fourth group which could entitle the district to 97 cents per mile. The software also should be used to increase the number of buses scheduled for multiple runs each day. Transportation staff will require training to implement and use a computer-based route scheduling software system.

IMPLEMENTATION STRATEGIES AND TIMELINES

1.	The Transportation director contacts all vendors who offer bus routing software to get detailed information about their product.	October 2000
2.	The Transportation director develops bid specifications for bus routing software and submits the specifications to the assistant superintendent for Business and Finance.	November 2000
3.	The assistant superintendent for Business and Finance solicits bids for the bus routing software.	December 2000

4.	The Transportation director and the assistant superintendent for Business and Finance evaluate the bids.	January 2000
5.	The assistant superintendent for Business and Finance presents a recommendation for the bid award to the superintendent and board for approval.	February 2001
6.	The assistant superintendent for Business and Finance issues a purchase order for the bus routing software.	March 2001
7.	The Transportation director schedules training on the new software.	April 2001
8.	The bus routing application is placed into use.	May 2001

FISCAL IMPACT

Based on pricing obtained from Edulog, a routing software company, the cost of bus routing software would be \$25,000 initially, then \$2,500 each subsequent year for maintenance. By optimizing its bus routes, BISD could increase its linear density from the current 0.705 to at least 0.900, and its state allotment could increase from \$0.88 per mile to \$0.97 per mile. Based on the mileage reported in the *1998-99 School Transportation Route Services Report*, BISD's allotment for regular transportation was \$708,377 (804,974 miles x \$0.88 per mile). If the state reimbursement increased to \$0.97 per mile, BISD's allotment would be \$780,825 (804,974 miles x \$0.97 per mile), an increase of \$72,448. However, even with the routing software, there is no guarantee that BISD could increase their linear density enough the first year to receive more state allotment; therefore, additional revenues are not estimated until the second year.

BISD could also contact the other school districts in Bastrop County to see if they might want to contract with BISD to furnish bus route services for a fee.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Purchase automated bus routing software.	(\$25,000)				
Annual software maintenance.	\$0	(\$2,500)	(\$2,500)	(\$2,500)	(\$2,500)
Use automated system to plan and analyze routes to increase linear density.	\$0	\$72,448	\$72,448	\$72,448	\$72,448
Net Savings/(Costs)	(\$25,000)	\$69,948	\$69,948	\$69,948	\$69,948

Chapter 9

TRANSPORTATION

B. SAFETY

FINDING

There are an inordinate number of workers' compensation claims among BISD bus drivers, as shown in **Exhibit 9-18**.

Exhibit 9-18
BISD Worker's Compensation Claims - By Department
1996 - 2000

Department	1996		1997		1998		1999		2000*	
	No.	Amount	No.	Amount	No.	Amount	No.	Amount	No.	Amount
Food Service	5	\$1,329	3	\$1,018	6	\$5,647	5	\$4,557	2	\$122
Transportation	9	\$10,916	6	\$2,890	3	\$73	16	\$29,360	10	\$10,125
Maintenance	2	\$66	6	\$2,168	3	\$1,554	4	\$426	3	\$4,711
Custodial	9	\$7,686	7	\$55,725	7	\$28,145	11	\$77,129	-	-
Faculty	24	\$80,823	28	\$25,626	19	\$11,542	18	\$17,407	6	\$2,431
Total	49	\$100,820	20	\$87,427	38	\$46,961	54	\$128,879	21	\$17,389

Source: Assistant Superintendent for Business and Finance

** As of March 2000*

Transportation director says most of the Transportation claims are bus drivers with arm injuries related to opening and closing the passenger door of the bus, but in addition, drivers were involved in 20 accidents during the 1999-2000 school year.

Recommendation 50:

Develop a comprehensive safety-training program.

IMPLEMENTATION STRATEGIES AND TIMELINES

1.	The director of Transportation surveys other school districts and transportation-related industries to see what types of safety	October 2000
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	training programs are available.	
2.	The director of Transportation forms a Transportation Safety Committee made up of drivers, mechanics, paraprofessionals, administrators and parents to develop a safety plan for BISD.	November 2000
3.	The director of Transportation submits the proposed plan to the superintendent for approval.	December 2000
4.	The director of Transportation and staff implement the safety plan.	January 2000

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

BISD bus drivers were involved in 20 accidents during the 1999-2000 school year. Thirteen of the accidents were considered minor (less than \$500 in damages), two resulted in moderate damage (between \$500 and \$2,500 in damages) and five were considered major accidents (greater than \$2,500 in damages). Fifteen of the drivers involved had been in an accident before. Three accidents occurred while backing, three occurred while following, eight occurred while turning and six were "other". The estimated cost of these accidents was approximately \$22,000.

In 1998-99, BISD drivers were involved in 41 accidents. In 34 of those accidents, the driver had been in a previous accident. In 1997-98, there were 26 accidents involving school buses.

Some districts, like Katy ISD, have an incentive program that pays each driver a bonus of \$125 per year if they do not have an accident.

Recommendation 51:

Implement an incentive program to reduce bus accidents.

IMPLEMENTATION STRATEGIES AND TIMELINES

1.	The director of Transportation surveys other school districts to find examples of incentive programs designed to prevent bus accidents.	October 2000
2.	The director of Transportation submits a proposal for an incentive program to the superintendent and board for approval.	November 2000

3.	The director of Transportation implements the approved plan.	December 2000
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FISCAL IMPACT

Assuming all drivers are accident-free for a year, and an incentive bonus of \$125 is provided to each driver for being accident-free, the cost to the district would be \$8,500 per year (68 drivers x \$125). Since the district incurred accident costs of \$22,000 in 1999-2000, the district would save \$13,500 using the incentive program. Since the plan's first year would only be for half a year, the incentive would be half as much. Therefore, the saving is reduced by one-half.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Implement an incentive program to reduce bus accidents.	\$6,750	\$13,500	\$13,500	\$13,500	\$13,500

Chapter 9

TRANSPORTATION

C. FLEET MAINTENANCE

FINDING

BISD uses synthetic oil in its buses instead of the conventional petroleum-based lubricants. Synthetic oil offers many advantages over conventional oil, including increased engine protection, longer product life and decreased harm to the environment.

Synthetic oil only needs replacing every 9,000 miles instead of every 3,000 miles, saving the district money. An oil and filter change (including labor) using conventional oil costs about \$56, compared to \$104 using synthetic oil. However, for every three conventional oil changes, only one change of synthetic oil is required. Because the total cost of three conventional oil changes is \$170.07, the use of synthetic oil saves BISD \$65 per oil change. Based on 1,143,670 miles driven by BISD buses in 1998-99, 127 synthetic oil changes would have been required instead of 381 conventional oil changes, saving BISD \$8,297 per year. The district also saves in the cost of disposal of the oil.

Other advantages of the synthetic oils include a wider lubricating range, more thermal stability, virtually no impurities that damage engine parts, lower viscosity, which improves fuel economy, and resistance to oxidation, which can leave deposits on engine parts. Also, synthetic oils have better heat-dissipation, longer product life (which benefits the environment) and lower fuel octane requirements.

COMMENDATION:

BISD uses synthetic oil in its buses to save money, extend engine life and improve fuel mileage.

FINDING

Under the Interlocal Cooperation Act, Texas Government Code 791.001, political subdivisions in Texas are authorized to contract or agree to perform governmental functions and services to increase the efficiency and effectiveness of their respective local governments. In 1998, an interlocal agreement was established between BISD and Bastrop County for BISD to provide fueling and maintenance services for Bastrop County vehicles.

Under the agreement, BISD provides the County 24-hour access to its underground fuel storage tank for \$3.00 per vehicle per month. This fee reimburses BISD for administrative and pump maintenance costs. BISD also performs maintenance and repair services for Bastrop County vehicles at a rate of the cost of parts plus five percent. Labor rates are determined using the "Standard Labor Manual Rate Guide." BISD processes all the paperwork and bills the county. The county pays for their share of the fuel, including applicable taxes, when the fuel is delivered and they are billed directly by the fuel vendor.

There is also an interlocal agreement with the City of Bastrop for fueling services but not vehicle maintenance.

COMMENDATION

BISD provides vehicle fueling and maintenance services for Bastrop County and fueling services for the City of Bastrop.

FINDING

Because the Transportation facility is located near the Colorado River and there is no sewer system, BISD could not place a bus-washing facility at that site. As an alternative, BISD contracted with Brite and Shiny, Ltd., to lease a bus-washing facility in Bastrop. The five-year contract, which began on June 30, 1998, calls for the district to pay a lease cost of \$2,000 per month plus a per-use charge of \$6 per bus and \$5 for all other vehicles. Over the five-year period, the district will spend \$120,000 in lease payments.

A new bus-washing facility can be purchased for as little as \$75,000. Lease-purchased over three years, the monthly payments would be about the same as they are under the current lease, but for only three years.

Recommendation 52:

Review the current bus-washing facility lease contract to determine if it can be terminated or modified as a lease-purchase contract.

IMPLEMENTATION STRATEGIES AND TIMELINES

1.	The superintendent asks the school attorneys to review the lease contract with Brite and Shiny Ltd. to determine if the district has any options to terminate the contract.	September 2000
2.	If the district has an option to terminate the contract, the assistant superintendent for Business and Finance evaluates district-	October 2000

	owned land sites in Bastrop where a bus-washing facility might be located.	
3.	The Transportation director solicits specifications and budget information regarding bus-washing facilities.	November 2000
4.	The Transportation director and assistant superintendent for Business and Finance develop an RFP for a new bus-washing facility.	December 2000
5.	The assistant superintendent for Business and Finance solicits and evaluates the RFP's.	January 2001
6.	The assistant superintendent for Business and Finance recommends a vendor for superintendent and board approval.	April 2001
7.	The contractor begins construction on the new bus-washing facility.	June 2001
8.	The bus washing facility is finished.	August 2001
9.	The current bus-washing contract is terminated.	August 2001

FISCAL IMPACT

The district should not incur a cost to modify the current lease.

Chapter 10

COMPUTERS AND TECHNOLOGY

This chapter examines the computers and technology services provided by the Bastrop Independent School District (BISD) in the following areas:

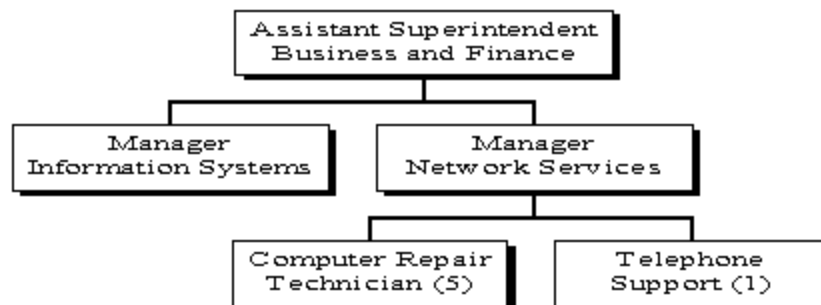
- A. Organizational Structure
- B. Technology Planning and Funding
- C. Instructional Technology and Training
- D. Infrastructure
- E. Technical Support
- F. Shared Services

BACKGROUND

An instructional technology support department must be familiar with school operations and the technologies used for instructional purposes, technology-oriented instructional material, networks used for instructional purposes and technology-related training, particularly training that seeks to integrate new technologies into the curriculum. Establishing a positive working relationship with the Curriculum and Instruction Department will ensure that all technology initiatives support the learning process.

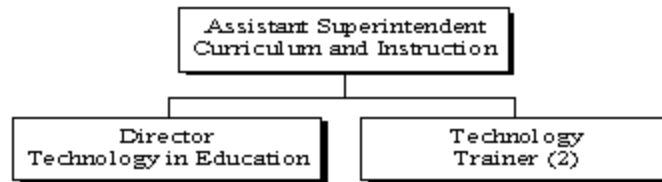
The technology function in BISD is divided in two areas: administrative technology and technology support services (**Exhibit 10-1**) and instructional technology (**Exhibit 10-2**). The administrative support functions report to the assistant superintendent for Business and Finance while the instruction functions report to the assistant superintendent for Curriculum and Instruction.

Exhibit 10-1
BISD Administrative Technology and Technology Support Services
Organization
1999-2000



Source: BISD assistant superintendent for Business and Finance.

Exhibit 10-2
BISD Instructional Technology Organization
1999-2000



Source: BISD assistant superintendent for Curriculum and Instruction.

The manager of Information Services is responsible for Public Education Information Management Systems (PEIMS) data, problem troubleshooting and the district's financial software reporting provided by the Regional Service Center Computer Cooperative (RSCCC). The Network Services manager and Computer Repair technicians are responsible for managing the network infrastructure (WANs and LANs) and the maintenance of computer hardware and software. The telephone support function recently was added to the staff. Initial responsibilities of the position include accepting network/hardware/software trouble calls. After sufficient training, the position is expected to handle the initial definition of problems in order to reduce technicians' calls.

The director of Technology's primary responsibility is training teachers to integrate technology into the school curriculum. Other responsibilities include identifying available resources including grant opportunities; assisting technology purchases and decisions; encouraging teachers to explore potential uses of technology; maintaining the district's Web site; ensuring computers are backed up and protected from viruses; serving as a technology information resource for teachers and staff; and approving all hardware and software budget requests. Two part-time PC coordinators also train teachers to integrate technology into the school curriculum.

For the 2001-02 school year, the assistant superintendent for Business and Finance and the assistant superintendent for Curriculum and Instruction will examine merging the two technology reporting structures into one organization. A new position, executive director of Technology, reporting to the assistant superintendent of Curriculum and Instruction, will consolidate all technology functions in one area.

The technology budget has changed over the last four years. Due to problems in properly supporting the technology infrastructure, the district committed to an in-house maintenance staff. This has resulted in nearly doubling the Network Services budget over the four-year period. **Exhibit 10-3** describes BISD's technology expenditures.

Exhibit 10-3
BISD Technology Expenditures
1996-97 to 1999-2000

Function	1996-1997	1997-1998	1998-1999	1999-2000
Administrative	\$81,765	\$86,004	\$119,671	\$109,497
Instructional	463,334	487,359	678,140	275,542
Network Services	95,036	97,118	120,600	183,272
Total	\$640,135	\$670,481	\$918,411	\$568,311

Source: Interview with BISD assistant superintendent for Business and Finance and director of Technology.

Chapter 10

COMPUTERS AND TECHNOLOGY

A. ORGANIZATIONAL STRUCTURE

To achieve its technology-related goals, a school district must have an organizational structure that creates an environment for using and supporting new technologies.

A well-managed administrative technology and information services department is guided by a clearly defined plan based on appropriate goals and organization. Focusing on clear assignments of responsibility for each application, well-defined development procedures for new applications and a customer-service orientation that continually seeks to meet and anticipate user needs.

Exhibit 10-4 describes the technology staffing levels of BISD and its peer districts.

Exhibit 10-4
BISD & Peers, Technology Staffing Comparisons
1999-2000

District	Administrative	Infrastructure & Support	Instructional
Bastrop Total Staff: 10	1 director	1 network services manager 5 computer repair technicians 1 help desk/secretary	2 technology trainers
Brazosport Total Staff: 9	1 director 1 district teams coordinator 1 staff support	1 network services manager 1 network services staff 1 Internet manager 1 Webmaster 1 video distance learning specialist	1 instructional technology supervisor
Del Valle Total Staff: 8	1 technology director 1 secretary	1 network manager 1 technology coordinator 4 technicians	

Georgetown	N/A	N/A	N/A
Hays Total Staff: 7	1 part time secretary	1 network coordinator 1 network assistant coordinator 3 technicians 1 delivery person	
Lockhart Total Staff: 8	1 director of technology	1 technology assistant 2 field technicians 1 campus technology assistant	3 technology integration mentors
San Marcos Total Staff: 9	1 assistant superintendent 1 secretary	2 technicians 2 database specialists 1 programmer	2 administrative technologists
Schertz- Cibolo Total Staff: 10	1 technology director 1 administrative assistant 1 secretary	1 network manager 1 equipment manager/technician 2 technicians 1 part time technician 1 records manager	1 technology instructor specialist/trainer

Source: Telephone interview with Technology administrators in peer districts.

FINDING

In the technology area, while the individual job responsibilities are understood, there is insufficient understanding for position backup purposes. As an example, the director of Technology has sole responsibility for maintaining the district's Web site. No one else on the staff is capable of performing this function.

In addition, the Web site requires periodic updates to maintain district information and education links for student and teacher technology development. The development and utilization of the Web site for technology training and district information will continue to grow and will require more time for site maintenance. The assistant superintendent for Curriculum and Instruction plans to review the content of the Web site.

Recommendation 53:

Review the primary technology job functions and assign back-up and Web site content maintenance responsibilities to appropriate positions.

IMPLEMENTATION STRATEGIES AND TIMELINES

1.	The assistant superintendent for Curriculum and Instruction compiles a list of the primary technology job functions.	October 2000
2.	The assistant superintendent for Curriculum and Instruction identifies personnel that could serve as a back up in each of the primary technology job functions and maintain certain areas of the district Web site.	October 2000
3.	The assistant superintendent for Curriculum and Instruction interviews each of the designated personnel about the responsibilities of the function.	November 2000
4.	The assistant superintendent for Curriculum and Instruction recommends to the superintendent the selected personnel for the technology functions.	December 2000
5.	The director of Technology provides training for the back-up personnel.	January 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 10

COMPUTERS AND TECHNOLOGY

B. TECHNOLOGY PLANNING AND FUNDING

Adequate planning is critical to the success of any venture. Planning for the use of new technologies is particularly important to education because of the following factors:

- ***Equity*** Despite the best intentions, the level of technological resources available to each school in a district can vary unacceptably. Unfortunately, poorly-planned introductions of new technology can serve to further widen the gap between the "haves" and "have nots." Careful planning at the district level can ensure that all schools receive adequate support.
- ***Rapid Change*** The pace of technological change continues to accelerate. If planning for the implementation of new technology does not cover an adequate span of time (three to five years), the district risks failing to take full advantage of this rapid change.
- ***Funding*** Funding can be the greatest barrier to the effective use of technology in the classroom. Unless planning addresses whether and how projects will be funded, limited funding can have a greater impact than it should.
- ***Credibility*** The public is anxious to see that its tax dollars are spent effectively. Thorough planning makes it possible to demonstrate that proposed strategies have been well thought out, acquisitions of technological resources have been carefully considered and that every aspect of the implementation is cost-effective.

To implement information technology effectively in administrative offices or schools, a district must have:

- An extensive computer network connecting modern computers;
- Comprehensive administrative and instructional software along with up-to-date operating systems;
- Effective, ongoing training and adequate technical support;
- A professional staff capable of implementing and administering a technology-rich environment; and
- A means to provide the community access to school information through technology.

The director of Technology, in concert with the District Technology Committee, has prepared a detailed Technology Plan for the period 1998-2002. The most recent update occurred in February 2000. The plan includes a vision statement, needs assessment, assumptions, statement of existing

conditions, staff development and student training, technology support staff, sustainability and supporting resources, integration, technology courses offered, minimum specifications for hardware, software standards, goals and evaluation.

FINDING

Bastrop ISD is committed to sustaining and improving the use of technology to improve the academic performance of all students. The district contributed local funds beyond the state technology allotment for technology enhancements. The technology staff is also active in ensuring that all technology equipment function well and in seeking additional funding sources for equipment and services.

BISD has developed relationships with organizations such as the National Guard and Austin Community College to support its technology infrastructure development.

BISD has received approximately a quarter of a million dollars worth of equipment for the distance learning lab project from the National Guard. In addition, the National Guard is going to conduct a training session to BISD staff sometime this fall. The National Guard did all of the setup and installation, and will provide all of the support and maintenance during this project. This will be the arrangement for at least the next two years, and possibly longer (subject to both National Guard and BISD approval).

The equipment has been installed and is operational, as of the first week of August. BISD is waiting for the training before scheduling anything in the distance learning lab.

There will be no charge for the use of distance learning lab to BISD students or for college coursework during the day. BISD is still working with Austin Community College and other institutions of higher learning as to what may be the charge for night lab access.

BISD at this point has not determined exactly what courses will be offered in the distance learning lab. BISD is working with the Education Service Center Region 13 and with their other distance learning lab at Bastrop HS (next door to the National Guard) looking at courses scheduled around the

region as part of a consortium project.

COMMENDATION

The BISD aggressively involves business and community organizations to enrich all schools with in-kind contributions and financial support.

FINDING

BISD technology plan provides some ideal and lofty goals, but there has been no effort to formally develop a plan of implementation for these goals and objectives. Very few timelines were provided.

A district technology committee developed the plan, which was created primarily to address a requirement in the Texas Infrastructure Fund (TIF) grant application.

Exhibit 10-5 describes the current technology plan for BISD.

**Exhibit 10-5
BISD Technology Plan
1998-99 to 2001-02**

Goals	Objectives/(Timeline)
Increase academic performance within the curriculum through technology.	<ul style="list-style-type: none"> • Teacher lesson plans; monitoring by school administration. (Ongoing) • Review of research projects completed. (Ongoing) • Reports from teachers of online projects completed. (Ongoing) • Work available online. (Ongoing)
Increase students' technology proficiencies.	<ul style="list-style-type: none"> • Curriculum available online. (by 9/2000)
Increase educators' effectiveness in using technology by providing professional development on integrating technology into teaching and learning, instructional management and administration.	<ul style="list-style-type: none"> • Monitoring by school and district administration; staff development sign-in sheets. (Ongoing) • Presentations at district in-service by staff members after attending off-site workshops. (Ongoing) • Monitoring by school and district administration. (Ongoing) • Additional resources available for schools. (One school beginning

	9/2000)
Build community support through collaborative planning, education, public information and other means.	<ul style="list-style-type: none"> • Information published. (Ongoing) • Planning committee sign-in sheets. (Ongoing) • List of training dates completed. (Ongoing) • List of courses offered. (Ongoing)
Provide and maintain an infrastructure for communications with parents and community members, including access to school news, educational resources, data and personnel.	<ul style="list-style-type: none"> • Web pages published and updated. (Ongoing) • E-mail accounts given to staff members and listed on district Web pages. (Ongoing)
Provide and maintain adequate resources to support the TEA technology targets and the BISD vision.	<ul style="list-style-type: none"> • Equipment purchased and installed to meet educator-to-workstation ratio of 1:1. (By 2000) Equipment purchased and installed to meet the student-to-workstation ratio of 5:1. (By 2001) • Technical support team in place; review of technology work orders and their completion. (Ongoing) • Schedule for replacing or repositioning obsolete technology published and followed. (Ongoing) • Infrastructure for staff and student access in place; educational resources in place. (Ongoing) • Report to superintendent on distance learning possibilities. (Ongoing)

Source: Interview with assistant superintendent for Business and Finance, director of Technology

A technology plan needs input from the teachers and administrators as well as students, parents and community members. The processes of identifying the tasks, cost estimates and timeframes for each goal assists the District Technology Committee in developing a realistic plan.

Coordinating the goals, tasks and detailed steps may make it easier for people in the district and in the community to see that the district's goals are being accomplished.

Recommendation 54:

Modify the technology plan to include tasks that are consistent with district goals and spending priorities.

Once the plan is finalized, the director should identify the detailed steps required to accomplish the tasks and should enter them into project tracking software. This will allow the tracking of the implementation of the plan.

The District Technology Committee should produce quarterly reports on the progress of the plan's implementation. These quarterly reports should be presented at board meetings so that the board, district employees and community members can be informed. The committee also should ensure that the technology plan reflects and supports the districtwide goals and objectives in the district's strategic plan.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The District Technology Committee works with the staff and representatives from schools and administration to identify goals and tasks for the technology plan.	October 2000
2.	The District Technology Committee works with the staff and representatives from schools and administration to identify cost, source of funds, person responsible for and deadline for each task.	November 2000
3.	The District Technology Committee updates the technology plan.	January 2000
4.	The District Technology Committee tracks detailed tasks in project tracking software.	March 2001
5.	The District Technology Committee presents the first quarterly progress report to the superintendent and the board.	March 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

BISD has not defined measurements as to how it is progressing toward meeting their technology goals. The current measures of technology progress are subjective and not definitive. The tools and methods that BISD used to determine the effectiveness of the technology plan include: yearly formal survey/needs assessment of the staff in regards to their use of technology in the classroom; on-going informal evaluations done by the technology staff on each school; the number of students taking technology courses; the number of students obtaining jobs in the technology field; the number of staff members taking part in technology staff development; the number and type of Internet projects participated in; monitoring of Internet usage as to types of Web sites visited; and the number of visitors "hits" they receive on their district Web pages. Even though the current tools and methods are quantitative, they cannot be measured against defined standards. For example, if the district needs to measure how many Internet projects should students be participating in or how many teachers that participate in technology staff development are applying that learning experience to their teaching curriculum, these questions will remain unanswered.

Recommendation 55:

Develop and implement quantitative technology measurements that match the goals of the technology plan.

IMPLEMENTATION STRATEGIES AND TIMELINES

1.	The District Technology Committee works with the staff and representatives from schools and administration to identify quantitative technology measurements for the technology plan.	December 2000
2.	The District Technology Committee works with the staff and representatives from schools and administration to identify the activities associated with each technology measurement and the person responsible for implementing and monitoring the measurement.	December 2000
3.	The District Technology Committee approves the quantitative technology measurements.	January 2001
4.	The District Technology Committee tracks each technology measurement.	February 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

BISD has policy and procedures for the backup of computer files and data, but there is no written comprehensive disaster recovery plan. Bastrop ISD performs daily file backups on each server. For the key (administrative) servers, the district provides redundant hard drives and power supplies. BISD personnel and other key papers are maintained in paper files.

BISD current policy and procedures for backing up computer files and data, does not include a;

- Disaster recovery team
- Contact list name to notify staff after a disaster
- List of critical business functions
- Required staffing levels needed it immediately after a disaster has occurred
- Office equipment needs

The current BISD backup procedures need to be viewed in the context of a possible computer disaster that could result in lost productivity and an inability to perform important district functions. It requires that top-level administrators invest time in the development of a well-conceived, comprehensive and customized security policy. This policy must then be applied appropriately throughout the entire district, which again requires the commitment and authority of top-level administrators.

While the primary focus for disaster recovery is typically directed to computers and associated files, the non-computer areas need to be included in the recovery plan. For example, personnel files are typically maintained in paper files. These and other key paper files need to be considered in the same way as computer files. There is a need for backup in order to restore key information in the event of a disaster.

Each administrator must be prepared to answer the following questions related to disaster recovery.

- Do we know our areas of exposure?
- Does our staff understand how to recover from a disaster?
- Do we have a contingency plan?
- Do we have a business resumption plan?
- Do we have strategies for a quick recovery?
- Do we have on-going maintenance to ensure an accurate, up-to-date recovery program?

Recommendation 56:

Develop a comprehensive disaster recovery plan and test it.

Exhibit 10-6 lists some of the key elements of an effective disaster recovery plan.

Exhibit 10-6
Key Elements of a Disaster Recovery Plan

Step	Details
Build the disaster recovery team.	<ul style="list-style-type: none"> • Identify a disaster recovery team that includes key policy makers, building management, end-users, key outside contractors and technical staff.
Obtain and/or approximate key information.	<ul style="list-style-type: none"> • Develop an exhaustive list of critical activities performed within the district. • Develop an estimate of the minimum space and equipment necessary for restoring essential operations. • Develop a timeframe for starting initial operations after a security incident. • Develop a list of key personnel and their responsibilities.
Perform and/or delegate key duties.	<ul style="list-style-type: none"> • Develop an inventory of all computer technology assets, including data, software, hardware, documentation and supplies. • Set up a reciprocal agreement with comparable organizations to share each other's equipment or lease backup equipment to allow the district to operate critical functions in the event of a disaster. • Make plans to procure hardware, software and other equipment as necessary to ensure that critical operations are resumed as soon as possible. • Establish procedures for obtaining off-site backup records. • Locate support resources that might be needed, such as equipment repair, trucking and cleaning companies. • Arrange with vendors to provide priority delivery for emergency orders. • Identify data recovery specialists and establish emergency agreements.
Specify details within the plan.	<ul style="list-style-type: none"> • Identify individual roles and responsibilities by name and job title so that everyone knows exactly what needs to be done.

	<ul style="list-style-type: none"> • Define actions to be taken in advance of an occurrence or undesirable event. • Define actions to be taken at the onset of an undesirable event to limit damage, loss and compromised data integrity. • Identify actions to be taken to restore critical functions. • Define actions to be taken to re-establish normal operations.
Test the plan.	<ul style="list-style-type: none"> • Test the plan frequently and completely. • Analyze the results to improve the plan and identify further needs.
Deal with damage appropriately.	<ul style="list-style-type: none"> • If a disaster actually occurs, document all costs and videotape the damage. • Be prepared to overcome downtime on your own; insurance settlements can take time to resolve.
Give consideration to other significant issues.	<ul style="list-style-type: none"> • Do not make a plan unnecessarily complicated. • Make one individual responsible for maintaining the plan, but have it structured so that others are authorized and prepared to implement if it is needed. • Update the plan regularly and whenever changes are made to your system.

Source: National Center for Education Statistics, "Safeguarding Your Technology." (Modified by TSPR)

IMPLEMENTATION STRATEGIES AND TIMELINES

1.	The director of Technology establishes a Disaster Recovery Team, composed of department representatives from finance, payroll, purchasing, student accounting and technology area.	November 2000
2.	The Disaster Recovery Team develops the Disaster Recovery Plan.	January 2001
3.	The director of Technology presents the plan to the superintendent and board for approval.	February 2001
4.	The director of Technology communicates the plan to the	March 2001

	appropriate personnel.	
5.	The director of Technology runs a scheduled test of the plan.	April 2001
6.	The director of Technology reports the results to the superintendent and board.	May 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 10

COMPUTERS AND TECHNOLOGY

C. INSTRUCTIONAL TECHNOLOGY AND TRAINING

Training is one of the most critical factors in determining whether technology is used effectively. Teachers must be comfortable with instructional technology and must know not only how to operate it, but also how to integrate it effectively into their teaching. Studies indicate that it may take three to five years for a teacher to acquire the appropriate level of expertise. Planning and support for technology-related training must consider this.

Technology-related training must be ongoing. Teachers need continuous opportunities to expand their technological skills and to interact with other teachers so they can share new strategies and techniques. Access to electronic mail and the Internet have proven valuable for teachers to share ideas on classroom uses of technology.

Other training, moreover, is just as critical for technical support staff. Rapid technological change makes it easy for technology specialists to fall behind. Sufficient time and funding for continuing training is essential if technical support is to remain effective.

FINDING

BISD offers training in beginning technology use, as well as integration of technology into the curriculum. Training for staff members is offered during conference periods, in-service days and after school. Training is conducted on a train-the-trainer basis, which means that those trained will subsequently train others. Over 200 technology workshops were presented to staff members during the 1998-1999 school year.

Any district staff member or student who wants network, Internet or e-mail access must first successfully complete the required district curriculum and training. If necessary, training in basic computer use is completed first. A set curriculum for Internet skills is in place for both students and staff and includes the hierarchy in **Exhibit 11-7** Completion of each level earns the participant a certain colored license, which corresponds to certain privileges.

Exhibit 10-7
Curriculum for Internet Skills
1999-2000

Grade Level	Topics
3 and 4 Green license	<ul style="list-style-type: none"> • Introduction to the Internet (definitions, history, AUP, responsible use, Netscape Communicator, Web domains, URLs, BISD home page resources, classroom uses) • Simple Searches (using the Net Search button and standard search engines)
Blue license	<ul style="list-style-type: none"> • Basic Email (compose, send, receive, forward, reply, addresses) • Citing Internet Sources
5 and 6	<ul style="list-style-type: none"> • Netequitte, Bookmark Management • Searching with Subject Directories • Evaluating Internet Resources • Internet Error Messages • Creating Canned Web Pages • Creating QuickTime Movies
7 and 8	<ul style="list-style-type: none"> • Advanced Email (address book, list serve, attachments, saving, organizing, subscribing to a list, creating a signature file)
Purple license	<ul style="list-style-type: none"> • Power Searching (Boolean logic) • Comparing Search Engines • Levels of Connectivity (modem, baud rate, phone lines, CSU/DSU, routers, etc.)
Red license	<ul style="list-style-type: none"> • HTML • Basic CU-SeeMe • Downloading and Using Plug-In's • FAQ's • Using QuickTime VR
9 and 10	<ul style="list-style-type: none"> • Using Internet Utilities • Advanced HTML • FTP
11 and 12	<ul style="list-style-type: none"> • Internet Security • Viruses

Gold license	<ul style="list-style-type: none"> • Managing the Web Server
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Source: Interview with director of Technology.

The topics included for the five levels of teacher training are: level 1 (green license) - Introduction to the Internet (definitions, history, responsible use, Netscape Navigator, World Wide Web domains, URL's, BISD home page resources, classroom uses); level 2 (blue license) - Basic e-mail (compose, send, receive, forward, reply, addresses) and citing Internet sources; level 3 (purple license) - Power searching (Boolean logic), comparing search engines and levels of connectivity (modem, baud rate, phone lines, routers, etc.); level 4 (red license) - HTML, basic CU-SeeMe, downloading and using plug-in's, FAQ's and using QuickTime VR; level 5 (gold license) - managing the Web server.

Teachers are required to advance through the blue level of technology training in the Web course for their teaching specialty. The blue level of technology certification provides technology basics for all BISD teachers. Computers will not be set up in a teacher's classroom until they have been certified at the blue level. Less than ten teachers of the current staff have failed to reach this level.

On May 5, 2000, the State Board for Educator Certification approved five certification standards in technology applications for all beginning teachers of Early Childhood-Grade 4 and Grades 4-8. These same five standards for all beginning teachers in Grades 8-12 are currently available for public comment. The proposed draft standards reflect the requirements for the knowledge and skills for which the beginning teacher of technology applications will be responsible. The drafts are based on the corresponding Texas Essential Knowledge and Skills (TEKS) for Technology Applications in Grades 8-12. The Technology Applications 8-12 standards will be used in developing working drafts of certification test frameworks.

The five certification standards that apply to all beginning teachers in grades 8-12 include:

- Standard I - All teachers use technology-related terms, concepts, data input strategies and ethical practices to make informed decisions about current technologies and their applications (approved for EC-Grade 4 and Grades 4-8);
- Standard II - All teachers identify task requirements, apply search strategies and use current technology to efficiently acquire, analyze and evaluate a variety of electronic information (approved for EC-Grade 4 and Grades 4-8);

- Standard III - All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions and evaluate results in a way that supports the work of individuals and groups in problem-solving situations (approved for EC-Grade 4 and Grades 4-8);
- Standard IV - All teachers communicate information in different formats and for diverse audiences (approved for EC-Grade 4 and Grades 4-8); and
- Standard V - All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum (approved for EC-Grade 4 and Grades 4-8).

Required and elective technology courses are offered in BISD. The chart in **Exhibit 10-8** lists the courses:

Exhibit 10-8
Required and Elective Technology Courses
1999-2000

Grade Level	Course Title	Required/Elective
Pre K - 4	<ul style="list-style-type: none"> • Introduction to Computers 	Required
5	<ul style="list-style-type: none"> • Robotics (one-semester) 	Elective
6	<ul style="list-style-type: none"> • Computers and You (one-semester) - desktop publishing, Web creation and multimedia) 	Elective
7	<ul style="list-style-type: none"> • Project WOW (one-semester) 	Required
7 and 8	<ul style="list-style-type: none"> • Web Mastering (one-semester) • Digital Graphics and Animation (one-semester) • Multimedia (one-semester) 	Elective
8	<ul style="list-style-type: none"> • Computer Repair (two-semester) • Video Production (two-semester) 	Elective

9	<ul style="list-style-type: none"> • BCIS I (two-semester) 	Required
10 - 12	<ul style="list-style-type: none"> • BCIS II (two-semester) • Web Mastering (two-semester) • BIMM (two-semester) • Video Technology (two-semester) • Digital Graphics and Animation (two-semester) • Computerized Accounting (two-semester) • Computer Repair (two-semester) • Desktop Publishing (two-semester) • CAD (two-semester) 	Elective

Source: Director of Technology

COMMENDATION

BISD Technology management has an effective professional development program in beginning technology use. The program includes a variety of topics that enhance the integration of technology into the classroom as well as individual growth and learning.

FINDING

BISD teachers that are successful in integrating technology into the classroom are not being used as a training resource.

The district has several examples of teachers that are incorporating the Internet and other technology resources into their teaching. A high school social studies teacher uses the Internet to research and download speeches and background material on study subjects. The material is loaded into Microsoft PowerPoint for presentation purposes. A high school world geography teacher is taking students to Europe during the summer of 2000 and plans to update trip images and descriptions to the district's Web site.

Recommendation 57:

Develop a core group of teachers that are successfully using technology as a resource for other teachers.

The district should identify one teacher at each campus and provide them a stipend for their time as a technology resource.

IMPLEMENTATION STRATEGIES AND TIMELINES

1.	The assistant superintendent for Curriculum and Instruction and the director of Technology identify teachers that have successfully used technology in their classroom instruction.	October 2000
2.	The assistant superintendent for Curriculum and Instruction interviews each teacher about the responsibilities of being a resource for other teachers.	October 2000
3.	The assistant superintendent for Curriculum and Instruction recommends the teachers that can serve as a technology resource.	November 2000
4.	The assistant superintendent for Curriculum and Instruction and the director of Technology develop a plan for using the resource teachers in their technology training.	December 2000

FISCAL IMPACT

If one teacher is identified at each of the 10 campuses, and they are each paid a stipend of \$1,000 each, the annual cost would be \$10,000. Because of the late implementation, only one-half of that amount is estimated for the first year.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Develop a core group of teachers that are successfully using technology as a resource for other teachers.	(\$5,000)	(\$10,000)	(\$10,000)	(\$10,000)	(\$10,000)

Chapter 10

COMPUTERS AND TECHNOLOGY

D. INFRASTRUCTURE

Network infrastructure is the underlying system of cabling, phone lines, hubs, switches, routers and other devices, which connect the various parts of an organization through a Wide Area Network (WAN). If a sound infrastructure is in place, most users can have access to people and information throughout their organization and beyond, greatly facilitating their ability to perform their job.

A WAN allows users to communicate with personnel within the organization through tools such as electronic mail systems. It also provides a bridge to the Internet that allows anyone connected to the WAN to access information and people outside the organization. WANs are usually "closed," meaning that they include security measures to prevent unauthorized users outside the organization from accessing information or people inside the organization.

The BISD network includes the following:

- T1 lines connect each of the schools/departments to Bastrop High School (BHS).
- Two schools, PAC and Gateway, each have less than 15 computers and are connected via dial-up to BHS because of limited traffic.
- Internet access is provided through a T1 connection from Bastrop High School to the University of Texas at Austin.
- LANs at each school are comprised of a router, hubs and switches and are connected via category 5 10/100 Base-T and fiber optic cabling.
- The District's Domain Name Server (DNS), Proxy, Mail and monitor/blocker servers are based at BHS.
- The administrative networks for each school are comprised of Intel-based PCs running Windows NT 4.0 Server and Novel NetWare 3.12 (being phased out) with Windows NT 4.0 clients.
- The instructional networks for elementary and middle schools are comprised of Macintosh OS and networking using Macintosh servers and clients.
- The instructional networks at BHS are comprised of Intel-based PCs running Windows NT 4.0 Server and Novel NetWare 3.12 with Windows NT and Windows for Workgroups clients.

FINDING

BISD does not maintain its network documentation at one location.

The Bastrop ISD Network Services manager maintains some written documentation describing the design and structure of the district's network and components. Some of the detailed information is kept at the off-site locations of vendors who were involved with the network installation. In the event of a network problem, the Network Services manager calls the vendor and requests detailed information on how to correct the problem.

Recommendation 58:

Consolidate the network documentation in one location and provide backup in an off-site location.

IMPLEMENTATION STRATEGIES AND TIMELINES

1.	The Network Services manager acquires and completes the detailed documentation for the network.	October 2000
2.	The Network Services manager identifies an off-site location for the documentation.	November 2000
3.	The Network Services manager transfers a copy of the network documentation to the off-site location.	November 2000

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 10

COMPUTERS AND TECHNOLOGY

E. TECHNICAL SUPPORT

Technical support, like training, significantly influences how effectively technology is used in the classroom. Teachers, even those who are experienced computer users, often encounter technology-related difficulties that interrupt their planning or classroom activities. Unless they receive quick responses to their questions, their effectiveness will be diminished.

When solutions to such problems are not provided promptly, teachers sometimes are forced to abandon the computers in the classroom and may be reluctant to resume even after problems are resolved. Schools that can resolve such difficulties quickly are best able to prepare their students effectively.

FINDING

Bastrop High School has a higher number of new trouble calls than any other BISD school. During March 2000, for example 114 (65 percent) of the 173 new trouble calls were from the High School. Bastrop High School has 361 computers and an average of 1,083 trouble calls, or three trouble calls per computer, each year. All other ten BISD schools have 799 computers and an average of 817 trouble calls, or one trouble call per computer, each school year. The large difference in number of trouble calls between Bastrop High School and the other BISD schools could be due to a lack of lab aides, the age of the computer equipment, the type of software, the proficiency of the staff using the computer hardware/software and/or the network setup.

The Network Services manager is planning on ways to reduce the current number of trouble calls. The first initiative being planned is to provide a "frequently asked questions" on their Web site on how to resolve some of the more commonly occurring problems. The Network Services manager has estimated that nearly one-fourth of the trouble calls are software related that could be resolved by training the computer user.

Exhibit 10-9 presents the number of computers and new trouble calls per schools for BISD.

Exhibit 10-9
BISD number of computers and new trouble calls per schools
March 2000

Schools	Number of Students	Number of Computers	Number of New Trouble Calls	% of Total New Trouble Calls
Bastrop HS	1,619	361	114	65.8
Bastrop Intermediate	966	148	9	5.2
Bastrop Middle	971	183	19	10.9
Cedar Creek Elementary	944	159	3	1.7
Emile Elementary	660	100	6	3.5
Gateway School	46	12	2	1.2
Genesis HS	54	38	2	1.2
Hill Street Elementary	323	55	1	0.6
Mina Elementary	542	86	15	8.7
PAC	16	7	1	0.6
JJAEP	10	11	1	0.6
Total	6,151	1,160	173	100.0

Source: BISD director of Technology

Recommendation 59:

Assign a technician to Bastrop High School to train the staff on how to resolve commonly occurring problems.

By assigning a technician to assess the reasons for the higher number of calls and training of the staff, Bastrop High School should experience a reduction in the number of technician calls. If the trouble calls per computer at Bastrop High School were reduced from the current three trouble calls per computer to two trouble calls, 361 trouble calls each school year would be eliminated.

IMPLEMENTATION STRATEGIES AND TIMELINES

1.	The Network Services manager assigns a technician to the Bastrop High School who will assess the reasons for the excessive number of trouble calls and provide staff training in handling common problems.	October 2000
2.	The assigned technician reviews the trouble calls and interviews appropriate staff in order to assess the primary source of the trouble calls.	October 2000
3.	The assigned technician prepares a training program that is oriented to resolving commonly occurring problems.	November 2000

4.	The Network Services Manager develops a training schedule with appropriate Bastrop High School personnel.	December 2000
5.	The assigned technician conducts trouble resolution training with Bastrop High School staff.	January 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 10

COMPUTERS AND TECHNOLOGY

F. SHARED SERVICES

FINDING

Technology-related best practices are not being shared among other county school districts.

For example, BISD technology personnel are planning to have "frequently asked questions" maintained on their Web site for the purpose of enabling teachers and staff to troubleshoot computer/hardware problems. The idea is to solve the problem as close to the source as possible with the goal of minimizing the number of expensive computer technician calls. Elgin ISD's use and experience with TEKStar software for management of lesson plans could benefit other districts. Smithville ISD's technology competency requirements that have been developed and are being implemented for educators in the district may have value to other county districts. The Smithville ISD superintendent has a technology background with an understanding of network installation and maintenance that could be useful to other districts.

The requirement for funds to meet the state goals for technology infrastructure has forced the technology managers in each Bastrop County school district to become excessively involved with finding funds. The time spent searching for funds by each district's Technology manager ranges from an estimated 20 percent to 80 percent of total available time. This need to find funds has become primary in the managers' day-to-day activities and has taken away the time they should be spending with their primary mission of helping teachers integrate technology into the classroom.

Acquiring funds to support technology infrastructure requirements is of critical importance to the district. Outside assistance could be used to offload some of the time consuming activities that are currently being done by Technology management personnel. For example, Texas A&M University's "Center for Community Support" (<http://ppriWeb.tamu.edu/ccs>) provides a free service for monitoring grant opportunities and all aspects of grant-writing support.

The practices outlined above and other techniques that have proven successful need to be shared among all Bastrop ISDs.

Recommendation 60:

Develop a technology forum among all Bastrop County districts.

The communicating and sharing of best practices among Bastrop County school districts should be done with periodic meetings among appropriate technology personnel. The goal of these meetings should be identifying current processes that improve efficiencies or lower costs. This information could be shared among all districts by linking Web sites.

IMPLEMENTATION STRATEGIES AND TIMELINES

1.	The assistant superintendent for Business and Finance establishes a technology information-sharing forum with other Bastrop County Independent School Districts.	October 2000
2.	The technology information-sharing forum identifies individual best practices in the district.	October 2000
3.	The technology information-sharing forum assigns appropriate personnel to update Web content on their district sites.	November 2000

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Appendix A

PUBLIC FORUM AND FOCUS GROUP COMMENTS

As part of this review, a community meeting and focus group were conducted during the early stages of the review process. This appendix contains comments from a public forum held at the Intermediate School cafeteria on March 28, 2000, and several focus groups with district officials and staff, community members and other written comments received by the Comptroller's office.

These comments, presented verbatim in most instances, help illustrate community perceptions of the Bastrop Independent School District (BISD), but do not necessarily reflect the findings or opinions of the review team or the Comptroller. The following is a summary of comments received by focus area.

DISTRICT ORGANIZATION AND MANAGMENT

- Board often micro-manages.
- Good planning processes in place.
- Better communication to persons affected prior to major changes such as school boundaries.
- Setting rules, which are then broken by central office, is a frustration.
- Board should solicit more community input before making final decisions.
- There is a loss of sense of community.
- Being proactive instead of reactive - this is improving.
- There is a lack of trust within the organization that is, I think, based on fear of top-down reprisals
- School administration is knowledgeable and efficient.
- School system, as a whole, is well run, with little public controversy about the running of the schools
- Continuing issue of rapid growth [is a concern].
- Successful schools monitoring process - keeps administration and staff aligned.
- Administration is positive toward creating good place to work.
- The administration shows an active concern for teachers and support staff in the trenches and provides help in any way possible - they are not far removed and unapproachable
- Lack of clearly defined positions in administration. Where do we go to get answers
- The school board needs to honestly listen to the students. They need to have an open mind about student suggestions.

- The Board of Education is trying to do a good job. I believe they failed at constructing and planning of the boundary changes, because they went through months of committee meetings & public hearings only to do the plan that was chosen before the whole process began. I believe it was a steered process that was fueled by an underlying threat to all educators concerning the educators' jobs if the educators voted against the plan.
- The Board needs to make sure that all schools have equal resources.
- BISD seems to go about its own course with the Superintendent. I have been on several committees at BISD and see the role of such as only a token of BISD trying to look like they are seeking public input. In actuality, we are fed what they want us to say. The Health Advisory Committee was a perfect example.
- They seem to be doing okay. I really appreciate how they reach out to get a handle on problems that occur. They really bring in a wide group of different people to help in any problems that will face our district.
- I feel the school board is doing an excellent job of providing direction for the administration and staff and not Micro managing. I like the strong moral leadership examples by board actions.
- I believe the School Board is out of touch with our school today. I feel they must listen to the educators, community, and students and do not relate to many in these groups. I feel they are not progressive or insightful enough to meet today's and the future's challenges.
- The school board tends to forget the children they are talking about are real - not numbers. With the redistricting, I think they forgot how these children would feel having to go to new schools. Also, they tend to have a lot of committees - but don't seem to hear what they say - they go with what they feel is right.
- How's the School Board doing? Not well because central office does not inform them of everything. They weren't told that principals wanted/requested Art teachers until community and PTA approached them in open forum. (Principals had asked for several years!) I think every school board member should be a parent of a child in this district so they can keep in touch with what's going on.
- Changing community attitude that BISD does not listen to parents/community They'll do what they want to, anyway. At meeting at Bastrop Middle School over gun incident, many parents did not attend because they felt like it would not matter if they were there or not. I feel like this is just an example of that attitude.
- District is also bad about asking community for input and then not following those ideas. One example is the strategic planning

groups who spent months on a strategic plan for BISD. They made a big production of this and then trashed it.

- I feel like the school board is doing a fine job. I think that Central Office (BISD) keeps them intentionally unaware of issues at times. I feel that the members are very interested in what we have to say and use that information to make their decisions. Unfortunately, community apathy does not help their job. It's hard to make decisions when you have little input.
- Strengths: Great guidance from Superintendent.
- Direction is good from Superintendent, but need to revise no-tolerance drug policy and consistency between policies of extra-curricular policies.
- School Board does not seem to be as sensitive to all needs and factions as they might be. District employees sometimes have difficulty reaching them if their supervisors can stop them.
- School board does a fair job, but I think parents could be kept better informed when problems occur at the schools.
- Quality of educational instruction must improve. It seems like the schools/teachers/administrators look at parents and students as problems or adversaries instead of partners. The school appears to be empire building.
- Increasing the base is now bad with Robin Hood Plan.
- New power plant does not help our ICIDS!
- If voucher system is ever implemented, loss of cream of the crop children will only hurt system - public schools will have to take all children.
- Tough job, hard to find people to run for school board. I think that they could be doing better, but they have to rely on administration and guidance. I think our superintendent is doing a very good job, he just inherited many problems!
- School is interested in ensuring that their graduates can be useful in being employed; less so for college.
- School board seems to be operating effectively, however - people running lately seem to have a personal agenda rather than a desire to help the overall system. Hopefully these won't be successful in winning.
- Keeping a small district feel as we grow.
- Have data to support what we are about.
- Publicity to promote the school district [is needed].
- Attract quality businesses through economic development.
- Address micro-management by some board members.
- Developing a career center and adequate counseling facilities.
- Auditorium/fine arts center with appropriate equipment is needed.
- Not having facilities for students who don't fit into the regular high school program (not Genesis or Gateway) students unmotivated is a problem.

- Difficult fundamental issues: overcrowding, not enough technological training, lack of arts in school priority list, old guard still running school with closed mind, taxes too high on too limited a tax base, teachers who need to not be teaching still teaching for years, lack of discipline in school with regard to racial/gang issues, community asked for opinions but ignored when final decisions are made, lack of parental involvement.

EDUCATIONAL SERVICE DELIVERY

- Special Education Services offered are excellent for those who really need them, but we may be over-identifying.
- Q/T K-4 seems weak.
- Monitor high school curriculum better. Utilize instructional days better.
- Monitor TEA regulations, especially in science classes (60% - 40% lab.).
- Many 'fluff' activities, especially at elementary level (pumpkin contest, accelerated readers, etc.) that take valuable teaching time.
- Reading Recovery is an essential program if you have an 'at risk' child or a child that is struggling. These children deserve access to an accelerated program to strengthen their skills.
- Do not currently have an evaluation system in place for programs (Gateway, Genesis, Content Mastery, Acc. Reader, etc.).
- Great band program.
- More individualized guidance counseling for every high school student, for goal setting, education/career investigation, help with college application process and/or job applications. So many leave school without a clue as to what life can be.
- High school needs more counselor to student ratio to assist students with education/career investigation.
- Stop teaching to the TAAS!
- Administrators at the campus level need to be more willing to help children who may have disabilities or special needs which are obvious. It should not be necessary to bypass proper channels and go to Central office or TEA in order to get something done for our children!
- There are half and whole days where students are not in school when they probably should be.
- TAAS is minimum skills test but Texas students have low test scores on SAT compared to high scoring states like Michigan.
- Science class should be 60% lecture and 40% lab. I confronted teachers about this and they say they don't have the materials to teach 40%. The possible split is 99/1 rather than what it should be.
- There are no meaningful labs or experiments. (Check on math scores.)

- Over the course of a year, high school students may lose 10 days, half day here and half day there.
- The management of the classrooms needs to be improved.
- There are too many films being shown in class.
- Mentors for all needy students [is needed]
- Lack of a strict dress code [is a problem].
- JROTC - saves many students.
- Most staff willing to help.
- Great administration staff.
- HS classes in core courses need to be smaller. Overcrowded now and larger classes coming up.
- Address the diversity of the district.
- ESL programs need to be more effective.
- Many, many caring teachers with a stake in the community.
- 9th initiative program [is a positive].
- Student council [working well].
- Vertical teams are strength in the school.
- Peer Assistance Leaderships (PALs) [is strength].
- Accountability for students at every level [is strength].
- Geometry Tech classes opposite Geometry as an alternative to traditional settings
- I feel that our most challenging aspect is to keep our TAAS scores rising and instilling school pride amongst the students.
- Our school has been working hard to promote safety amongst the students and instill ethics
- that promotes the idea of earning good grades.
- Bastrop High School has a strong student council that works to make a better and stronger student body. We have programs like the Hero's Dinner that honor teachers and students for exemplary work. We also work with elementary students to provide positive role models.
- Good special education. program except for paper work.
- Good counseling staff at each school.
- Wide range of courses offered at the high school.
- Dual credit (high school/college) with ACC.
- Possible long distance learning will be an asset.
- ROTC - PALs [is a good program].
- Keeping our Hispanics from dropping out.[is a need].
- Adapting to the MTV/Video game generation [is a challenge].
- Large classes make it more difficult to learn.
- Good vocation program but we need more.
- [There is] focus on the "whole child" (academics, self-responsibility, character, etc.)
- There is a concern with the overplacement of special education and the Alternative Placement Programs
- Plans should be made to move to exemplary status.

- Teachers I know are professional in their approach to teaching.
- Continuing issue of being located in a high tech business area and adjusting to the educational/requirements of this industry. Not sure this is even well known.
- Curriculum Office has begun many committees to attempt to align curriculum across the schools before problems arise and we become so large our courses are not aligned.
- Teen Parent Program at BHS offers chance for graduation - - saves tax dollars in future.
- District could offer graduation completion certificate for students who do not pass TAAS.
- Each student is cared about in their own individual way to meet educational and social needs.
- The schools are changing and moving with the times - curriculum is keeping up with the Age of Technology.
- The district needs more teachers that are minorities.
- The district needs a TAAS test for Special Education students especially students who are MR.
- Drop Out Recovery Program is good.
- Success Schools Monitoring is a positive program.
- Educate at young age - safety/violence/sex/morals
- Re-evaluate dress codes for impact - is it worth it?
- Extracurricular - large numbers, but many repeating in various organizations.
- The Athletic Program is a positive asset for the school.
- The Tow policy (car towing) is a negative aspect.
- Passing period [is inadequate].
- Like block scheduling.
- Theater - it's expected of those involved to be cordial and friendly. Students feel accepted and a part of the group. Even at competition, you're expected to make friends with the competing schools.
- Inconsistency in enforcement of rules. Why have them if they're not enforced.
- School safety is rooted in students' involvement - their feeling of involvement. (Many students are involved in extra curricular but those seem to be the select few and it leaves a large amount of the student body feeling disconnected and left out. Many students are aggressive as to avoid discrimination. Although it is rarely as bad as they imagine, it does exist, and it causes a rift between the various groups.
- I think we have a really great student council. They're really involved with the students and do their best to make everyone's high school experience easier and more enjoyable.
- I think we need more choices for electives, and we need to have a qualified teacher to teach them. If they don't have experience, I

think it is the school's responsibility to insure the teacher has training.

- Athletics is very important to most students because either they are involved or they stand up for the team. It gives people more pride. I also feel that Student Council helps people feel good about themselves and take pride in their school.
- School pride is also lacking. People litter and trash the facilities, sending out negative messages. This breaks down school pride and the way others feel about our campus.
- Student Council - they are constantly coming up with ideas for activities that get students involved.
- The sports branch of Bastrop High is strong. The school has a lot of pride. Students are upbeat, and much more polite than another school I went to before Bastrop.
- There are many chances to excel in Bastrop. ACC has Bastrop as a campus, so there are college classes to attend. The counselors are great and are always looking out for kids.
- Block schedule is good, gives you more leeway.
- Spanish Department. I have taken 3 years of Spanish, got A's in them, and know no Spanish.
- We need to concentrate less on how distracting appearances can be. The administration is overly concerned with how the students look and spend too much time worrying about trivial things.
- The teachers need to be re-evaluated. Some of the newer teachers don't know the subjects that they are teaching. It's like the blind leading the blind. The teachers should at least be able to pass their own class's final exam.
- Students need to interview the faculty before they are hired.
- We need sex education.
- Our head band director, Mr. Henry, who came here 4 years ago is really awesome, tough, hard working, and makes us work hard so that we can achieve our highest goals. I hope he remains here so that our band can keep climbing higher in the ranks. He has taught us so much and brought us from division 4's to sweepstakes - straight 1's.
- Our district really needs to focus on helping those kids that are not totally smart. So much emphasis is put on those that already know the material that those of us that don't are not so fortunate. As a sort of slow learner, I cannot stand teachers who go 90 miles a minute and leave us in their dust. We do not learn much and then we get confused and our grades drop a lot.
- Some of our teachers, we can tell, just hate kids & you can tell they hate their job.
- Some classes like BCIS are not needed if you have already taken computer classes.

- We need to have art teachers in every school to help all children communicate to others through art.
- We need well-qualified counselors in every school to handle the students' difficult problems and even those students that have a hard time adjusting to school.
- Lack of respect towards teachers/administrators by students.
- Elementary schools are doing a good job but the drugs and other problems at the high school and middle school are keeping the quality of education down.
- The high performing students at all grade levels need more reward. (i.e. classes to help them stay on the right track).
- I am tired of teachers arriving late to school, shopping on their conference times, etc. I pay them!
- Competitive with other districts statewide that is doing well to keep standards up.
- Bond between elementary schools @ the 4th grade levels where they are preparing for a change in campuses 4th to 5th, 6th to 7th, 8th to 9th.
- Emphasis on character education, mentoring, etc. is strength of the school district.
- Does not provide books for all students.
- Dropout rate [is a concern].
- Community classes are strength of the school district.
- Too many students of all ages are getting lost. I know it is too hard for one teacher to give attention to so many, so perhaps there should be other individuals who could intervene to those students who are not excelling, not even maintaining, to avoid drop-out.
- Teachers! Since Bastrop is a small district, many of the teachers live in the community and knows care and really about the students they are teaching. The improvement needs to be with the average child. The gifted students get special services; the special ed. students get special services. But those students who make good grades - behave and are generally good tend to be over looked. Perhaps with new programs to excite these children.
- The high school needs to do more college prep and raise the standards.
- All the kids do here is TAAS in the effort to be recognized, but all other education falls by the wayside. Kids who graduate from BISD aren't prepared for college.
- Good teacher/parent communication. All the teachers my 2 children have had have been very open and willing to work with us in meeting the needs of our children. Elementary schools have good programs and parental involvement and encourage this.
- District needs greater improvement in meeting needs of high schoolchildren.

- Their solution is to give them more work instead of higher content. With TAAS, everything gets focused on bringing low kids up and high kids sit. Perhaps there needs to be more teacher training to expose teachers to the ideas of enrichment and broadening a child's learning.
- Teachers should not diagnosis children with ADHD and ADD. Not all children are handicapped.
- We need to improve the overall values we instill in the children. My oldest son has always had wonderful experiences in school and had always learned. He's had problems with his self esteem this year. It stems from the negative attitude from the teachers. If the teachers don't care, why will the children. The children should be challenged.
- Issues:
 - a. Discipline
 - b. Consistency in extracurricular activities' policies.
 - c. Policy concerning self-esteem, where everyone is given same recognition and the events rewarding 1st, 2nd, 3rd place winners eliminated. High achievers are becoming discouraged.
 - d. Traffic flow and explosive growth.
 - e. Revision of zero-tolerance on drugs policy.
- Improvement:
 - a. Elementary levels need to have more leveling,
 - b. More enrichment,
 - c. More computer access.
- We are pleased with the TAAS scores.
- They are working hard in education.
- Open to suggestions & we do implement change when necessary.
- A staff member has a daughter who was exempt from TAAS and was home from school on TAAS test day.
- Our academics program outdid itself this year, and I am very proud of it.
- Well, after recently talking to our principal, he told me that, with regret, he had had to cut back funding for fine arts due to a budget cut. I believe our fine arts program is important and needs more funding. Also, I believe that our school needs to focus more on academics and less on passing for extracurricular activities. We need more teachers like (Freshman English) and (chemistry/physics/physics AP).
- Teenage mothers & the education our older children receive about sex needs to be addressed. Teaching abstinence is a must.

- More after school programs for low income or single parent families.
- Great effort and success in graduating at-risk students - Genesis, PAC.
- Lots of concerned, dedicated teachers, mentoring, reading.
- Music [should meet] every day and PE Curriculum in Elem. Level - not just play time.
- Take advantage of partnership opportunities with higher education.
- Take advantage of K-16 partnerships.
- Supplies (inadequate)
- Consistency in treatment of boys & girls
- Find a better way to deal with children with problems.
- How much extracurricular, particularly sports, is appropriate.
- Prayer & discipline need to be back in schools.
- Year-around programs, night programs (recreation, community college)
- Character Counts program [should be looked at].
- Good things about BISD:
 - a. Spend money as judiciously as possible on programs, facilities
 - b. Try to get community input (dress code; re-zoning)
 - c. Trying to improve programs
 - d. Set high standards & higher goals
- Honors Program for younger students - good.
- Our students do well at universities as a whole.
- School to careers Program [is needed].
- Team teaching in intermediate & middle school levels.
- Students in high school need better insight about importance of graduating to get a job on going to college. Too many drop outs before college or failing the first semester in college.
- [We have a] good elementary schools.
- Genesis Program is excellent.
- Principal and teachers at Genesis are dedicated to students' success.
- Hiring of curriculum director & vertical alignment of all curriculums.
- Funding and staffing alternative school to the point that we can provide a quality education to our students - above what is done in many similar districts.
- Summer comp days for staff development - big morale booster for staff.
- Special Education - only one self-contained classroom for all elementary schools. District is facing budget issues for next year.
- Curriculum efficiencies are outstanding/challenging.

- Going to objective based testing for all students. is good.
- Total support from curriculum department for individual schools and their needs. Is to be commended.
- There is a clear understanding of mission to improve academic performance of all students.
- There is sincere administrative support of staff to achieve mission.
- Strong focus on academics - vertical alignment & 3 recognized & one exemplary school.
- Student needs with a highly mobile society and high teacher turnover is a tough issue.
- Maintaining our acceptable/recognized status & rising to exemplary.
- Efforts to include all children in all education opportunities - special ed, 504, bilingual, etc. This is in early stages but going really well & has been needed for a long time.
- Equity - Over use of AEP for minorities. Over identification of African American & economically disadvantaged.
- After regular classes or on Saturdays, remedial education, so student could keep up
- Excellent libraries and research resources.
- Parents that put their children in BISD will get:
 - a. a sense that the staff truly cares about educating their kids
 - b. the willingness to partner with parents
 - c. openness and honest people
- The issues that need to be addressed by BISD are:
 - a. treating people equally, no matter what their status.
 - b. better communication with staff.
- Decrease A & P placements

COMMUNITY INVOLVEMENT

- Some community members feel campuses are closed to them. (May not be true, but perception is reality.)
- Not much community involvement or support (lack of knowledge?).
- More communication, both with staff and parents, is needed.
- Business/school partnerships are limited.
- Staff should be more informed of events and groups using their buildings. Weekly scheduling meetings for staff?
- Need more parental involvement/support of their children's education. Many parents feel that education is solely the role of the school and they fail to see how important their encouragement and

support at home is. But many parents are B.I.S.D. already have a full plate: single parents, commuting parents, low income parents, and Spanish speaking parents.

- High school/middle school students need to hear from community representatives about life outside school: Careers, hobbies, political candidates, civic leaders, business owners, and local/national history.
- School is not daycare - parent involvement is essential. Parents need to be informed about their role in their child's education.
- We need to offer more community education programs to keep children involved in constructive activities after school. These activities need to be offered to all ages at an affordable price.
- Diverse community ~ interesting people
- We all want to be better and do what's right.
- An accepting community
- There is a sense of community and a commitment to children and a desire to improve.
- There are opportunities for parental involvement and community involvement
- This is a growing and changing community.
- There are several programs that community members can become involved with to help at risk students, such as the Mentoring Program.
- Our PTA's are strong and supportive.
- School allows Extension to use facilities for educational programs. Work with community
- Elementary schools have very strong PTA organizations.
- Community support for the school district is low. The community as a whole does not work together to promote Bastrop and living in Bastrop. The negative perception of the school district and administration seems to outweigh the positive reality that exists.

PERSONNEL MANAGEMENT

- Excellent staff development program.
- Comparable salaries. would be nice.
- They are over-staffed in athletics.
- There is a good relationship between administration, faculty, and staff.
- Need more minorities in central district office to reflect student population.
- B.I.S.D. has many excellent teachers; let's try to keep them.
- Teachers, counselors, aids, principals are underpaid.
- 319 teacher surveys say pay, health services, and parental involvement; foodservice are the teacher's issues.
- Clerical supervision works well.

- At every campus, the staff is pleased with administration. Central is good, not as good as campus.
- Morale is generally high.
- We feel pretty safe despite recent incident.
- The Bastrop Federation of Teachers' president says the input of teachers is valued in the district.
- Current administration is willing to work through issues.
- Teachers have meetings and creativity and feels lines of communication are open and things are running well. Even though there may be some kinks, they are worked out.
- When the teacher needs something in the classroom, they get it.
- Administrator is creative about raising money.
- Attracting and retaining enough good teachers for all campuses due to growth & money (lack of).
- There is a concern with the growth management in the future.
- There should be some thought about hiring and staff development.
- [An issue that needs to be looked at in the future is the] turn over [of staff].
- The old paradigm traditional management practices [is a concern.]
- Attracting & keeping quality teachers. i.e. Pay scale at or above Austin ISD.
- Ethnic representation in Admin & Counseling.
- Low teacher pay is a concern.
- Possible year around school.
- There is a shortage of highly qualified teachers.
- Financial concerns w/staffing & equipping new buildings and adding to our current curriculum & programs.
- Need for social worker component through the schools even though we co-ordinate now w/community social service agencies.
- Focus on improvement of teaching through staff development offerings.
- Technology course offerings for students and training for staff.
- Top administrators in Central have no campus administration experience
- Over staffed administration.
- Establish teacher retention program - Study of why teachers leave district should be done.
- We must be skilled in working with small groups and committees.

FACILITIES USE AND MAINTENANCE

- The custodial services are very good.
- The energy use could be more closely monitored.
- The opening of brand new campuses with many portables seems to show a lack of planning.

- I greatly appreciate the BHS-West campus - relaxed, not crowded, very little traffic.
- Traffic movement into and out of Intermediate campus is better, but attention needs to be paid to traffic flow in future campuses.
- The new BMS building looks great.
- Some room for improvement in bathroom cleanliness, but I feel this is subjective.
- After a year and a half, the pay went from \$5.15 to \$6.49. Because of that, the staff only stays for 2-3 days. Last year the custodial staff was down to 2 from 4.
- They don't like the \$5.15 maximum payment, because Del Valle ISD paid \$7.00.
- Building is new therefore effective use and maintenance should be observed.
- Pay \$20 parking permit - no place to park.
- Our school could also use an auditorium for those student organizations that perform a lot: band, choir, and our acting (drama). Our parking lots could be improved a lot. There is not much space for all of our students to park.

FINANCIAL MANAGEMENT

- Budgeting does not appear to be curriculum or student-based on a consistent basis.
- Fiscal responsibility is high.
- Excessive number of fund-raisers in the lower grade schools. Need better communication about where all this money is going.
- We need to make sure that fund raiser money goes directly back to our children. Forget teacher appreciation luncheons - this is their job! Teacher appreciation should be left up to the individual parents or students.
- Classroom space - i.e. building new high school at Cedar Creek; build new schools as the area grows in population.
- Responsible spending of tax money [is necessary].
- Allocation of funds - sometimes students seem to be given least consideration instead of first.
- In the past, they have not always considered the best interests of the students or the taxpayers.
- They entered into a contract with Coke without public input or any bidding process, thereby forcing parents to foot the bill for a field house by raising Coke prices.
- They wasted several hundred thousand dollars by building a gymnasium for a school they were discussing combining with another school. The taxpayers were not informed about this when we voted for the bonds. We now have a 600-student school with 2

gyms. The teachers are afraid to give their opinions about what goes on in the district because they are afraid of retaliation.

- New school in the Cedar Creek area - i.e. Planning for growth.
- Growth; is there enough planning - taxing at the limit.
- Build another high school, so many moving to Bastrop.
- More schools in general.
- Issues - Concerns facing the District
 - a. Growth in student population paired with a maxed out taxing ability
 - b. Lack of businesses as a tax base
 - c. The growth in district = increased overall taxable wealth with a corresponding drop in state dollars as taxable wealth goes up = bigger tax burden on taxpayers as state aid goes down
- Budget - never enough money to do all we would like to do.
- Community is active in the school, PTA, fundraising is good, but when you pay taxes, you wonder why the fundraising is necessary.
- School district is large, should be divided to reduce the number of miles and buses needed. These savings could go into the purchase of library books, computers, and better pay for teachers, etc.
- Have the funding so we can offer programs that are relevant and challenging.
- Developing a career center and adequate counseling facilities [is a need]
- Auditorium/fine arts center with appropriate equipment is needed.
- Not having facilities for students who don't fit into the regular high school program (not Genesis or Gateway) students unmotivated is a problem.

ASSET AND RISK MANAGEMENT

- Need consistent health insurance and appropriate benefits.

PURCHASING

- It's March, and some students still don't have textbooks.
- Some grades - maybe just certain teachers - turn individually purchased items into community property. Is there not enough money for class supplies?
- Does anyone track/report how much of their own money teachers spend for their class's supplies?
- There is never a denial of [instructional] supplies.

CHILD NUTRITION

- Café facilities and equipment is excellent and the café staff is hard-working. Quality of food very low compared to other districts - limits participation.
- Menus don't always coincide with actual food served - possibly due to poor planning.
- Food low quality; many trays untouched going to the trash because the children will not eat it.
- Café staff is great.
- My kids have always taken their lunches because they wanted the extra time to eat. (No lines.)
- We do not have a salad bar.

TRANSPORTATION

- Always need more drivers, but current ones are very caring about kids.
- Some route schedules pick up older kids first, leaving young students standing, waiting for their bus, alone.
- Stiffer punishments for students who commit offenses or are unruly on buses.
- Is there any way to work with CARTS to get more in-town kids on their buses? They have a long waiting list, but more CARTS buses might alleviate traffic congestion at BIS somewhat.
- I dislike the fact that older children and even alternative school children share the same buses as elementary and intermediate students.
- The distance [between] the schools and communications [is a concern].
- The on-going transportation of students [is a concern].
- I think that all buses need a monitor to assist the driver with discipline.
- Children who are consistently harassing others, breaking rules, or otherwise should be removed much sooner. Perhaps a 3 strike policy of some sort.
- Late buses for students to participate in school activities.

SAFETY AND SECURITY

- Lots of alternative education possibilities available.
- DARE program is weak.
- Campus administrators handle crises very well.
- ASAP program is very beneficial.
- Is JJAEP working?
- Counselors need to actively seek out children and address as many potential problems as possible, or children included.
- Glad that counselors move through grades with students.

- Counselor to student ratio is not good.
- Alternative education for students with discipline problems needs to be much tougher! Many students do everything in their power to get sent to Gateway because it is a much easier environment. Students should not enjoy alternative school if it is a disciplinary action.
- Drug education of all students [is needed].
- Student conduct [needs to be reviewed].
- Effective discipline [is a concern].
- Abuse prevention for all students is needed.
- I feel safe, but parking lot has lots of problems with vandalism.
- Gun control needs to be an issue too.
- The safety (guns, fights, etc.) are at times scary. At times I have been scared. After Columbine, a rumor was around that there was a list of people & I was on the list! After nothing happened, I was fine & actually feel safe. It is very nice to see police officer constantly around.
- Health and Safety of student and teacher population - when problems are reported to Administration. they are often put off or ignored.
- Safety on school buses [is a concern].
- Needs evaluation of all schools to ensure health safety. Also have many poor people here - often hard to keep them in schools.
- Safety is not a problem in our school - just in the parking lot.
- I feel safe at our school, but there are times where I wonder if it is all that safe. I feel that things could change in an instance and our school would not be prepared for it. Our school needs to prepare students for the worst case scenario, but they only get us ready for fire drills
- I believe the school is safe. I would feel more comfortable with more police on campus. I don't feel afraid or in any danger of my safety when I come to school
- Violence among students (gangs) [is a concern].
- Alternative schools offer many students a chance to succeed who would not otherwise
- Substance abuse is very high in our district- mainly in the use of alcohol and marijuana. There are many students that get caught up in the drug game and get away from grades and school activities
- School safety is rooted in students' involvement - their feeling of involvement. (Many students are involved in extra curricular but those seem to be the select few and it leaves a large amount of the student body feeling disconnected and left out. Many students are aggressive as to avoid discrimination. Although it is rarely as bad as they imagine, it does exist, and it causes a rift between the various groups.
- Zero tolerance for drugs, guns, gangs needs to continue.

- Middle school has discipline problems that need addressing - overall.
- Drugs, smoking, drinking, violence & teenage kids skipping school [needs to be addressed].
- Safety in classrooms [needs to be addressed].
- Bastrop County has no drug treatment programs.
- Need for district wide discipline management plan K-12 - including bus concerns.

COMPUTERS AND TECHNOLOGY

- Current technology available on every campus.
- Board support of student and staff technology use.
- Innovative technology courses offered and supported.
- Forward thinking regarding technology.
- Regular computer courses sooner and throughout grade range, same as math, English, etc.
- Need to reconsider a technical training facility for Bastrop that offers a variety of career training for High School Seniors - (A vocational school).
- Our computer rules teach the kids how to do stuff at the school and not how it really is at home. For instance, we can not have an email account & we can only look at specific things on the computer.
- Excellent technology training at all levels - not just high school.
- Technology - hardware/software use by students, especially world of work, video tech, and digital graphics are available.

GENERAL COMMENTS

- If you move into this area, you can expect a quality education in the BISD. The district is growing rapidly, but the administration is handling the growth well. Our schools, with maybe one exception, have improved and are recognized or exemplary. BISP offers education for the whole child, that is, education, arts, sports, etc. There is much community involvement. The rapid growth is a concern because it causes a friends crunch. Taxes will need to be increased to meet these additional demands. Most of the schools are newly constructed.
- I feel good about the direction we are going on educating most of our kids. Our schools seem to have really improved over the last 5 to 6 years. We had very dedicated teachers.
- I feel good that we have a dedicated school board always looking at better ideals to educate our kids.
- I think the government should let us put prayer back in school.
- I've always felt Bastrop has always been pro-active with regards to mission and philosophy - as opposed to reacting. And theirs is a

real sense that citizens can and do have access and are involved in the educational process. Plus, I as an outsider have always felt like my family and I was at home.

- Bastrop ISD is steadily improving in its goals and objectives for curriculum. TAAS scores indicate the efforts that have been made to hire qualified staff, provide training, and for enriching students to attain this goal. The other strength is the communication that each campus is striving to have between the schools and the parents. This is an effort being made from bus drivers to teachers to administration.
- The biggest challenge is to come together and work as a team to educate the students of Bastrop ISD. Identify the importance that each and every employee of the district plays in this process. Compensate all employees fairly for their efforts. Provide for all ways to be successful and work together in their area.
- One of the most beautiful places in Texas to live.

Appendix B

TEACHER SURVEY

Demographic Data

TOTAL RESPONSES AS OF June 12, 2000	138
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Circle Answer

1.	Gender (Optional)	Male	Female	No Response
		49%	51%	0%

2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	No
		65%	12%	8%	1%	11%	

3.	What is your classification?	Junior	Senior	No Response
		40%	47%	13%

A. District Organization and Management

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
1. The school board allows sufficient time for public input at meetings.	8%	44%	32%	8%	0%	7%
2. School board members listen to the opinions and desires of others.	10%	51%	22%	11%	3%	4%
3. School board members work well with the superintendent.	6%	49%	31%	6%	1%	7%
4. The school board has a good image in the community.	7%	52%	17%	16%	2%	5%

5.	The superintendent is a respected and effective instructional leader.	15%	57%	12%	10%	4%	3%
6.	The superintendent is a respected and effective business manager.	11%	57%	15%	11%	3%	3%
7.	Central administration is efficient.	7%	41%	14%	28%	8%	2%
8.	Central administration supports the educational process.	11%	56%	11%	16%	3%	3%
9.	The morale of central administration staff is good.	7%	35%	43%	8%	1%	5%

B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
10.	Education is the main priority in our school district.	27%	50%	6%	14%	2%	1%
11.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	13%	50%	9%	20%	7%	1%

12.	The needs of the college-bound student are being met.	9%	46%	25%	18%	1%	1%
13.	The needs of the work-bound student are being met.	5%	34%	32%	24%	3%	2%
14.	The district provides curriculum guides for all grades and subjects.	10%	41%	12%	25%	11%	1%
15.	The curriculum guides are appropriately aligned and coordinated.	6%	33%	19%	27%	13%	2%
16.	The district's curriculum guides clearly outline what to teach and how to teach it.	6%	25%	21%	30%	16%	3%
17.	The district has effective educational programs for the following:						
	a) Reading	12%	60%	8%	15%	2%	3%
	b) Writing	10%	51%	13%	21%	2%	4%
	c) Mathematics	13%	57%	8%	14%	4%	4%
	d) Science	8%	47%	17%	20%	2%	5%
	e) English or Language Arts	10%	61%	10%	14%	2%	4%
	f) Computer Instruction	11%	54%	14%	13%	2%	6%

	g) Social Studies (history or geography)	5%	59%	12%	15%	3%	5%
	h) Fine Arts	8%	49%	18%	17%	4%	3%
	i) Physical Education	12%	57%	13%	11%	3%	4%
	j) Business Education	7%	35%	48%	5%	1%	5%
	k) Vocational (Career and Technology) Education	9%	35%	43%	8%	1%	4%
	l) Foreign Language	6%	35%	42%	11%	1%	5%
18.	The district has effective special programs for the following:						
	a) Library Service	13%	56%	15%	10%	4%	3%
	b) Honors/Gifted and Talented Education	12%	61%	11%	11%	3%	3%
	c) Special Education	13%	58%	10%	14%	5%	1%
	d) Head Start and Even Start programs	6%	34%	49%	5%	1%	5%
	e) Dyslexia program	13%	51%	21%	10%	2%	3%
	f) Student mentoring program	14%	55%	15%	11%	2%	3%
	g) Advanced placement program	10%	57%	26%	4%	0%	3%

	h) Literacy program	6%	42%	34%	10%	3%	4%
	i) Programs for students at risk of dropping out of school	5%	36%	27%	22%	7%	3%
	j) Summer school programs	6%	53%	21%	14%	2%	4%
	k) Alternative education programs	10%	43%	26%	10%	5%	5%
	l) "English as a second language" program	6%	43%	26%	15%	6%	3%
	m) Career counseling program	3%	25%	47%	19%	3%	3%
	n) College counseling program	5%	25%	50%	14%	3%	3%
	o) Counseling the parents of students	3%	19%	40%	25%	9%	4%
	p) Drop out prevention program	3%	24%	42%	23%	5%	3%
19.	Parents are immediately notified if a child is absent from school.	6%	25%	21%	34%	11%	2%
20.	Teacher turnover is low.	1%	16%	14%	52%	15%	2%
21.	Highly qualified teachers fill job openings.	4%	42%	17%	28%	7%	1%

22.	Teacher openings are filled quickly.	3%	52%	22%	20%	3%	1%
23.	Teachers are rewarded for superior performance.	1%	9%	17%	51%	21%	1%
24.	Teachers are counseled about less than satisfactory performance.	1%	33%	31%	23%	11%	1%
25.	Teachers are knowledgeable in the subject areas they teach.	7%	70%	10%	12%	1%	1%
26.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	4%	38%	7%	35%	13%	3%
27.	The student-to-teacher ratio is reasonable.	5%	53%	3%	26%	11%	3%
28.	Classrooms are seldom left unattended.	14%	62%	11%	10%	1%	2%

C. Personnel

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
29.	District salaries are competitive	2%	37%	6%	36%	20%	1%

	with similar positions in the job market.						
30.	The district has a good and timely program for orienting new employees.	6%	67%	11%	12%	3%	1%
31.	Temporary workers are rarely used.	1%	33%	31%	26%	9%	1%
32.	The district successfully projects future staffing needs.	2%	39%	23%	28%	7%	2%
33.	The district has an effective employee recruitment program.	4%	34%	33%	21%	8%	1%
34.	The district operates an effective staff development program.	4%	50%	10%	26%	10%	0%
35.	District employees receive annual personnel evaluations.	14%	78%	2%	4%	0%	1%
36.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for	2%	17%	17%	48%	14%	1%

	promotion.						
37.	Employees who perform below the standard of expectation are counseled appropriately and timely.	2%	25%	33%	26%	13%	1%
38.	The district has a fair and timely grievance process.	4%	38%	45%	8%	4%	2%
39.	The district's health insurance package meets my needs.	2%	18%	11%	25%	42%	2%

D. Community Involvement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
40.	The district regularly communicates with parents.	7%	59%	11%	19%	3%	1%
41.	The local television and radio stations regularly report school news and menus.	3%	29%	28%	30%	8%	3%
42.	Schools have plenty of volunteers to help student and school programs.	5%	35%	8%	43%	7%	2%

43.	District facilities are open for community use.	13%	58%	21%	7%	1%	1%
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E. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
44.	The district plans facilities far enough in the future to support enrollment growth.	6%	41%	8%	36%	8%	1%
45.	Parents, citizens, students, faculty, staff and the board provide input into facility planning.	9%	51%	19%	17%	4%	1%
46.	The architect and construction managers are selected objectively and impersonally.	3%	24%	59%	11%	3%	1%
47.	The quality of new construction is excellent.	7%	41%	25%	22%	2%	3%
48.	Schools are clean.	8%	51%	5%	23%	10%	3%
49.	Buildings are properly maintained in	5%	48%	7%	28%	8%	4%

	a timely manner.						
50.	Repairs are made in a timely manner.	4%	52%	5%	26%	10%	3%
51.	Emergency maintenance is handled promptly.	7%	65%	10%	12%	4%	2%

F. Financial Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
52.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	4%	40%	27%	20%	8%	1%
53.	Campus administrators are well trained in fiscal management techniques.	5%	38%	40%	13%	5%	0%
54.	Financial resources are allocated fairly and equitably at my school.	5%	38%	21%	25%	11%	0%

G. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
55.	Purchasing	5%	52%	11%	28%	4%	1%

	gets me what I need when I need it.						
56.	Purchasing acquires the highest quality materials and equipment at the lowest cost.	4%	38%	28%	22%	7%	0%
57.	Purchasing processes are not cumbersome for the requestor.	5%	46%	19%	23%	6%	2%
58.	Vendors are selected competitively.	4%	36%	47%	9%	3%	1%
59.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	7%	67%	11%	13%	2%	0%
60.	Students are issued textbooks in a timely manner.	8%	70%	11%	8%	2%	1%
61.	Textbooks are in good shape.	10%	75%	12%	3%	1%	1%
62.	The school library meets the student needs for books and other resources.	15%	55%	7%	13%	10%	1%

H. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
63.	The cafeteria's food looks and tastes good.	4%	26%	19%	36%	14%	1%
64.	Food is served warm.	5%	53%	17%	19%	5%	1%
65.	Students eat lunch at the appropriate time of day.	5%	66%	7%	21%	1%	1%
66.	Students wait in food lines no longer than 10 minutes.	6%	49%	15%	25%	4%	1%
67.	Discipline and order are maintained in the school cafeteria.	3%	62%	17%	12%	6%	0%
68.	Cafeteria staff is helpful and friendly.	14%	62%	10%	10%	4%	1%
69.	Cafeteria facilities are sanitary and neat.	11%	71%	12%	4%	2%	0%

I. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
70.	School disturbances are infrequent.	6%	53%	6%	26%	7%	2%
71.	Gangs are not	2%	19%	24%	44%	11%	1%

	a problem in this district.						
72.	Drugs are not a problem in this district.	0%	9%	22%	51%	17%	1%
73.	Vandalism is not a problem in this district.	1%	13%	18%	52%	15%	1%
74.	Security personnel have a good working relationship with principals and teachers.	5%	44%	40%	7%	2%	2%
75.	Security personnel are respected and liked by the students they serve.	4%	32%	50%	10%	2%	2%
76.	A good working arrangement exists between the local law enforcement and the district.	11%	65%	22%	2%	0%	1%
77.	Students receive fair and equitable discipline for misconduct.	1%	37%	11%	33%	16%	3%
78.	Safety hazards do not exist on school grounds.	1%	48%	19%	23%	8%	2%

J. Computers and Technology

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
79.	Students regularly use computers.	11%	61%	5%	20%	2%	1%
80.	Students have regular access to computer equipment and software in the classroom.	9%	46%	5%	34%	6%	1%
81.	Teachers know how to use computers in the classroom.	7%	55%	10%	23%	4%	1%
82.	Computers are new enough to be useful for student instruction.	7%	60%	10%	16%	6%	1%
83.	The district meets student needs in classes in computer fundamentals.	11%	57%	11%	17%	3%	1%
84.	The district meets student needs in classes in advanced computer skills.	9%	35%	35%	17%	3%	1%
85.	Teachers and students have easy access to the Internet.	8%	41%	7%	30%	12%	1%

Appendix C

PRINCIPAL AND ASSISTANT PRINCIPAL SURVEY

Demographic Data

TOTAL RESPONSES AS OF June 27, 2000: 31

Circle Answer

1. Gender (Optional)	Male	Female	No Response
	16%	77%	6%

2. Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other
	87%	3%	3%	0%	6%

3. How long have you been employed by Bastrop ISD?	1-5 years	6-10 years	11-15 years	16-20 years	20+ years	No Response
	0%	39%	6%	10%	6%	39%

4. What grades are taught in your school?					
Pre-Kindergarten	Kindergarten	First	Second	Third	
35%	48%	48%	48%	48%	
Fourth	Fifth	Sixth	Seventh	Eighth	
45%	6%	6%	29%	29%	
Ninth	Tenth	Eleventh	Twelfth		
16%	16%	16%	16%		

A. District Organization and Management

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
1. The school board allows sufficient time for public input at meetings.	23%	45%	29%	0%	0%	3%
2. School board members listen to the opinions and desires of others.	19%	74%	3%	3%	0%	0%
3. School board members	6%	52%	10%	26%	3%	3%

	understand their role as policymakers and stay out of the day-to-day management of the district.						
4.	The superintendent is a respected and effective instructional leader.	23%	52%	3%	19%	3%	0%
5.	The superintendent is a respected and effective business manager.	19%	48%	10%	23%	0%	0%
6.	Central administration is efficient.	6%	39%	13%	35%	6%	0%
7.	Central administration supports the educational process.	19%	61%	6%	10%	3%	0%
8.	The morale of central administration staff is good.	3%	48%	35%	6%	3%	3%

B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
9.	Education is the main priority in our school district.	42%	48%	0%	10%	0%	0%
10.	Teachers are	13%	65%	6%	13%	3%	0%

	given an opportunity to suggest programs and materials that they believe are most effective.						
11.	The needs of the college-bound student are being met.	10%	65%	23%	0%	3%	0%
12.	The needs of the work-bound student are being met.	6%	48%	23%	19%	3%	0%
13.	The district provides curriculum guides for all grades and subjects.	10%	48%	16%	19%	6%	0%
14.	The curriculum guides are appropriately aligned and coordinated.	6%	39%	26%	19%	3%	6%
15.	The district's curriculum guides clearly outline what to teach and how to teach it.	3%	32%	35%	23%	0%	6%
16.	The district has effective educational programs for the following:						
	a) Reading	6%	87%	0%	6%	0%	0%
	b) Writing	10%	81%	0%	6%	3%	0%

	c) Mathematics	16%	81%	0%	3%	0%	0%
	d) Science	10%	68%	3%	16%	3%	0%
	e) English or Language Arts	10%	87%	0%	3%	0%	0%
	f) Computer Instruction	23%	74%	0%	3%	0%	0%
	g) Social Studies (history or geography)	10%	74%	3%	13%	0%	0%
	h) Fine Arts	13%	48%	6%	26%	6%	0%
	i) Physical Education	13%	77%	6%	3%	0%	0%
	j) Business Education	10%	61%	29%	0%	0%	0%
	k) Vocational (Career and Technology) Education	10%	52%	29%	3%	6%	0%
	l) Foreign Language	10%	42%	19%	16%	6%	6%
17.	The district has effective special programs for the following:						
	a) Library Service	23%	58%	10%	6%	0%	3%
	b) Honors/Gifted and Talented Education	19%	58%	10%	13%	0%	0%
	c) Special Education	19%	77%	0%	3%	0%	0%
	d) Head Start and Even Start programs	6%	39%	55%	0%	0%	0%

	e) Dyslexia program	16%	65%	13%	0%	0%	6%
	f) Student mentoring program	23%	61%	16%	0%	0%	0%
	g) Advanced placement program	16%	55%	29%	0%	0%	0%
	h) Literacy program	16%	29%	39%	10%	0%	6%
	i) Programs for students at risk of dropping out of school	19%	45%	19%	16%	0%	0%
	j) Summer school programs	10%	58%	13%	13%	0%	6%
	k) Alternative education programs	23%	58%	3%	16%	0%	0%
	l) "English as a second language" program	10%	55%	19%	13%	0%	3%
	m) Career counseling program	3%	45%	23%	23%	3%	3%
	n) College counseling program	3%	39%	39%	13%	0%	6%
	o) Counseling the parents of students	6%	39%	10%	35%	0%	10%
	p) Drop out prevention program	6%	23%	35%	29%	3%	3%
18.	Parents are immediately notified if a	6%	48%	3%	39%	0%	3%

	child is absent from school.						
19.	Teacher turnover is low.	0%	29%	3%	65%	0%	3%
20.	Highly qualified teachers fill job openings.	0%	65%	0%	29%	3%	3%
21.	Teachers are rewarded for superior performance.	0%	19%	16%	55%	6%	3%
22.	Teachers are counseled about less than satisfactory performance.	6%	65%	13%	16%	0%	0%
23.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	3%	48%	6%	39%	3%	0%
24.	Students have access, when needed, to a school nurse.	52%	48%	0%	0%	0%	0%
25.	Classrooms are seldom left unattended.	26%	68%	3%	3%	0%	0%

C. Personnel

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
26. District	6%	45%	6%	32%	10%	0%

	salaries are competitive with similar positions in the job market.						
27.	The district has a good and timely program for orienting new employees.	16%	61%	3%	19%	0%	0%
28.	Temporary workers are rarely used.	0%	42%	10%	48%	0%	0%
29.	The district successfully projects future staffing needs.	6%	32%	26%	29%	3%	3%
30.	The district has an effective employee recruitment program.	3%	32%	29%	29%	3%	3%
31.	The district operates an effective staff development program.	6%	68%	10%	13%	0%	3%
32.	District employees receive annual personnel evaluations.	16%	81%	3%	0%	0%	0%
33.	The district rewards competence and experience and spells out qualifications such as seniority and	10%	23%	10%	52%	6%	0%

	skill levels needed for promotion.						
34.	Employees who perform below the standard of expectation are counseled appropriately and timely.	10%	52%	19%	13%	3%	3%
35.	The district has a fair and timely grievance process.	6%	65%	23%	6%	0%	0%
36.	The district's health insurance package meets my needs.	0%	29%	6%	26%	35%	3%

D. Community Involvement

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
37. The district regularly communicates with parents.	19%	65%	3%	13%	0%	0%
38. Schools have plenty of volunteers to help student and school programs.	6%	52%	0%	35%	3%	3%
39. District facilities are open for community use.	19%	74%	3%	3%	0%	0%

E. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
40.	Parents, citizens, students, faculty, staff and the board provide input into facility planning.	10%	68%	13%	10%	0%	0%
41.	Schools are clean.	3%	84%	0%	10%	0%	3%
42.	Buildings are properly maintained in a timely manner.	3%	84%	3%	6%	0%	3%
43.	Repairs are made in a timely manner.	6%	81%	3%	10%	0%	0%
44.	Emergency maintenance is handled promptly.	19%	74%	6%	0%	0%	0%

F. Financial Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
45.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	13%	39%	26%	23%	0%	0%
46.	Camms	6%	52%	23%	19%	0%	0%

	administrators are well trained in fiscal management techniques.						
47.	Financial resources are allocated fairly and equitably at my school.	6%	61%	13%	16%	3%	0%

G. Purchasing and Warehousing

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
48. Purchasing gets me what I need when I need it.	6%	81%	0%	13%	0%	0%
49. Purchasing acquires high quality materials and equipment at the lowest cost.	3%	61%	16%	10%	6%	3%
50. Purchasing processes are not cumbersome for the requestor.	6%	61%	13%	19%	0%	0%
51. The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	10%	68%	6%	16%	0%	0%
52. Students are	16%	71%	6%	6%	0%	0%

	issued textbooks in a timely manner.						
53.	Textbooks are in good shape.	16%	61%	16%	3%	0%	3%
54.	The school library meets student needs for books and other resources.	26%	68%	0%	3%	3%	0%

H. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
55.	The cafeteria's food looks and tastes good.	3%	58%	10%	16%	10%	3%
56.	Food is served warm.	6%	74%	6%	10%	3%	0%
57.	Students have enough time to eat.	10%	81%	0%	3%	6%	0%
58.	Students eat lunch at the appropriate time of day.	23%	61%	0%	13%	3%	0%
59.	Students wait in food lines no longer than 10 minutes.	6%	71%	6%	13%	3%	0%
60.	Discipline and order are maintained in the school cafeteria.	16%	71%	0%	13%	0%	0%

61.	Cafeteria staff is helpful and friendly.	16%	65%	6%	10%	0%	3%
62.	Cafeteria facilities are sanitary and neat.	13%	84%	0%	3%	0%	0%

I. Transportation

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
63.	The drop-off zone at the school is safe.	13%	65%	3%	19%	0%	0%
64.	The district has a simple method to request buses for special events.	13%	58%	19%	10%	0%	0%
65.	Buses arrive and leave on time.	6%	61%	6%	16%	10%	0%
66.	Adding or modifying a route for a student is easy to accomplish.	6%	29%	26%	29%	10%	0%

J. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
67.	Students feel safe and secure at school.	10%	84%	0%	6%	0%	0%
68.	School	19%	65%	0%	13%	0%	3%

	disturbances are infrequent.						
69.	Gangs are not a problem in this district.	0%	32%	16%	52%	0%	0%
70.	Drugs are not a problem in this district.	0%	10%	3%	74%	6%	6%
71.	Vandalism is not a problem in this district.	0%	23%	3%	65%	6%	3%
72.	Security personnel have a good working relationship with principals and teachers.	19%	45%	29%	3%	0%	3%
73.	Security personnel are respected and liked by the students they serve.	16%	52%	19%	3%	0%	10%
74.	A good working arrangement exists between the local law enforcement and the district.	26%	68%	6%	0%	0%	0%
75.	Students receive fair and equitable discipline for misconduct.	10%	77%	0%	10%	3%	0%
76.	Safety hazards do not exist on school	6%	74%	3%	16%	0%	0%

	grounds.						
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K. Computers and Technology

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
77.	Students regularly use computers.	10%	81%	0%	10%	0%	0%
78.	Students have regular access to computer equipment and software in the classroom.	10%	65%	6%	19%	0%	0%
79.	Computers are new enough to be useful for student instruction.	16%	71%	6%	6%	0%	0%
80.	The district meets student needs in computer fundamentals.	16%	74%	3%	6%	0%	0%
81.	The district meets student needs in advanced computer skills.	10%	65%	19%	3%	3%	0%
82.	Teachers know how to use computers in the classroom.	0%	81%	6%	13%	0%	0%
83.	Teachers and students have easy access to the Internet.	16%	68%	0%	13%	3%	0%

Appendix D

DISTRICT ADMINISTRATIVE AND SUPPORT STAFF SURVEY (CAMPUS)

Demographic Data

TOTAL RESPONSES AS OF June 27, 2000: 96

Circle Answer

1. Gender (Optional)	Male	Female	No Response
	21%	78%	1%

2. Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	No Response
	66%	11%	17%	0%	4%	2%

3. How long have you been employed by Bastrop ISD?	1-5 years	6-10 years	11-15 years	16-20 years	20+ years	No Response
	0%	22%	11%	5%	2%	39%

4. Are you a(n):	a. administrator	b. clerical staffer	c. support staffer (i.e., transportation, food services, etc.)	No Response
	28%	66%	0%	6%

5. How long have you been employed in this capacity by Bastrop ISD?	1-5 years	6-10 years	11-15 years	16-20 years	20+ years	No Response
	0%	24%	8%	4%	2%	61%

A. District Organization and Management

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
1. The school board allows sufficient time for public input at meetings.	4%	42%	34%	2%	4%	14%
2. School board members listen to the opinions and desires of others.	5%	38%	40%	4%	3%	10%
3. The superintendent is a respected and effective instructional leader.	13%	55%	19%	5%	1%	7%
4. The superintendent is a respected and effective business manager.	11%	50%	25%	4%	1%	8%
5. Central administration is efficient.	11%	47%	20%	7%	6%	8%
6. Central administration supports the	15%	55%	19%	3%	1%	7%

	educational process.						
7.	The morale of central administration staff is good.	15%	42%	33%	2%	0%	8%

B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
8.	Education is the main priority in our school district.	24%	51%	9%	9%	0%	6%
9.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	10%	32%	34%	7%	1%	15%
10.	The needs of the college-bound student are being met.	6%	31%	25%	15%	3%	20%
11.	The needs of the work-bound student are being met.	5%	44%	20%	7%	5%	19%
12.	The district has effective educational programs for the following:						
	a) Reading	11%	54%	10%	5%	0%	19%
	b) Writing	10%	55%	10%	4%	0%	20%
	c) Mathematics	10%	54%	11%	4%	0%	20%
	d) Science	7%	47%	20%	5%	1%	20%
	e) English or Language Arts	8%	50%	17%	3%	1%	21%
	f) Computer Instruction	8%	52%	13%	7%	0%	20%
	g) Social Studies (history or geography)	4%	49%	23%	2%	1%	21%
	h) Fine Arts	5%	42%	16%	14%	0%	24%
	i) Physical Education	7%	49%	15%	7%	0%	22%
	j) Business Education	6%	39%	25%	5%	1%	24%
	k) Vocational (Career and Technology) Education	6%	41%	21%	7%	1%	24%
	l) Foreign Language	5%	39%	25%	3%	2%	26%
13.	The district has effective special programs for the following:						

	a) Library Service	10%	48%	17%	3%	0%	22%
	b) Honors/Gifted and Talented Education	9%	53%	8%	9%	0%	20%
	c) Special Education	14%	53%	9%	3%	0%	21%
	d) Head Start and Even Start programs	10%	35%	26%	2%	2%	24%
	e) Dyslexia program	3%	38%	29%	5%	2%	23%
	f) Student mentoring program	8%	50%	16%	4%	0%	22%
	g) Advanced placement program	9%	44%	21%	5%	0%	21%
	h) Literacy program	6%	38%	26%	5%	1%	24%
	i) Programs for students at risk of dropping out of school	8%	39%	18%	8%	3%	24%
	j) Summer school programs	11%	50%	14%	4%	0%	21%
	k) Alternative education programs	13%	40%	18%	5%	1%	24%
	l) "English as a second language" program	8%	40%	19%	8%	2%	23%
	m) Career counseling program	8%	29%	25%	11%	2%	24%
	n) College counseling program	8%	26%	29%	10%	2%	24%
	o) Counseling the parents of students	7%	25%	24%	19%	2%	23%
	p) Drop out prevention program	4%	31%	30%	7%	4%	23%
14.	Parents are immediately notified if a child is absent from school.	6%	30%	14%	29%	4%	17%
15.	Teacher turnover is low.	1%	20%	24%	33%	5%	17%
16.	Highly qualified teachers fill job openings.	2%	20%	34%	22%	5%	17%
17.	Teacher openings are filled quickly.	5%	32%	31%	8%	4%	19%
18.	Teachers are rewarded for superior performance.	2%	17%	28%	26%	10%	17%
19.	Teachers are counseled about less than satisfactory performance.	2%	20%	42%	11%	5%	20%
20.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	9%	38%	19%	16%	3%	16%

21.	The student-to-teacher ratio is reasonable.	6%	29%	23%	22%	5%	15%
22.	Students have access, when needed, to a school nurse.	27%	51%	8%	0%	1%	13%
23.	Classrooms are seldom left unattended.	8%	46%	22%	5%	2%	17%

C. Personnel

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
24.	District salaries are competitive with similar positions in the job market.	3%	18%	8%	45%	20%	6%
25.	The district has a good and timely program for orienting new employees.	5%	34%	20%	24%	8%	8%
26.	Temporary workers are rarely used.	4%	26%	24%	31%	1%	14%
27.	The district successfully projects future staffing needs.	0%	29%	28%	26%	5%	11%
28.	The district has an effective employee recruitment program.	1%	26%	34%	22%	5%	11%
29.	The district operates an effective staff development program.	3%	32%	36%	17%	2%	9%
30.	District employees receive annual personnel evaluations.	10%	61%	8%	10%	3%	6%
31.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	4%	27%	15%	34%	13%	7%
32.	Employees who perform below the standard of expectation are counseled appropriately and timely.	3%	19%	30%	32%	9%	6%
33.	The district has a fair and timely grievance process.	0%	33%	44%	14%	2%	7%
34.	The district's health insurance package meets my needs.	2%	21%	16%	29%	27%	5%

D. Community Involvement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
35.	The district regularly communicates with parents.	3%	49%	17%	14%	2%	16%
36.	The local television and radio stations regularly report school news and menus.	3%	14%	32%	28%	8%	15%
37.	Schools have plenty of volunteers to help student and school programs.	3%	23%	30%	30%	3%	10%
38.	District facilities are open for community use.	9%	55%	19%	7%	1%	8%

E. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
39.	Parents, citizens, students, faculty, staff and the board provide input into facility planning.	3%	39%	35%	11%	5%	6%
40.	The architect and construction managers are selected objectively and impersonally.	3%	21%	53%	5%	4%	14%
41.	Schools are clean.	9%	57%	7%	15%	6%	5%
42.	Buildings are properly maintained in a timely manner.	14%	47%	11%	22%	4%	2%
43.	Repairs are made in a timely manner.	8%	50%	9%	28%	2%	2%
44.	Emergency maintenance is handled promptly.	18%	57%	11%	13%	1%	0%

F. Financial Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
45.	Site-based budgeting is used effectively to extend the involvement of principals and	3%	19%	51%	5%	3%	19%

	teachers.						
46.	Campus administrators are well trained in fiscal management techniques.	3%	23%	45%	7%	3%	19%
47.	The district's financial reports are easy to understand and read.	4%	24%	41%	8%	3%	20%
48.	Financial reports are made available to community members when asked.	4%	24%	45%	6%	1%	20%

G. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
49.	Purchasing gets me what I need when I need it.	5%	54%	22%	13%	0%	6%
50.	Purchasing acquires the highest quality materials and equipment at the lowest cost.	5%	38%	31%	13%	2%	11%
51.	Purchasing processes are not cumbersome for the requestor.	5%	40%	28%	17%	0%	10%
52.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	4%	44%	29%	5%	2%	16%
53.	Students are issued textbooks in a timely manner.	6%	50%	23%	4%	1%	16%
54.	Textbooks are in good shape.	5%	58%	20%	2%	0%	15%
55.	The school library meets student needs for books and other resources for students.	10%	55%	15%	4%	3%	13%

H. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
56.	Gangs are not a problem in this district.	1%	23%	16%	45%	9%	6%
57.	Drugs are not a problem in this	1%	13%	19%	49%	16%	3%

	district.						
58.	Vandalism is not a problem in this district.	1%	19%	18%	44%	17%	2%
59.	Security personnel have a good working relationship with principals and teachers.	6%	36%	33%	5%	4%	15%
60.	Security personnel are respected and liked by the students they serve.	4%	41%	26%	5%	2%	22%
61.	A good working arrangement exists between the local law enforcement and the district.	11%	55%	18%	4%	1%	10%
62.	Students receive fair and equitable discipline for misconduct.	4%	32%	16%	23%	15%	10%

I. Computers and Technology

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
63.	Students regularly use computers.	17%	54%	6%	5%	0%	18%
64.	Students have regular access to computer equipment and software in the classroom.	17%	54%	9%	6%	0%	14%
65.	Teachers know how to use computers in the classroom.	9%	48%	18%	10%	0%	15%
66.	Computers are new enough to be useful for student instruction.	11%	54%	9%	9%	1%	15%
67.	The district meets students needs in computer fundamentals.	11%	47%	18%	10%	0%	14%
68.	The district meets students needs in advanced computer skills.	9%	40%	28%	8%	0%	15%
69.	Teachers and students have easy access to the Internet.	11%	51%	11%	11%	2%	13%

Appendix E

DISTRICT ADMINISTRATIVE AND SUPPORT STAFF SURVEY (CENTRAL)

Demographic Data

TOTAL RESPONSES AS OF June 27, 2000: 34

Circle Answer

1. Gender (Optional)	Male	Female	No Response
	15%	74%	12%

2. Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	No Response
	79%	3%	0%	0%	3%	15%

3. How long have you been employed by Bastrop ISD?	1-5 years	6-10 years	11-15 years	16-20 years	20+ years	No Response
	0%	24%	12%	3%	12%	50%

4. Are you a(n):	a. administrator	b. clerical staffer	c. support staffer (i.e., transportation, food services, etc.)	No Response
	38%	53%	9%	0%

5. How long have you been employed in this capacity by Bastrop ISD?	1-5 years	6-10 years	11-15 years	16-20 years	20+ years	No Response
	0%	15%	9%	6%	3%	68%

A. District Organization and Management

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
1. The school board allows sufficient time for public input at meetings.	24%	41%	32%	0%	0%	3%
2. School board members listen to the opinions and desires of others.	21%	56%	15%	3%	0%	6%
3. The superintendent is a respected and effective instructional leader.	24%	47%	18%	6%	0%	6%
4. The superintendent is a respected and effective business manager.	15%	47%	18%	18%	0%	3%
5. Central administration is efficient.	26%	47%	12%	12%	3%	0%

6.	Central administration supports the educational process.	32%	59%	6%	0%	0%	3%
7.	The morale of central administration staff is good.	9%	38%	12%	24%	18%	0%

B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
8.	Education is the main priority in our school district.	26%	68%	6%	0%	0%	0%
9.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	21%	35%	38%	0%	0%	6%
10.	The needs of the college-bound student are being met.	12%	41%	41%	3%	0%	3%
11.	The needs of the work-bound student are being met.	18%	38%	35%	6%	0%	3%
12.	The district has effective educational programs for the following:						
	a) Reading	21%	50%	21%	3%	0%	6%
	b) Writing	21%	47%	21%	6%	0%	6%
	c) Mathematics	21%	50%	18%	6%	0%	6%
	d) Science	6%	62%	21%	0%	0%	12%
	e) English or Language Arts	15%	53%	21%	0%	0%	12%
	f) Computer Instruction	29%	41%	18%	0%	0%	12%
	g) Social Studies (history or geography)	6%	62%	21%	0%	0%	12%
	h) Fine Arts	3%	50%	21%	12%	0%	15%
	i) Physical Education	6%	59%	24%	0%	0%	12%
	j) Business Education	21%	44%	24%	0%	0%	12%
	k) Vocational (Career and Technology) Education	21%	47%	15%	3%	0%	15%
	l) Foreign Language	9%	56%	24%	0%	0%	12%
13.	The district has effective special						

	programs for the following:						
	a) Library Service	6%	56%	21%	6%	0%	12%
	b) Honors/Gifted and Talented Education	0%	62%	21%	3%	0%	15%
	c) Special Education	21%	38%	24%	3%	3%	12%
	d) Head Start and Even Start programs	3%	35%	44%	3%	0%	15%
	e) Dyslexia program	24%	29%	29%	6%	0%	12%
	f) Student mentoring program	6%	50%	24%	6%	0%	15%
	g) Advanced placement program	15%	50%	18%	6%	0%	12%
	h) Literacy program	6%	44%	32%	6%	0%	12%
	i) Programs for students at risk of dropping out of school	12%	38%	24%	12%	0%	15%
	j) Summer school programs	9%	50%	29%	3%	0%	9%
	k) Alternative education programs	18%	47%	15%	6%	0%	15%
	l) "English as a second language" program	3%	35%	44%	6%	0%	12%
	m) Career counseling program	0%	32%	32%	21%	3%	12%
	n) College counseling program	0%	44%	32%	9%	0%	15%
	o) Counseling the parents of students	0%	29%	35%	21%	3%	12%
	p) Drop out prevention program	3%	38%	32%	15%	0%	12%
14.	Parents are immediately notified if a child is absent from school.	0%	35%	44%	15%	0%	6%
15.	Teacher turnover is low.	3%	6%	15%	65%	6%	6%
16.	Highly qualified teachers fill job openings.	0%	26%	35%	26%	3%	9%
17.	Teacher openings are filled quickly.	0%	41%	24%	26%	0%	9%
18.	Teachers are rewarded for superior performance.	0%	6%	50%	35%	3%	6%
19.	Teachers are counseled about less than satisfactory performance.	0%	32%	47%	15%	0%	6%
20.	All schools have equal access to educational materials such as	6%	29%	24%	35%	0%	6%

	computers, television monitors, science labs and art classes.						
21.	The student-to-teacher ratio is reasonable.	18%	47%	21%	12%	0%	3%
22.	Students have access, when needed, to a school nurse.	47%	38%	9%	3%	0%	3%
23.	Classrooms are seldom left unattended.	21%	26%	35%	12%	0%	6%

C. Personnel

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
24.	District salaries are competitive with similar positions in the job market.	3%	32%	9%	44%	6%	6%
25.	The district has a good and timely program for orienting new employees.	6%	41%	9%	35%	9%	0%
26.	Temporary workers are rarely used.	0%	32%	29%	32%	3%	3%
27.	The district successfully projects future staffing needs.	6%	38%	26%	26%	0%	3%
28.	The district has an effective employee recruitment program.	0%	38%	32%	24%	0%	6%
29.	The district operates an effective staff development program.	9%	53%	29%	9%	0%	0%
30.	District employees receive annual personnel evaluations.	6%	47%	9%	21%	18%	0%
31.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	3%	18%	18%	41%	21%	0%
32.	Employees who perform below the standard of expectation are counseled appropriately and timely.	0%	24%	26%	32%	15%	3%
33.	The district has a fair and timely grievance process.	3%	41%	26%	15%	9%	6%
34.	The district's health insurance package meets my needs.	0%	32%	9%	32%	24%	3%

D. Community Involvement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
35.	The district regularly communicates with parents.	9%	62%	12%	18%	0%	0%
36.	The local television and radio stations regularly report school news and menus.	3%	47%	12%	24%	0%	15%
37.	Schools have plenty of volunteers to help student and school programs.	0%	53%	24%	24%	0%	0%
38.	District facilities are open for community use.	18%	68%	15%	0%	0%	0%

E. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
39.	Parents, citizens, students, faculty, staff and the board provide input into facility planning.	6%	56%	18%	12%	3%	6%
40.	The architect and construction managers are selected objectively and impersonally.	3%	38%	29%	21%	3%	6%
41.	Schools are clean.	6%	76%	6%	6%	0%	6%
42.	Buildings are properly maintained in a timely manner.	9%	76%	9%	3%	0%	3%
43.	Repairs are made in a timely manner.	12%	68%	12%	6%	0%	3%
44.	Emergency maintenance is handled promptly.	26%	62%	6%	3%	0%	3%

F. Financial Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
45.	Site-based budgeting is used effectively to extend the	9%	29%	41%	12%	0%	9%

	involvement of principals and teachers.						
46.	Campus administrators are well trained in fiscal management techniques.	0%	29%	35%	29%	0%	6%
47.	The district's financial reports are easy to understand and read.	0%	59%	29%	6%	0%	6%
48.	Financial reports are made available to community members when asked.	12%	56%	24%	3%	0%	6%

G. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
49.	Purchasing gets me what I need when I need it.	15%	71%	6%	6%	0%	3%
50.	Purchasing acquires the highest quality materials and equipment at the lowest cost.	15%	41%	24%	18%	0%	3%
51.	Purchasing processes are not cumbersome for the requestor.	9%	53%	18%	21%	0%	0%
52.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	12%	68%	15%	6%	0%	0%
53.	Students are issued textbooks in a timely manner.	6%	47%	41%	0%	0%	6%
54.	Textbooks are in good shape.	6%	50%	38%	0%	0%	6%
55.	The school library meets student needs for books and other resources for students.	6%	56%	29%	9%	0%	0%

H. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
56.	Gangs are not a problem in this district.	0%	32%	15%	50%	3%	0%

57.	Drugs are not a problem in this district.	0%	6%	9%	71%	15%	0%
58.	Vandalism is not a problem in this district.	0%	24%	9%	62%	6%	0%
59.	Security personnel have a good working relationship with principals and teachers.	0%	53%	38%	9%	0%	0%
60.	Security personnel are respected and liked by the students they serve.	3%	44%	47%	6%	0%	0%
61.	A good working arrangement exists between the local law enforcement and the district.	9%	59%	26%	6%	0%	0%
62.	Students receive fair and equitable discipline for misconduct.	0%	56%	24%	21%	0%	0%

I. Computers and Technology

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
63.	Students regularly use computers.	21%	74%	3%	0%	0%	3%
64.	Students have regular access to computer equipment and software in the classroom.	24%	59%	15%	0%	0%	3%
65.	Teachers know how to use computers in the classroom.	3%	68%	18%	9%	0%	3%
66.	Computers are new enough to be useful for student instruction.	26%	50%	15%	3%	3%	3%
67.	The district meets students needs in computer fundamentals.	24%	59%	3%	9%	0%	6%
68.	The district meets students needs in advanced computer skills.	24%	44%	18%	6%	3%	6%
69.	Teachers and students have easy access to the Internet.	47%	24%	15%	9%	0%	6%