

TRANSMITTAL LETTER

August 22, 2001

The Honorable Rick Perry
The Honorable Bill Ratliff
The Honorable James E. "Pete" Laney
Members of the 77th Legislature
Commissioner James E. Nelson

Fellow Texans:

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

This review is intended to help Christoval ISD 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 Gibson Consulting Group Inc. of Austin, Texas.

I have made a number of recommendations to improve CISD's efficiency. I also have highlighted a number of "best practices" in district operations-model programs and services provided by the district's administrators, teachers and staff. This report outlines 43 detailed recommendations that could save Christoval ISD more than \$482,000 over the next five years, while reinvesting more than \$186,000 to improve educational services and other operations. Net savings are estimated to reach \$295,733-savings that the district can redirect to the classroom.

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

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

Sincerely,



Carole Keeton Rylander
Texas Comptroller

EXECUTIVE SUMMARY

In March 2001, Texas Comptroller Carole Keeton Rylander began a review of the Christoval Independent School District (CISD) as part of a six-district project that also included reviews of the neighboring San Angelo, Veribest, Grape Creek, Water Valley and Wall school districts. These six districts are located geographically near each other in Tom Green County. Based upon more than six months of work, this report identifies CISD's exemplary programs and suggests concrete ways to improve district operations. If fully implemented, the Comptroller's 43 recommendations could result in net savings of more than \$295,000 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 51 cents of every education dollar is spent on instruction, Comptroller Rylander's goal is to drive 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 Christoval ISD

CISD is located in Tom Green County approximately 19 miles south of the county seat of San Angelo, Texas. Agriculture and ranching comprise a large percentage of the economy within the county. The district has seen a shift in its demographics over the past five years. Historically, the population base was 100 percent rural. However, with the growth now being seen in the neighboring communities of Dove Creek and Knickerbocker, the population base is more equally split between rural and suburban. Enrollment is expected to increase as both of these communities send their students to Christoval.

CISD's enrollment for 2000-01 totaled 379. The district has two campuses, an elementary school that includes students from kindergarten through grade six, and a high school that includes students from grades 7 through 12. The district is served by the Texas Education Agency's (TEA) Regional Education Service Center XV (Region 15) in San Angelo.

The Comptroller contracted with Gibson Consulting Group Inc., an Austin-based firm, to assist with the review. The team interviewed district employees, school board members, parents, business leaders and community members and held a public forum on Wednesday, March 28, 2001, at the Christoval High School from 5 p.m. to 8 p.m. To obtain additional comments, the review team conducted small focus group sessions with teachers. The Comptroller's office also received letters and phone calls from a wide array of parents, teachers and community members.

Exhibit 5
Summary of Costs and Savings by Recommendation

Recommendation		2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	Total 5-Year (Costs) or Savings	One Time (Costs) or Savings
Chapter 1 District Organization and Management								
1.	Prepare more detailed board minutes. p. 24	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2.	Ensure that all board members meet continuing education requirements in accordance with state law. p. 26	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.	Hold central office board meetings in the new high school cafeteria, and conduct at least one board meeting a year in Dove Creek and Knickerbocker. p. 27	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4.	Subscribe to TASB's "Policy On-Line" service. p. 28	(\$750)	(\$750)	(\$750)	(\$750)	(\$750)	(\$3,750)	(\$950)
5.	Develop a long-range strategic	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	plan that integrates the DIP and CIP and links the plan to the budget, with alternative scenarios for growth. p. 30							
6.	Incorporate specific performance measures into the superintendent's performance evaluation instrument. p. 35	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7.	Evaluate central office staff annually. p. 36	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8.	Recruit a volunteer community involvement liason to coordinate a quarterly district newsletter and seek innovative and cost-efficient steps to reach out to the community and parents. p. 43	(\$1,200)	(\$1,200)	(\$1,200)	(\$1,200)	(\$1,200)	(\$6,000)	\$0
9.	Use high school students to develop a district Web page. p. 45	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	Totals- Chapter 1	(\$1,950)	(\$1,950)	(\$1,950)	(\$1,950)	(\$1,950)	(\$9,750)	(\$950)
Chapter 2 Educational Service Delivery								
10.	Explore innovative ways to offer advanced courses to small numbers of students including distance education and sharing teachers who can teach advanced courses with neighboring districts. p. 60	(\$1,260)	(\$2,520)	(\$2,520)	(\$2,520)	(\$2,520)	(\$11,340)	\$0
11.	Create intervention teams at the elementary and secondary schools to refine, enhance, develop and monitor pre-referral practices. p. 65	\$0	\$0	\$0	\$0	\$0	\$0	\$0
12.	Examine the over-representation of specific student groups in special education and ensure that all students are properly assessed and identified to receive special	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	education services. p. 67							
13.	Fully implement the <i>Texas State Plan for the Education of Gifted/Talented Students</i> . p. 70	(\$2,200)	(\$2,200)	(\$2,200)	(\$2,200)	(\$2,200)	(\$11,000)	\$0
14.	Develop campus improvement plans that address state mandates governing compensatory fund management. p. 75	\$0	\$0	\$0	\$0	\$0	\$0	\$0
15.	Request that the Texas Department of Transportation install signs restricting speed in front of the high school. p. 78	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Totals-Chapter 2	(\$3,460)	(\$4,720)	(\$4,720)	(\$4,720)	(\$4,720)	(\$22,340)	\$0

Chapter 3 Financial Management

16.	Establish a Budget Planning Committee to identify the district's goals and financial constraints for the next five years and prepare a	\$0	\$0	\$0	\$0	\$0	\$0	\$0
-----	--	-----	-----	-----	-----	-----	-----	-----

33.	Participate in the SECO LoneSTAR program to reduce energy costs. p. 138	\$0	\$0	\$0	\$0	\$0	\$0	\$0
34.	Construct a fence around the bus lot. p. 142	\$0	\$0	\$0	\$0	\$0	\$0	(\$4,300)
35.	Document maintenance performed on each vehicle. p. 143	\$0	\$0	\$0	\$0	\$0	\$0	\$0
36.	Implement a formal pre- and post-trip inspection procedure for buses. p. 144	\$0	\$0	\$0	\$0	\$0	\$0	\$0
37.	Reduce the spare bus ratio and adopt a bus procurement plan to replace buses every 12 years or 200,000 miles. p. 146	\$0	\$0	\$0	(\$11,000)	(\$15,000)	(\$26,000)	\$4,000
38.	Coordinate with other districts in Tom Green County to provide expanded driver training. p. 148	(\$120)	(\$120)	(\$120)	(\$120)	(\$120)	(\$600)	\$0
39.	Update the district's technology plan annually. p. 150	\$0	\$0	\$0	\$0	\$0	\$0	\$0

40.	Develop a disaster recovery plan for technology. p. 153	\$0	\$0	\$0	\$0	\$0	\$0	\$0
41.	Purchase switches that take full advantage of the fiber optic connection between schools. p. 154	\$0	\$0	\$0	\$0	\$0	\$0	(\$3,500)
42.	Track technical support work orders to monitor the effectiveness of technical support. p. 154	\$0	\$0	\$0	\$0	\$0	\$0	\$0
43.	Adopt policy that requires district approval for all software purchases and requires licenses for all software on district computers. p. 155	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Totals-Chapter 4	\$14,483	\$19,495	\$19,495	\$8,495	\$4,495	\$66,463	(\$11,189)
	TOTAL SAVINGS	\$71,632	\$101,644	\$101,644	\$101,644	\$101,644	\$478,208	\$4,000
	TOTAL COSTS	(\$27,814)	(\$29,074)	(\$29,074)	(\$40,074)	(\$44,074)	(\$170,110)	(\$16,365)
	NET SAVINGS	\$43,818	\$72,570	\$72,570	\$61,570	\$57,570	\$308,898	(\$12,365)

	(COSTS)							
--	----------------	--	--	--	--	--	--	--

5 Year Gross Savings	\$482,208
5 Year Gross Costs	(\$186,475)
Grand Total	\$295,733

To ensure that all stakeholders had an opportunity to provide input, surveys were sent to administration and support staff, teachers, parents and students. A total of 131 respondents answered surveys: 11 central administrators and support staff, 18 teachers, 60 parents and 51 students completed written surveys. Details from the public forum, focus group session and surveys 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).

CISD selected peer districts for comparisons based on similarities in student enrollment, student performance and community and student demographics. The districts chosen were Apple Springs, Brookeland, Leggett, Meadow and Slidell.

Exhibit 1 details the demographic characteristics of CISD, its peer school districts, Region 15 and the state.

Exhibit 1
Demographics of CISD, Peer Districts,
Region 15 and State Student Populations
2000-01

District	Number	Ethnic Groups				Economically Disadvantaged
		Percent African American	Percent Hispanic	Percent Anglo	Percent Other	Percent
Christoval	379	0.8%	17.4%	81.8%	0.0%	24.8%
Slidell	336	0.0%	8.3%	91.1%	0.6%	27.1%
Meadow	323	0.6%	61.6%	37.8%	0.0%	64.1%
Brookeland	322	14.9%	2.5%	81.1%	1.5%	48.8%
Apple Springs	272	20.2%	2.9%	76.5%	0.4%	59.2%
Leggett	247	22.3%	12.1%	65.6%	0.0%	72.5%
Region 15	50,696	3.6%	47.9%	47.8%	0.7%	53.5%
State	4,071,433	14.4%	40.5%	42.1%	3.0%	49.2%

Source: TEA, PEIMS, 2000-01.

During its more than six-month review, TSPR developed recommendations to improve operations and save taxpayers more than \$482,000. Cumulative net savings from all recommendations (savings minus recommended investments or expenditures) would reach \$295,000 over a five-year period.

A detailed list of costs and savings by recommendation appears in **Exhibit 5**. Many TSPR recommendations would not have a direct financial impact, but would improve the district's overall operations.

Acknowledgments

The Comptroller's office and Gibson Consulting Group Inc. wish to express their appreciation to the CISD Board of Trustees, Superintendent Gary Sherman, the secretary to the superintendent, Terri Hoffman, as well as district employees, students, parents and community residents who helped during the review.

Christoval ISD

In 2000-01, the district served a population of 379 students: 81.8 percent are Anglo and 17.4 percent Hispanic. More than 24 percent of the student body of the district is considered economically disadvantaged. CISD's enrollment has remained relatively constant since 1996-97, from 360 students to 379 students in 2000-01, a 5.3 percent increase (**Exhibit 2**).

Exhibit 2
CISD Actual Student Enrollment History

School Year	Actual Student Enrollment	Percent Change From the Prior Year
1996-97	360	N/A
1997-98	376	4.4%
1998-99	379	0.8%
1999-2000	378	-0.3%
2000-01	379	0.3%

Source: TEA, AEIS, 1996-97 through 1999-2000 and PEIMS 2000-01.

The district's budget is nearly \$3 million for 2000-01. For 1999-2000, compared to its peer districts, CISD had the third-lowest property value per pupil (**Exhibit 3**).

Exhibit 3
CISD Taxable Property Value per Pupil
Compared to Peer Districts
1999-2000

District	Property Value per Pupil
Apple Springs	102,432
Brookeland	312,674
Christoval	156,972
Leggett	239,377
Meadow	121,174
Slidell	101,384
Texas	198,090

Source: TEA, AEIS, 1999-2000.

CISD's adopted tax rate for 2000-01 was \$1.594, an increase of 9.3 percent over its 1999-2000 adopted tax rate (\$1.459).

On August 16, 2001, the Texas Education Agency released the Texas Assessment of Academic Skills (TAAS) results for the 2000-01 school year. CISD received an overall Recognized rating, the same as its 1999-2000 rating. According to these latest reports, the district's two schools each earned Exemplary ratings; an improvement for the high school, which earned a Recognized rating in 1999-2000. Because this information came late in the review process, and because information regarding the cumulative test results will not be available until November 2001, the data presented throughout the rest of this report reflects 1999-2000 information.

The district's 1999-2000 TAAS passing rate for all tests taken in grades 3 through 8 and grade 10 was 87.7 percent, above both the Region 15 average of 82.2 percent and the state average of 79.9 percent. The 1999-2000 rate was 5.3 percent higher than the district's 1998-99 TAAS passing rate of 83.3 percent. The percentage of CISD students tested in 1999-2000, 89.5 percent, is close to the state average of 90.2 percent.

Overall, the review team found CISD to be a district that focuses on student achievement and holds the line on costs. CISD was rated as Recognized in 1996-97, 1997-98 and 1999-2000. CISD's high school

earned Recognized ratings for the past five years, and the elementary school earned Exemplary ratings for the past two years.

Every CISD student starts out in the recommended high school program and is only moved into the minimum program if there is no other alternative. This practice precedes the 2001 legislative requirement that students graduate with at least the recommended high school graduation program beginning with the class of 2004-05. More students in CISD complete the recommended plan than in its peer districts, Region 15 or the state.

The district uses several strategies to control costs and maximize its limited dollars. Since 1996-97, CISD has effectively managed its fund balance by controlling expenditures. Over the five-year period, the district placed an average of 4.8 cents of every revenue dollar earned per student directly into the general fund balance. This has allowed CISD to maintain a fund balance near or in excess of the TEA's three-month recommendation.

Other district methods to control costs include, but are not limited to, organizational restructuring and partnerships. After the business manager left CISD in May 2001, the district transferred that position's duties to the PEIMS coordinator. As a result of this restructuring, the district reduced the number of full-time administrative employees from three to two without a loss of productivity. CISD also increased student safety without spending local funds by allowing the Sheriff's Department to train its drug dogs on school premises. Consequently, CISD did not have expenditures in the area of safety and security for 1999-2000, while the state average for Security and Monitoring costs was 0.6 percent.

As the district works to improve its services, the board, Superintendent Sherman and administrators have a number of challenges to address, including:

- improved planning efforts;
- enhanced federal, state and local revenues;
- better documented procedures; and
- adequately maintained facilities.

Key Findings and Recommendations

Improve Planning Efforts

- ***Develop a long-range strategic plan that integrates the DIP and CIP and links the plan to the budget, with alternative scenarios for growth.*** CISD has no overall strategic planning process, and

focuses primarily on the short-term academic planning required by state law. While the district annually prepares district and campus level plans that appropriately address instructional issues, the plans do not address the administrative or support functions of the district, nor are they linked with each other or to the district's budget. By integrating the district and campus-level plans, incorporating non-instructional functions into the planning process and linking the plans into the budget process, the district will be better positioned to monitor progress toward its goals and more directly link spending to district priorities.

- ***Establish a Budget Planning Committee to identify the district's goals and financial constraints for the next five years and prepare a budget calendar.*** The district does not follow a formal budget calendar during its annual budgeting process, nor does it develop multi-year budgets. Department and campus heads individually develop their budgets and meet informally with the superintendent to review the budgets prior to the superintendent's final decision on each department and campus budget. This process does not allow cooperative interaction between departments and campuses so that everyone understands where the district's resources are spent. Establishing a Budget Planning Committee to develop multi-year budgets and prepare a budget calendar would enhance CISD's ability to set priorities based on its current and future needs and financial constraints.
- ***Reactivate the facilities planning committee, develop a long-range facilities master plan and maintain a facilities inventory.*** The district does not have a formal long-range facilities master plan nor does it maintain an inventory of its space. In August 1999, with the assistance of a facilities planning committee, the district successfully passed a bond package and resolved its short-term facilities needs for a cafeteria, band hall and additional classrooms. However, long-term needs remain and the lack of a facilities inventory limits the district's ability to plan and measure efficiency. Reactivating the facilities planning committee to develop a long-range facilities master plan and inventory will ensure that long-term facilities needs are met.

Enhance Federal, State and Local Revenues

- ***Identify opportunities for grants and submit the applications.*** While CISD successfully applied for the Telecommunications Infrastructure Fund (TIF) and the Technology Integration in Education (TIE) grants in 2000-01, it does not adequately pursue additional federal funding that is available to school districts for

targeted purposes through various programs or titles. By aggressively pursuing grant funds, the district could significantly enhance its revenue to provide additional innovative educational resources to its students.

- ***Optimize interest income.*** The district is not maximizing its interest income potential by holding a large portion of overnight balances in non-interest bearing accounts. While the district maintains a local maintenance account that bears interest, it transfers funds from that account to three clearing accounts to cover checks that it writes. Using zero balance accounts and sweeping all undedicated funds into local maintenance accounts, would allow the district to increase its annual interest income by \$15,345.
- ***Encourage increased meal participation.*** Although CISD students cannot leave campus for lunch, its student meal participation rates remain low. Given that a 70-75 percent participation rate is not unusual for closed campuses, CISD's 2000-01 participation rates for breakfast (18.1 percent) and lunch (47 percent) represent a significant issue for the district. By expanding its daily lunch entrees and sponsoring innovative programs, CISD could increase its participation rates significantly, thereby increasing federal reimbursement funds.

Better Documented Procedures

- ***Document maintenance performed on each vehicle.*** CISD does not keep records on maintenance performed on district vehicles. Additionally, the district does not track the cost of parts and labor of vehicle repairs. The lack of maintenance records inhibits the district's ability to determine which vehicles are becoming costly to maintain and should be replaced. Documenting vehicle maintenance would help the district ensure preventive maintenance is performed on time, identify recurring problems and weigh the cost of repairing versus replacing vehicles.
- ***Develop a disaster recovery plan for technology that includes centralized back-ups.*** The district does not have a disaster recovery plan in place and is further exposed by fragmented back-up procedures. The district does not perform daily back-ups of tapes, and it distributes back-up duties among several individuals. Developing a disaster recovery plan for technology that includes centralized tape back-ups would protect the district's computing resources in the event of a catastrophe.

Adequately Maintain Facilities

- ***Hire an additional full-time custodian for the district and train custodians to care more effectively for the campuses.*** The district does not apply a defined set of cleaning standards or frequencies for cleaning various types of space, nor does it employ an adequate number of custodial staff. Consequently, district employees are not pleased with the cleanliness of the campuses. By hiring an additional full-time custodian, adequately training the custodians and implementing cleaning standards, the district could maintain clean campuses.

Exemplary Programs and Practices

TSPR identified numerous "best practices" in CISD. Through commendations in each chapter, the report highlights model programs, operations and services provided by CISD 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 their local needs. TSPR's commendations include the following:

- ***CISD challenges all high school students to achieve at the highest level by making the recommended high school program the standard for students.*** Every CISD student starts out in the recommended high school program and is moved into the minimum program only if there is no other alternative. This practice precedes the 2001 legislative requirement that students graduate with at least the recommended high school graduation program beginning with the class of 2004-05. Consequently, more students in CISD complete the recommended plan than in its peer districts, Region 15 or the state. In 1999-2000, 69 percent of CISD students completed the recommended high school program, while 57 percent of students completed the program in 2000-01.
- ***The district actively recruits teachers with multiple certifications to optimize its use of teaching resources.*** One of the ways the district has addressed limited resources and facilities is through recruiting teachers who can serve multiple functions. For example, the district is currently recruiting a math and science teacher for the sixth grade. The district also is looking to hire teachers who are certified to teach math and science, as well as coach. This practice allows the district to save both salary and benefit expenses. Instead of hiring separate individuals for these subjects, the district can pay a stipend and not incur an additional full salary.

- ***CISD defines possible payroll deductions and gives employees the opportunity to invest through payroll deductions.*** The district developed an orientation package that explains all possible deductions, including state retirement benefits, insurance premiums and leave without pay policies. The employees also are allowed to request additional investment options for their own investment strategies, such as annuities or mutual funds. The district will make the necessary arrangements to make payments on employees' behalf through payroll deductions.
- ***CISD has strong internal cash controls in place.*** CISD maintains strong internal cash controls by separating its cash receipts from the bank statement reconciliation. The business manager reconciles all of the district's bank accounts each month; the elementary principal's secretary and the PEIMS coordinator handle all cash receipts from the elementary campus and the high school campus, respectively; and the business manager ensures the accuracy of all deposit slips before the district deposits funds into appropriate bank accounts.
- ***CISD effectively manages its fund balance by controlling expenditures.*** Since 1996-97, the district has placed an average of 4.8 cents of every revenue dollar earned per student directly into the general fund balance. This has allowed CISD to maintain a fund balance near or in excess of TEA's three-month recommendation.
- ***The district successfully applied the Construction Manager-at-Risk method to build quality facilities at lower cost.*** The district hired a construction manager-at-risk to perform all pre- and during construction tasks such as providing a preliminary evaluation of CISD's program and project budget; regularly monitoring project costs; and securing and transmitting to the architect and engineers required guarantees, affidavits, releases, bonds and waivers. Additionally, the district formed a committee of three board members with construction experience to oversee the project. This knowledge base on the board gave the district a measure of quality control that many small districts do not have. The total cost of the project is expected to be \$1.4 million under budget.
- ***The district allows the county to use its grounds for drug dog training in the evenings, providing drug detection services at no cost to the district.*** CISD has addressed drug problems by allowing the Sheriff's Department to train their drug dogs on the school premises. The dogs are trained inside the high school and elementary school, the parking lots and the football field. In 1999-

2000, CISD did not have expenditures in the area of safety and security, while the state average for Security and Monitoring costs was 0.6 percent.

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 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.

TSPR recommended 43 ways to save CISD more than \$482,000 in gross savings over a five-year period. Reinvestment opportunities will cost the district \$186,475 during the same period. Full implementation of all recommendations in this report could produce net savings of \$295,733 by 2005-06.

Exhibit 4
Summary of Net Savings
TSPR Review of Christoval Independent School District

Year	Total
2001-02 Initial Annual Net Savings	\$43,818
2002-03 Additional Annual Net Savings	\$72,570
2003-04 Additional Annual Net Savings	\$72,570
2004-05 Additional Annual Net Savings	\$61,570
2005-06 Additional Annual Net Savings	\$57,570
One Time Net (Costs)/Savings	(\$12,365)
TOTAL SAVINGS PROJECTED FOR 2001-2006	\$295,733

A detailed list of costs and savings by recommendation appears in **Exhibit 5**. 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 CISD 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.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

This chapter examines the organization and management of the Christoval Independent School District (CISD) in five subsections:

- A. Governance
- B. Planning
- C. District Management
- D. Personnel Management
- E. Community Involvement

In Texas, a school district's organization begins with an elected Board of Trustees. Residents of the district elect school board members either at large, districtwide or from single-member districts that cover only a portion of the school district. The school board sets policies, selects key management, establishes property tax rates and approves staffing levels, pay rates and the annual budget. It also determines facility needs and calls bond elections as necessary to support those needs.

A superintendent hired by the board serves as chief executive officer for a contractual period of time subject to renewal, non-renewal or dismissal. District superintendents are responsible for determining the number of staff needed to accomplish district missions and objectives, preparing and recommending an annual budget and supervising day-to-day operations.

BACKGROUND

CISD is located in Tom Green County approximately 19 miles south of the county seat of San Angelo, Texas. Agriculture and ranching comprise a large percentage of the economy within the county.

The district has seen a shift in its demographics over the past five years. Historically, the population base was 100 percent rural. However, with the growth now being seen in the neighboring communities of Dove Creek and Knickerbocker, the population base is more equally split between rural and suburban. Enrollment is expected to increase as both of these communities send their students to Christoval.

CISD has two campuses, an elementary school that includes students from kindergarten through grade 6, and a high school that includes students from grades 7 through 12. In the 2000-01 school year, 379 students were enrolled in the district. The construction of a middle school is nearing completion. In Fall 2001, students in kindergarten through grade 5 will attend the elementary school. Grades 6 through 8 will attend the newly

constructed middle school, and the high school will include grades 9 through 12.

Approximately 24.8 percent of the students in the district are classified as economically disadvantaged, well under the state average of nearly 49 percent.

For this review, CISD selected peer districts for comparison based upon similarities in size, location, enrollment and property value. The districts chosen were Apple Springs, Brookeland, Leggett, Meadow and Slidell. The enrollment and accreditation status of each district are presented in **Exhibit 1-1**.

Exhibit 1-1
CISD and Peer District Enrollments and Accreditation Status
1999-2000

District	Enrollment	Accreditation Status
Christoval	378	Recognized
Slidell	366	Academically Acceptable
Brookeland	347	Academically Acceptable
Meadow	334	Academically Acceptable
Apple Springs	265	Recognized
Leggett	255	Academically Acceptable

Source: Texas Education Agency (TEA), Academic Excellence Indicator System (AEIS) 1999-2000.

Of its peer groups, CISD had the highest student enrollment. In 1999-2000, the latest date for which data is available, the district was *Recognized*, with the elementary campus being rated as *Exemplary* and the high school campus *Recognized*. **Exhibit 1-2** shows the accountability rating standards for 2000 used to determine a district's rating.

Exhibit 1-2
Texas Education Agency
Accountability Rating Standards
1999-2000

	Exemplary	Recognized	Academically Acceptable/	Academically Unacceptable/
--	------------------	-------------------	-------------------------------------	---------------------------------------

			Acceptable	Low Performing
Spring TAAS Scores	at least 90% passing each subject area	at least 80% passing each subject area	at least 50% passing each subject area	less than 50% passing any subject area
Prior Year Dropout Rate	1% or less	3.5% or less	6% or less	above 6%
Prior Year Attendance	at least 94%	at least 94%	at least 94%	less than 94%

Source: TEA, 2000 Accountability Manual.

CISD has budgeted revenues of \$3 million for 2000-01. Compared to its peer group, Christoval had the highest budgeted revenue in total dollars. In terms of revenue per student, Christoval was the third lowest of its peer group, but was well above the state average (**Exhibit 1-3**).

Exhibit 1-3
CISD Budgeted Revenues Compared to Peer Districts
2000-01

District	Total Revenue (millions)	Revenue per Student
Brookeland	\$2.9	\$8,969
Leggett	\$2.2	\$8,869
Slidell	\$2.9	\$8,830
Christoval	\$3.0	\$7,990
Apple Springs	\$2.1	\$7,660
Meadow	\$2.3	\$7,093
State	\$26.1	\$6,415

Source: TEA, Public Education Information Management System (PEIMS) 2000-01.

CISD's total operating expenditures for 2000-01 were \$2.9 million. In terms of operating expenditures per student, CISD was the fourth highest of its peers. (**Exhibit 1-4**).

Exhibit 1-4
CISD Budgeted Operating Expenditures
Compared to Peer Districts
2000-01

District	Total Operating Expenditures (millions)	Total Operating Expenditures Per Student
Leggett	\$2.1	\$8,480
Brookeland	\$2.6	\$8,211
Christoval	\$2.9	\$7,716
Slidell	\$2.6	\$7,711
Apple Springs	\$2.0	\$7,558
Meadow	\$2.1	\$6,545

Source: TEA, PEIMS 2000-01.

CISD receives 68 percent of its revenue from the state. With the exception of Brookeland and Slidell ISDs, its peer districts also receive a greater than average percentage of revenue from state sources. Brookeland and Slidell derive the majority of their revenue from local sources. Christoval falls well below its peers in the percent of total revenue received from federal funding (**Exhibit 1-5**).

Exhibit 1-5
CISD, State and Peer District Revenue Sources
as a Percentage of Total Revenues
2000-01

District	Local/Other Revenue	State Revenue	Federal Revenue
Apple Springs	21.8%	74.6%	3.6%
Brookeland	61.5%	32.8%	5.8%
Christoval	30.8%	68.0%	1.2%
Leggett	46.2%	49.5%	4.3%
Meadow	27.8%	68.3%	3.9%
Slidell	55.5%	43.0%	1.5%

Source: TEA, PEIMS 2000-01.

Exhibit 1-6
CISD and Peer District Expenditures for Instruction as a Percentage
of Total Expenditures
2000-01

District	Total Expenditures	Expenditures for Instruction	Instruction as Percentage of Total Expenditures
Apple Springs	\$2,056,795	\$1,243,299	60.4%
Brookeland	\$2,659,999	\$1,679,317	63.1%
Christoval	\$2,985,758	\$1,570,009	52.6%
Leggett	\$2,378,870	\$1,157,123	48.6%
Meadow	\$2,291,075	\$1,158,607	50.6%
Slidell	\$2,931,284	\$1,531,143	52.2%
State	\$27,056,013,935	\$14,583,469,009	53.9%

Source: TEA, PEIMS 2000-01.

CISD spends 52.6 percent of its expenditures on instruction, averaging the third highest percentage of its peer districts. **Exhibit 1-6** compares the district's percentage of total expenditures that are dedicated to instruction with that of its peer districts.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

A. GOVERNANCE

The Texas Education Code provides for an elected Board of Trustees to administer the district. School board members are elected by district residents either at-large or from single-member districts.

As a legal agent of the State of Texas, the board derives its legal status from the Texas Constitution and state laws. School boards must function in accordance with applicable state and federal statutes, regulations interpreting statutes and controlling court decisions. Under the Texas Education Code, each board must:

- 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 needs;
- select tax officials, as appropriate to the district's needs;
- prepare and adopt 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 district expense by a Texas certified or 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 those 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;

- adopt a policy providing for the employment and duties of district personnel; and
- hold all powers and duties not specifically delegated by statute to the Texas Education Agency or the State Board of Education.

The CISD board consists of seven trustees serving terms of three years, with elections held annually. The terms of one-third of the trustees, or near to one-third, expire each year. All trustees are elected at-large. The current configuration of the board is listed in **Exhibit 1-7** and is based on the results of the May 5, 2001 election. In May 2001, Mike Hennings was re-elected to a third term, while Gary Stewart filled a position vacated by John Gandy.

**Exhibit 1-7
CISD Board of Education
2000-01**

Board Member	Title	Term Expires	Full Years of Service as of 5/2001	Occupation
Jeri Slone	President	May 2003	4 years	Self-employed
Mike Hennings	Vice President	May 2004	6 years	Self-employed
Yantis Green	Secretary	May 2002	2 years	Radio Personality
Doug Bell	Trustee	May 2002	5 years	Self-employed
Dwain Stewart	Trustee	May 2002	5 years	Self-employed
Currie Jones	Trustee	May 2003	13 years	Self-employed
Gary Stewart	Trustee	May 2004	0 year	Testing Engineer

Source: Christoval Board of Trustees List 2000-01.

Regular board meetings are held on the third Wednesday of each month unless the board president changes the date for the convenience of the trustees or other reasons deemed necessary. Meetings begin at 7:00 p.m. and are usually held in the superintendent's office.

The board agendas are developed by the superintendent and the board president and incorporate requests from all board members. Any trustee may request that a subject be included on the agenda for a meeting and the

board president shall not have authority to remove an item from the agenda without the trustee's specific authorization. Agenda items are due by noon seven days before a regular board meeting or special board meeting. The final agenda for regular board meetings is usually posted five days before the board meeting, which is two days before the 72 hours required by the district's policy. The agenda is posted at the superintendent's office, post offices in Christoval and Knickerbocker and the Dove Creek Water Department.

According to Policy BED (Local), the district allows audience participation, which is limited to the portion of the board meeting designated for that purpose. The board allots 30 minutes to hear persons who desire to make comments to the board. Each individual is given five minutes to make a presentation. Persons who wish to participate in this portion of the meeting sign up with the presiding officer or designee before the meeting begins and indicate the topic about which they wish to speak.

FINDING

The board minutes do not sufficiently describe the basis for district decisions, which limits the community's ability to hold the board accountable. The minutes contain the agenda number and title; motions made, including names of individuals making and seconding the motions; votes taken by each board member; and the resolution. The minutes also include date of the board meeting, and time of call to order and adjournment.

The minutes fail to elaborate on the discussions held at the meeting for each agenda item. For example, minutes for the January 17, 2001 board meeting provide the following descriptions of board votes:

Motion by Yantis Green, seconded by Mike Hennings to provide a change order authorizing SK Engineering to begin site work and foundation plans for an ag building and also authorizing Consolidated Contractors, Inc. to order the 3200 square foot metal building.

Motion by Jeri Slone, seconded by Mike Hennings to accept Bell Enterprises Elementary playground proposal in the amount of \$36,959.28.

Motion by Currie Jones, seconded by Doug Bell to approve the District Crisis/Improvement Plan as recommended by the District Site-Based Committee.

These descriptions do not state whether there was any discussion, nor describe the content of the discussion. **Exhibit 1-8** presents an example of the format of the board minutes used by other school districts:

**Exhibit 1-8
Sample Board Minutes**

<p>Item #XXXXX _____ Citizen Participation</p>	<p>Notes: This section should include the individual's name, the issue they are addressing and all discussions made between this individual and the board and district staff.</p>
<p>Item #XXXXX _____ Request for Approval of Agenda 7 Voted Yes 0 Voted No 0 Abstained.</p>	<p>Notes: Need only indicate who made the motion and second</p>
<p>Item #XXXXX _____ Discussion Item</p>	<p>Notes: This section should include main points of the discussions made among the board members and district staff and summarize the key elements of the discussion item.</p>
<p>Item #XXXXX _____ Action Item and Take Appropriate Action 6 Voted Yes 1 Voted No (name) 0 Abstained</p>	<p>Notes: In addition to the final outcome, motion made, and the seconding of the motion, this section should include main points of discussion among board members and district staff with a clear indication of the process applied by the board and factors considered in making the decision.</p>

Source: TSPR, April 2001.

The purpose of the minutes is to give a clear indication of the board process and the factors that were considered in making decisions. Any person not in attendance at the board meeting should be able to read the minutes and clearly discern the issues at hand concerning a particular board decision.

Recommendation 1:

Prepare more detailed board minutes.

The board secretary should develop more detailed minutes and use a tape recorder if necessary. This will improve the board's accountability to the community by describing each decision thoroughly.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board directs the secretary to take more detailed notes including what was said and by whom during the board meeting, and to use a tape recorder, if necessary.	October 2001
2.	The secretary includes descriptions of discussions made for each agenda item, with particular emphasis on those items requiring a vote.	October 2001
3.	The board reviews the minutes to make sure they include the level of detail requested before approval.	November 2001 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Several CISD board members do not meet the requirements for continuing education. Section 11.159 of the Texas Education Code requires each trustee to obtain specified hours of continuing education. The Texas Administrative Code, Subchapter A, Section 61.1 states that "continuing education for board members includes orientation sessions, annual team-building sessions with the board and superintendent, and specified hours of continuing education based on identified needs." The requirements set forth by the Texas State Board of Education, and provided by the Texas Association of School Boards (TASB) for new, as well as experienced, board members are presented in **Exhibit 1-9**.

**Exhibit 1-9
Overview of Continuing Education Requirements
For School Board Members**

Type of Continuing Education	First Year Board Member	Annual Requirements of Experienced Board Member
Tier 1 - Orientation to the Texas Education Code	3 hours	Not required
Update to the Texas Education Code	Incorporated into Orientation to the	After legislative session: of sufficient length to

	Texas Education Code	address major changes
Tier 2 - Team-building Session/Assessment of Continuing Education Needs of the Board-Superintendent Team	At least 3 hours	At least 3 hours
Tier 3 - Additional Continuing Education, based on assessed need and Framework for School Board Development	At least 10 hours	At least 5 hours
Total Minimum Number of Hours	16 hours, plus local district orientation	8 hours, plus updates of major changes to the Texas Education Code after legislative sessions.

Source: Texas Association of School Boards, Leadership Team Services, January 28, 2000.

Only one board member completed the required eight hours for 2000. The hours of training attended by each board member for the reporting period January 1 to December 31, 2000 by tier level is presented in **Exhibit 1-10**.

Exhibit 1-10
Continuing Education Hours Attended by CISD Board Members
January 1, 2000 to December 31, 2000

Board Member	Tier 1	Tier 2	Tier 3	Total Continuing Education Hours
Doug Bell	0	3.00	0	3.00
Dwain Stewart	0	3.00	0	3.00
Jeri Slone	0	3.00	0	8.00
Currie Jones	0	0	0	0.00
John Gandy	0	3.00	0	3.00
Mike Hennings	0	3.00	0	3.00
Yantis Green	0	3.00	36.00	39.00

Source: CISD board member continuing education reports.

The summary sheet provided by the district reflected more hours taken than the amounts calculated by the TSPR review team. The superintendent stated that the board members hours are determined by calendar year. The summary included hours for courses taken in 1999.

A TEA investigative report also stated that several board members had not completed the required training for school board members in the past.

Another small district, Santa Gertrudis ISD (SGISD), ensures that board members receive substantially more than the required hours of training. In the 1999-2000 school year, they earned an average of 22 hours. SGISD has accomplished this by identifying its local university, Texas A&M at Kingsville, as a source to obtain training in addition to receiving training from TASB and its local regional education service center.

Recommendation 2:

Ensure that all board members meet continuing education requirements in accordance with state law.

The superintendent should monitor board training at least quarterly and notify board members of their training status to ensure that requirements are met. The superintendent also should request course and conference schedules from TASB and Region 15 and contact Angelo State University to determine if there are any courses for board members available from the university.

IMPLEMENTATION STRATEGIES AND TIMELINES

1.	The superintendent determines the number of hours, by tier level, that each board member needs to meet the requirements.	October 2001
2.	The superintendent contacts Region 15, TASB and Angelo State University and requests course/conference schedules.	October 2001
3.	The superintendent prepares a report for each board member showing the number of hours taken to date for the specified school year, the number of hours needed (by tier level) and suggested courses that can be taken including dates, times, locations and costs, if any.	October 2001
4.	The superintendent distributes the report to each board member on a quarterly basis.	November 2001 and quarterly

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The location of the board meetings in the superintendent's office inhibits public attendance and input. The board meetings are held in this office, unless the district anticipates a large audience. This location is too small to accommodate anyone other than the board members and the superintendent.

Board meetings were previously held in the high school library, but this room is not configured to allow auditorium-style seating for a public meeting. The superintendent and a majority of the board members believe the current approach does not hinder public involvement.

Community outreach to the outlying communities of Dove Creek and Knickerbocker that are part of the district is more difficult due to the distance to these communities. Based on input received through focus groups and board interviews, these communities often feel detached from the district and its activities.

In an effort to reach all areas of the district, some school districts periodically hold board meetings at a site away from the district office. This provides community members with an easier opportunity to speak at board meetings while not having to travel across the district.

Recommendation 3:

Hold central office board meetings in the new high school cafeteria, and conduct at least one board meeting a year in Dove Creek and Knickerbocker.

Holding the board meetings in the high school cafeteria will accommodate district employees, parents and community members and provide a more open environment for public input. Conducting at least one board meeting a year in Dove Creek and Knickerbocker will encourage community involvement from these communities. Even if attendance is low at the board meeting, the district effort sends a message to the community that it is interested in getting input from all areas of the district.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board moves its meetings to the high school cafeteria.	October 2001
2.	The superintendent announces the relocation of board meetings at public events. and posts notices for the meetings	October 2001

	with special emphasis on the new location.	
3.	The superintendent and board identify locations in Dove Creek and Knickerbocker to hold meetings.	October 2001
4.	The board schedules at least one meeting each year Dove Creek and Knickerbocker.	November 2001 and annually

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district maintains its policy manual in hard copy form, requiring excessive effort to update and distribute. Maintaining hard copies of school polices can be costly in both labor hours and supplies. Additionally, fewer people have access to the policies.

The district subscribes to TASB's policy update service. The board routinely reviews policies and makes updates based on TASB recommendations and local policy changes recommended by the superintendent. Review of the policy manual showed that policies are kept current.

TASB offers a "Policy On-Line" service that is used by over 350 Texas school districts, regional education service centers and community colleges. The manual is accessible to anyone with an Internet connection, and it can be searched by key words and phrases to expedite policy research.

Recommendation 4:

Subscribe to TASB's "Policy On-line" service.

By having "Policy On-Line," CISD will give access to the district's policy manual for board members, school administrators, teachers, parents and community members who have access to the Internet.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent contacts TASB to inquire about the Policy On-Line service.	October 2001
2.	The superintendent presents Policy On-Line service to the board for approval.	November 2001

3.	The superintendent begins implementation of Policy On-Line.	December 2001
----	---	---------------

FISCAL IMPACT

Based on estimates provided by TASB, the cost of implementing this recommendation is \$1,700 for the first year and \$750 in subsequent years. The first year fee includes \$950 for an audit of the district's official policy manual, correction of minor discrepancies, translation and installation on TASB's secure Web server, support and maintenance.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Audit of policy manual.	(\$950)	\$0	\$0	\$0	\$0
Subscribe to TASB's "Policy On-line" service.	(\$750)	(\$750)	(\$750)	(\$750)	(\$750)
Net Savings/(Costs)	(\$1,700)	(\$750)	(\$750)	(\$750)	(\$750)

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

B. PLANNING

Proper planning establishes a district's mission, identifies goals and objectives, sets priorities, identifies ways to complete the mission and determines performance measures and benchmarks to chart progress toward the achievement of the goals and objectives. In its purest sense, planning anticipates the effect of decisions, indicates the possible financial consequences of alternatives, focuses on educational programs and methods of support, and links student achievement to the cost of education.

The Texas Education Code requires each district to prepare a District Improvement Plan (DIP), an annual report on student achievement goals; Campus Improvement Plans (CIPs), annual reports on each school's student achievement goals; a biennial district evaluation report; and a district performance report. To meet Education Code requirements, the district also must form a district-level committee to develop the DIP and campus-level committees to develop the CIPs. The district-level committee also must consult with the superintendent concerning the planning, operation, supervision and evaluation of the district's educational program.

Other plans and reports not specifically required by law are nonetheless essential to sound district operations and can have a significant impact on district management and fiscal accountability. These planning efforts include enrollment projections, facilities, technology, financial and other departmental planning.

FINDING

CISD has no overall strategic planning process, and focuses primarily on the short-term academic planning required by state law. The district prepares a DIP and CIPs for each school annually. There are separate site-based committees involved in the development of each plan. **Exhibit 1-11** contains the four district goals from the District Improvement Plan.

Exhibit 1-11 **CISD Goals for 2000-01**

Goal 1	To provide state of the art RESOURCES for learning.
--------	---

Goal 2	To provide LEADERSHIP through quality staff to build positive relationships, communication and community involvement at all levels of the school district.
Goal 3	To provide FACILITIES that create an environment that will enhance learning.
Goal 4	To provide a well-rounded CURRICULUM that will prepare all students for a responsible productive future.

Source: CISD District Improvement Plan, 2000-01.

The DIP includes goals, objectives, strategies for reaching these objectives and activities to meet the objectives. This plan primarily addresses instructional issues as required by law. The CIPs also address only instructional issues and have a similar format as the DIP, also meeting legal requirements.

Neither plan addresses the administrative or support functions of the district, nor are they linked to the district's budget. The district and campus improvement plans have broad goals, limited strategies without a clear implementation plan and do not reinforce one another or provide the means for achieving board objectives.

Although the district has only experienced moderate growth in enrollment since 1995-96, there are signs that indicate this enrollment could increase in the future. There are new residential developments that have been started in the last few years, bringing in families from the San Angelo area. Additionally, a planned water treatment plant in Christoval will encourage additional development. The district is preparing for this by making arrangements to lease more land from the county; however, the district is not considering the possible growth in long-term district plans.

Recommendation 5:

Develop a long -range strategic plan that integrates the DIP and CIP and links the plan to the budget, with alternative scenarios for growth.

The strategic plan should establish a vision for the district, and provide direction for the development of the annual DIP and CIPs by the site-based decision-making committees.

The district should expand planning efforts beyond those mandated by state law and begin a process of continuous, long-range strategic planning. This plan should include specific performance targets that the district wishes to achieve within five years. Performance targets should address

instructional and non-instructional areas. Enrollment projections and high level financial projections should also be developed and incorporated into the strategic plan. An effective strategic planning process includes:

- direction and focus from the school board and a steering committee to set priorities or major goals;
- broad-based and diverse committees set up to address the established priorities and develop activity plans to address each priority;
- activity plans that contain measurable outcomes, dates and assignments of responsibility for implementation;
- two-way communication between the governing body and the committees during the plan development period;
- decisive governance that uses the recommendations of the committees to the greatest degree possible when approving the final plan;
- performance-based annual monitoring and adjusting of activity plans; and
- budgets requiring expenditures to be tied directly to the overall goals and priorities of the district.

The DIP also should include goals that affect the non-instructional roles of the district so that the administrative and support staff understand how they fit into overall educational programs. The goals for the non-instructional jobs should be set and measured in much the same way as the instructional programs are measured. The district and campus plans should be expanded in both scope and depth so that they become a meaningful part of the district's decision-making process. The district and campus plans should be aligned with the budget in order to fund the district's initiatives.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board establishes a long-range strategic planning committee consisting of the superintendent, other administrators, teachers, parents, community members and board members.	October 2001
2.	The board establishes a charge for the committee and a timetable for completion.	October 2001
3.	The strategic planning committee creates working teams to address the goals and objectives defined by the board and superintendent.	November 2001
4.	The district provides the committee with necessary data and analysis to understand the district's current situation.	November 2001

5.	The committee teams develop action plans, timelines and performance measures for the strategic plan.	November 2001 - January 2002
6.	The strategic planning committee prepares long-range objectives and implementation steps and incorporates these into a long-range strategic plan.	January - March 2002
7.	The strategic planning committee presents the draft to the superintendent for review and comments.	March 2002
8.	The strategic planning committee revises the draft to include the superintendent's comments and presents the strategic plan to the community for input.	April - May 2002
9.	The strategic planning committee includes community comments into the draft and finalizes the strategic plan.	June 2002
10.	The board adopts the strategic plan.	July 2002
11.	The superintendent provides annual progress reports against strategic plan objectives and updates the plan as needed.	August 2002 and annually

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

C. DISTRICT MANAGEMENT

The superintendent and senior staff members who report to the superintendent manage CISD. 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 non-renewal of staff members' term contracts;
- Day-to-day management of district operations;
- Preparation of district budgets;
- 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 compares CISD's staffing with the selected peer districts. The district's staffing is relatively consistent with its peers in most staffing categories. There are no staffing categories that are significantly outside the peer averages. The percentage of educational aides in the district is higher than the state average but is below the peer group average.

Exhibit 1-12
CISD Staffing Compared to Peer Districts
2000-01

District	Teachers	Professional Support	Campus Admin.	Central Admin.	Educational Aides	Auxiliary Staff
Apple Springs	57.5%	3.0%	2.2%	2.1%	15.0%	20.2%
Brookeland	51.5%	4.7%	3.4%	1.7%	15.0%	23.7%
Christoval	51.9%	5.5%	3.5%	1.6%	12.1%	25.4%

Leggett	46.2%	0.0%	2.4%	4.9%	19.6%	26.9%
Meadow	54.4%	1.7%	5.9%	3.9%	11.1%	23.0%
Slidell	49.8%	6.3%	3.7%	1.6%	9.5%	29.1%
Peer Average	51.9%	3.6%	3.5%	2.6%	13.7%	24.7%
State	50.6%	7.9%	2.4%	1.0%	10.3%	27.7%

Source: TEA, PEIMS 2000-01.

CISD employed 63.8 full time employees in 2000-01. The number of employees and the percentage of staff full-time equivalents (FTEs), by category, is described in **Exhibit 1-13**.

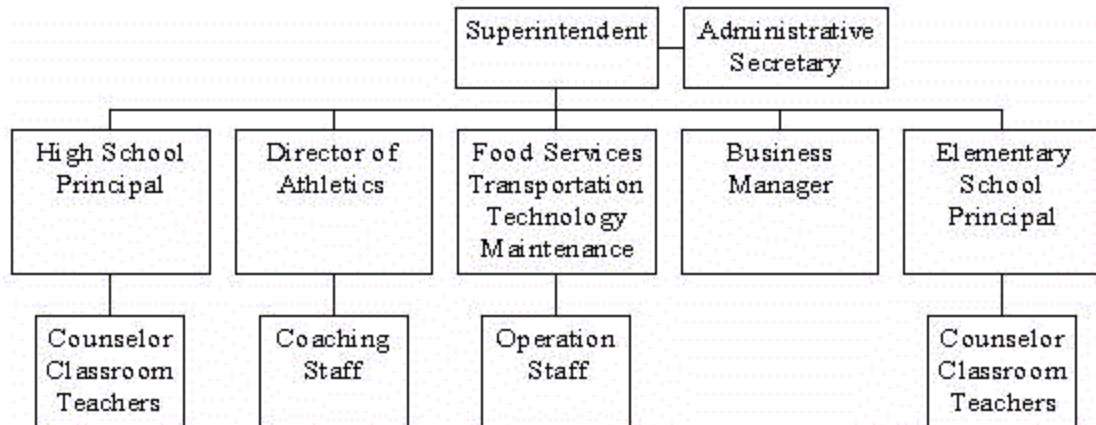
Exhibit 1-13
CISD FTE's
2000-01

Category	Number of FTEs	Percent of FTEs
Teachers	33.1	51.9%
Professional support	3.5	5.5%
Campus administration	2.3	3.6%
Central administration	1.0	1.6%
Educational aides	7.7	12.1%
Auxiliary staff	16.2	25.4%
Total	63.8	100%

Source: TEA, PEIMS 2000-01.

CISD has a flat organizational structure common in small school districts. **Exhibit 1-14** presents the current organizational structure of the district.

Exhibit 1-14
CISD Organization Chart



Source: CISD organization chart, April 2001.

Under this organizational structure, CISD administrators perform the following duties:

- The superintendent is responsible for the effective execution of policies adopted by the local board. The superintendent directs and manages the financial and business services of the district, including budgeting and cash management. Finally, the superintendent manages the administration of all district operations and assigns personnel responsibilities.
- The business manager is responsible for financial accounting in the district including accounts payable, bank statement reconciliation, purchasing, payroll, benefits administration and general ledger reconciliation. The position reports directly to the superintendent.
- The elementary and high school principals direct and manage the instructional program and supervise operations at the campus level. They provide instructional leadership to ensure high standards of education. They also direct the implementation of district policies and instructional programs and manage the operation of all campus activities.
- The director of Athletics directs and manages the district's extracurricular and intramural athletic programs. He provides the opportunity for each student to participate in an extracurricular activity while ensuring the district is in compliance with all state, University Interscholastic League (UIL) and local requirements. Additionally, he administers the district's athletic budget and ensures that programs are cost-effective and that funds are managed prudently.
- The district currently does not have a technology coordinator. However, it contracts with two technology professionals to provide

support for microcomputers, networks and technology-related equipment.

- The Food Services manager directs the cafeteria staff in providing nutritious meals to students. The manager also is responsible for ordering, preparing and distributing food, and tracking participation in the Food Services program.
- There are two custodial staff members that oversee the elementary and high school custodial services. A part-time Maintenance staff member monitors the maintenance needs of the district.
- The Transportation supervisor directs and manages the transportation and vehicle maintenance of all district-owned vehicles. The supervisor is responsible for the safe and efficient operation of the district's buses.

FINDING

The superintendent communicates his expectations to the campus administrative staff on a regular basis. Each principal and the director of Athletics are given the opportunity at the beginning of the year during an initial planning meeting to provide input about what critical areas should be addressed during the year. The opportunity is available to revise these goals throughout the year.

The superintendent provides principals with the evaluation form that will be used during their annual evaluation. This form provides a good communication tool between the principals and the superintendent because it establishes what parameters will be measured and highlights expectations. For each principal, there are eight job performance measures that are evaluated including: instructional management, school morale, school improvement, personnel management, fiscal and facilities management, student management, professional growth and development, and school or community relations. The director of Athletics is evaluated in seven areas including: program planning, athletic events, student management, policy reports and law, budget and inventory, personnel management and community relations. Each performance criteria is rated according to a ten-point scale: a rating of five or above reflects acceptable performance. Any rating below five reflects a need for improvement and requires a professional performance growth plan to be written and approved by the superintendent.

During the evaluation, each administrator is encouraged to provide informal feedback on the superintendent's performance. Administrators felt that the process in place enabled each of them to understand what was required of them. Additionally, while the review team was on-site, there were numerous examples of strong communication and problem solving sessions that took place between the superintendent and the campus

administrators. The elementary school principal and the athletic director were often in the superintendent's office during the school day to discuss issues pertaining to their students.

COMMENDATION

The superintendent provides open communication with his campus administrators and clearly identifies, measures and monitors performance.

FINDING

CISD provides for its employees a detailed explanation of all possible deductions from their paychecks. For many employees, it can be quite difficult to discern the reason for each deduction.

The district has developed an orientation package that explains all possible deductions, including: state retirement benefits, insurance premiums and leave without pay policies. The employees are also allowed to request additional options for their own investment strategies, such as annuities or mutual funds. The district will make the necessary arrangements to arrange payments on employees' behalf through payroll deductions.

COMMENDATION

CISD defines possible payroll deductions and gives employees the opportunity to invest through payroll deductions.

FINDING

The performance evaluation instrument used by the board to evaluate the superintendent does not contain any specific measures of performance. CISD uses an appraisal instrument that is based on ten evaluation criteria specified in Section 21.354 of the Texas Education Code. The criteria are:

- Instructional Management
- School or Organizational Morale
- School or Organizational Improvement
- Personnel Management
- Management of Administrative, Fiscal and Facilities
- Student Management
- School or Community Relations
- Professional Growth and Development
- Academic Excellence Indicators and District Performance Objectives
- Board/Superintendent Relations

The superintendent is ranked in the above areas using one of four rating criteria: exceeding expectations; proficient; below expectations; and unsatisfactory. Item 9 includes references to the district's accountability rating and percentage gains in TAAS passing rates, attendance, dropout prevention and Texas Learning Index (TLI) scores. There are no other specific measures of performance mentioned in the superintendent's evaluation instrument.

Many school districts include specific measures to make the superintendent evaluations more objective, letting district facts demonstrate superintendent performance.

For example, the board might hold the superintendent responsible for a target fund balance, a balanced budget, targets for operating expenditures per student and the percentage of operating expenditures spent on instruction. By reviewing these parameters each year and holding the superintendent accountable for maintaining pre-set standards, the board can ensure that the superintendent is successfully moving the district forward and in line with the district plan.

Recommendation 6:

Incorporate specific performance measures into the superintendent's performance evaluation instrument.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board includes in the superintendent's evaluation instrument specific district objectives. In subsequent years, these will be identified in the District Improvement Plan.	October 2001
2.	The superintendent prepares a comparison of actual performance against state objectives, and presents it to the board at least one month prior to the superintendent performance evaluation.	December 2001
3.	The board compares actual to target performance and mentions specific measures of performance in the written evaluation of the superintendent.	January 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Although the superintendent communicates regularly with the administrative secretaries, there are no formal appraisal procedures in

place for the central office staff. Neither administrative secretary has had an appraisal from the superintendent since he came to CISD. Without a formal appraisal process in place, there is no mechanism by which to judge performance. Neither the employee nor the supervisor can have a clear understanding of what jobs are being effectively performed and where improvement or change may be necessary.

Recommendation 7:

Evaluate central office staff annually.

The superintendent should review the job descriptions of each administrative secretary and determine what critical functions should be measured. The same ten-point scale can be used to measure each parameter. Examples of key areas include board meeting preparation, administrative support, employee benefits, accounting support, cash processing, purchasing and district relations between staff, board and administration.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent reviews job descriptions.	October 2001
2.	The superintendent meets with each administrative secretary to identify critical functions and expectations.	October 2001
3.	The superintendent develops an appraisal form.	November 2001
4.	The superintendent performs an annual appraisal.	April 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

D. PERSONNEL MANAGEMENT

The superintendent is responsible for the management and coordination of all certified and auxiliary personnel at the district. Certified personnel include all administrators, teachers and paraprofessional staff required to hold state certification. Auxiliary personnel include regular, part-time, temporary and substitute employees who perform custodial, food service, maintenance, finance and technical duties.

Exhibit 1-15 shows the percentage of professional staff in various categories.

Exhibit 1-15
Professional Staff
CISD and Peer Districts
1999-2000

Professional Staff	Apple Springs	Meadow	Brookeland	Slidell	Christoval	Leggett	Region 15	State Avg.
Teachers	58.1%	54.1%	51.9%	51.5%	50.4%	47.7%	51.0%	51.3%
Professional Support	3.0%	3.6%	1.8%	4.5%	8.1%	0.8%	5.9%	7.3%
Campus Administration	2.2%	3.9%	5.0%	3.1%	3.5%	2.5%	2.6%	2.6%
Central Administration	2.2%	5.8%	1.7%	1.6%	2.4%	4.9%	0.9%	0.9%
Educational Aides	0.0%	10.8%	14.8%	12.6%	12.5%	17.2%	11.5%	10.3%
Auxiliary Staff	34.6%	21.8%	24.9%	26.7%	23.1%	27.0%	28.1%	27.6%
Percent Minority Teachers	7.4%	14.3%	6.5%	0.0%	3.2%	18.3%	16.3%	26.1%

Source: TEA, AEIS 1999-2000.

In 1999-2000, CISD had a lower percentage of teachers (50.4 percent) than any of its peer districts except Leggett. CISD is intermediate in value in most other categories.

Exhibit 1-16 shows teacher experience and turnover rates for CISD and its peer districts. CISD had the second highest percentage of teachers with more than 20 years of teaching experience.

Exhibit 1-16
Teacher Experience and Turnover Rate
CISD and Peer Districts
1999-2000

	Meadow	Slidell	Leggett	Christoval	Apple Springs	Brookeland	Region 15	State Avg.
Beginning Teachers	14.3%	11.9%	10.1%	5.8%	3.7%	0.0%	6.9%	7.6%
1-5 Years Experience	43.0%	38.5%	10.3%	22.2%	42.8%	32.7%	22.6%	27.0%
6-10 Years Experience	21.1%	18.4%	20.6%	18.9%	26.1%	31.7%	17.7%	17.9%
11-20 Years Experience	21.5%	24.5%	15.4%	34.1%	18.6%	22.6%	28.9%	26.2%
Over 20 Years Experience	0.0%	6.8%	43.6%	18.9%	8.8%	12.9%	23.9%	21.2%
Average Years Experience	6.0	7.5	18.3	13.9	7.7	10.6	12.8	11.9
Average Years Experience in district	3.1	4.3	10.1	6.6	5.9	5.5	8.6	8.0
Turnover	34.1%	20.2%	15.2%	12.9%	0.0%	22.7%	13.6%	15.0%
Beginning Teacher Salary	\$25,970	\$26,497	\$25,491	\$26,207	\$22,624	\$27,125	\$24,334	\$28,588
Average Teacher Salary 6-10 Years	\$33,974	\$32,795	\$33,222	\$33,557	\$29,201	\$39,897	\$32,498	\$34,632

Source: TEA, AEIS 1999-2000.

At 12.9 percent, CISD's teacher turnover rate ranks lowest among its peer districts with the exception of Apple Springs, who reported no percentage of teacher turnover. CISD has the third-highest salary rate for beginning teachers and for teachers with six to 10 years of experience. Teacher turnover rates are not yet available for 2000-01.

Exhibit 1-17 summarizes the current salary structure for CISD and its peers. Christoval pays the second-highest average teacher salary of its peers. The district pays the second-lowest professional support staff salary. Central and campus administrators' pay is competitive with peer districts.

Exhibit 1-17
CISD Salary Structure Compared to Peer Districts
2000-01

District	Teacher	Professional Support	Campus Administration	Central Administration
Leggett	\$37,305	N/A	\$48,668	\$59,000
Christoval	\$35,434	\$25,933	\$47,800	\$62,000
Brookeland	\$33,801	\$36,353	\$48,425	\$69,280
Meadow	\$31,150	\$19,115	\$36,353	\$42,250
Slidell	\$29,913	\$30,921	\$40,755	\$62,000
Apple Springs	\$30,328	\$41,205	\$47,800	\$50,900
Peer Average	\$32,499	\$31,899	\$44,400	\$56,686
State Average	\$37,567	\$44,698	\$56,226	\$67,463

Source: TEA, PEIMS 2000-01.

Exhibit 1-18 compares the district to both the peer average and the state average, in percentages.

Exhibit 1-18
CISD Percentage Comparison to Peer and State Averages
Salary Structure
2000-01

Comparison Group	Teachers	Professional Support	Campus Administration	Central Administration
Christoval to Peer	9.0%	(18.7%)	7.7%	9.4%

Average				
Peer Average to State Average	(13.5%)	(28.6%)	(21.0%)	(16.0%)
Christoval to State Average	(5.7%)	(42.0%)	(15.0%)	(8.1%)

Source: TEA, PEIMS 2000-01.

When compared with the peer average, Christoval is competitive, and even pays teachers an average of 9 percent higher than its peers. However, it falls below the state average in every other category. Professional support staff compensation falls well below both the peer and state averages.

Tom Green County has a number of comparable size school districts. It draws a large number of its teachers and staff from the surrounding San Angelo area. Angelo State University provides a relatively large pool of newly educated teachers from which the district can draw.

During on-site interviews, it became clear that a high percentage of staff are from the area originally and have little desire to leave. This fact offers the district an advantage because salary may not be the primary factor driving employment.

FINDING

CISD, being a small district, must use every resource at its disposal. Because the district has limited financial resources and facilities, employees perform many different jobs without putting educational quality at risk.

One of the ways the district has addressed this issue is through recruiting teachers that can serve multiple functions. For example, the district is currently recruiting a math and science teacher for the sixth grade. There also is a need for additional coaching and physical education staff. The district is looking to hire teachers that are certified to teach math and science as well as coach. This practice allows the district to save both salary and benefit expenses. Instead of hiring separate individuals for these subjects, the district can pay a stipend and not incur an additional full salary or have to pay for another employee's benefits.

COMMENDATION

The district is actively recruiting teachers with multiple certifications to optimize its use of teaching resources.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

E. COMMUNITY INVOLVEMENT

A high level of community involvement can be reached when a district actively seeks the input of the community and responds to suggestions and ideas. An effective school district community relations program can be established through regular communication with parents, business and community leaders, students and employees.

Community involvement includes activities that enable parents, business leaders and others with an interest in public education to have a voice in a school district's activities.

FINDING

The district has an active Parent Teacher Organization (PTO) for the elementary school and a parent Booster Club for the high school. CISD also has an organization of regular volunteers called "VIPS" that volunteer for accelerated reader each week from 30 minutes to two hours.

The Booster Club performs a variety of functions and has a variety of obligations to the students of CISD. The majority of funds are raised from working the concession stands at the football games. Basketball concession stands are split with the various classes and organizations in order to give them a chance to raise money as well. The Booster Club also participates in other fundraisers such as the Spring Fling it sponsors each year when community members are invited to come for food, games and entertainment. The Booster Club provides the high school UIL banquet, junior high banquet, project graduation and Booster Club scholarships each year.

Parents volunteer to taxi students to events when the district is unable to provide transportation. For example, there were several students that were participating in both a track meet in Water Valley and a state Agricultural Team competition in Lubbock after the meet. The CISD coaches took the students to the track meet and parents volunteered to take the students to Lubbock after the meet.

COMMENDATION

The PTO, Booster Club and parents have helped the district raise funds and contribute to other projects.

FINDING

On August 28, 1999, the community of Christoval passed a \$1.5 million bond for the construction of the middle school and renovation of the high school including a new cafeteria and music hall. The board members and the superintendent credit the successful election to the district's efforts of creating an ad hoc Facilities committee to plan the new facilities and meet with the community to get their input, and the distribution of a bond pamphlet that informed the community of the purpose of the bonds.

The pamphlet explained to the voters why the new facilities were needed; the proposal by the Facilities committee, the board members, administration and instructional staff; explanation of the state Facilities Allotment Program; and information on what the bonds would cost the taxpayer. The pamphlet was professionally done and covered all the issues necessary for taxpayers to make a well-informed decision when voting at the election.

COMMENDATION

Due to effective community outreach for the bond proposal, CISD was successful in getting the bonds passed for the construction of the new middle school and renovation work for the high school.

FINDING

Other than the recent bond issue, CISD has not adequately reached out to the community.

Exhibit 1-19 summarizes the results of the parent surveys on their opinions of the district's community involvement.

**Exhibit 1-19
CISD Parent Surveys
Community Involvement**

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
21.	The district regularly communicates with parents.	10.0%	33.3%	11.7%	31.7%	13.3%
22.	District facilities are open for community use.	8.3%	28.3%	35.0%	25.0%	3.3%

23.	Schools have plenty of volunteers to help students and school programs.	5.0%	36.7%	26.7%	28.3%	3.3%
-----	---	------	-------	-------	-------	------

Source: TSPR Parent Surveys, April 2001.

Exhibit 1-20 summarizes the results from the teacher surveys regarding their opinions on the district's community involvement.

**Exhibit 1-20
CISD Teachers Surveys
Community Involvement**

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
40.	The district regularly communicates with parents.	27.8%	50.0%	5.6%	16.7%	0.0%
41.	The local television and radio stations regularly report school news and menus.	11.1%	33.3%	22.2%	27.8%	5.6%
42.	Schools have plenty of volunteers to help student and school programs.	0.0%	38.9%	22.2%	33.3%	5.6%
43.	District facilities are open for community use.	5.6%	50.0%	38.9%	0.0%	5.6%

Source: TSPR Teacher Surveys, April 2001.

One board member stated that the community speaks up only when they are upset about an issue, and another member said it is difficult to get people interested in school programs with the exception of school sports.

As is common with most small school districts, CISD also has problems with community involvement because there are only two small businesses in town and the district believes it does not have the funding for mailing newsletters to the community and appointing a district employee to handle community involvement activities.

Most school districts publish a newsletter that is distributed to all members of the community. It is one of the best tools to communicate to the community about district events and invite the community to be a part of the district. CISD stopped publishing school newsletters because of the cost of supplies and postage. According to board members interviewed, CISD is considering reinstating the newsletter and distributing it to parents every six weeks with the students' reports. Since the TSPR on-site audit, the district issued its first newsletter the last six-weeks of the 2000-01 school year.

In the TSPR school performance reviews and best practices Web sites, the following school districts were commended for finding innovative and cost-efficient ways to reach out to their communities:

Rivera ISD - The district's library hosts a family night once every six weeks for high school students. The library also is open every Thursday evening from 5 p.m. to 8 p.m. for parents and the community to check out books and use the library resources, including Internet access.

Ricardo ISD - The district contributes to the community by opening its facilities to the public. Each year, the Boys and Girls Club have a community basketball league in the district gymnasium. Additionally, the student nurse runs a flu shot clinic for the community each fall.

Socorro ISD - Schools in Socorro ISD host regular events to bring parents to school, including science and math fairs, language arts nights, open houses and other events. Some schools host a science project night, where parents help students with scientific experiments. One school has allowed the parents to take on most of the school's decoration, painting murals in the entryway and hallways, making seasonal decorations and painting a map on the playground to use during games. Once a month, a parent is asked to host a get-together at his or her house and to invite up to ten other parents. Two teachers attend and talk about the school and their students and receive input from the parents.

Falls City ISD - The district has a parent involvement coordinator paid through Title I who acts as a liaison between the community and the school district. The coordinator is constantly seeking new and innovative ways to reach out to the community and increase school-community relations. The district has developed outreach

activities such as communicating regularly with parents by either a letter, note or student notebook; creating a monthly calendar that details school events, holidays and major test dates; notifying media for special events such as parent's night, school plays, band concerts and Veterans' Day Assembly; and providing intermittent social events for parents and students such as Walk To School Day, Grandparent's Day and Open House.

Recommendation 8:

Recruit a volunteer community involvement liaison to coordinate a quarterly district newsletter and seek innovative and cost-efficient steps to reach out to the community and parents.

Larger districts often combine all their community/parental involvement functions under one individual reporting to the superintendent to help improve two-way communications and expanded community and parent involvement. With the district's limited resources, however, it may be possible for the district to locate one or more community members to assist with overseeing community/parental involvement efforts.

To begin the planning process the administration should conduct a survey of parents and community members to determine what skills exist in the community, what obstacles exist that prevent involvement, their needs as far as training and information, and their ideas for increasing involvement. Simultaneously, the district should assess the needs of teachers and administrators so that volunteers can be recruited to meet those needs. The results of these surveys should be shared with the appropriate individuals in the district.

CISD should continue the district newsletter. A newsletter is the main lifeline of communication between the district and the community members. By continuing the newsletter, the district is communicating to the members of the community that it wants them to be a part of CISD. The district could consider asking the journalism teacher and class, in conjunction with the community involvement liaison, to provide this service for the district.

CISD should consider implementing some of the programs that are offered by the school districts discussed above to further open their doors to the community. By adopting a plan similar to Socorro ISD of inviting parents to assist with decorating the schools, CISD could have the parents help them with the much needed renovation work of the elementary school. The district and parents select dates to paint the school, replace antiquated fixtures and other necessary tasks to give the school a face lift, and the

school will provide meals and drinks for the volunteers. The district could also hold an open house at the elementary school after the project is completed to show off the good work and show its appreciation to the volunteers.

The district can implement an outreach program, like Corpus Christi ISD, to hold PTA meetings in community buildings or in tents in local neighborhoods. This program would give parents located in Dove Creek and Knickerbocker an opportunity to attend PTA meetings or parent-teacher conferences close to their homes and make them feel that they are a part of CISD.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent recruits a volunteer to coordinate community involvement.	October 2001
2.	Community involvement coordinator(s) work with the journalism teacher to begin writing a district newsletter with the assistance of the high school students.	November 2001
3.	The community involvement coordinators mail out the newsletters in December 2001 and every quarter there after.	December 2001 and quarterly
4.	The community involvement coordinators meet with district staff, parents, community and other school districts to develop other community involvement programs for CISD.	Ongoing

FISCAL IMPACT

This fiscal impact assumes that there will be 400 newsletters prepared and mailed each quarter. The four-page newsletter will be copied front and back, which will require 800 pages per quarter and 3,200 pages annually. The cost of each page is \$.005 making the cost of 3,200 sheets of paper \$16. The copy cost of 6,400 copies at 10 cents per copy totals \$640. The postage cost for 400 newsletters mailed out quarterly or 1,600 annually at 34 cents per newsletter totals \$544. The total cost per year for the newsletter is \$1,200.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Recruit a volunteer community involvement liaison to develop a quarterly district newsletter and seek innovative and cost-efficient steps to reach out to the community and parents.	(\$1,200)	(\$1,200)	(\$1,200)	(\$1,200)	(\$1,200)

FINDING

CISD is the only district in Tom Green County without a Web page, which limits public access to district information. The town of Christoval does not have a local newspaper or radio station, and the San Angelo Times focuses more on San Angelo ISD issues. The superintendent said that he would like to find a medium to disseminate information to the community because he realizes the district is not doing enough to reach out to the community.

Many school districts use students to assist in developing a Web page for the district. These Web sites include school district current events, board meeting notices and minutes, copies of campus and district improvement plans and links to the TEA home page where additional school district data can be obtained through AEIS or PEIMS.

Santa Gertrudis ISD has implemented a variety of instructional technology initiatives that allow students to use technological and business skills in hands-on situations. Academy High School offers students a four-year career/technology program, which begins with basic computer application and graphic skills instruction and culminates with actual experience in business management and entrepreneurship. High school students also provide technical staff development for the district. Students instruct SGISD teachers in several areas including: the use of educational technology and software packages, networking and the Internet.

Recommendation 9:

Use high school students to develop a district Web page.

Building a Web page will provide an efficient means for the district to better connect with its widely distributed population. The Web site should solicit feedback from parents and other community members. The Web page should be set up and maintained by the instructional technology teacher with assistance from high school students.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the instructional technology teacher to work with students to design and set up a district Web page.	October 2001
2.	The instructional technology teacher works with students to design and build a basic Web site.	November 2001
3.	The superintendent and school principals provide information for inclusion on the Web site.	January 2002

4.	The instructional technology teacher enhances the Web site functionality as resources allow.	Ongoing
----	--	---------

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

This chapter discusses the Christoval Independent School District's (CISD's) educational service delivery system and student performance measures in five sections:

- A. Student Performance and Instructional Resources
- B. Special Programs
- C. Alternative Education Programs and Dropout Prevention
- D. Safety and Security

Effective educational service delivery requires appropriate instructional guidance, capable teachers, adequate resources and a thorough understanding of students' instructional needs. Well-designed and implemented instructional programs are essential to meet the needs of all students in a district. Instructional leadership from a district's central office and schools is directly responsible for these programs' effectiveness.

BACKGROUND

CISD selected five Texas school districts to serve as peer districts for comparison purposes: Apple Springs, Brookeland, Leggett, Meadow and Slidell. Meadow ISD is located in the Texas Panhandle, Slidell ISD in north central Texas and the remaining peer districts are in southeast Texas. The Texas Education Agency (TEA) provided information on the state-mandated student achievement test scores, the Texas Assessment of Academic Skills (TAAS) and other student performance measures, such as the Scholastic Aptitude Test (SAT). **Exhibit 2-1** presents demographic information for CISD, the selected peer districts, Regional Education Service Center XV (Region 15) and the state.

Exhibit 2-1
Demographic Characteristics of CISD,
Peer Districts, Region 15 and State
2000-01

District	Student Enrollment		Ethnic Groups				Economically Disadvantaged	
	Number	5 Year Percent Change*	Percent African American	Percent Hispanic	Percent Anglo	Percent Other	Percent	5 Year Percent Change*
Christoval	379	5.3%	0.8%	17.4%	81.8%	0.0%	24.8%	(6.1)%

Slidell	336	22.6%	0.0%	8.3%	91.1%	0.6%	27.1%	(1.1)%
Meadow	323	2.5%	0.6%	61.6%	37.8%	0.0%	64.1%	9.8%
Brookeland	322	1.9%	14.9%	2.5%	81.1%	1.5%	48.8%	(13.8)%
Apple Springs	272	17.7%	20.2%	2.9%	76.5%	0.4%	59.2%	2.8%
Leggett	247	15.4%	22.3%	12.1%	65.6%	0.0%	72.5%	6.3%
Region 15	50,696	-3.8%	3.6%	47.9%	47.8%	0.7%	53.5%	5.1%
State	4,071,433	6.3%	14.4%	40.5%	42.1%	3.0%	49.2%	2.3%

Source: Fall 2000 PEIMS submission.

** Percent Change is defined as 2000-01 values minus 1996-97 values divided by 1996-97 values.*

Demographic, staffing and financial data for each school district and school are reported in TEA's Academic Excellence Indicator System (AEIS) reports. These reports are sent to each school and district and are available on TEA's Internet Web site (www.tea.state.tx.us). The latest AEIS data published by TEA are for 1999-2000. Selected information is available for 2000-01 as submitted by districts to Public Education Information Management System (PEIMS) in the fall 2000 data submission. These data will be used whenever possible and when compatible with data from 1999-2000 that cannot be updated. PEIMS information also is available at the TEA Web site.

For 2000-01, CISD's enrollment was 379. Slidell ISD is closest in size to CISD, with a student enrollment of 336. CISD's enrollment has increased 5.3 percent over the last five years. CISD, Meadow and Brookeland have smaller increases in enrollment than the state average. Minority student enrollment ranges from 8.9 percent in Slidell ISD to 62.2 percent in Meadow ISD. CISD has the next to lowest minority student enrollment at 18.2 percent. While Meadow is similar in size to CISD and the other peer districts, the percentage of minority students is quite different from the remaining districts.

CISD has the lowest percentage, at 24.8 percent, of economically disadvantaged students among its five peer districts and has about half the state average of 49 percent. Between 1995-96 and 1999-2000, the number of economically disadvantaged students in the state has increased by about 2 percent. With the exception of Meadow ISD, the peer districts either showed a decrease or a modest increase in the percentage of economically

disadvantaged students between 1996-97 and 2000-01. The latest available comparable student performance data are from 1999-2000.

CISD ranks fourth in instructional expenditures per student, at \$4,153 per student, compared to its peer districts (**Exhibit 2-2**).

Exhibit 2-2
Actual Expenditures in CISD, Peer Districts and the State
1999-2000

District	Total Expenditures	Instructional Expenditures Per Student*	Percent Regular	Percent Bilingual/ESL	Percent Career & Tech.	Percent Compensatory	Percent Gifted & Talented	Percent Special Education
Brookeland	\$2,894,770	\$4,662	68.8%	0.0%	5.7%	8.8%	0.4%	12.2%
Meadow	\$2,582,356	\$4,268	50.5%	0.9%	11.6%	26.8%	0.3%	5.0%
Apple Springs	\$2,194,132	\$4,155	57.7%	0.0%	5.9%	11.6%	0.9%	20.0%
Christoval	\$3,557,949	\$4,153	66.3%	0.1%	5.2%	6.4%	0.9%	17.7%
Leggett	\$2,126,966	\$3,970	59.5%	0.1%	4.2%	13.1%	0.5%	22.6%
Slidell	\$3,417,281	\$3,843	71.0%	0.5%	4.1%	7.6%	0.4%	13.4%
State	\$31,639,852,010	\$3,738	61.5%	3.7%	4.0%	11.7%	1.7%	15.2%

Source: TEA, AEIS 1999-2000.

** Includes instruction and instructional leadership expenditures, based on 1999-2000 membership.*

These data are from 1999-2000 and reflect actual expenditures during the school year for which student performance is reported. TEA does not publish comparable data for the Educational Service Centers (ESCs).

CISD ranked third among its peers in the amount of instructional expenditures per student (\$4,153). Only Slidell ISD and Leggett ISD spent less per student than CISD. Brookeland ISD's instructional expenditures per student (\$4,662) ranked highest among the peer districts.

The greatest variances in the expenditure patterns between CISD and its peer districts were found in the percentage of operating expenditures directed to Compensatory (Accelerated) Instruction and to special education. While CISD directed 6.4 percent of its operating expenditures

to Compensatory Instruction in 1999-2000, Leggett ISD directed 13.1 percent to the program and Meadow ISD directed 26.8 percent to it. CISD and Meadow ISD directed 17.7 percent and 22.6 percent, respectively, of their expenditures to special education, while Meadow ISD directed only 5 percent to it.

CISD ranked first in the percentage of students enrolled in career and technology education programs by a large margin in 1999-2000 (**Exhibit 2-3**). CISD also reported the highest percentage of students identified as gifted and talented when compared to its peer districts. At 0.8 percent, the percentage of students enrolled in CISD bilingual or English as a Second Language (ESL) programs was significantly lower than the 12.5 percent of students enrolled in bilingual/ESL statewide. Compared to its peer districts, CISD ranked third in the percentage of students receiving special education services, and was 6.4 percentage points higher than the state average.

Exhibit 2-3
Student Enrollment by Program
CISD, Peer Districts, Region 15 and State
1999-2000

District	Percent Bilingual/ESL	Percent Career & Technology	Percent Gifted & Talented	Percent Special Education
Leggett	2.7%	12.2%	9.8%	22.7%
Apple Springs	0.0%	19.2%	3.4%	20.4%
Christoval	0.8%	44.7%	14.6%	18.5%
Slidell	4.4%	26.2%	8.2%	17.2%
Brookeland	0.0%	27.1%	1.4%	16.7%
Meadow	11.1%	26.6%	6.6%	12.6%
Region 15	7.3%	22.8%	7.5%	14.0%
State	12.5%	18.6%	8.4%	12.1%

Source: TEA, AEIS 1999-2000.

CISD had the second highest percentage of teachers with a Masters degree compared to its peer districts and a higher percentage than either Region 15 or the state average. CISD, along with all of its peer districts, reported no beginning teachers (**Exhibit 2-4**).

**Exhibit 2-4
Teacher Degrees
CISD and Peer Districts
1999-2000**

	Leggett	Christoval	Apple Springs	Brookeland	Slidell	Meadow	Region 15	State Avg.
No Degree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.6%	1.2%
Bachelor	66.7%	72.2%	73.9%	80.6%	83.0%	92.4%	81.3%	74.1%
Master	33.3%	27.8%	26.1%	19.4%	17.0%	4.1%	17.0%	24.3%
Doctorate	0.0%	0.0%	0.0%	0.0%	0.0%	3.6%	0.1%	0.5%

Source: TEA, AEIS 1999-2000.

District Teaching Permits are activated by the local school district and approved by the Commissioner of Education for a degreed person who is uniquely qualified to teach a particular assignment and does not hold any type of teaching credential. A district can activate a Temporary Exemption Permit for a certified, degreed teacher who is not certified for a particular classroom assignment. This exemption cannot be renewed. CISD and Brookeland ISD both reported only one teacher on a special permit, while three of its peer districts, Leggett, Slidell and Meadow, reported more extensive use of this option. The type of teacher permits in use by each district is detailed in **Exhibit 2-5**.

**Exhibit 2-5
Number of Teacher Permits
CISD and Peer Districts
1999-2000**

	Christoval	Brookeland	Apple Springs	Leggett	Slidell	Meadow
Emergency (certified)	1	1	1	3	4	4
Emergency (uncertified)	0	0	0	0	3	0
Nonrenewable	0	0	0	0	0	2
Temporary classroom Assignment	0	0	0	2	0	5

District Teaching	0	0	1	0	0	0
Temporary Exemption	0	0	0	0	0	0

Source: TEA, AEIS 1999-2000.

Under the state's school accountability system, TEA assigns annual ratings to each district and school based upon (1) TAAS, (2) attendance, (3) dropout rates and (4) data quality. In 1999, TEA added two new rating categories. The first is Unacceptable: Data Quality, a district level rating, and the second is Acceptable: Data Issues, a school level rating. The accountability system now includes five ratings for districts: Exemplary, Recognized, Academically Acceptable, Academically Unacceptable and Unacceptable: Data Quality.

To receive an Exemplary rating, at least 90 percent of all students, as well as 90 percent of African-American, Hispanic, Anglo and Economically Disadvantaged students must pass the TAAS reading, writing and mathematics tests. To achieve a Recognized rating, 80 percent of all students and each student group must pass those tests. To achieve an Academically Acceptable rating, 50 percent of each student group must pass the tests. Beginning in 2000, scores for students with disabilities and for students who took the Spanish version of the TAAS reading and mathematics tests in grades 3 through 6 were included in the accountability calculations. Although the state accountability system also considers attendance and dropout rates, TAAS is the primary determining factor in ratings. According to TEA, failure to meet TAAS standards is the primary reason that a school is rated Academically Unacceptable.

Exhibit 2-6 shows that only Apple Springs ISD was rated Recognized in 1996, while the other districts were rated as Academically Acceptable. Apple Springs ISD maintained this rating in each of the years from 1996 through 2000. CISD was rated as Recognized in 1997, 1998 and 2000. The other districts were rated as Academically Acceptable in each of the years from 1996 through 2000, except for Brookeland ISD, which was rated as Recognized in 1999.

**Exhibit 2-6
Accountability Ratings
CISD and Peer Districts
1995-96 through 1999-2000**

	1995-96	1996-97	1997-98	1998-99	1999-2000
Apple Springs	Recognized	Recognized	Recognized	Recognized	Recognized

Christoval	Acceptable	Recognized	Recognized	Acceptable	Recognized
Brookeland	Acceptable	Acceptable	Acceptable	Recognized	Acceptable
Leggett	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Meadow	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Slidell	Acceptable	Recognized	Acceptable	Acceptable	Acceptable

Source: TEA Accountability Reports 1995-96 through 1999-2000.

CISD's high school was rated as Recognized, and the elementary as Exemplary, in 2000. Fairview Alternative, part of a cooperative alternative education program located in Wall ISD, was rated as Academically Acceptable under the alternative accountability rating system. The Texas School Directory also lists ten schools that serve students with special education needs. These schools are part of a cooperative of 18 school districts, the Small Schools Cooperative, that serve students with special needs in various locations in Tom Green County. These schools are not individually rated because student TAAS scores from students that attend these special campuses are sent back to each sending district and are included in the applicable district's overall TAAS rating.

CISD had the second highest annual dropout rate (1 percent), but this was lower than the state average of 1.6 percent (**Exhibit 2-7**). CISD was tied for the third-highest attendance rate (96.1 percent) with Slidell, but more than 1 percentage point lower than Meadow.

Exhibit 2-7
Annual Dropout and Attendance Rate
CISD and Peer Districts
1999-2000

	Apple Springs	Meadow	Slidell	Leggett	Christoval	Brookeland	Region 15	State Avg.
Dropout Rate	0.7%	0.0%	0.0%	1.3%	1.0%	0.6%	1.5%	1.6%
Attendance Rate	96.6%	97.3%	96.1%	94.6%	96.1%	95.7%	95.8%	95.4%

Source: TEA, AEIS 1999-2000.

Level*												
Grade 3												
CISD	90.9	87.5	95.5	76.5							90.9	76.5
Region 15	82.5	88.5	80.6	82.4							73.8	78.7
State	80.5	87.9	76.7	80.6							70.4	77.1
Grade 4												
CISD	72.0	95.2	80.0	90.5	83.3	95.5					64.0	86.4
Region 15	80.3	89.8	83.2	88.4	85.1	91.6					79.7	81.0
State	78.3	89.9	78.5	87.1	86.3	90.3					67.2	80.3
Grade 5												
CISD	78.9	100.0	83.3	100.0							78.9	100.0
Region 15	82.6	88.9	81.5	94.4							74.9	87.1
State	83.0	87.8	79.0	92.1							73.5	85.6
Grade 6												
CISD	85.7	100.0	95.2	95.8							85.7	96.0
Region 15	80.7	89.7	83.3	94.1							74.7	87.3
State	78.4	86.0	77.8	88.5							70.1	81.5
Grade 7												
CISD	86.7	93.3	76.7	96.8							76.7	93.5
Region 15	84.1	85.0	76.8	91.9							72.5	82.4
State	82.6	83.5	71.5	88.1							68.0	79.3
Grade 8												
CISD	93.3	86.7	66.7	90.0	86.7	75.0	100.0	93.1	93.3	76.7	53.3	70.6
Region 15	78.3	88.4	68.9	90.6	76.0	85.2	79.9	87.5	71.1	72.6	53.9	65.2
State	78.3	89.6	69.0	90.2	76.9	84.3	78.0	88.2	70.2	71.8	53.7	64.6
Grade 10												

CISD	76.9	92.6	69.2	88.9	100.0	92.6					61.5	81.5
Region 15	80.3	89.6	64.6	86.3	86.2	91.4					58.7	80.3
State	81.9	90.3	66.5	86.8	86.0	90.7					60.7	80.4

Source: TEA, AEIS 1995-96 and 1999-2000.

* Shaded areas indicate that those particular tests are not administered at those grade levels.

The percentage of all tests taken is based on each subject area combined. In 2000, mathematics performance at grade 3 was the primary reason that the percentage of students passing all tests was low. The percentage of students in grade 3 that passed the mathematics section of TAAS was 76.5. In the prior three years, however, performance on the mathematics test at grade 3 was higher.

In 1998-99, the percentage of grade 3 students passing the mathematics tests was 95.5 percent; in 1997-98, the percentage passing was 96.0; and in 1996-97, the percentage of students passing was 88.9. The overall pattern, considering the small number of students, indicates a substantial increase at most grade levels from 1996 to 2000. The preliminary results of the 2000-01 TAAS tests indicate that the overall percentage of CISD students passing all tests was 90 percent.

FINDING

CISD has a high percentage of students completing the recommended high school program. Every student starts out in the recommended program and is only moved into the minimum program if there is no other alternative. More students in CISD complete the recommended plan than in its peer districts, Region 15 or the state (**Exhibit 2-9**).

Exhibit 2-9 Percentage of Students Completing Recommended High School Program Class of 1999

Christoval	Brookeland	Apple Springs	Leggett	Meadow	Slidell	Region 15	State Average
69.0%	16.7%	0.0%	0.0%	0.0%	0.0%	23.8%	15.0%

Source: TEA, AEIS 1999-2000.

CISD continues to have a high percentage of students (57 percent) completing the recommended high school program for the class of 2000. CISD establishes the recommended high school program as the basic program for all students along with a comprehensive four-year plan to encourage all students to complete this challenging plan. Adjustments are made on an individual basis as needed to ensure a reasonable action plan for students.

The recommended high school program is a more rigorous academic program than the regular graduation plan. Under the recommended program, students must complete more credit hours in science and social studies than the regular graduation program; students also must complete Algebra I and II and Geometry and complete two credits of a language other than English. TEA publishes the percentage of students completing the recommended high school program in AEIS reports. There also is a minimum high school program that can be used to make comparisons across time and districts.

The 77th Texas Legislature passed a bill that "requires, beginning with the class of 2004-05, that students graduate with at least the recommended high school graduation program, unless the student, parent and a school counselor or administrator agree that the student should graduate under the minimum program." CISD is well ahead of the curve by making the recommended high school program the standard program for its students.

Exhibit 2-10 reports the percentage of students completing the minimum high school program for the class of 2000. Because several different plans are reported, the minimum high school program completion rate allows a good comparison. The lower the percentage of students completing the minimum high school plan, the higher the percentage of students completing the challenging high school plans. The Individual Education Plan (IEP) for special education students is not considered a minimum plan.

Exhibit 2-10
Percentage of Students Completing Minimum High School Program
Class of 2000

Leggett	Christoval	Meadow	Apple Springs	Brookeland	Slidell	Region 15	State Average
28%	43%	45%	50%	75%	77%	60%	57%

Source: TEA fall PEIMS submission 2000.

The district publishes class rankings after every semester. During interviews, the staff told the review team that it felt the public ratings encouraged healthy competition to excel within the student body. Only Leggett ISD has a lower percentage of minimum-plan graduates. Given that CISD and the peer districts are all relatively small, some large fluctuations in percentages can be expected from year to year.

COMMENDATION

CISD challenges all high school students to achieve at the highest level by making the recommended high school program the standard program for students.

FINDING

The high school counselor actively encourages CISD students to strive for academic success and pursue post-secondary education opportunities at state universities. She meets with the parents of each senior before school starts in September, either by telephone or at her office. There is a standard set of questions for parents, including:

- Do they want their child to go away to school or stay at home?
- What type of school do they want their child to attend?
- What type of financial assistance will they need?

The counselor then provides information on the financial aid that is available, such as the Texas Grant program. Additionally, the parents are provided with information about the schools around the state.

The counselor then meets with the students and asks the same set of questions. This ensures that the parents and students have the same goals. When there is a discrepancy, the parent and student are counseled together in the hope that the differences can be addressed and resolved. All conferences and any paper work the counselor might have on a particular student are documented and filed so that they may be readily accessed.

The most popular program offered by the CISD counselor is the "College Day." A tour of the college a student wishes to attend is set up. College Day includes a tour of the campus, a meeting with someone in the financial aid office and a meeting with an academic advisor in the student's desired field of study. Parents are encouraged to come. The counselor stated that this strategy had been extremely successful in that it takes some of the mystery out of "going away to school." The students seem to be very comfortable when they go off to college. The counselor's goal not only is to encourage students to go to college but also to increase the likelihood that they will stay in college.

Additionally, the counselor encourages parents to go college if that is their wish. The counselor will assist them with their application. There are a number of parents and former CISD students going to college at the same time.

COMMENDATION

CISD actively supports its high school seniors and their parents in preparing for college and in their attempts to ensure future success.

FINDING

CISD TAAS scores have significantly improved over a five-year period. Between 1996 and 2000, TAAS scores increased in CISD, Region 15 and the state overall, as shown in **Exhibit 2-13**.

Exhibit 2-13
Percentage of Students Passing TAAS, All Tests Taken (Grades 3-8, & 10)
1995-96 through 1999-2000

District	1995-96	1996-97	1997-98*	1998-99**	1999-2000	Percent Change from 1996 to 2000***	Percent of Students Tested 2000
Slidell	68.6%	74.2%	69.8%	69.5%	67.7%	-1.3%	92.1%
Meadow	55.6%	56.9%	70.9%	74.2%	67.9%	22.1%	89.6%
Christoval	74.1%	85.8%	78.7%	83.3%	87.7%	18.4%	89.5%
Apple Springs	74.7%	75.0%	85.2%	84.4%	79.3%	6.2%	88.1%
Brookeland	66.4%	67.2%	85.4%	77.9%	84.2%	26.8%	83.9%
Leggett	45.0%	52.3%	53.0%	63.6%	73.3%	62.9%	76.7%
Region 15	69.0%	76.2%	73.6%	80.7%	82.2%	19.1%	90.6%
State	67.1%	73.2%	73.1%	78.1%	79.9%	19.1%	90.2%

Source: TEA, AEIS 1996-2000.

**Recalculated from original posting to include special education and grade 3 and 4 Spanish TAAS.*

*** Recalculated from original posting to include special education and grade 3-6 Spanish TAAS.*

**** Percent Change is defined as 2000 minus 1996 divided by 1996.*

In 1996, CISD had the second highest percentage of students passing all tests taken compared to its peer districts, Region 15 and the state. By 2000, the percentage of students passing all tests taken increased by about 18.4 percent moving CISD to the top of its peer districts and higher than the state average. While CISD did not have the largest rate of improvement, the increase is substantial, especially given the relatively high starting point.

The improvement in TAAS scores at CISD is a result of a comprehensive, targeted approach to teaching students the Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum that is aligned to the TAAS. The elementary school principal said that teachers identify students who are having difficulty and provide individual, one-on-one instruction, remediation lessons and tutoring opportunities for these students. The district also uses computer software programs that help students improve their skills. The Elementary Campus Improvement Plan (CIP) states as a goal that "test scores will be as follows: 90 percent of students will pass each TAAS test at each grade level...." The district also sets as goals to improve schoolwide writing and to continue to closely align the curriculum between grade levels and the TAAS test.

CISD uses a variety of methods and initiatives to ensure high performance on TAAS including Saxon Math and Saxon Phonics. The district also has been awarded technology grants such as the Telecommunications Infrastructure Fund to obtain computers for instruction. One program, Accelerated Reader (AR), has had a significant impact on improved student performance. With this program, the district made reading a number-one priority. AR is a computerized program that assists teachers in recording the reading and comprehension levels of each student, helps teachers develop individual plans and assists students with their reading. The program is designed to increase the number of books a student reads and to gradually increase the difficulty level. The program also provides students with rewards for reading books and encourages students to take books home to read with their parents. While the district has not formally evaluated the effectiveness of the program, informal evaluations, performance on TAAS and teacher opinion indicate that this program is successful in increasing reading comprehension.

COMMENDATION

CISD has implemented several instructional initiatives that have improved overall student performance.

FINDING

The percentage of students completing advanced courses in CISD has declined. While TEA lists courses designated as "advanced" in its AEIS glossary, the designation of "completion" is dependent upon district standards. The rate of completion at the state level has been uneven, but was at approximately the same level in 1999 as in 1996 (**Exhibit 2-11**). Similarly, the percentage of students taking either the ACT or SAT has declined only slightly at the state level, but has decreased by 22.9 percentage points in CISD.

Exhibit 2-11
Percentage of Students Completing Advanced Courses and
Taking College Entrance Examinations
1996 through 1999

	Percent Complete Advanced Course				Percent Tested College Entrance			
	1996	1997	1998	1999	1996	1997	1998	1999
Christoval	21.0%	20.9%	15.1%	4.9%	80.0%	82.6%	59.1%	57.1%
State	17.3%	19.6%	18.9%	17.5%	64.7%	63.6%	61.7%	61.8%

Source: TEA, AEIS 1996-2000.

CISD has alternated in providing physics one year and anatomy and physiology the next year. In the 2001-02 school year, the district is offering both courses as well as advanced biology.

While TAAS is a good measure of basic and some advanced skills, it tests only reading and mathematics in most grade levels. There has been no published information linking success on TAAS to accomplishments in college. On the other hand, as documented by the College Boards, which publishes the Scholastic Aptitude Test, a college entrance examination, completing advanced courses is a significant predictor of success on the SAT and success in college.

The district's rate of success on college entrance examinations also has declined. The percent of students scoring at or above TEA's established criterion points, which is 1,105 for the SAT and 21 for the ACT, has declined since 1996 (**Exhibit 2-12**). Some instability is expected due to relatively small numbers of students. This percentage has increased slightly at the state level. While the state average ACT score has increased slightly from 1996 to 1999, the CISD average has declined.

Exhibit 2-12
Percentage of Students Over College Criteria and Mean ACT Score
1995-96 through 1999-2000

	Percent At/Above College Criteria				Mean ACT Score			
	1996	1997	1998	1999	1996	1997	1998	1999
Christoval	25.0%	21.1%	7.7%	16.7%	19.5	19.7	18.2	19.1
State	26.3%	26.6%	27.2%	27.2%	20.1	20.1	20.3	20.2

Source: TEA, AEIS 1996-2000.

The district encourages all of its students to take the college entrance exams. According to the district, the decline in the completion of both advanced courses and college entrance exams can be attributed to a fluctuation in the academic make-up of the small class from year to year.

CISD is implementing a distance-learning program for advanced courses that is scheduled to be in place for 2001-02. In April 2001, there was considerable work to be done to complete a facility for the program.

CISD also is in close proximity to two institutions of higher education that offer advanced-level courses. The district encourages students to take advanced courses at both Howard College and Angelo State University. However, the district does not currently have any students taking advantage of this opportunity.

The interviews with the superintendent confirmed the difficulty of obtaining teachers for small numbers of students. Like other small districts, CISD has trouble financially justifying specialized teachers for small numbers of students. In addition, using one teacher to teach multiple subjects - a common practice in small schools - makes planning for lessons, especially in advanced courses, very difficult since multiple preparations are required.

Another new way that districts have encouraged students to take more advanced courses is to become part of the Texas Scholars Program, managed by the Texas Business Education Coalition (TBEC). Since 1992, the Texas Scholars is a program designed to motivate all students to complete more rigorous coursework. Working with the local business community, the program coordinators stress the value of completing the recommended high school program. Program participants receive recognition. The program conducts annual awards ceremonies to recognize all Texas Scholars' program participants. The program also promotes the Texas Grant Program, which provides full tuition and fees

for eligible low-income students who complete the recommended high school program. CISD's high school counselor conducts two parent meetings each year to discuss the Texas Scholars Program and goes into the classroom to review the program with students.

Recommendation 10:

Explore innovative ways to offer advanced courses to small numbers of students including distance education and sharing teachers who can teach advanced courses with neighboring districts.

Since CISD is near other small districts with similar needs, the district possibly could share specialized teachers with neighboring districts. CISD can identify all staff qualified to teach advanced courses and upper-level courses. For instance, the district may identify a qualified science teacher and share this teacher with one neighboring district. CISD would pay one-half of the teacher's salary and one-half of the mileage costs. In exchange, the neighboring district could provide another teacher to teach advanced courses in CISD.

To increase the number of students taking advanced courses, the district may be able to host a distance-learning class for students in other districts, and earn income from participating districts.

Courses offered would vary every two years to ensure more complete coverage of advanced instruction. For example, Calculus AB and Chemistry could be offered in 2001-02 and Computer Science I and Physics B in 2002-03. Course offerings would depend to a large extent on teacher and distance-learning course availability.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent assesses the qualifications of all certified personnel and identifies all teachers who can teach advanced courses.	October 2001
2.	Superintendent enters into cooperative arrangement with other districts.	November 2001
3.	The superintendent contacts the San Angelo Business Education Coalition to allow CISD to become part of the Texas Scholars Program.	November 2001
4.	Superintendent implements the cooperative itinerate teacher program for advanced courses and monitors its success.	January 2002

FISCAL IMPACT

The cost of this recommendation is dependent upon the establishment of a cooperative arrangement with nearby districts. The fiscal impact is estimated by assuming that two currently employed teachers will be shared with a neighboring district. Each district will continue to pay the same salary; no additional salaries are incurred. An additional amount of approximately \$5,040 is included to account for 180 travel days at an average of 50 miles per day per teacher at a rate of 28 cents per mile. The mileage costs will be divided between two districts, so the cost for each district is \$2,520. The first year would cover only the second semester.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Explore innovative ways to offer advanced courses to small numbers of students including distance education and sharing teachers who can teach advanced courses with neighboring districts.	(\$1,260)	(\$2,520)	(\$2,520)	(\$2,520)	(\$2,520)

Chapter 2

EDUCATIONAL SERVICE DELIVERY

B. SPECIAL PROGRAMS

Educational programs like special education, gifted and talented education, bilingual/ESL education and compensatory education are provided in Texas schools to meet the requirements of students with special needs. In addition, career and technology programs are offered to allow students to gain entry-level employment with the skills necessary to enter a high-skill, high-wage job or continue with post-secondary education once they graduate from high school.

Special Education

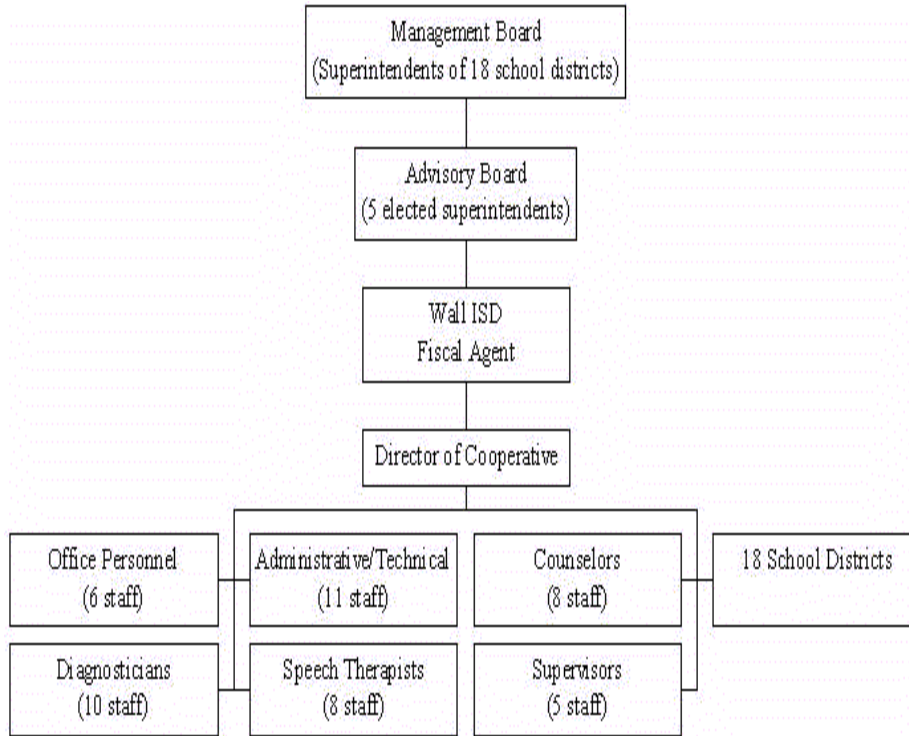
The federal Individuals with Disabilities Education Act (IDEA) requires districts to provide appropriate public education for all children with disabilities regardless of the severity of the handicap. Education is to be provided in the least restrictive environment, and students with disabilities are to be included in state and district assessment programs. This law, which is designed to protect children and parents in the educational decision-making process, requires districts to develop an individualized education plan (IEP) for each child. The IEP should include the input of regular-education teachers and be clearly aligned with those of children in general classrooms.

CISD is a member of the Small Schools Cooperative (cooperative). The cooperative is one of 137 shared-service arrangements in the state designed to assist member districts in serving and providing educational services to all students with disabilities, ages birth through 21. The cooperative includes 18 school districts and serves approximately 1,500 students.

Exhibit 2-14 presents the organizational chart for the cooperative. The management board of the cooperative is composed of superintendents from each member school district. The management board meets twice each year and elects members to serve on the cooperative's advisory board. The advisory board meets monthly and is led by the superintendent of the cooperative's fiscal-agent district. The advisory board's role is limited to decisions involving the daily operations of the cooperative.

Wall ISD serves as the fiscal agent for the cooperative. As fiscal agent, Wall is responsible for making all applications necessary to qualify and receive funds for the cooperative and for preparing all budgets on behalf of the cooperative.

**Exhibit 2-14
Small Schools Special Education Organization**



Source: 1999-2000 CISD Department of Special Education.

Exhibit 2-15 shows CISD, Region 15, the state and peer-district special education program enrollment information for 1998-99 and 1999-2000, as reported in the AEIS reports.

**Exhibit 2-15
Number and Percent of Special Education Students and Teachers
CISD, Peer Districts, Region 15 and State
1998-2000**

District	Special Education Student Enrollment				Special Education Teachers (FTEs)			
	1998-99		1999-2000		1998-99		1999-2000	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Leggett	52	21.8%	58	22.7%	2.5	12.7%	2.6	13.5%
Apple Springs	49	20.2%	54	20.4%	4.5	18.1%	4.5	16.8%
Christoval	75	19.8%	70	18.5%	4.0	12.9%	4.0	12.6%

Brookeland	59	17.5%	58	16.7%	1.8	5.9%	1.8	5.9%
Meadow	32	9.5%	42	12.6%	1.8	6.0%	1.5	5.4%
Slidell	53	16.8%	63	17.2%	2.0	6.7%	2.1	6.5%
Region 15	7,428	14.4%	7,178	14.0%	381.5	9.9%	377.2	9.7%
State	476,712	12.1%	482,427	12.1%	24,744	9.5%	25,784	9.6%

Source: TEA, AEIS 1998-99 and 1999-2000; Small Schools Cooperative, San Angelo.

Overall, there is a wide range between CISD and its peer districts in the number and percentages of students receiving special education services and the number of special education teachers reported in the AEIS reports. For 1999-2000, CISD has the third highest percentage of students enrolled in special education (19.8 percent), six percentage points higher than the percentage of students statewide identified as receiving special education services. The majority of students are students with a learning disability. CISD also has the third largest percentage of special education teachers.

Exhibit 2-16 shows that CISD ranks third in the percentage of actual expenditures allocated to special education, but first in the per-pupil expenditure amount. CISD spends \$5,806 per special education student. This amount is higher than all other peer districts, slightly lower than the state average of \$5,937 per student and lower than the average expenditure of three of its peer districts.

Exhibit 2-16
CISD Actual Expenditures for Special Education
CISD, Peer Districts, Region 15 and State
1999-2000

District	Number of Students Enrolled	Actual Special Education Expenditures	Percent of Actual Expenditure	Per Student Expenditure
Leggett	58	\$274,052	22.6%	\$4,725
Apple Springs	54	\$272,892	20.0%	\$5,054
Christoval	70	\$406,395	17.7%	\$5,806
Slidell	63	\$243,314	13.4%	\$3,862
Brookeland	58	\$248,582	12.2%	\$4,286

Meadow	42	\$87,873	5.0%	\$2,092
Region 15	7,178	na	NA	NA
State	482,427	\$2,863,938,472	15.2%	\$5,937

Source: TEA, AEIS 1999-2000, 1999 Actual Expenditures from PEIMS.

Exhibit 2-17 contains definitions of the primary instructional arrangements.

Exhibit 2-17
CISD Students Enrolled in Special Education
Instructional Arrangement Definitions
1999-2000

Description of Basic Programs
<p><i>Mainstream</i> - To ensure the least restrictive environment appropriate for each student, district personnel first consider providing services in regular education with supplementary aids. Students with disabilities who spend all of their classroom hours in a regular classroom are called "mainstreamed."</p> <p><i>Resource</i> - These students have a combination of regular classes and resource classes. In a resource class, some students are pulled out from the regular classroom for specific instruction or tutoring.</p> <p><i>Vocational Adjustment class (VAC)</i> - This setting provides educational and vocational services to eligible secondary students. Students are instructed in job-readiness skills.</p> <p><i>Self-Contained classes</i> - If a student's disability is so severe that satisfactory education cannot take place in a regular classroom, the student will be served in a separate "self-contained" classroom.</p> <p><i>Behavior Management Units</i> - (BIP) Special education students who are disruptive in the regular classroom are sent to the BIP, a separate classroom that serves as an in-school alternative placement classroom primarily for emotionally disturbed students.</p> <p><i>Adaptive Physical Education</i> - These classes provide specialized physical education curriculum for students who are unable to benefit from the regular physical education program.</p> <p><i>Homebound</i> - This program provides at-home services for students at all grade levels that cannot attend school because of illness, injury or expulsion.</p>

Source: TEA Division of Special Education.

Ten CISD special education students are mainstreamed, and 37 are in resource. Elementary students primarily are served through a pullout program and provided with targeted instruction in the resource classroom. In grade 5, students are transitioned into an inclusion program so they can adapt to the services provided in junior and high school. Inclusion is used in grades 6 through 12.

FINDING

The cooperative provides services in a timely and professional manner to participating CISD students. The cooperative provides a wide range of services that include initial student assessment, equipment, special units, staff training, software and legal updates. In addition, the cooperative hires teachers and aides for multi-district classes, interpreters for the deaf, contracts with a child/adolescence psychiatrist, psychologists and counselors, physical therapists and occupational therapists. Homebound services also are provided. The cooperative operates several multi-district classes designed to meet the needs of these students. These units are housed in various locations throughout the member districts.

The most valuable services mentioned by staff include the availability of expert diagnosticians, therapists and psychologists; training materials and literature related to various special education topics; and periodic updates to current state and federal regulations and laws. The cooperative also provides special education units that meet the needs of all CISD students. The director of the cooperative said that district staff is committed to serving the needs of students and shares responsibility with the cooperative staff.

The cooperative's staff keeps district staff informed regarding legal updates or mandates. Teachers in CISD also said that if they need materials or need to discuss a specific situation, they can call the cooperative's staff and together they find solutions to issues or problems. Cooperative staff also works closely with Region 15 to provide services to all member districts. Over 60 percent of parents agreed or strongly agreed that CISD has an effective special education program. Ten percent disagreed, and only 5 percent strongly disagreed.

The cooperative provided a technology-based education system, INVEST Learning, for every member district. The cooperative purchased both the hardware and software for each of the member districts. The program was installed on a server so additional computer stations can be added in the future.

COMMENDATION

CISD's participation in the Small Schools Cooperative provides excellent services to the district's special education students.

FINDING

CISD does not use adequate pre-referral intervention strategies in regular education. The cooperative provides helpful information for teachers regarding several special education topics like assessment and referrals transitions, but the training does not focus on preventing unnecessary referrals. To serve the multiple needs of all students with disabilities and to comply with IDEA's requirements, derived from Public Law 101-15, the 1997 amendments to the Individuals with Disabilities Education Act, an effective special education program should implement pre-referral intervention practices in regular education. When a student experiences an academic problem in the regular education program, an intervention can and should occur to solve the problem. If steps taken to solve the problem by the regular education teacher do not produce results, the problem should be referred to special education staff.

Though teachers provide services for students who are experiencing difficulties, these are not necessarily coordinated or reported. The special education teachers said that the district has made some efforts in implementing pre-referral practices. One teacher said "In the past, we used to send the students to the special education teacher. Now, we think about it a little more. We try to figure out what we can do...." No campus-level committee exists to assess students' needs before they are referred to special education. CISD's pre-referral process does not identify a designated coordinator at each school.

Many districts in Texas have implemented successful pre-referral systems. Grape Creek ISD has instituted a pre-referral system in the elementary school. A special education pre-referral committee was formed. This committee meets when a teacher requests a meeting or when a student is being considered for referral. A form, Pre-Referral Checklist for Regular Classroom Teachers, is used to ensure that educational efforts and strategies are provided and/or considered for the student prior to referral to special education. These efforts also are documented for future reference.

Mount Pleasant ISD (MPISD) established the Campus Intervention Team (CIT), designed to "...provide strategies for intervention when a need begins to arise for any student." Each CIT is made up of one Maximum Achievement Learning Lab (MALL) teacher, the school counselor, the student's classroom teacher and the principal. Once a teacher fills out a pre-referral form on any student with difficulties, the committee conducts

a meeting to discuss the student's needs. The goal of this process is to identify, document and implement intervention strategies, always considering the least restrictive alternatives first. According to principals and teachers in MPISD, in 75 to 80 percent of cases, school modifications accomplish needed results with the least restrictive environment for the student.

Recommendation 11:

Create intervention teams at the elementary and secondary schools to refine, enhance, develop and monitor pre-referral practices.

Each school should identify a group of teachers that can serve on a team to implement pre-referral practices.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	Each school principal establishes a Campus Intervention Team (CIT) made up of teachers and determines who will serve on the team.	October 2001
2.	The director of the Small School Cooperative arranges for staff development for all CIT members.	November 2001
3.	Campus principals conduct monthly meetings with the CIT to discuss the effectiveness of the team and to provide continuous feedback.	November 2001
4.	The principal informs parents about CIT procedures.	December 2001
5.	The director of the Small School Cooperative periodically evaluates the CITs to ensure they are actively involved in pre-referral activities and are making appropriate decisions.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The percentage of Hispanic special education students is not representative of the total population of Hispanic students in the district. **Exhibit 2-18** shows the percentage of Hispanic students in the district and the percentage identified for special education services. Hispanic students are over-represented in the special education program.

Exhibit 2-18
CISD Special Education by Student Group
2000-01

District	Anglo Student Enrollment		Hispanic Student Enrollment	
	Percent of Total District Enrollment	Percent of Total Enrollment in Special Education	Percent of total District Enrollment	Percent of Total Enrollment in Special Education
Christoval	81.7%	71.4%	17.7%	27.1%

Source: TEA, AEIS 1999-2000 and TEA Special Education Division.

The Special Education Data Analysis System, developed by TEA, conducts a district-level analysis of potential ethnic disproportions of student populations served in special education. The data analysis system analyzes the percentage of students enrolled in the district's special education by student group. Risk levels range from "1" to "4." A risk level "0" means that a student-group's distribution in the special education program is within appropriate margins. A level "1" indicates that there is a slight discrepancy. A risk level "4" will trigger a special investigation and, perhaps, a visit from TEA. CISD received a risk-level rating of "3" regarding the percentage of Hispanic students enrolled in the special education program.

This over-representation of Hispanic students in the special education program could signal problems with the identification or pre-referral systems used by the district. In the Corpus Christi ISD, for example, the Department of Education's Office of Civil Rights found that language biases were contributing to over-representation and that assessment and parent communications in Spanish were needed to remove those biases.

Recommendation 12:

Examine the over-representation of specific student groups in special education and ensure that all students are properly assessed and identified to receive special education services.

Assessing the overall referral system and ensuring that services are adequately provided to all students before they are identified to receive special education services will reduce the overrepresentation of specific student groups.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the special education teachers to review the district's referral process.	October 2001
2.	The director of the cooperative and the diagnosticians work with district staff to identify areas of weakness that may contribute to an overrepresentation of Hispanic students in the special education program.	October 2001
3.	The teachers, diagnosticians and the director of the cooperative make necessary modifications to ensure that overrepresentation does not occur.	October - December 2001
4.	The director of the cooperative and the teachers periodically review the number of students identified for special education to ensure that all students are properly identified.	Fall 2002 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Gifted and Talented

Texas state law requires all school districts to identify and provide services for gifted and talented students. Section 29.122 of the Texas Education Code (TEC) states that school districts "shall adopt a process for identifying and serving gifted and talented students in the district and shall establish a program for those students in each grade level." In 1990, the State Board of Education (SBOE) adopted the *Texas State Plan for the Education of Gifted/Talented Students*. This plan is a guide for meeting the law's requirements. In 1996, the SBOE updated the plan to incorporate TEC Section 29.123 requirements. The updated plan forms the basis for program accountability for state-mandated services for gifted and talented students.

Exhibit 2-19 shows enrollment figures and expenditure amounts for the gifted and talented program in CISD and its peer districts.

Exhibit 2-19
Number and Percent of Gifted/Talented Students and Teachers
Actual 1999-2000 Expenditures
CISD, Peer Districts, Region 15 and State
1999-2000

District	G/T Student Enrollment		G/T Teachers		Expenditures for G/T	
	Number	Percent	Number*	Percent	Expenditure	Per

						Student
Brookeland	5	1.4%	0.2	0.6%	\$8,968	\$1,794
Apple Springs	9	3.4%	0.5	0.5%	\$11,960	\$1,329
Christoval	55	14.6%	0.0	0.0%	\$21,123	\$384
Leggett	25	9.8%	0.0	0.0%	\$6,132	\$245
Slidell	30	8.2%	0.0	0.0%	\$6,447	\$215
Meadow	22	6.6%	0.0	0.0%	\$4,673	\$212
Region 15	3,830	7.5%	60	1.5%	N/A	N/A
State	336,532	8.4%	5,853	2.2%	\$319,880,467	\$951

Source: TEA, AEIS 1999-2000, 1999-2000 Actual Expenditures from PEIMS.

**Expressed in Full-Time Equivalents.*

CISD ranks third, at \$384, among its peer districts in funds spent per student. This amount is significantly lower than the state average expenditure per gifted and talented student. CISD has three teachers with a gifted and talented certification teaching gifted and talented students. Additionally, the district encourages its non-certified teachers to take gifted and talented courses as part of their staff development. TEA does not report actual expenditure data for regional service centers.

FINDING

While CISD has made significant progress since a 1998 TEA District Effectiveness and Compliance (DEC) visit, some areas of weakness in their gifted and talented program still exist.

The 1998 DEC visit indicates that the district was not meeting all components of the State Plan regarding the gifted and talented education program. Specifically, the DEC visit identified areas of weakness that include the process of selecting students and the array of learning opportunities available for gifted and talented students. Since 1998, the district has continued to make improvements in the gifted and talented program. The identification process is now documented, and the Gifted and Talented coordinator described how students are nominated and how they are assessed. However, both the superintendent and counselor had concerns about the overall high number of gifted and talented students, but

did say that this percentage was coming down due to better identification procedures. One goal stated in the 2000-01 DIP is "to enhance the Gifted and Talented Program."

In CISD, gifted and talented elementary students are served through a pullout program, one hour per week. This program began in 2000-01. The high school principal said that the middle and high school students primarily are served in the regular classrooms, and are provided enrichment opportunities as available. Some advanced placement courses are offered, and the principal said that the district would start a pre-AP class for 7th grade students in 2001-02.

The high school offers a gifted and talented class, but the Spring 2001 schedule indicates that no students were enrolled in the class. The high school principal said that with other courses and extracurricular activities, it is difficult to attract students to take the class. The principal said that the district is in the process of improving the program's instructional approach in the middle and high schools. High school students are served through advanced placement courses. While the elementary program has made significant improvement in the gifted and talented program by implementing a pullout program and providing service to gifted students once a week, the middle and high school programs still need improvement.

The district does not have updated curriculum guides for any of the gifted and talented classes. The coordinator, who also is an elementary and gifted and talented teacher, compiles teaching strategies and materials from the Internet and other sources. The coordinator said that there is no regional cooperation regarding gifted and talented education and that increased communication with other schools in the area is needed.

CISD is a member of Region 15's Shared Services Agreement for Gifted and Talented Education. In 2000-01, the district paid \$1,981 for this membership. As a member, the district has a written contract that specifies that the district should receive assistance with district and regional planning, assistance in program evaluation, assistance with identification of potential student participants and staff development. The agreement also stipulated that Region 15 will assist the district in the development of a curriculum for the gifted and talented learner. The contract further states that the service center is responsible for evaluating the program and for assisting in the creation and purchase of gifted and talented curriculum material. With the exception of staff development provided by Region 15, the review team found no evidence that any of these contract stipulations have been met. The superintendent, however, said that he was satisfied with the services received. Region 15's Web site includes information

helpful for program coordinators and has many links to sites that offer curriculum information for gifted and talented programs.

Several ESC regions have established cooperative relationships with neighboring districts. Region 17 established an Advanced Academic Cooperative. As a member, districts receive training, legal updates, demonstrations, on-site technical assistance, a resource library for gifted and talented education and advanced academics and become members of the regional gifted and talented advisory council. Other services also are available. Member districts pay a fee per student (with a total minimum of \$500 and a maximum of \$5,000 or \$7,500, depending on services requested). Region 5 has established an Advanced Academic Services Cooperative with area schools.

Other pilot projects in the state are combining technology and educational delivery for gifted and talented students as well. As part of the Comptroller's e-Texas initiative, four school districts, Paris, Plainview, Pharr-San Juan-Alamo and Donna are participating in a pilot internet program designed to take advantage of the technology offered in the 21st century that can open many learning opportunities for Texas' students. The project is coordinated by the Comptroller's office with the help of The University of Texas' High School Distance Learning Center, the Texas Association for the Gifted and Talented, IBM and Cisco Systems. IBM is providing laptop computers, a server and special software to each participating school district. Cisco Systems will provide technical support to access the Internet. Both companies have been successful nationally and internationally with education-related projects. This initial pilot project specifically targets gifted and talented students.

Recommendation 13:

Fully implement the *Texas State Plan for the Education of Gifted/Talented Students*.

Full implementation of the *Texas State Plan for the Education of Gifted/Talented Students* will result in a cohesive program that effectively addresses the concerns expressed by both parents and teachers. This recommendation can be accomplished in a number of ways. One approach is to develop the resources and approaches wholly within CISD. By creating an internal taskforce of teachers and administrators, CISD can focus on achieving full implementation of the State Plan. This five-member committee, which includes four teachers and one administrator, will be charged with developing a plan to fully implement the State Plan in CISD.

The district should continue the contracted agreement with Region 15, but also actively pursue a relationship with neighboring districts to create an Advanced Academics Cooperative. Region 15 can participate in this cooperative after a review is made regarding the contract with Region 15 and the services that were provided to the district. Through this cooperative, districts could share teachers, curriculum and other resources. A summer exchange program would help gifted and talented teachers. Because the development of a cooperative arrangement is more long-term, the bulk of the implementation strategies and fiscal estimates are based on an internal development.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent creates a district-level Advanced Academics advisory committee.	October 2001
2.	The Advanced Academics advisory committee conducts a needs assessment of the gifted and talented program. The committee reviews CISD's current contract with Region 15 and makes recommendations regarding its effectiveness.	October - November 2001
3.	The committee determines the extent to which each school in the district is implementing the recommendations in the <i>Texas State Plan for the Education of Gifted and Talented Students</i> (State Plan.)	Fall 2001
4.	The Advanced Academics advisory committee develops a three-to-five year plan for achieving exemplary status as outlined in the State Plan and secures staff and board approval.	Ongoing
5.	The Advanced Academics committee develops measures to ensure that the district follows the State Plan and principals incorporate these measures into the campus improvement plans.	September 2002
6.	The superintendent takes the lead to approach neighboring districts to create an Advanced Academics Cooperative that would create the means to share teaching staff, services and expertise. Region 15 can be part of this cooperative.	Ongoing
7.	The Advanced Academics advisory committee contacts other school districts with exemplary, cost-effective, gifted and talented programs and other Regions that have Advanced Academic Cooperatives.	Ongoing

FISCAL IMPACT

This recommendation would have an annual cost of \$2,200. This amount includes a stipend of \$250 for each of the four teachers on the committee. An additional \$1,200 is set aside to cover travel expenses and registration fees for one state conference per year.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Fully implement the <i>Texas State Plan for the Education of Gifted/Talented Students</i> .	(\$2,200)	(\$2,200)	(\$2,200)	(\$2,200)	(\$2,200)

Career and Technology Education

Texas Administrative Code (TAC) chapter 74 subchapter A requires school districts to offer career technology education courses selected from three of eight career and technology areas: agricultural science and technology, business, health science technology, home economics, technology/industrial technology, marketing, trade and industrial and career orientation.

This *State Plan for Career and Technology Education 2000-2002*, required under Texas Education Code (TEC) §29.182, was developed as a guide to assist school districts in their efforts to offer effective career and technology education programs that prepare students for further education and eventual employment. The plan is based on the premise that a rigorous academic foundation contributes to success in school and in life, that all students should be provided equal opportunities to succeed and that career and technology education should complement and enhance academic preparation by enabling students to apply academic principles to a variety of community and career situations.

Exhibit 2-20 presents the number and percentage of students enrolled in career and technology courses in CISD, its peer districts, Region 15 and the state.

**Exhibit 2-20
CISD Students, Teachers and
Actual Expenditures for Career and Technology
CISD vs. Peer Districts
1999-2000**

District	Number and Percent of Students Enrolled	Number and Percent of CATE Teachers	Actual Career and Technology Expenditures	Percent of Actual Expenditure	Per Student Expenditure
-----------------	--	--	--	--------------------------------------	--------------------------------

	Number	Percent	Number	Percent	Amount	Percent	Amount
Christoval	169	44.7%	2.7	8.6%	\$120,371	5.2%	\$712
Brookeland	94	27.1%	2.8	9.0%	\$117,109	5.7%	\$1,246
Meadow	89	26.6%	1.9	6.9%	\$204,972	11.6%	\$2,303
Slidell	96	26.2%	2.1	6.4%	\$74,715	4.1%	\$778
Apple Springs	51	19.2%	2.3	8.5%	\$81,233	5.9%	\$1,593
Leggett	31	12.2%	0.8	4.3%	\$50,332	4.2%	\$1,624
Region 15	11,645	22.8%	213.1	5.5%	N/A	N/A	N/A
State	741,806	18.6%	11,445	4.3%	\$759,455,669	4.0%	\$1,024

Source: TEA, AEIS 2000 Reports, PEIMS 1999 Actual Expenditure Report, CISD's 2000-01 course offerings guide including course listings for Agricultural Science and Technology, Family and Consumer Services, Office Education and Tech/Prep courses.

CISD has the largest percentage of students enrolled in career and technology courses, 44.7 percent, when compared to its peers, Region 15 and the state. CISD's \$712 expenditure per student is about \$300 lower than the state average expenditure per student. TEA does not publish actual expenditure data for ESCs.

FINDING

The district provides direction to its students through its career and technology program. A career vocational test is given to all students in grade 8. Additionally, a careers class is mandatory for all students. The district also is involved in a career shadowing class and career assessment counseling. **Exhibit 2-21** details CISD's school-to-career course offerings.

Exhibit 2-22 CISD School-to-Career Course Offerings 2000-01

Vocational Agriculture	
Course Offerings Introduction to World Agricultural Science and Technology	Introduction to Agricultural Mechanics

Applied Agricultural Science and Technology	Introduction to Horticulture Science Wildlife and Recreational Management Plant and Animal Science
Family and Consumer Sciences	
Course Offerings Personal and Family Development Individual and Family Living/Preparation for Parenting	Nutrition and Food Science Interior Design Food Science and Technology Apparel
Office Education	
Course Offerings Business Computer Information Systems Computer Science	Computer Science I Accounting Technology Applications
Tech Prep	
Course Offerings One dual course offered with Howard College	

Source: Christoval ISD course catalog.

The district's Tech Prep program is being updated with additional articulation courses. Tech Prep is a sequence of Vocational/Technical courses that can be taken for college credit leading to an Associate Degree and beyond. An articulation agreement is a formal written contract between a public school district and a post-secondary institution that establishes a program to provide the opportunity for students from the district to receive college credit. The district currently has an articulation agreement with Howard College. The district's technology teacher is certified and will be teaching the higher-level courses. A second technology teacher will begin in 2001-02 and will teach the lower-level technology courses.

COMMENDATION

CISD provides comprehensive Agricultural Science, Family and Consumer Services courses and is working to broaden the technology course options.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

C. ALTERNATIVE EDUCATION PROGRAMS AND DROPOUT PREVENTION

Ensuring all students receive a quality education and graduate from high school should be the primary goal of all schools. Accurately tracking students who leave school is critical to the district achieving this goal. TEA requires districts to report information on students who leave school. That information is used to determine a district's dropout rate. Districts must use the guidelines in the TEA Leaver Codes and Definitions to report information on students who withdraw from school. School districts also must develop a comprehensive dropout prevention plan that addresses how schools will work to prevent students from dropping out of school.

In Texas, state-funded compensatory programs began in 1975 with the passage of House Bill 1126. In 1997, Section 42.152 of the TEC was amended to include reporting and auditing systems covering the appropriate use of compensatory education allotment funds. Senate Bill 1873 requires state compensatory funds, like federal Title I funds, to be supplemental in nature. State compensatory fund rules allow a great deal of flexibility for identifying students and creating successful programs.

Funds are distributed on the basis of the number of economically disadvantaged students, but the students served do not need to be economically disadvantaged. In fact, any student meeting one of several different criteria may receive services. The students served by the state compensatory program are designated as at-risk.

CISD provides special support for students at risk of dropping out and students who are not performing at grade level through targeted compensatory education or accelerated programs. These programs refer to the need to bring students up to grade level performance in some cases.

FINDING

The district's annual dropout rate is within the Exemplary range of 1 percent or lower (**Exhibit 2-22**). The percentage of students receiving a General Educational Development (GED) certificate and the percentage of continuing students in CISD is lower than its peer districts, Region 15 and the state.

Exhibit 2-22 Graduation and Dropout Rates

**CISD, Peer Districts, Region 15 and State
1999-2000**

District	Graduated Percent	Percent with GED*	Continuing Students	1998-99 Annual Dropout Rate
Apple Springs	93.8%	0.0%	0.0%	0.7 %
Brookeland	84.6%	15.4%	0.0%	0.6%
Christoval	90.0%	0.0%	0.0%	1.0%
Leggett	83.3%	8.3%	4.2%	1.3%
Meadow	100%	0.0%	0.0%	0.0%
Slidell	87.5%	0.0%	6.3%	0.0%
Region 15	82.3%	3.6%	6.5%	1.5%
State Average	79.5%	4.0%	8.0%	1.6%

Source: TEA AEIS 1999-2000.

**General Educational Development examination is available to students 17 years or older who have no reasonable chance of earning a high school diploma. The program prepares students to earn a high school equivalency certificate through successful completion of the General Educational Development (GED) examination.*

CISD provides many opportunities for students to remain in school and be successful. It is a collaborative effort throughout the district. The district identifies and personally meets with all potential dropouts and conducts individual student performance analysis and individual student counseling. At-risk students are provided academic counseling to increase their likelihood of academic success. Every six weeks, teachers provide a status report to the parents of students identified as being at risk of dropping out of school. The teacher logs each of these conversations.

The principal also has a close working relationship with the Sheriff's Department and uses it when he needs to track a student that has been absent. Unlike larger urban schools, the small size of the high school

enables Christoval staff to be personally involved in their dropout prevention methods.

The district is a member of the Fairview Accelerated Education Cooperative (Fairview). Founded in 1994, Fairview serves students in 10 school districts. Wall ISD serves as the fiscal agent for the cooperative. To date, 153 students have graduated from Fairview, and all were classified as at risk of dropping out of school. The district is committed to the alternative program and feels that Fairview has given students opportunities that Christoval High School would not have been able to provide.

The high school improvement plan identifies activities and strategies to ensure that the dropout rate remains below one percent. One goal is to "Provide pregnancy-related services for students requiring this program," and another is to "Maintain a zero dropout rate."

COMMENDATION

CISD's dropout prevention and recovery efforts, its active relationship with local enforcement authorities and direct contact with the students and parents help ensure that CISD students are staying in school and graduating.

FINDING

The district improvement plan does not include sufficient detail to account for compensatory funds expenditures and does not include specific objectives for these programs. A CISD report states that approximately 40 percent of the \$113,750 compensatory budget for 2000-01 is directed to the Fairview Accelerated High School. This campus is an alternative learning center located about 20 miles from CISD.

A review of the district and the campus improvement plans shows these documents lack the detail required in state law and rule. For example, in the elementary school campus improvement plan (CIP), a goal is "To Improve Standardized Test Scores." There is no indication that the stated objective will be examined by student group or for at-risk students. There is no statement regarding the resources to be used to accomplish the objective of 90 percent of students passing TAAS. The "Evidence of Completion" statement describes an improvement with no amount specified rather than having 90 percent pass TAAS and references spring 2000 as the measurement point, though the goal is set for 2000-01.

A review of the 1999-2000 high school CIP also shows a lack of detail. For example, under the campus goal "To maintain a zero drop-out rate,"

one activity is to provide tutorials. The CIP names classroom teachers as the responsible persons for tutorials and lists "tutorial schedules, class space, teachers assigned to the program" as the resources allocated for the activity. The district improvement plan contains statements under "Measurable Objectives" that the activity should include outcomes such as "grades" and "TAAS scores." In the district improvement plan, there were several cases where no specific funding amount was indicated for approaches labeled as compensatory.

In a separate document labeled "Compensatory Education, 2000-2001 School Year," some information was provided that listed a total allocation by full-time equivalent (FTE) for teachers at the elementary and high school. Information contained in this document indicates that all teachers in the elementary have some portion of their salary paid by compensatory funds. This ranges from 7 percent to 50 percent. It is impossible to tell if these funds are truly being used in a supplemental fashion. This document does not contain detailed performance objectives. Instead, phrases such as "Pass the TAAS reading test" are included. At the high school level, the document lists 1.11 FTE equivalent teachers, yet the detail provided lists only about .56 FTE. Again, it is impossible to determine if compensatory funds are being used in a supplemental fashion.

According to the TEA Financial Accountability System Resource Guide (FASRG), Texas Law requires a district/campus improvement plan and is the primary record supporting expenditures attributed to the state compensatory education program. The district/campus plan should explain the goals and objectives of different compensatory education strategies at each campus. The plan also should explain budget requirements, staffing formulas, curriculum strategies, specialized needs for supplies and equipment, special programs like tutorials that enhance the regular education program and other items and services.

In some districts, certain components of district/campus improvement plans also may be evaluated in a process that is similar to a competitive proposal process, wherein campuses submit competitive plans for budget approval of special projects. District and campus managers and leadership and campus-based committees have broad discretion to design and implement compensatory education programs that best serve the unique needs of students in each campus.

Recommendation 14:

Develop campus improvement plans that address state mandates governing compensatory fund management.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs school principals to develop a campus improvement plan that meets state mandates for compensatory funds.	October 2001
2.	The superintendent provides principals the requirements in state law describing campus improvement plans.	October 2001
3.	The superintendent and principals jointly review each campus improvement plan to ensure financial requirements are met and that measurable objectives are included.	October 2001
4.	The superintendent requests a review of the acceptability of these plans from Region 15.	December 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

D. SAFETY AND SECURITY

The safety and security of students and teachers has become a critical issue on both a national and state level. For many districts, safety and security is one of the fastest growing items in the budget. In 1996-97, the state started tracking expenditures for security and monitoring services as a separate expenditure item.

CISD parents and teachers are very concerned about problems with drugs and vandalism. The results of surveys issued by the review team to CISD parents show that 43.4 percent of the parents surveyed believe there are drug problems in the district while 46.7 percent believe that vandalism is a problem. Results in the teacher's surveys show that 61.2 percent of the teachers surveyed believe that there are drug and vandalism problems. **Exhibits 2-23** and **2-24** are the survey results for teachers and parents.

Exhibit 2-23
CISD Parent Survey
Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
61.	Students feel safe and secure at school.	20.0%	60.0%	6.6%	8.3%	5.0%
62.	School disturbances are infrequent.	11.7%	66.7%	8.4%	10.0%	3.3%
63.	Gangs are not a problem in this district.	15.0%	66.7%	13.4%	5.0%	0.0%
64.	Drugs are not a problem in this district.	6.7%	26.7%	23.4%	31.7%	11.7%
65.	Vandalism is not a problem in this district.	8.3%	31.7%	13.4%	36.7%	10.0%
66.	Security personnel have a good working relationship with principals and teachers.	8.3%	28.3%	53.3%	6.7%	3.3%
67.	Security personnel are respected and liked by	8.3%	18.3%	65.0%	6.7%	1.7%

	the students they serve.					
68.	A good working arrangement exists between the local law enforcement and the district.	11.7%	55.0%	21.6%	8.3%	3.3%
69.	Students receive fair and equitable discipline for misconduct.	10.0%	53.3%	5.0%	11.7%	20.0%
70.	Safety hazards do not exist on school grounds.	5.0%	40.0%	35.0%	13.3%	6.7%

Source: TSPR Parent Surveys.

**Exhibit 2-24
CISD Teacher Survey
Safety and Security**

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
70.	School disturbances are infrequent.	11.1%	66.7%	5.6%	16.7%	0.0%
71.	Gangs are not a problem in this district.	16.7%	66.7%	5.6%	11.1%	0.0%
72.	Drugs are not a problem in this district.	0.0%	22.2%	16.7%	55.6%	5.6%
73.	Vandalism is not a problem in this district.	0.0%	27.8%	11.1%	55.6%	5.6%
74.	Security personnel have a good working relationship with principals and teachers.	0.0%	11.1%	83.3%	0.0%	5.6%
75.	Security personnel are respected and liked by the students they serve.	0.0%	0.0%	94.4%	0.0%	5.6%
76.	A good working arrangement exists between the local law enforcement and the	11.1%	66.7%	16.7%	5.6%	0.0%

	district.					
77.	Students receive fair and equitable discipline for misconduct.	11.1%	66.7%	0.0%	22.2%	0.0%
78.	Safety hazards do not exist on school grounds.	0.0%	50.0%	33.3%	11.1%	5.6%

Source: TSPR Teacher Surveys.

CISD previously had a drug testing policy for students involved in extracurricular activities. This process has been put on hold until it is determined whether it is a legal procedure. The policy requires that a student and his/her parents sign a permission form for random drug testing before the district allows the student to participate. Failure to submit to random drug testing disqualifies the student from the activity. Parents of students not participating in extracurricular activities can ask that their child be included in the random testing by completing the forms when sent home.

FINDING

CISD has addressed drug problems by allowing the Sheriff's Department to train their drug dogs on the school premises. The dogs are trained inside the high school and elementary school, the parking lots and the football field. The district also invites guest speakers, such as the county judge, to come and speak to students and faculty members at school assemblies.

CISD did not have expenditures in the area of safety and security for 1999-2000, while the state average for Security and Monitoring costs is 0.6 percent. Arrangements like the one with the Sheriff's Department allow the district to increase student safety without spending local funds.

COMMENDATION

The district allows the county to use its grounds for drug dog training in the evenings, providing drug detection services at no cost to the district.

FINDING

CISD is addressing vandalism and drug issues by having officers from the Sheriff's Department patrol both schools each day. Officers drive through school parking areas and the park across from the high school lots during school hours. Officers also conduct surprise visits to both the high school

and elementary schools, and they sometimes bring the K-9 dogs to search for drugs and alcohol on an unannounced basis. The officers also patrol the campuses during after school hours as well.

During school visits, review team members noticed the Sheriff's patrol car on several occasions. These services are provided at no cost to the district.

COMMENDATION

The district's arrangement with the Sheriff's Department improves safety and security at the schools with no monetary costs.

FINDING

The high school is located on Toe Nail Trail, which is a ranch road that leads to Eldorado and Menard. When walking home from school, students walk on the road, which makes them vulnerable to traffic going 35 to 40 miles per hour. In addition, students often walk home from evening events at the school.

Toe Nail Trail does not have significant traffic; however, there are no signs for traffic to slow down for students at specific times of the day. As the district and community grows, the traffic will most likely increase, and people who are unfamiliar with the area may not realize that children are in the vicinity.

Recommendation 15:

Request that the Texas Department of Transportation install signs restricting speed in front of the high school.

Flashing speed limit signs should increase student safety. The district should have control of the blinking lights on the sign so they can be turned on when needed. The speed limit should be reduced to 20 miles per hour when the sign is blinking.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent contacts the Texas Department of Public Safety to request two blinking speed limit signs on Toe Nail Trail in front of the high school.	October 2001
2.	The superintendent requests the patrol officer monitor speeds closely for the first month after the signs are installed.	November - December 2001

FISCAL IMPACT

The Texas Department of Public Safety will incur the cost to install the signs. There is no cost to the district for this recommendation.

Chapter 3

FINANCIAL MANAGEMENT

This chapter examines the financial management of the Christoval Independent School District (CISD) in eight sections:

- A. Fiscal Operations and Budgeting
- B. Fund Balance
- C. Payroll
- D. Risk Management
- E. Cash and Investments
- F. Fixed Assets
- G. Purchasing

Financial management in school districts involves effective planning, budgeting and managing the district's ability to maximize resources. A district's ability to perform these tasks affects its relationships with its employees, vendors, funding agencies and the local community. Financial management is most effective when resources are spent based on the district's established priorities; when internal controls are in place and operate as intended; when financial information is provided in a timely way and in useful formats; and when staff resources and technology are allocated efficiently.

Fund balances or reserve balances are established by school systems to function much like a savings account. Fund balances can serve as a source of funds in case of an emergency, a source of cash to pay bills if revenue is not available or a place to build up savings to make large purchases, such as a new computer system.

Within this overall financial framework, asset and risk management provides insurance to adequately cover the district's assets with the lowest possible premiums; cash management places district funds in investments with good interest potential, while safeguarding the district's cash; taxes are collected quickly and efficiently; and fixed assets are accounted for and safeguarded against theft and obsolescence.

The purchasing function assures that goods and services are acquired at the best price, at the right time and in the right quantity to support the needs of the district and its personnel, while complying with local, state and federal regulations. Opportunities are identified to cooperatively purchase goods with other jurisdictions when it is mutually beneficial to all parties.

BACKGROUND

School districts must maintain and operate effective financial management systems in a highly regulated environment. They must meet financial management requirements established by federal and state laws, rules and regulations. The Texas Education Agency's (TEA) *Financial Accountability System Resource Guide* outlines accounting and reporting requirements for Texas school districts. Internally developed policies and procedures, Generally Accepted Accounting Principles and the Governmental Accounting Standards Board guidelines also affect school districts' financial management activities.

Texas school districts are required by Texas law to conduct school programs in accordance with the state constitution. The Texas Education Code (TEC) spells out the specific requirements that school districts must comply with and authorizes the TEA to establish standards for all school districts.

The state's financial contribution to public education is appropriated to school districts through three tiers of funding. Tier I funding is designed so that school districts and the state share in the basic cost of education. Funding allotments under the Tier I formula are based on student attendance in weighted average daily attendance (WADA). WADA is a measure of special needs such as special education, compensatory education, bilingual education and gifted and talented programs. Tier I formulas also provide partial funding for school transportation. Tier I allotments are adjusted for the individual district's property tax base. Therefore, a district's property wealth factors significantly into the state funding formula.

Tier II funding rewards the local tax efforts made by a district by guaranteeing that tax efforts beyond the annual required local share in Tier I will yield a minimum amount of money per WADA.

Senate Bill 4 of the 1999 Legislature added a new component to the education funding formula. Tier III funds allow local school districts to receive partial state funding for debt service requirements on previously issued bonds.

The Texas Constitution authorizes local governments, including school districts, to levy property taxes. School property taxes represent almost 60 percent of total property taxes levied in the state. Property taxes levied by school districts are important because they can significantly affect the amount of funding provided to individual districts by the state. There are two categories of property levies made by school districts. The maintenance and operations (M&O) portion is used to cover routine operating costs of education, while the interest and sinking (I&S) portion is used for debt service for financing building programs.

CISD receives revenue from local, state and federal sources. Texas school districts receive about 51.2 percent of their revenues from local property taxes, 44.3 percent from the state and 3.5 percent from federal sources. The amount of state revenue sent to each district is proportional, based upon a district's property values. Districts with greater property wealth per pupil receive less from the state because they can generate more property taxes, while districts with lower property value per pupil receive more from the state.

Texas has a court-approved school finance system to equalize property wealth among school districts, which requires wealthy districts to pay into a pool that, together with additional state funds, subsidizes poorer districts. "Wealthy" is defined as a district with property values at or above \$295,000 per pupil in WADA.

The Tom Green County tax assessor collects property taxes on behalf of the district. These receipts are deposited directly into the district's local maintenance account at Wells Fargo Bank of Texas, N.A. The county tax assessor also follows up on delinquent taxes for the district. For the 1999-2000 tax year, the district collected approximately 98 percent of taxes due.

In 2000-01, CISD has a property value per pupil of \$156,589, compared to the state average value per pupil of \$215,121.

Exhibit 3-1 compares CISD to its peer districts in terms of property value per pupil for 1999-2000, the last full year of available property tax peer data. Only two of the peer districts exceeded the state average, with Brookeland ISD meeting the "wealthy" district threshold. CISD was in the upper half of its peer group. However, the district was well below the state average and remains so in 2000-01.

Exhibit 3-1
CISD and Peer District Property Value per Pupil
1999-2000

District	Property Value per Pupil
Apple Springs	\$102,432
Brookeland	\$312,674
Christoval	\$156,972
Leggett	\$239,377
Meadow	\$121,174

Slidell	\$101,384
Texas	\$198,090

Source: TEA, AEIS 1999-2000.

The state distributes payments to all districts based on the WADA basic allotment. This allotment is adjusted according to the property wealth of the district. For CISD, the basic allotment was \$3,961 per student for 1999-2000.

Over the past three years there has been a decrease in the property value per student in each of the peer districts with the exception of Apple Springs ISD. CISD has seen a 3.6 percent decrease during this period (**Exhibit 3-2**).

Exhibit 3-2
Property Value Per Pupil
CISD versus Peer Group
(1997-98 through 1999-2000)

District	1997-98	1998-99	1999-2000	Percent Change over Period
Apple Springs	\$ 91,361	\$102,145	\$102,432	12.1%
Brookeland	\$387,092	\$338,124	\$312,674	(19.2%)
Christoval	\$162,753	\$166,392	\$156,972	(3.6%)
Leggett	\$330,437	\$300,429	\$239,377	(27.6%)
Meadow	\$168,979	\$132,150	\$121,174	(28.3%)
Slidell	\$108,790	\$106,214	\$101,384	(6.8%)
State	\$182,154	\$190,769	\$198,090	8.7%

Source: TEA, AEIS 1999-2000.

The adopted tax rate in the district has decreased 2.7 percent from \$1.463 in 1997-98 to \$1.459 in 1999-2000 (**Exhibit 3-3**).

Exhibit 3-3
CISD Adopted Tax Rates
(1997-98 through 1999-2000)

1997-98	1998-99	1999-2000	Percent Change
---------	---------	-----------	----------------

			over Period
\$1.463	\$1.460	\$1.459	(2.7%)

Source: TEA, AEIS 1999-2000.

Compared to its peer districts, CISD had the third-lowest property tax rate for the 1999-2000 school year (**Exhibit 3-4**). The rate also is well below the average tax rate for the state.

Exhibit 3-4
CISD Adopted Tax Rate and Taxable Property Value
Compared to Peer Districts
1999-2000

District	Taxable Property Value/Pupil	Adopted Tax Rate
Apple Springs	\$102,432	\$1.353
Slidell	\$101,384	\$1.450
Christoval	\$156,972	\$1.459
Leggett	\$239,377	\$1.496
Brookeland	\$312,674	\$1.500
Meadow	\$121,174	\$1.587
Texas	\$198,090	\$1.512

Source: TEA, AEIS 1999-2000.

CISD receives a greater percentage of its revenues from the state than three of its five peer districts, with the exception of Brookeland and Slidell ISDs (**Exhibit 3-5**).

Exhibit 3-5
CISD, State and Peer District Revenue Sources
as a Percentage of Total Revenues
2000-01

District	Local/Other Revenue	Percent of Local	State Revenue	Percent of State	Federal Revenue	Percent of Federal
Annle	\$454,400	21.8%	\$1,554,235	74.6%	75,000	3.6%

Springs						
Brookeland	\$1,774,931	61.5%	\$946,463	32.8%	166,595	5.8%
Christoval	\$933,755	30.8%	\$2,058,595	68.0%	36,000	1.2%
Leggett	\$1,012,450	46.2%	\$1,085,163	49.5%	93,000	4.2%
Meadow	\$636,381	27.8%	\$1,565,429	68.3%	89,265	3.9%
Slidell	\$1,646,280	55.5%	\$1,276,280	43.0%	44,500	1.5%
Texas	\$13,858,297,839	53.1%	\$11,337,498,894	43.5%	\$884,281,086	3.4%

Source: TEA, PEIMS 2000-01.

Since 1997-98, CISD's total revenue from the state has increased 30.2 percent, while local revenue has decreased by 1.4 percent. Federal funding is well below the state average. The General Fund covers most of the district's funding needs, other than special funds such as special education and food services. Overall, general revenue from all sources increased by 18.2 percent during this period (**Exhibit 3-6**).

Exhibit 3-6
CISD Total Revenue by Source
1997-98 through 2000-01

Revenue Source	1997-98	1998-99	1999-2000	2000-01	Percent Change over Period
Local and Intermediate	\$946,827	\$920,238	\$925,150	\$933,755	(1.4%)
State	\$1,580,894	\$1,698,475	\$2,020,680	\$2,058,595	30.2%
Federal	\$34,600	\$34,000	\$37,500	\$36,000	4.1%
Total	\$2,562,321	\$2,652,713	\$2,983,330	\$3,028,350	18.2%

Source: CISD Audit Reports and TEA, PEIMS 1997-98 through 2000-01.

On August 28, 1999, voters approved a \$1.5 million capital improvement program. The program is funding the following:

- the construction of a new middle school (grades 6 through 8), consisting of five additional classrooms;
- a cafetorium to provide food preparation for the secondary schools;
- physical education dressing facilities for grades 6 through 8; and

- an Agriculture Science facility.

The project was completed in May 2001. The first classes in the new facility will begin with the start of the 2001-02 school year. The bond issue raised the adopted tax rate from \$1.459 to \$1.594, an increase of 9.3 percent.

The Texas Legislature appropriated \$150 million under the Instructional Facilities Allotment program (IFA) to pay a portion of the debt service for bonds issued by qualified Texas school districts. The district applied for additional state funds under the IFA in December 1999 but was unsuccessful in receiving the funding when TEA cancelled the December 15, 1999 appropriation. When the district reapplied for the next cycle of funding in June 2000, the total number of districts applying for the funding increased significantly. The state awarded funding to the first 84 districts, CISD was number 143 on the list. The district has applied for IFA funding in the June 15, 2001 cycle but is not hopeful that it will be successful.

Chapter 3

FINANCIAL MANAGEMENT

A. FISCAL OPERATIONS AND BUDGETING

School district financial managers collect, analyze and provide information to district decision makers. Successful financial operations require qualified personnel with an adequate separation of duties, an accounting system that provides timely and useful information on which to base operating decisions and comprehensive policies and procedures that ensure proper management of the district's fiscal resources.

A district's fiscal operation performs the duties of collection, disbursement and accounting of local, state and federal funds. An effective fiscal operation employs detailed policies and internal controls to process the district's daily business transactions efficiently and provide accurate, complete and timely information to the administration and board, which facilitate effective decision-making.

A school district's budget is a critical tool that ensures that the district is adequately maintaining and controlling its financial resources. It is most effective when a variety of parties have been involved with its development. Campus administrators, department heads, teachers and community members should be involved in the budgeting process, as well as the central administration and school board. The budget should reflect the overall goals and objectives of the district's long-range strategic plan.

The budget process should be a cyclic activity that can be broken down into three separate and identifiable phases (**Exhibit 3-7**).

Exhibit 3-7
Budget Cycle

Phase	Schedule	Activity
Planning	Fall 2001	Define the goals and objectives of each campus and of the district as a whole.
Preparation	Spring/Summer 2002	Identify necessary expenditures that are in line with the district goals and establish budgetary resource allocations.
Evaluation	Fall 2002	Determine the effectiveness of the budget in meeting the goals of the district. Repeat the cycle.

Source: Gibson Consulting Group, Inc.

A formal budget document provides a detailed presentation of financial information that can be used as a management and operations tool. The document should be presented in a way that allows any layman to easily understand how the district's money is going to be spent in the coming school year. For instance, the general fund expenditures should be separated from the food service expenditures and from debt service funds. It should provide some means of comparing actual spending with budgeted spending. This allows any variances to be identified as they occur so that corrective actions can be taken. Additionally, the budget worksheet should convey how much money remains for each budget item at any given time in the school year.

The business manager oversees the finance and accounting responsibilities at CISD under the direct supervision of the superintendent. This position is responsible for tracking accounts receivable, bank reconciliations, bank deposits, posting to the general ledger, purchasing, payroll processing and employee benefits. The district's business manager left in May 2001.

The superintendent is responsible for the daily management of the district's resources. Additionally, the superintendent monitors the budget to ensure that the district remains within its financial constraints. The current superintendent has been with the district since January 1998.

The accounting system used by the district is the Resource Service Center Computer Cooperative (RSCCC) system managed by the Regional Education Service Center XV (Region 15). This is a menu-driven accounting system and includes all the modules necessary to allow the district to track all critical financial components. It contains the following modules:

- Accounts payable;
- Accounts receivable;
- Budget control;
- Fixed assets;
- General ledger maintenance;
- Payroll processing; and
- Purchasing

Although no system provides every report that a user may want, the RSCCC system does generate reports that assist the district in making financial decisions based on accurate and current financial data. The system is well supported by the staff at Region 15.

FINDING

The district has reduced the number of office staff required to perform the administrative and business management job duties. The business manager left the district in May 2001. Rather than replacing this employee, the superintendent transferred the Public Education Information Management System (PEIMS) coordinator into the position. The district had planned to transfer the PEIMS reporting duties to the superintendent's secretary with training during summer 2001. As a result of this restructuring, the superintendent was able to reduce the number of full-time administrative employees from three to two.

COMMENDATION

The district has reduced its administrative staff without a loss of productivity.

FINDING

CISD has an informal budgeting process. There is no formal calendar that is followed. The superintendent attempts to hire qualified people and allows them the freedom to do their job. The principals and athletic director develop their budgets and informally review them with the superintendent. They are asked to prioritize their needs given the limited available resources. The superintendent makes the final decision on each departmental and campus budget once he is confident that the state and local revenues are accurate. The current process does not allow cooperative interaction between departments and campuses so that everyone understands where the district's resources are spent.

The district does not develop multi-year budgets that would assist the district in establishing its long-term goals. The budget process is intended to ensure that adequate resources are available to finance the district's needs both on an annual basis and in the future.

A formal budget calendar is an important planning tool that details specific tasks, responsibilities and deadlines for all committee, central and campus-level staff. It provides, at a glance, all the necessary steps required to develop and adopt the budget within the time established by law. Although a formal budget calendar is modified each year to give the actual dates, a general guide can be developed to be used year to year to ensure that the process is moving forward. Without a formal budget calendar, important dates may be forgotten; important tasks could be overlooked or performed out of sequence, endangering the progress of the entire process. A sample budget calendar is presented in **Exhibit 3-8**.

**Exhibit 3-8
CISD
Sample Budget Calendar**

Scheduled Date	Activity	Responsible Person
September 7, 2001	Establish and conduct the first meeting of the Budget Planning Committee.	Superintendent
September 7, 2001	Prepare a preliminary budget calendar	Budget Planning Committee
September 20, 2001	Present recommended budget calendar and guidelines to the board for approval.	Superintendent
January 21, 2002	Meet with staff to review budget procedures and release of preliminary allocations, and to distribute forms and printouts.	Principals, department heads
February 1-25, 2002	Individual budgets developed and submitted to business office.	Superintendent, principals, administrators
March 15, 2002	Preliminary campus and department printouts are completed and delivered to principals and supervisors.	Superintendent
April 1, 2002	Campus budget reviewed by SBDM committee for approval of preliminary budgets and submission to business manager.	Principals
April 5, 2002	Budgets reviewed by Budget Planning Committee.	Superintendent
April 15, 2002	Finalize all preliminary budgets and prepare district budget.	Business manager
April 18, 2002	Preliminary budget presented to the board.	Superintendent and business manager
May 15, 2002 - August 2002	Present necessary revised budget to the board.	Superintendent and business manager
August 15, 2002	Present final budget to board for approval.	Superintendent and business manager

Source: Based on Ricardo Independent School District Budget Calendar.

Although the CISD's budget process is relatively effective, other districts have found that involving more staff members in the process enhances the process. When everyone understands where the district's resources are going, it eliminates any misunderstanding that one department is favored over another. Each member of the team is given the opportunity to set priorities based on the district's overall needs rather than on the needs of an individual department.

Recommendation 16:

Establish a Budget Planning Committee to identify the district's goals and financial constraints for the next five years and prepare a budget calendar.

A Budget Planning Committee should be established and meet during the first week of the new school year. The make-up of this committee should be the superintendent, the business manager, the school principals, the athletic director, the technology coordinator, the transportation supervisor, the food services manager and two board members. Preparing a formal budget calendar and distributing it to all district employees who have budgetary responsibilities should be the first step in the annual budget process.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent organizes the Budget Planning Committee.	October 2001
2.	The superintendent prepares a budget calendar with the assistance of the Budget Planning Committee.	October 2001
3.	The budget calendar is distributed to all personnel involved in the budget process.	October 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district did not regularly provide updated budget balances to principals and department heads for monitoring the remaining funds at all times. They were calling the business manager to ascertain how much money they had left in each line item when they wished to place a requisition order.

The superintendent distributes an updated budget twice yearly for principals and department heads to review year-to-date expenditures. There often are instances when a department has expended budgeted funds and special arrangements must be made when further purchases are needed. On other occasions, purchase requests are denied. The superintendent has provided updated budget reports to the principals and athletic director when requested.

Recommendation 17:

Provide each administrator with a monthly budget report.

Following the month-end closing of the general ledger, a budget report should be generated. This report should detail the approved budget amount by line item, the total year-to-date expenditures and the remaining balance. Once the report has been generated, it should be forwarded to all members of the Budget Planning committee, allowing them to review the budget of their respective departments.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The business manager generates the budget report.	October 2001 and every month thereafter
2.	The business manager distributes the budget report to administrators and Budget Planning Committee members.	October 2001 and every month thereafter

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 3

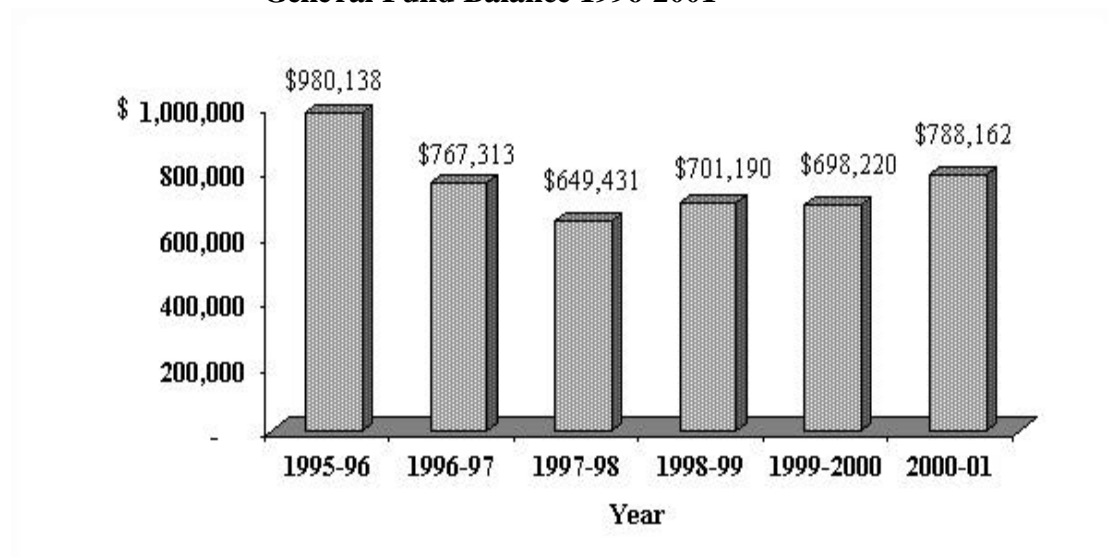
FINANCIAL MANAGEMENT

B. FUND BALANCE

Governmental funds such as CISD's General Fund report their equity as a fund balance. A fund balance is the gross difference between the assets and liabilities as reflected on the balance sheet. It is the measure of the district's financial resources available for use after all obligations have been met.

Over the past six years, CISD's fund balance has varied from a high of \$980,138 in 1996 to a low of \$649,431 in 1998 (**Exhibit 3-9**). The fund balance for 2000-01 is a projected \$788,162, a 12.9 percent increase over 1999-2000.

Exhibit 3-9
CISD
General Fund Balance 1996-2001



Source: TEA, AEIS 1995-96 through 2000-01.

FINDING

Over the past three years, the district has worked to bring its expenditures under control and maintain an optimum fund balance (**Exhibit 3-10**).

Exhibit 3-10
Christoval Actual versus Budgeted Expenditures

1997-98 through 1999-2000
Per Audited Financial Statements

Expenditure	Budgeted	Actual	Variance Favorable/ (Unfavorable)
Fiscal School Year 1997-98			
Instruction and Instruction-Related Services	\$1,402,270	\$1,398,568	\$3,702
Instructional and School Leadership	\$151,000	\$146,644	\$4,356
Support Services - Student Related	\$281,813	\$266,077	\$15,736
Food Services	\$119,402	\$127,699	(\$9,297)
Administrative Support Services	\$216,588	\$213,253	\$3,335
Support Services - Non-Student Related	\$305,024	\$308,388	(\$3,364)
Debt Service	\$33,160	\$33,109	\$51
Total	\$2,509,257	\$2,493,738	\$14,519
Fiscal School Year 1998-1999			
Instruction and Instruction-Related Services	\$1,357,986	\$1,349,366	\$18,620
Instructional and School Leadership	\$177,334	\$174,641	\$2,693
Support Services - Student Related	\$317,984	\$357,998	(\$40,014)
Food Services	\$120,116	\$151,985	(\$31,869)
Administrative Support Services	\$156,282	\$152,832	\$3,450
Support Services - Non- Student Related	\$317,887	\$305,179	\$12,708
Debt Service	\$15,800	\$0	\$15,800
Total	\$2,463,389	\$2,492,001	(\$18,612)
Fiscal School Year 1999-2000			
Instruction and Instruction-Related Services	\$1,572,243	\$1,523,099	\$49,144

Instructional and School Leadership	\$184,950	\$178,401	\$6,549
Support Services - Student Related	\$365,457	\$359,126	\$6,331
Food Services	\$146,750	\$149,208	(\$2,458)
Administrative Support Services	\$158,305	\$153,817	\$4,488
Support Services - Non-Student Related	\$284,702	\$277,388	\$7,353
Debt Service	\$15,800	\$15,738	\$62
Total	\$2,581,457	\$2,508,000	\$73,457

Source: Eckert, Ingram, Tinkler, Oliphant & Featherston, L.L.P., Audited Financial Statements for CISD, 1997-98 through 1999-2000.

In the past, CISD had few financial and budgetary controls in place. The board took a more active part in the day-to-day operations of the district than was appropriate. During interviews with the board members, each voiced concern with how the budget had been prepared and monitored in the years prior to the current superintendent's tenure. They did not feel that effective controls were in place. There was little or no monitoring of expenditures to ensure the district maintained budget constraints.

Exhibit 3-11 summarizes the district's total revenues and expenditures over the past five years. Revenues grew by 9.4 percent over the five-year period. Expenditures decreased by 9.3 percent. Expenditures fell most dramatically in the first year the current superintendent was with the district, a 27.5 percent decrease.

Exhibit 3-11
CISD Total Budgeted Revenues and Expenditures
General Fund
1996-97 through 2000-01

	1996-97	1997-98	1998-99	1999-2000	2000-01
Revenues	\$2,691,822	\$2,562,321	\$2,652,713	\$2,983,330	\$2,944,350
Expenditures	\$3,146,536	\$2,280,543	\$2,382,818	\$2,667,136	\$2,854,408

Source: CISD External Audit Reports 1996-97 through 1999-2000 and TEA, PEIMS 1996-97 through 2000-01.

Exhibit 3-12 summarizes the annual contribution to the fund balance for revenue collected and expenditures per student over the past five years. Over the five-year period, an average of 4.8 cents of every revenue dollar earned per student went directly into the general fund balance.

Exhibit 3-12
Per Student Dollar Contribution to Fund Balance
1996-97 through 2000-01

	1996-97	1997-98	1998-99	1999-2000	2000-01
General Fund Expenditures per Student	\$8,740	\$6,065	\$6,287	\$7,056	\$7,531
General Fund Contribution per Student	\$(0.14)	\$0.12	\$0.11	\$0.12	\$0.03

Source: CISD External Audit Reports 1996-97 through 1999-2000 and TEA, PEIMS 1996-97 through 2000-01.

TEA developed a formula to estimate a school district's optimum fund balance. The optimum fund balance is calculated as three months of average expenditures held in reserve. In the last five years, CISD has maintained a fund balance near or in excess of the three-month recommendation. Only in 1996-97 did the district's balance fall below the recommended level (**Exhibit 3-13**).

Exhibit 3-13
Analysis of CISD General Fund Balance
1997 through 2001

	1997	1998	1999	2000	2001
Ending Fund Balance	\$767,313	\$649,431	\$701,190	\$698,220	\$788,162
Average Expenditures per Month	\$262,211	\$190,045	\$198,568	\$222,261	\$237,867
Optimum Fund Balance	\$786,633	\$570,136	\$595,705	\$666,784	\$713,602
Excess/(Deficit)	(\$19,321)	\$79,295	\$105,486	\$31,436	\$74,560
Total Months Covered	2.9	3.4	3.5	3.1	3.3

Source: CISD External Audit Reports 1996-97 through 1999-2000 and TEA, PEIMS 1996-97 through 2000-01.

The reduction in the fund balances during the 1996-97 and 1997-98 school years was the result of a lack of financial controls. During that time, the district lost 12.8 percent of its fund balance. However, the district has rebuilt its fund balance to more than the target amount.

Exhibit 3-14 compares CISD with its peer districts in terms of estimated fund balance as of August 31, 2001. Adding 2000-01 total budgeted revenues, and subtracting total budgeted expenditures from the reported year-end fund balance as of August 31, 2000 derived the estimated fund balance. Compared to its peer districts, CISD ranks second in the total number of months' expenditures held in reserve.

Exhibit 3-14
CISD Estimated General Fund Balance Compared to Peer Districts
As of August 31, 2001

District	Fund Balance	Budgeted Monthly Expenditures	Total Months Covered
Leggett	\$801,470	\$187,468	4.3
Christoval	\$788,162	\$237,867	3.3
Apple Springs	\$484,344	\$164,039	3.0
Meadow	\$515,351	\$209,956	2.5
Slidell	\$453,975	\$221,013	2.1
Meadow	\$136,975	\$180,838	0.8

Source: TEA, PEIMS 2000-01, Gibson Consulting Group, Inc.

COMMENDATION

CISD effectively manages its fund balance by controlling expenditures.

FINDING

The district is not adequately pursuing the federal funding that is available to school districts for targeted purposes through various programs or titles. Just more than 1 percent of CISD's total budgeted revenues come from

federal sources. The state average is 3.4 percent. Of its peer group, CISD ranks the lowest in terms of federal funding. The primary reason given by the district is the lack of time and staff to complete the grant applications. The district successfully applied for TIF and TIE grants in 2000-01.

Wimberley ISD captured nearly \$700,000 in grant funds one year after contracting with a professional grant writer who had retired in Wimberley. The district expects to capture as much as \$1.2 million in grants over a five-year period.

Hamilton ISD relieved its technology coordinator of classroom responsibilities to pursue more grant funds. As a result, the district captured nearly \$1 million in additional technology grants, which included the E-rate, GOALS 2000 and TIE grants.

Recommendation 18:

Identify opportunities for obtaining grants and submit the applications to secure the funding.

The district should form a committee of eight key staff members whose primary purpose is to identify grant opportunities. Because CISD is such a small district, it is often difficult for staff to find the time and resources to write grant applications. A committee would allow the district to spread the workload out and take advantage of the strengths of each member. For instance, one member of the team could identify innovative educational programs that would qualify the district for Title VI funding. Another could investigate federal funds available for technology improvements. By assigning specific tasks, the committee could optimize its effectiveness without spending an unwarranted amount of time. The district should provide a \$500 stipend for each member of the committee. By increasing grant funds, the district will be able to provide additional innovative educational resources to its students.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and principals select the committee members.	October 2001
2.	The committee meets and assigns specific tasks to each member.	November 2001
3.	The committee meets twice monthly to discuss progress.	November 2001 and Ongoing
4.	The committee selects the grants for which it wishes to apply.	February 2002

5.	The grant applications are prepared and submitted.	April 2002
----	--	------------

FISCAL IMPACT

The district should target at least \$50,000 annually in grant funds with stipends of \$500 each to eight committee members, or \$4,000, bringing net revenues to \$46,000 annually. Anticipated first year revenues are reduced by one-half considering start up time, bringing net revenues to \$21,000 (\$25,000 - \$4,000).

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Identify opportunities for obtaining grants and submit the necessary applications to get the funding.	\$21,000	\$46,000	\$46,000	\$46,000	\$46,000

Chapter 3

FINANCIAL MANAGEMENT

C. PAYROLL

School districts require accurate and detailed payroll accounting to ensure that employees are paid for their services correctly and on time. Accurate payroll data is vital to the district's budgeting process as the district's payroll is generally the largest single expense category. If the district does not have accurate historical payroll data, it is impossible to project future payroll expenditures with any degree of certainty. In addition, payroll accounting fulfills legal requirements under federal and state laws for withholding federal income, social security and unemployment taxes.

The business manager is responsible for processing the district's payroll each month. Payroll checks are released on the 25th of each month. The district does not accrue salaries or wages since it pays each employee through the end of the current month on each check.

The district uses the RSCCC to generate and track its payroll. Should any employees be absent on leave, these absences are tracked manually and put into the system. The system calculates all remaining leave time, associated taxes and if necessary docks pay for employees who exceed their available leave time.

FINDING

The district does not offer its employees the option of automatic deposit. Each payroll is processed and checks are generated through the RSCCC system. The paychecks are then delivered to each department to be distributed to the employees. If checks are not picked up in the department, they are sent back to the central office to be redistributed. Managing this process takes a great deal of the business manager's time.

When the review team questioned this practice, a district employee explained that the superintendent was hesitant to provide this benefit to district employees. Historically, the district had been concerned that the timing of the state deposits and the release of the payroll may be such that there may not be sufficient funds in the payroll account to honor the paychecks. However, in discussions with the current superintendent, the review team found that the policy had never been reviewed or discussed during his tenure. The policy had been in place when he became superintendent and was never discussed.

Direct deposit has become an extremely popular benefit. For many employees, it is inconvenient to have to physically go to the bank to deposit a paycheck. For CISD employees who live in Christoval, this situation is aggravated by the fact that they must commute to San Angelo to deposit their checks because there are no banks in Christoval.

Recommendation 19:

Offer direct deposit of paychecks to employees.

Offering direct deposit will streamline payroll processing by reducing the time required to process paychecks.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The business manager contacts Region 15 for information on processing direct deposit payroll through the RSCCC system.	October 2001
2.	The business manager contacts Crockett National Bank for information on setting up direct deposit.	October 2001
3.	The business manager receives on-site training from Region 15 on direct deposit processing.	October 2001
4.	The business manager enrolls employees.	November 2001
5.	The district implements direct deposit.	January 2002

FISCAL IMPACT

While CISD will incur bank-processing fees associated with direct deposit, it will save \$1,200 annually by no longer purchasing paychecks, which will offset the processing fees. The annual savings also will offset the cost for printing earnings statements for employees with each payroll run.

Chapter 3

FINANCIAL MANAGEMENT

D. RISK MANAGEMENT

Risk management is the identification, analysis and reduction of different types of risk through insurance and safety programs to protect the district's assets and employees. Workers' compensation is intended to protect district employees in case of work-related accidents and injuries. Property and casualty insurance protects the district from liabilities arising from property damage, bodily injury and other situations in which the district may be at risk. Additionally, the district contributes toward employee health insurance coverage.

The Texas Association of School Boards' (TASB) Risk Management Fund is the workers' compensation carrier for the district. The district has opted for a fully funded three-year rate guarantee plan that will expire September 1, 2002. Under this plan, TASB provides the district with claims administration and payment, claims adjustment and risk management analysis. **Exhibit 3-15** summarizes the 2000-01 annual workers' compensation premiums by employee classification.

Exhibit 3-15
Estimated Annual Workers' Compensation Premiums
2000-01

Classification	Estimated No. of Employees	Rate per \$100 of Payroll	Estimated Annual Payroll	Estimated Total Premium
Bus Drivers	5	7.348	\$28,000	\$2,057
Administrative	53	0.490	\$1,712,857	\$8,393
All Other	9	9.352	\$110,000	\$10,287
Total	67		\$1,850,857	\$20,737

Source: CISD TASB Workers' Compensation Audit Records.

The district has had a very low workers' compensation claim experience over the last three school years. In fiscal 1999, there were two claims totaling \$90.

Trimble-Batjer Insurance Associates, LLP provides the district with its commercial insurance coverage. The contract was approved for renewal

during the March 21, 2001 board meeting. **Exhibit 3-16** lists the commercial insurance policies in place through April 20, 2002. Total premiums increased 18 percent over the previous year. However, Trimble-Batjer's proposal was nearly 20 percent less than what could be provided by TASB for the same level of coverage.

Exhibit 3-16
Commercial Insurance Coverage
2001-2002

Policy	Coverage	Deductible	Annual Premium
Property & Casualty	Limit: \$7,548,163	\$1,000	\$7,447
Business Income	Limit: \$500,000	None	N/A
Property Damage Business Income Ammonia Contamination Spoilage Hazardous Substance Service Interruption Expediting Expenses	Limit: \$7,548,163 Limit: \$500,000 \$25,000 at each location \$25,000 at each location \$25,000 any one occurrence \$500,000 any one occurrence \$25,000 at each location	\$1,000	\$322
Inland Marine	Limit: \$4,310	\$250 per occurrence	\$39
General Liability Aggregate Products/Completed Operations Aggregate Personal & Advertising Injury Limit Fire Damage Legal Liability Medical Expense	Limit: \$2,000,000 Limit: \$2,000,000 Limit: \$1,000,000 Limit: \$1,000,000 any one fire Limit: \$10,000 any one person		\$1,539
Employee Benefits	\$1,000,000 each employee \$2,000,000 aggregate	None	\$335
Educators Legal Liability	\$1,000,000 each claim \$2,000,000 aggregate	None	\$2,114
Automobile Liability Automobile Comprehensive Automobile Collision	\$400,000 each accident	None \$100 \$500	\$6,041
Total - All Coverage			\$17,837

Source: Commercial Insurance Proposal for CISD, Trimble-Batjer Ins. Assoc. LLP, March 2, 2001.

FINDING

The district's health insurance costs per employee are the second highest of its peer group. Only Leggett pays a higher per employee insurance cost. The average per employee cost for the peer group was \$1,305 in 1999-2000. CISD paid \$2,029 per employee, 55.5 percent higher than the average (**Exhibit 3-17**).

Exhibit 3-17
Peer Comparison of Health Insurance Costs
1999-2000

District	Annual Health Insurance Cost	Number of Employees	Annual Per Employee Cost
Apple Springs	\$41,541	46.2	\$899
Brookeland	\$75,112	59.6	\$1,260
Christoval	\$127,413	62.8	\$2,029
Leggett	\$100,407	40.8	\$2,461
Meadow	\$41,043	51.6	\$795
Slidell	\$70,384	63.5	\$1,108
Peer Average	\$65,697	52.3	\$1,305

Source: TEA, PEIMS 2000-01.

The 2001 Texas Legislature established a statewide school employee health insurance plan for teachers and other employees of school districts. School districts with 500 or fewer employees-more than 80 percent of the state's school districts-will be required to participate in the new state insurance plan beginning in fall 2002. Districts with between 501 and 1,000 employees may join the plan, but must decide before September 30, 2001 if they will participate. Districts with more than 1,000 employees may join in 2005, unless the Teacher Retirement System Board (TRS), which will be administering the plan, determines that an earlier opt-in is feasible. Districts not joining the state insurance plan will still receive state support for continuing their locally determined insurance programs. All districts, whether participating in the state insurance plan or not will receive from the state a \$75 a month per covered employee contribution for the district and \$1,000 a year "pass through" for each school employee.

There are some special provisions to the plan that deal with risk pools and self-insurance programs.

Risk pools: If a risk pool was in existence on January 1, 2001, the districts with under 501 employees within the pool may elect not to participate in the state pool.

Self-Insured: Districts with fewer than 501 employees that were individually self-insured on or before Jan 1, 2001, and have continued a self-insured program since, may elect not to participate in the state pool.

Furthermore the bill provides that districts that are parties to a health insurance contract in effect on Sept. 1, 2002 are not required to participate until the expiration of the contract period.

All full-time employees and part-time employees who are members of TRS are automatically covered by the basic state plan, which is considered catastrophic coverage. Receiving higher levels of coverage will require additional district and employee contributions. To assist with these costs, the state will send each district \$75 per month, per covered employee and will give each employee an additional \$1,000 annually (\$83 a month) to pay for additional employee coverage, dependent coverage, compensation or any combination of them. Part-time employees who are not TRS members may participate if they or the district pays the full cost.

Districts are required to make a minimum contribution of \$150 per employee per month. If they are not making that level of contribution, over the next six years the state will help them pay that local district share. The state will phase out this hold harmless aid over the next six years. Districts reaching the Maintenance and Operations tax cap of \$1.50 will also be held harmless for any tax effort over \$1.50 required to reach their minimum district effort of \$150 a month.

Districts contributing more than \$150 a month per employee may use the difference between their current expenditure per employee per month and the required \$150 a month minimum effort to provide additional insurance coverage or other employee compensation.

All of the details of the plan will be subject to contract negotiations with health insurance providers and actuarial estimates, as well as rules and guidelines set by TRS. TRS will have more details before July 31, so that districts with between 501-1,000 employees can make a decision regarding participation before the September 30, 2001 deadline for declaring their intent to participate. Consequently, within the next year more than 80 percent of the districts in the state will be examining the options and making plans for a transition to the new plan.

Because the Legislature was concerned about the effect that the termination or bidding of insurance contracts during this final year of coverage would have on a district's ability to obtain competitive bids for health insurance, the state has exempted the smaller school districts from the competitive bid requirements for health insurance coverage for the coming year.

Exhibit 3-18 summarizes the health insurance options that are available to CISD employees. TASB is the district health insurance administrator. CISD contributes \$154.45 per month for each employee. This amount of premium will pay for the Bronze Plan for the employee only at no cost to the employee. However, the district also participates in a Cafeteria Plan that allows employees to buy up additional coverage and be reimbursed.

**Exhibit 3-18
CISD Employee Health Insurance Options and Premium Cost
2000-01**

Plan Description	Coverage Provided	Employee Cost Per Month
Bronze Plan	<ul style="list-style-type: none"> • Annual Deductible: \$1,000 (Individual) and \$3,000 (Family) • 70% in network, 50% outside of network (after deductible has been met) • Inpatient Care: 70% in network, 50% outside of network (after \$250 deductible and calendar year deductible) • RX: 70% after deductible has been met • \$3,000 in network maximum, \$5,000 out of network maximum out of pocket annually • \$5,000 life insurance 	Single: \$1.50 Employee + Child(ren): \$126.44 Employee + Spouse: \$173.30 Family: \$298.23
Silver Plan	<ul style="list-style-type: none"> • Annual Deductible: \$0 (in network) and \$500 (outside of network) • \$30 office visit • 75% in network, 60% outside of network • RX: \$200 annual deductible plus \$10 generic, \$30 formulary and \$45 non-formulary • \$3,000 in network maximum, \$5,000 out of network maximum out of pocket annually 	Single: \$55.13 Employee + Child(ren): \$222.99 Employee + Spouse: \$285.99 Family: \$453.82

	<ul style="list-style-type: none"> • \$5,000 life insurance 	
Gold Plan	<ul style="list-style-type: none"> • Annual Deductible: \$0 (in network) and \$500 (outside of network) • \$20 office visit • 90% in network, 70% outside of network • RX: \$100 annual deductible plus \$10 generic, \$25 formulary and \$40 non-formulary • \$500 in network maximum, \$1,500 out of network maximum out of pocket annually (Individual). • \$5,000 life insurance 	Single: \$110.96 Employee + Child(ren): \$323.48 Employee + Spouse: \$403.19 Family: \$615.71
Platinum Plan	<ul style="list-style-type: none"> • Annual Deductible: \$0 (in network) and \$500 (outside of network) • \$15 office visit • 90% in network, 70% outside of network • RX: \$5 formulary and \$35 non-formulary • \$500 in network maximum, \$1,500 out of network maximum out of pocket annually • \$5,000 life insurance 	Single: \$160.30 Employee + Child(ren): \$412.32 Employee + Spouse: \$506.84 Family: \$758.87

Source: TASB CISD Employee Benefits.

Recommendation 20:

Establish a committee of staff and administrators to assess the state employee health insurance plan and help determine the district's course of action.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the business manager to establish a committee of representative teachers and other employees to research the options and prepare recommendations for how the district will approach the new employee health coverages in the coming year.	August 2001
----	--	-------------

2.	The business manager selects a committee and begins to gather information from TRS, Region 15 and the state on the program.	September 2001
3.	The committee examines the information and prepares a plan of action to be presented to the board.	October - December 2001
4.	The superintendent and business manager presents the plan to the board for review and approval.	January 2002
5.	Upon approval, the committee communicates the plan to all members of the staff.	February 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 3

FINANCIAL MANAGEMENT

E. CASH AND INVESTMENTS

Effective cash and investment management involves establishing sound banking relationships, developing accurate cash projections, managing cash receipts, controlling cash disbursements and investing funds in safe investment vehicles. The superintendent has the overall responsibility for cash and investment management at CISD.

For the past two years, CISD has maintained its deposits in seven accounts at Wells Fargo in San Angelo. The district competitively bids its depository contract biennially. The current contract expires on August 31, 2001. Under the terms of the contract, the bank must pledge securities to adequately cover the district's deposits. The district awarded the next biennial depository contract to Crockett National Bank in San Angelo. The new contract term is September 1, 2001 through August 31, 2003.

The district maintains its investments in three fund accounts at TexPool a local maintenance fund, a bond construction fund and an interest and sinking fund. The superintendent oversees the management of these investment accounts. When large deposits are received at Bank One such as when the county tax assessor deposits tax collections, the superintendent transfers the majority of the funds to TexPool to optimize interest income for the district. **Exhibit 3-19** summarizes the TexPool balances as of March 23, 2001.

Exhibit 3-19
TexPool Balances
March 23, 2001

TexPool Fund	Balance as of March 23, 2001
Local Maintenance	\$1,015,485.74
Construction	\$367,730.40
Interest and Sinking	\$35,774.80
Total	\$1,418,990.94

Source: CISD Business Manager.

FINDING

CISD separates its cash receipts from the bank statement reconciliation. The business manager is responsible for reconciling all of the district's bank accounts each month. All cash receipts from the elementary campus are the responsibility of the principal's secretary. The secretary counts all receipts and then completes a deposit slip. On the high school campus, the PEIMS coordinator assumes this duty. Once the deposit slips from all campuses have been completed, the receipts are taken to the business manager who also counts them and ensures the deposit slip is correct. The school staff then deposits the funds into the appropriate accounts at Wells Fargo.

COMMENDATION

CISD has strong internal cash controls in place.

FINDING

The district is not maximizing its interest income potential by holding overnight balances in non-interest bearing accounts. The district deposits federal, state and local money as well as cafeteria receipts into the local maintenance account at Wells Fargo. From that account, funds are transferred into three clearing accounts to cover checks written by the district. **Exhibit 3-20** summarizes funds held in checking accounts as of March 31, 2001.

**Exhibit 3-20
CISD Bank Checking Accounts
As of March 31, 2001**

Financial Institution	Account Name	Balance as of March 31, 2001	Purpose of Account
Wells Fargo	Computer Clearing Account	\$100,629	Accounts payable clearing account
Wells Fargo	Payroll Account	\$30,249	Payroll clearing account
Wells Fargo	Clearing Fund	\$301	Petty cash fund
Subtotal	Clearing Accounts	\$131,179	
Wells Fargo	Activity Fund	\$45,777	School and campus activity fund account
Wells Fargo	Local Maintenance (Interest - bearing)	\$12,375	Depository account for TEA, local tax funds. cafeteria

			funds
Wells Fargo	Interest and Sinking Fund	\$3,171	Interest and sinking funds (debt service)
Wells Fargo	Construction Fund	\$5,202	Construction disbursement account
Total All Accounts		\$197,704	

Source: CISD, Wells Fargo Bank Statements.

The average total collected balance in the district's checking accounts as of March 31, 2001 was \$197,704. A large portion of this money was held in non-interest-bearing accounts. Although the balance in these accounts does not remain constant, there are times during the month when the balances are extremely high. Between September and March 2001, this balance ranged from a low of \$185,700 to a high of \$525,800. Only those funds held in the local maintenance account earn interest, at 5.58 percent annually.

The district's clearing fund was originally set up as a petty cash account that required only one signature in emergency situations. The fund has been difficult to manage in that the required balance cannot be projected. However, when the board switched to a consent agenda, the policy was changed so that the stamped board signature could be used for checks written from this account. This account no longer serves any purpose and it costs the district money to keep it open.

A zero balance account (ZBA) can ensure that the district maximizes its interest income by transferring only enough money to honor those checks presented for payment during the business day. All remaining funds can be held in an interest-earning account until they are required for paying the district's obligations.

Recommendation 21:

Close the clearing fund accounts, restructure the remaining clearing accounts into zero balance accounts and sweep all undedicated funds into local maintenance accounts each night to maximize interest income.

Although the balance in these accounts does not remain constant, there are times during the month when the balances are extremely high. There is no reason to maintain any balance in these clearing accounts at the end of each business day. The district should arrange with its banking institution

to sweep all funds into the local maintenance account and only transfer funds into the clearing accounts as needed. Not all checks remitted will clear the district's account the same day they have been released. Often, especially when checks have been mailed, it can be as long as 15 to 30 days before checks are presented for payment.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent makes a recommendation to the board to restructure the district's bank accounts.	October 2001
2.	The business manager arranges to close the clearing fund account.	October 2001
3.	The superintendent and business manager arrange to restructure the accounts payable and payroll clearing accounts as ZBAs and sweep all funds into local maintenance accounts.	October 2001

FISCAL IMPACT

Using an average balance of \$275,000, at an average annual interest rate of 5.58 percent, the fiscal impact of this recommendation is an increase in the district's annual interest income of \$15,345. Closing the clearing fund account would save the district approximately \$150 in fees each year. The service fees that would result from the ZBA will offset this savings.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Close the clearing fund accounts, restructure the remaining clearing accounts into zero balance accounts and sweep all undedicated funds into local maintenance accounts each night to maximize interest income.	\$15,345	\$15,345	\$15,345	\$15,345	\$15,345

Chapter 3

FINANCIAL MANAGEMENT

F. FIXED ASSETS

TEA defines fixed assets as items that are tangible in nature with an expected life of more than one year; of a significant value at purchase or acquisition time; and reasonably identified and controlled through a physical inventory system. According to TEA, if a purchase meets these criteria and costs \$5,000 or more, the item is considered a fixed asset and should be capitalized.

The TEA's *Financial Accountability System Resource Guide* requires assets costing \$5,000 or more to be recorded in the Fixed-Asset Group of Accounts. Items that cost less than \$5,000 are recorded as an operating expense of the appropriate fund under TEA guidelines. These guidelines also allow school districts to establish lower thresholds for control and accountability for equipment that costs less than \$5,000. For example, computer and audiovisual equipment that costs less than \$5,000 does not have to be accounted for in the fixed-asset group of accounts. However, some districts maintain lists of such assets for control and accountability purposes.

FINDING

Under the direction of its external auditor, the district is not maintaining its fixed asset listing. The district has not performed a physical inventory since at least 1997. The external auditing firm provides the district with a roll-forward listing of its fixed assets with the audit. This roll-forward listing begins with the previous year's ending fixed asset balance and accounts for any additions or sales that might have occurred during the year. This balance then is used as the starting point for the next year's roll-forward listing.

The district's accounting system, RSCCC, contains a fixed asset module but the district does not use it. It is possible that the system contains a fixed asset balance that is adjusted each year with a journal entry provided by the external auditor. However, the business manager was uncertain if the module had ever been used or if it contained any district data.

According to the Government Accounting Standards Board (GASB) 34, as of September 1, 2001, CISD will be required to begin reporting its capital assets net of depreciation. GASB 34 requires that the cost of fixed assets, i.e., plant, property and equipment, be recognized through depreciation over the life of the asset. Only a few exceptions will be allowed, such as

land, permanent infrastructure, assets acquired long ago and assets with a short life or low value. This means that the district must track and depreciate many typical fixed assets. The appropriate district staff members are attending workshops to help them understand the necessary implementation process for GASB 34.

Recommendation 22:

Perform a physical inventory and maintain fixed assets data in the RSCCC fixed asset module.

CISD should use Region 15 assist it in using the fixed asset module. Fixed asset reporting must become a short-term priority of the district's business manager until the system is operational. Once the assets have been properly accounted for in RSCCC, the process must be maintained. The district may need to solicit assistance on the maintenance issue from the district's external auditor.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	<p>The superintendent and business manager plan the necessary steps for a physical inventory and assign each department and campus with the task of inventorying its property and equipment:</p> <ul style="list-style-type: none"> • Prepare a blank inventory list for every room in the district with the following columns: Location, Description of Asset, Item Number, Acquisition Date, Original Cost of Asset and Disposal Date; • Only those assets with a value of \$5,000 or greater need to be priced but all equipment and supplies should be listed so that they can be tracked; • The item number should be attached to the asset with a label and matched to the inventory listing. • Every employee should fill out a listing for his/her room. For example, every teacher, custodian, secretary, counselor, nurse, bus driver, administrator and food service worker should account for every piece of furniture and equipment that is in his/her room. 	October 2001
2.	The district performs the physical inventory.	November 2001
3.	Region 15 personnel come to the district to train the business manager on how to use the fixed asset module.	December 2001
4.	The superintendent hires a temporary worker to input the data	December

	into the system.	2001
5.	The superintendent and business manager meet with the external auditor to address remaining issues dealing with compliance with GASB 34.	January 2002

FISCAL IMPACT

The district will have to hire a temporary worker to compile the inventory listings and enter the data into the RSCCC fixed asset module. It is estimated that a total of 40 hours will be required for this task. The district should hire a student worker at a minimum wage of \$5.65 per hour for a total cost of \$226. Region 15 should train district personnel on the system as part of the annual fee paid by the district. Future maintenance of the district's fixed asset database will fall in the normal duties of the business manager and so will not be an additional cost to the district.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Perform a physical inventory throughout the district and input the data into the RSCCC fixed asset module.	(\$226)	\$0	\$0	\$0	\$0

Chapter 3

FINANCIAL MANAGEMENT

G. PURCHASING

Efficient purchasing should ensure that supplies, equipment and services vital to a district's educational mission are purchased from the right source, in the right quantity, at the lowest prices and in accord with federal, state and local laws and policies.

In 1995, the Texas Education Code (TEC) was revised to expand 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 contacts and contracts using construction managers. In 2001, the legislature added yet another method of competitive procurement: reverse auction procedure. With these additions, school districts can select among nine methods for competitively purchasing goods valued at \$25,000 or more (or multiple like items with a cumulative value of more than \$25,000 in a twelve month period) (**Exhibit 3-21**).

**Exhibit 3-21
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	Provides an alternative to other procurement methods for the

purchase	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.
Reverse Auction Procedure	Outlines a bidding process that involves submission of bids by multiple suppliers, unknown to each other, in a manner that allows the suppliers to bid against each other.

Source: TEA Financial Accountability System Resource Guide and Legislative Briefing Book.

In 1999, the Office of the Attorney General issued an opinion (Op. JC-37) stating that school district procurement through an inter-local agreement or a cooperative purchasing arrangement satisfies competitive bidding requirements. Under an inter-local agreement, a district can contract or agree with another local government, including a nonprofit corporation that is created and operated to provide one or more governmental services, to purchase goods and any services reasonably required for the installation, operation or maintenance of the goods.

School districts must advertise bids worth more than \$25,000 at least once a week for two weeks in any newspaper published in the county in which the district is located. Those between \$10,000 and \$25,000 must be advertised in two successive issues of any newspaper in the district's county. TEC requires advertisements to specify the categories of property to be purchased and to solicit vendors that are interested in supplying them.

CISD's bid process is in compliance with the bidding regulations laid out by TEA. The district places advertisements in the San Angelo Standard Times for the items that must be bid each year. With the significant

expenditures involved with the middle school construction, the review team found the construction bids to be well organized and documented.

FINDING

The quality of the office supplies purchased through the Region 15 purchasing cooperative does not meet the district's standards. Therefore, CISD does not participate in the purchasing cooperative. The superintendent stated that the quality of the supplies was unacceptable. An example cited was transparency copy film that was constantly being destroyed in the copy machine because it was not heavy enough. The superintendent found that the district could make better purchases on its own than by using the Region 15 service. He believes that the district spends less because there is less wasted material.

COMMENDATION

CISD saves money on office supplies by purchasing top-quality products and by reducing waste that results from inferior products.

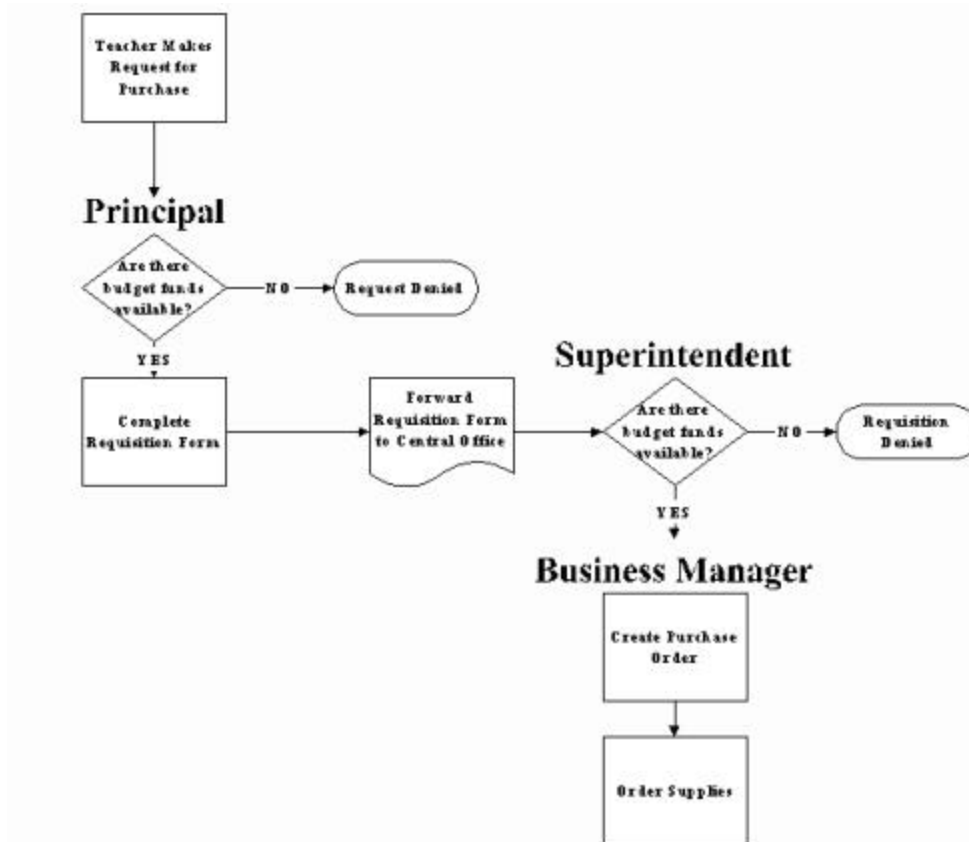
FINDING

The district's purchasing process is manual and time consuming. The business manager processes all purchase orders with the exception of Food Services. The superintendent approves all purchase requests prior to initiating a purchase order. The Food Services manager orders all food supplies.

Each time a purchase request is made, the supervisor contacts the business manager to determine if there are enough funds remaining in the budget to make the requested purchase. This step is added to the process because the supervisors are not given access to the most current budget. Once the business manager determines that the funds are available, the supervisor completes and forwards a requisition order to the central office where the superintendent again reviews the budget to ensure availability of funds. Once the superintendent verifies that funds are available, the business manager creates a purchase order.

Exhibit 3-21 illustrates the process that occurs when a teacher requests supplies be purchased.

**Exhibit 3-21
CISD Purchasing Process**



Source: CISD Business Manager.

There are certain times of the month when the business manager does not have time to deal with purchase requests, such as during the month-end closing of the general ledger. As a result, departments often have to wait longer than they would like to receive their purchases. All deliveries are made to the administration office and then distributed to the departments, adding additional time to the process. The purchasing process is too centralized and does not always meet the desired timeframe.

Spring ISD (SISD) implemented an online purchase order system. This system eliminated the need for the Purchasing Department to input order information by allowing each school and department to enter all types of purchase orders directly from their location. By using an online purchase order system, SISD reduces the processing time and provides more efficient service. The business manager at CISD enters all purchase orders into the RSCCC system as time allows.

Recommendation 23:

Enter requisitions On line directly into RSCCC and have deliveries made to each campus.

The district will have to contact Region 15 Service Center to set up three additional connections so that the principals and the athletic director can have access to the RSCCC system directly and enter purchase requisitions online. The system already contains this module and will not require additional cost. The budget control within the system will protect against over-spending of the departmental budget. Additionally, this will reduce the time required to receive supplies and will ensure that all purchases are encumbered in a timely fashion.

Rather than delivering all supplies to the administration office, the district should allow the deliveries to be made directly to the campuses. This will streamline the distribution process and increase the overall efficiency. Each campus secretary should be responsible for tracking the deliveries against the purchase order to ensure the district has received the proper merchandise.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The business manager contacts Region 15 to add the additional connections.	October 2001
2.	The business manager trains the principals to enter their own requisitions.	November 2001
3.	Principals begin entering requisitions each time they wish to order supplies.	December 2001
4.	The superintendent and business manager change the delivery procedure to allow deliveries at the campuses rather than the administration offices.	December 2001
5.	The campus secretary checks in all deliveries and forwards the completed purchase order to the administration office to be filed.	December 2001 and Ongoing

FISCAL IMPACT

Region 15 charges \$800 per year for each additional connection. In order for CISD to add three connections, one for the elementary principal, one for the high school principal and one for the director of Athletics, the total annual cost would be \$2,400 (\$800 x 3).

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
-----------------------	----------------	----------------	----------------	----------------	----------------

Enter requisitions On line directly into RSCCC and have deliveries made to each campus.	(\$2,400)	(\$2,400)	(\$2,400)	(\$2,400)	(\$2,400)
---	-----------	-----------	-----------	-----------	-----------

Chapter 4

OPERATIONS

This chapter reviews the Christoval Independent School District's (CISD) operations duties and includes the following sections:

- A. Food Services
- B. Facilities Use and Management
- C. Transportation
- D. Computers and Technology

A. FOOD SERVICES

The mission of a school district's Food Services program is to provide an appealing and nutritionally-sound breakfast and lunch to students and to operate on a cost-recovery basis. Several success factors can be used to evaluate the efficiency and effectiveness of a school district's Food Services operation. These include a high ratio of meals per labor hour (MPLH), minimization of food cost and waste, maximum participation in breakfast and lunch programs, high nutritional value and variety of meals, minimal wait times for student service and financial self-sufficiency.

Inefficient food services management and cost control can impair student performance by reducing funds available for the classroom while reducing concentration and achievement due to inadequate nutrition. A well-managed and proactive Food Services Department is critical to the health and academic success of all students.

The National School Lunch Program was authorized in 1946 by the U.S. Congress to safeguard the health and well being of the nation's school children and to encourage the consumption of domestic agricultural products. The Food Services program is funded through a combination of federal subsidies for students from low-income families and the personal contribution of students who are able to pay. The federal government also provides schools with surplus food products through the U.S. Department of Agriculture.

The Texas School Food Services Association (TSFSA) has identified 10 standards of excellence for evaluating TSFSA 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 Services 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.

CISD is building a cafetorium that is scheduled to be ready for use at the beginning of the 2001-02 school year. Currently, the only food preparation facilities are in the elementary school. As a result, high school students had to be bused to the elementary school for lunch during 2000-01. Additionally, the district contracted with several local food vendors to come in once a week to provide the high school with food through the snack bar set up outside the gymnasium. With the opening of the new cafetorium in the fall, it will no longer be necessary to provide these stopgap measures.

CISD's Food Services Department consists of a manager, three full-time employees and one part-time employee. The Food Services manager reports directly to the superintendent. Given the size of the district, all Food Services employees cook, heat, chill and serve pre-prepared and made-from-scratch foods. These employees also perform stocking, dishwashing and kitchen clean-up duties at various times during the day. Aides collect the money at the high school and the elementary secretary collects the money at the elementary school.

Exhibit 4-1 summarizes the daily staffing patterns for the district

**Exhibit 4-1
CISD Food Services Department
Staffing Patterns
2000-01**

Position	Hours Worked per Day
Food Services Manager	8
Food Services Worker	8
Food Services Worker	8
Food Services Worker	8

Food Services Worker	5
Total	37

Source: CISD Food Services Department.

The district is planning to add an additional full-time Food Services employee when the new school year begins. This will bring the total number of hours worked per day in the Food Services Department to 45.

The district participates in the Free and Reduced-price National School Lunch program. At CISD, 24.8 percent of the students are economically disadvantaged. These students qualify for either free or reduced-price breakfasts and lunches. Of the 24.8 percent of students who are eligible for free and reduced-price lunches, 68.3 percent qualify for free lunches and 31.7 percent qualify for the reduced lunch prices. The federal government reimburses the district based on the degree of participation in the program by eligible students. **Exhibit 4-2** summarizes the reimbursement rates CISD receives for this program.

Exhibit 4-2
Free & Reduced-price Lunch Program
Reimbursement Rates
2000-01

Meal Type	Reimbursement Rate
Reimbursable Lunch	Full Price: \$0.19 Reduced Price: \$1.62 Free: \$2.02
Reimbursable Breakfast	Full Price: \$0.21 Reduced-Price: \$0.82 Free: \$1.12
Reduced Price Meals Maximum Available	Lunch: \$0.40 Breakfast \$0.30

Source: TEA.

FINDING

CISD's Food Services program has been operating at a deficit for many years. **Exhibit 4-3** summarizes the Food Services special revenue funds as reported in the 1997-98 through 1999-2000 audited financial statements.

Exhibit 4-3
Audited Financial Statements
Food Services Special Fund
1997-98 through 1999-2000

School Year	Total Revenue	Total Expenditures	Fund Balance
1997-98	\$85,432	\$128,699	(\$43,267)
1998-99	\$91,249	\$151,985	(\$60,736)
1999-2000	\$91,610	\$149,208	(\$57,598)

Source: CISD Audited Financial Statements 1997-98 through 1999-2000.

The district has budgeted Food Services to operate at a deficit again during the 2000-01 school year. **Exhibit 4-4** presents the budgeted expenses by category and percent of total revenue and expenditures.

Exhibit 4-4
Budgeted Food Services Revenue and Expenditures
2000-01

Revenues		
Category	Budget	Percent
Local Revenue	\$45,000	53.6%
State Matching	\$3,000	3.5%
Federal Revenue	\$36,000	42.9%
Total	\$84,000	100.0%
Expenditures		
Category	Budget	Percent
Payroll	\$57,350	43.7%
Purchased and Contracted Services	\$1,000	0.75%
Supplies and Materials	\$72,000	54.8%
Other Operating Expenses	\$1,000	0.75%
Capital Outlay	\$0	0%
Total	\$131,350	100.0%
Difference	(\$47,350)	

Source: CISD 2000-2001 Budget.

The number of meal equivalents served per day is calculated using a standard industry methodology. Each lunch served equals one meal equivalent. Two breakfasts equal one meal equivalent. The average daily meal equivalents served by the CISD Food Services Department is 190 as shown in **Exhibit 4-5**.

Exhibit 4-5
Average Meal Equivalents
2000 - 01

Program	Daily Meals Served	Daily Meal Equivalents
Breakfast	62	31
Lunch	159	159
Total Daily Meals	221	190

Source: CISD Mealtime Operations Summary Reports and Meal Participation Report.

CISD employees prepare food from raw and frozen ingredients on the premises and wash dishes. **Exhibit 4-6** summarizes the guidelines that the review team used to evaluate the staffing levels at CISD.

Exhibit 4-6
Recommended Meals Per Labor Hour (MPLH)

Number of Meal Equivalents	Meals Per Labor Hour
Up to 100	8/10
101-150	9/11
151-250	10-11/12
251-300	13/15
301-400	14/16
401-500	14/17
501-600	15/17

601-700	16/18
701-800	17/19
801-900	18/20
>901	19/21

Source: Managing Child Nutrition Programs: Leadership for Excellence by Josephine Martin and Martha T. Conklin.

The district's current level of staffing, 37 hours worked per day, translates to 5.1 meals per labor hour -- far below the recommended efficiency level. With the opening of the new cafetorium in September 2001, the district has budgeted to hire an additional manager. *School Food Services Management* suggests that a district the size of Christoval should strive to prepare 12 to 15 meals per labor hour. At the current daily staffing level of 37 hours, the optimal number of meal equivalents served each day should range between 444 and 555. The additional full-time worker would raise that level to between 540 and 675.

Recommendation 24:

Establish a meals per labor hour standard and staff accordingly.

The district should strive to achieve a 12 meals per labor hour standard. Although an additional manager may be necessary to run both cafeterias, the district does not need six Food Services employees. Based on the district's current needs, the Food Services Department is over-staffed by at least one full-time person. However, with the new cafetorium, the district should expect to see some increase in participation from the high school students. The district should use four full-time Food Services workers, two at each cafeteria, and have a part-time staff member float between the two campuses as needed.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and cafeteria managers set a target MPLH of 12.	September 2001
2.	The superintendent restructures the Food Services Department to four full-time and one part-time staff member.	September 2001
3.	The cafeteria managers prepare monthly status reports for the superintendent.	October 2001 and Ongoing

FISCAL IMPACT

By reducing the staffing level by one full-time worker, the district would realize a reduction in labor costs of \$13,447 per year ($\$6.50 \times 8 \times 180$ days) + (\$1,853 for health insurance) + ($\$9,360 \times 23.87$ percent benefit rate).

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Establish a meals per labor hour standard and staff accordingly.	\$13,447	\$13,447	\$13,447	\$13,447	\$13,447

FINDING

The district's student meal participation rates are extremely low. The campuses are closed, meaning students cannot leave campuses to buy meals at fast food restaurants, a fact that should result in higher participation rates. **Exhibit 4-7** compares the breakfast and lunch participation rates for the past three years.

Exhibit 4-7
CISD
Average National School Breakfast and Lunch Participation
1998-99 through 2000-01

1998-99		1999-2000		2000-01	
Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast
49.1%	15.6%	51.9%	19.1%	47.0%	18.1%

Source: CISD Mealtime Meal Participation Report.

The district's participation in the breakfast program has dropped 5.2 percent since 1999-2000. The lunch participation rate fell 9.4 percent over the same period. Given that a 70-75 percent participation rate is not unusual for closed campuses, the low participation rates at CISD represent a significant issue for the district.

San Angelo ISD has an extremely successful food services program that continually operates profitably. San Angelo ISD provides a choice of two lunch entrees each school day at every campus. Similar ingredients are used so that the district can optimize its commodities use. For example, the menu choices one day might include tacos and sloppy joes. Both recipes use ground beef and are similar to prepare. The incremental food costs of providing this choice has been less than 2 percent in San Angelo.

Unless CISD raises its participation rates, it will continue to operate at a deficit and require general funds to cover its shortfall. Students will eat in the cafeterias if the food looks and tastes good, it is easy and convenient to get food, the price is right and the rest of the kids think it is cool.

Price may or may not be a major concern because most school lunch prices are extremely low compared to the cost of fast food items. But, if the food is good and it is easy to get, price can be the determining factor. Students interviewed in the Corpus Christi ISD told TSPR that even though their campus was open, it was easier and cheaper to eat at school. They said the food was good, and they got more of it at school.

Additionally, kids need to think it is cool to eat at school. Influencing student opinion is a delicate task that has to begin with asking students what they like and don't like about the cafeteria. Quarterly student surveys, student advisory groups, taste tests and using student mystery shoppers are techniques used by the more progressive districts to identify ways to appeal to students.

Sponsoring special theme days where special guests, special foods or varieties of foods or prizes are offered in a non-traditional setting are also good ways to increase student interest. Before introducing a new menu item, some districts test the menu with a group of select students to get their reactions and suggestions for improvement.

Water Valley ISD has taken innovative steps to encourage participation in its breakfast program. Each morning, the superintendent delivers grab-and-go breakfasts consisting of breakfast burritos to the high school. The review team was told that this is an extremely popular program that sells out each morning. It gives the students an opportunity to develop a closer relationship with the superintendent. This is an effective program that encourages student interaction with district administration, which is one advantage of small districts.

Recommendation 25:

Encourage increased meal participation.

Unless the district raises its participation rates, it will continue to operate at a deficit and require general funds to cover its shortfall. One way to accomplish this is by incorporating the choice of two daily lunch entrees into the menu offered to CISD students. Another might be the implementation of the grab-and-go breakfasts at all campus levels.

To determine the best strategies for increasing participation, the district might consider organizing a committee of students and staff to research

various approaches, menus and serving options that might encourage participation. It should not be difficult for the district to strive for raising its participation in the breakfast and lunch programs. As participation increases, so will federal reimbursement funds.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Food Services staff conducts a brainstorming session to determine what kind of programs it could operate over the next school year that would increase participation.	October 2001
2.	The Food Services manager develops a four-week menu cycle to include two lunch entrée choices each day using the San Angelo ISD Food Services Department as a model.	November 2001
3.	The Food Services manager implements a grab-and-go breakfast burrito program for all students.	October 2001
4.	The principal distributes notices to parents and students regarding the new meal program options.	October 2001
5.	The principal announces the new breakfast program options to all students and encourages participation.	October 2001

FISCAL IMPACT

Today the district is serving an average of 190 meal equivalents, 31 breakfasts and 159 lunches. Increasing the breakfast and lunch program participation to 51 breakfasts and 243 lunches, or 294 meal equivalents, would result in 20 additional breakfasts and 84 additional lunches each day.

The district has adequate staff to meet the increased number of meal equivalents. The only additional cost to the district will be the incremental food costs.

Each breakfast is estimated to result in an additional 70 cents in revenues based on a rough average of elementary and high school full-priced meal rates and federal reimbursement rates. Lunches are estimated at \$1.30 using the same process.

20 breakfasts x \$.70 x 180 days =	\$ 2,520
84 lunches x \$1.30 x 180 days =	<u>\$19,656</u>
	\$22,176
Less 54.8 percent for food costs =	<u>\$(12,152)</u>
	\$ 10,024

First year increases are reduced by one half to allow for full implementation.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Encourage increased meal participation.	\$5,012	\$10,024	\$10,024	\$10,024	\$10,024

FINDING

The district does not regularly analyze meal prices to determine if they are covering costs. **Exhibit 4-8** presents the current meal prices charged by the district.

**Exhibit 4-8
CISD Meal Prices
2000-01**

Breakfast	Lunch - Elementary	Lunch - High School
\$0.50	\$1.00	\$1.25

Source: CISD Food Services Department.

Exhibit 4-9 summarizes the average meal costs.

**Exhibit 4-9
CISD Average Meal Costs
2000-01**

Average Daily Number of Meals	Number of Serving Days	Annual Average Number of Meals
221	180	39,780
Annual Labor Costs (Budgeted)	Annual Food Costs (Budgeted)	Total Food and Labor Costs (Budgeted)
\$57,350	\$72,000	\$129,350
Cost Per Meal		\$3.25
Federal Reimbursement Regular-Price Breakfast	Federal Reimbursement Reduced-Price Breakfast	Federal Reimbursement Free Breakfast
\$0.16	\$0.06	\$0.19

Federal Reimbursement Regular-Price Lunch	Federal Reimbursement Reduced-Price Lunch	Federal Reimbursement Free Lunch
\$0.14	\$0.13	\$0.34
Adjusted Cost Per Meal		\$2.23

Source: CISD Food Services Department, CISD 2000-01 Budget and CISD Mealtime Meal Participation Report.

CISD's budgeted food and labor costs totaled \$129,350 in 2000-01. The district served an average of 221 meals per day, which equates to 39,780 meals annually. The district's budgeted food and labor costs alone bring the total costs per meal to \$3.25. After adjusting for the federal reimbursement dollars from the National School Lunch Program, the cost per meal is \$2.23. This per meal cost does not include overhead costs such as utilities, maintenance and other such costs, which the district pays.

At the current pricing levels, the district would have to prepare 71.5 percent more meals per day to break even.

Recommendation 26:

Regularly assess meal prices to set prices at cost-recovery level.

While the district should strive to keep meal prices as low as possible, it cannot continue to finance the deficit from the general fund, which takes money away from the educational program. If the district can spread its costs over a higher number of meals served with the increased participation and raise the lunch prices, it will no longer require the additional funding. The participation rates in the breakfast program always are substantially lower than the lunch program. Therefore, it is recommended that the breakfast price remains the same and the district increase the lunch prices for both the elementary and secondary campuses. **Exhibit 4-10** lists the recommended new lunch prices.

**Exhibit 4-10
Recommended Lunch Pricing**

Lunch - Elementary	Lunch - Middle/High School
\$1.25	\$1.50

Source: Gibson Consulting Group, Inc.

These recommended meal prices are comparable to other school districts in Tom Green County.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Food Services manager assesses actual cost per meal served and reports to the Superintendent.	October 2001
2.	The superintendent requests that the board adjusts its school lunch prices.	November 2001
3.	The board approves the new pricing.	November 2001

FISCAL IMPACT

The increase in pricing will go directly to the district's bottom line by increasing the local revenue. There will be no change in the amount of federal funds received as the government sets the maximum reimbursement rates.

Lunch:

Elementary:	\$1.25 x 165 students x 180 days x 47 percent	=	\$17,449
High School:	\$1.50 x 120 students x 180 days x 47 percent	=	\$15,228
Reduced:	\$0.40 x 30 students x 180 days x 47 percent	=	<u>\$ 1,015</u>
			\$33,692

The increase from raising the meal prices is \$6,028 (\$33,692 - \$27,664 (2000-01 lunch revenue)) annually.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Regularly asses meal prices to set prices at cost-recovery level.	\$6,028	\$6,028	\$6,028	\$6,028	\$6,028

FINDING

In the 2000-01 CISD budget, food costs comprised 85.7 percent of budgeted revenues. CISD does all of its own purchasing of food and supplies, and does not participate in any purchasing consortiums.

During interviews with the San Angelo ISD director of Food Services, the review team found that San Angelo is paying a substantially lower unit price than the smaller districts in Tom Green County. The example given was for green beans that San Angelo ISD can purchase at 30 cents

whereas the smaller districts are paying 37 cents. This is a 23.3 percent difference. The San Angelo ISD director of Food Services stated that the district would be interested in entering into and managing a cooperative purchasing agreement with the smaller districts in the county if some arrangement could be made to increase the storage facilities in the San Angelo district.

Recommendation 27:

Enter into a countywide food-purchasing cooperative.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Food Services managers of all Tom Green County school districts meet to discuss forming a purchasing cooperative.	October 2001
2.	A committee is formed to set goals and objectives of the cooperative.	November 2001
3.	The committee develops recommendations.	January 2002
4.	District superintendents present the committee's recommendations to their respective boards.	January 2002
5.	The board approves the formation of the cooperative.	January 2002
6.	The county enters into an interlocal food purchase agreement.	February 2002
7.	The committee sends out for food bids.	March 2002

FISCAL IMPACT

If the district can reduce its total food costs (\$72,000) by at least 15 percent, it would save \$10,800, based on the 2000-01 budget.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Enter into countywide food-purchasing cooperative.	\$10,800	\$10,800	\$10,800	\$10,800	\$10,800

FINDING

The record keeping for the free and reduce-price lunch program is manual and difficult to perform. During each meal period, the district gives each student a card that allows the student to purchase a lunch. Students buy

lunches either by purchasing cards that day or using a card's prepaid balance, which the district tries to follow accurately. In some instances, the district gives credit to the student if he or she no longer has any money in the prepaid balance or does not have actual cash that day. Students pay these charges at another time. **Exhibit 4-11** is an example of a portion of one student's record.

Exhibit 4-11
Student Payment Record
Name of Student:

Month	1	2	3	4	5	6	7	8	9	10
August	X	X	X	X	X	X	X	X	X	X
September	A	X	X	A	P	A	A	A	X	X
October	X	P	A	A	A	C	X	X	C	A

Source: CISD Food Services Manager.

Note: X= No school; C = Credit; A = On account; P = Cash payment

The current manual system is difficult to manage and track to ensure that the district actually is collecting the money appropriately. District employees voiced concern that a number of students eat without paying for their food. It also is difficult to keep proper records of the district's participation rates with such a manually-intensive system.

Water Valley ISD implemented a point-of-sale (POS) system in its Food Services Department. This software provides the following benefits:

- Offers convenient pre-payment options;
- Maintains confidentiality for students who receive free and reduced-price meals;
- Provides a clear audit trail;
- Reduces processing time to sell a meal in less than two seconds;
- Reduces labor hours needed with automated reports; and
- Reduces the possibility for double counting meal sales.

The software is designed to automate sales activity, meal and eligibility counts and state claim form preparation. It processes cafeteria sales quickly, tracks all meals and items sold and generates a variety of reports. It is a Windows-based software that meets the district's needs for a reasonable cost.

Water Valley ISD reported significant improvements in maintaining its cash receipts. The system has eliminated missing money and the practice of students not paying the proper amount for their food as it holds student-specific data. The Water Valley Food Services manager told the review team that the system probably has eliminated two labor hours a day with its reporting feature.

POS systems have increased student participation. With the inherent confidentiality of the system, it does not differentiate students who are eligible for the free and reduced-price meal program from students who pay regular price. Each student has the same cards. Increased participation brings increased federal reimbursement, which is additional cash flow for the district.

Recommendation 28:

Purchase point-of-sale software for Food Services.

The system will provide better record keeping and ensure that the district recognizes all eligible students and receives the appropriate levels of federal reimbursement.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent submits a request to purchase a POS system to the board for approval.	September 2001
2.	The district purchases the system and the hardware required to support the system.	October 2001
3.	The Food Services Department trains employees to use the new system and begins the transition to its use.	November - December 2001
4.	The district fully implements the system.	January 2002

FISCAL IMPACT

CISD will incur a one-time cost of \$2,389 to implement this recommendation (**Exhibit 4-12**).

**Exhibit 4-12
Estimated Cost of Point of Sale System**

Purchase Item	Cost
Software Cost	\$900

Pentium III Processor	\$649
Touch Screen Monitor	\$539
HP DeskJet 640C	\$155
Video Camera	\$99
Numeric Keypad	\$47
Total Cost of System	\$2,389

Source: WVISD, <http://accessories.us.dell.com>.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Purchase Point of Sale software for Food Services.	(\$2,389)	\$0	\$0	\$0	\$0

Chapter 4

OPERATIONS

B. FACILITIES USE AND MANAGEMENT

A comprehensive facilities, maintenance, custodial and energy management program should coordinate all of the district's physical resources. The program must integrate facilities planning with all other aspects of school planning, including the district's strategic plan. Facilities management personnel should be involved in planning, design and construction activities, and be knowledgeable about operations and maintenance. To be effective, clearly defined policies, procedures and activities should accommodate changes in the district's resources and needs.

A comprehensive facilities management program supports each campus and department by performing the following tasks:

- Performing facilities planning to ensure facilities data is gathered and used to develop effective education programs;
- Analyzing facilities use to ensure efficient and effective use of facilities based on student enrollment, educational program requirements and school board and state-mandated regulations;
- Providing plant maintenance to ensure facilities are safe and in working order to provide an effective learning environment for students;
- Administering custodial services to ensure the general cleanliness and upkeep of the facilities; and
- Developing an energy management program to ensure the efficient use of utilities through energy conservation and monitoring.

CISD has one elementary school and one high school. The district offices are located in the west wing of the high school.

The superintendent is primarily responsible for facilities management at CISD. One part-time position provides maintenance support and the district uses contracted services for projects on an as-needed basis. Each school has its own custodian and a bus driver provides two hours of custodial services each day.

The board is involved in facilities management through facilities planning and decisions relating to bond issues. In August 1999, the board authorized the sale of \$1.5 million in bonds for the construction of a middle school. This school will open in August 2001. The expansion includes new classrooms, a cafeteria and a gymnasium. Currently, the

district transports high school students to the elementary school for lunch, since there is no cafeteria in the high school.

The district spent \$242,603 on plant operations and maintenance in 2000-01. Expenditures over the past five years have ranged from \$191,408 to \$252,545. On a per-student basis, CISD spends less than all of its peer districts, with the exception of Brookeland ISD (**Exhibit 4-13**).

Exhibit 4-13
Peer Comparison of Plant Operations and Maintenance
Cost per Student
2000-01

District	Expenditures per Student
Leggett	\$1,103
Meadow	\$907
Slidell	\$852
Apple Springs	\$672
Christoval	\$640
Brookeland	\$554

Source: PEIMS actual financial data, 2000-01, function 51-plant maintenance and operations.

FINDING

CISD successfully applied the Construction Manager-at-Risk method to the recent bond project. There are several options available to school districts for managing construction projects. **Exhibit 4-14** describes each of these options.

Exhibit 4-14
Construction Management Options

Construction Management Method	Description
Competitive Bidding for Construction	Separate contracts for design and construction. Traditional method used by school districts whereby

<p>Services</p>	<p>contractors are selected through competitive bidding.</p> <p>Law requires "best value" to be selected, which may not necessarily reflect "lowest price."</p> <p>District cannot discuss bids with bidders to provide clarification or negotiate with selected bidder for cost reductions.</p>
<p>Competitive Sealed Proposals</p>	<p>Separate contracts for design and construction.</p> <p>School district selects or designates an architect/engineer to prepare construction documents for the project.</p> <p>The school district prepares a Request For Proposals for construction. Selection of contractor based on combination of price and other selection criteria.</p> <p>School district is required to receive and publicly open the proposal and to read aloud the names and amounts of offers stated in proposals. The district may discuss a proposal with offers after the opening and may reduce costs after selection.</p>
<p>Construction Manager-Agent Contracts</p>	<p>A third party represents the school district in a fiduciary capacity and may not perform any portion of design or construction.</p> <p>The school district selects or designates the architect/engineer, and separately selects the prime contractor based on acceptable contracting methods.</p> <p>The manager-agent may perform inspections.</p>
<p>Construction Manager-at-Risk</p>	<p>The manager-at-risk assumes risk for construction at the contracted price, but also provides consultation to the school district during the contract.</p> <p>The architect/engineer must be selected before or at the same time as the manager-at-risk.</p> <p>Competitive sealed proposal method must be used to select the Manager-at-risk.</p> <p>Fixed price and cost plus contracts allowed.</p> <p>The manager-at-risk may not perform inspections.</p>

Design-Build	<p>A single contract is awarded for design and construction.</p> <p>The school district may designate an architect or engineer as its representative.</p> <p>A Request for Qualifications and Request for Proposals must both be used.</p> <p>Independent inspections are required.</p>
--------------	---

Source: Section 44, Texas Education Code.

The district hired a construction manager-at-risk to perform the following tasks:

- **Pre-Construction Phase:** The construction manager provided a preliminary evaluation of CISD's program and project budget; consulted regularly with CISD and the architect to provide recommendations on the feasibility of the construction, minimizing adverse effects of labor or material shortages, time requirements and factors related to construction costs; prepared a preliminary project schedule; provided preliminary cost estimates; and solicited subcontractors.
- **Construction Phase:** The construction manager scheduled and conducted meetings between CISD and the architect; prepared the project schedule; provided monthly written progress reports to the district; regularly monitored project costs; determined the date of "Substantial Completion of Work"; directed the checkout of the utilities, operations systems and equipment for readiness; assisted in the initial start-up and testing by the contractors; secured and transmitted to the architect and engineers required guarantees, affidavits, releases, bonds and waivers; and returned all keys, manuals, record drawings and maintenance stock to the district.

Additionally, the district formed a committee of three board members with construction experience to oversee the project. This knowledge base on the board gave the district a measure of quality control that many small districts do not have. The total cost of the project is expected to be \$1.4 million under budget.

COMMENDATION

The district successfully applied the Construction Manager-at-Risk method to build quality facilities at a lower cost.

FINDING

The district does not have a formal long-range facilities master plan to ensure that long-term facilities needs are met. However, district administration has realized that it will require additional space to support future growth in enrollment and has taken some preliminary action. In May 2001, the district asked if it could lease an additional 26.94 acres of land from Tom Green County. The County Commissioners Court approved the lease through 2084.

After several failed attempts to pass a bond issue, the board formed a facilities committee in 1998 consisting of a cross-section of community members, teachers, parents and staff. This committee identified and prioritized major facilities needs that culminated in a bond election in 1999. The committee proposed building five new middle school classrooms, a cafetorium, a kitchen, a band hall and an agriculture shop. These facilities are attached to, and shared with, the high school. The district aggressively marketed this bond package to all areas of the district and voters approved the sale of \$1.5 million in bonds in August 1999. These new facilities are near completion and will be in use by August 2001.

Since the bond election passed, this committee has not been active, yet many facility issues remain. The district has resolved its short-term facilities needs for a cafetorium, band hall and additional classrooms, but still has long-term needs. For instance, the elementary school will need to be renovated within the next seven years. The bathroom fixtures in the elementary school will have to be replaced within five years. The district is growing and has the opportunity for significant growth in the Christoval area with homeowners moving from San Angelo and the possible construction of a water treatment plant. Although the district is beginning to address future needs with the leasing of additional land, a facilities master plan can detail the specifics of how the additional growth will be accommodated should it occur.

While the previous facilities planning committee included community members and parents, the TSPR parent survey reflects dissatisfaction with the level of involvement by stakeholders in the facilities planning process (**Exhibit 4-15**).

Exhibit 4-15
CISD Parent Survey
Facilities Use and Management

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
-------------------------	-----------------------	--------------	-------------------	-----------------	--------------------------

24.	Parents, citizens, students, faculty, staff and the board provide input into facility planning.	5.0%	23.3%	26.7%	36.7%	8.3%
-----	---	------	-------	-------	-------	------

Source: TSPR Parent Survey, March 2001

Teachers voiced more satisfaction with the process than parents (**Exhibit 4-16**).

Exhibit 4-16
CISD Teacher Survey
Facilities Use and Management

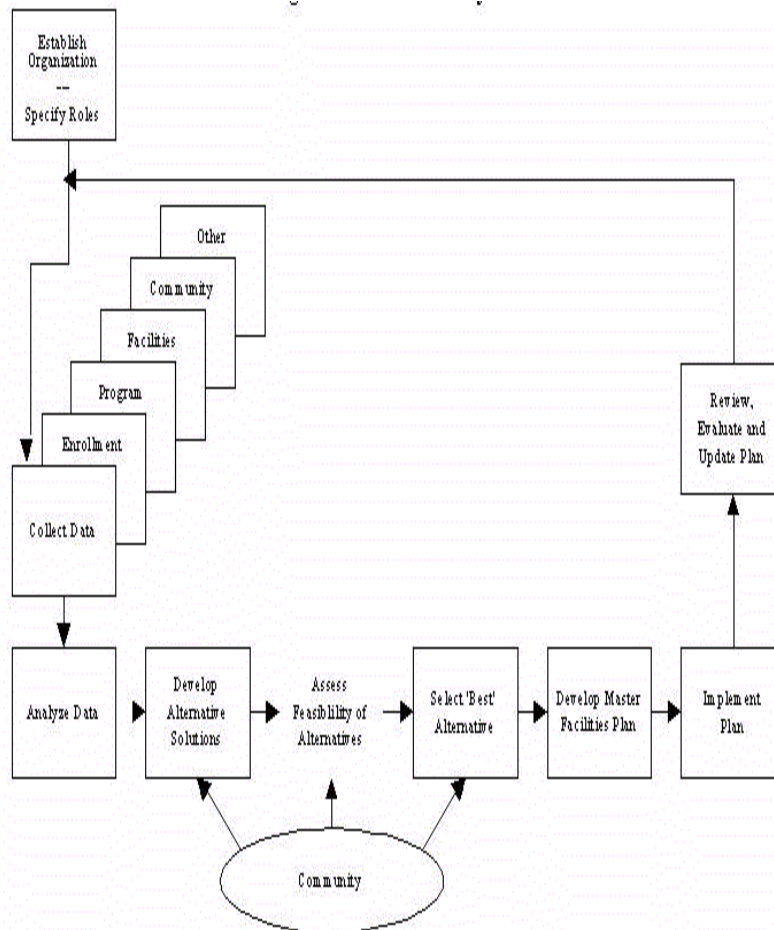
Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
44.	The district plans facilities far enough in the future to support enrollment growth.	0.0%	55.6%	11.2%	27.8%	5.6%
45.	Parents, citizens, students, faculty, staff and the board provide input into facility planning.	0.0%	44.4%	27.8%	16.7%	11.1%

Source: TSPR Teacher Survey, March 2001. Totals may not add to 100 due to rounding.

Water Valley ISD hired an outside firm in 1999 to assist in developing a master plan. This study included enrollment projections under three scenarios, assessments of existing facilities using a standardized rating method and descriptions and cost estimates of alternative long-range plans.

Exhibit 4-17 shows the facilities planning process recommended by the Council of Educational Facility Planners, International (CEFPI). This model provides a guide for facility consultants and school districts.

Exhibit 4-17
Facilities Planning Process Recommended by CEFPI



Source: Council of Educational Facility Planners International, Guide for Planning Educational Facilities, 1991.

Recommendation 29:

Reactivate the facilities planning committee and develop a long-range facilities master plan.

The district should reactivate and expand the facilities planning committee to include more community members. This committee should be a permanent committee with rotating community members, board members and teachers. The use of an outside firm will help this committee focus on longer-term issues and develop a sound master plan for the district. This plan will ensure that long-term facilities needs are met.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board announces the intent to reactivate the facilities planning committee and requests volunteers to serve on the committee.	September 2001
2.	The board appoints committee members, establishes goals for the committee and defines the timetable for results.	October 2001
3.	The superintendent solicits bids for a facilities planning study and recommends a selected vendor to the committee and board for approval.	November 2001
4.	The facilities planning committee oversees the planning study and incorporates the results into a long-term facilities master plan.	March 2002
5.	The facilities planning committee updates the master plan annually.	Ongoing

FISCAL IMPACT

The cost of a facilities planning study by an outside firm is estimated to be \$5,000. Water Valley ISD spent \$4,000 on its study in 1999. The cost is expected to be higher because of inflation factors and because CISD is a slightly larger district.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Reactivate the facilities planning committee and develop a long-range facilities master plan.	(\$5,000)	\$0	\$0	\$0	\$0

FINDING

CISD does not maintain an inventory of its space, limiting its ability to plan and measure efficiency. A facilities inventory has several important benefits. Documenting the space the district has is the first step in facilities planning. Classroom capacity and utilization are important for scheduling and determining additional space needs. Square footage data is important for measuring overall space utilization, and also can be compared to maintenance, custodial and energy costs over time to evaluate cost efficiency.

Recommendation 30:

Develop and maintain a facilities inventory.

Most school districts maintain an inventory of facilities. It is a common and necessary practice for effective facilities management.

A facilities inventory should track the following items:

- Facility name;
- Date of initial construction;
- Site size (acres);
- Gross square feet - permanent space;
- Gross square feet - portable buildings;
- Total gross square feet;
- Student capacity - permanent space;
- Student capacity - with portable buildings;
- Current enrollment;
- Capacity variance - permanent space; and
- Capacity variance - total space.

This information will help the district monitor the use of its facilities and provide a starting point for its facilities planning efforts. Using existing financial data and this inventory, the district should develop and report statistics on maintenance cost per square foot, utilities cost per square foot, custodial cost per square foot and number of square feet of coverage per full-time-equivalent custodian. These statistics should be analyzed over time to evaluate efficiency.

A similar schedule of district-owned land also should be maintained. This schedule should include the lot description, date purchased, cost and number of acres.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and maintenance supervisor gather or measure square footage data for each district facility.	September 2001
2.	The maintenance supervisor develops the facilities inventory and submits it to the superintendent and board for review.	October 2001
3.	The maintenance supervisor updates the facilities inventory at the beginning of each school year and after any changes to the facilities.	Ongoing
4.	The superintendent and board monitor facility use and cost performance measures using square footage data.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Facilities maintenance services are not meeting the needs of the district. The superintendent planned to convert the part-time maintenance position to a full-time position in August 2001. However, the district hired a new full-time maintenance employee in May 2001. This action was in response to the addition of new facilities and a workload that is larger than what a part-time employee has been able to accomplish.

CISD teachers are not satisfied with the quality or timeliness of maintenance services. In a survey of teachers by TSPR, the negative responses outweighed the positive responses by three to one. Almost 40 percent of those surveyed strongly disagree with positive statements regarding the timeliness and quality of service (**Exhibit 4-18**). Teachers are generally satisfied with the response to emergency work requests.

Exhibit 4-18
CISD Teacher Survey
Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
49.	Buildings are properly maintained in a timely manner.	5.6%	22.2%	5.6%	27.8%	38.9%
50.	Repairs are made in a timely manner.	0.0%	27.8%	11.2%	22.2%	38.9%
51.	Emergency maintenance is handled promptly.	0.0%	55.6%	16.7%	11.1%	16.7%

Source: TSPR Teacher Survey, March 2001.

The district is not using its work order system to track the effectiveness of maintenance. Work requests generally are submitted by phone call. Estimates of cost and response time are not provided to the requestor, nor tracked by maintenance. The new full-time maintenance director is developing a process for tracking work-orders and district officials believe that many of the issues that arose during the on-site audit will be addressed.

Many districts use a work order management system to track maintenance work requests and monitor performance. Smaller districts often use

spreadsheets or database templates to track the same information at a lower cost.

Recommendation 31:

Use a work order tracking log to monitor the cost, timeliness and performance of maintenance services.

The district should develop a spreadsheet template that contains the following data elements:

- Date of Request;
- Work order number;
- Location;
- Description;
- Priority;
- Estimate of labor hours to complete;
- Estimate of materials cost;
- Estimate of outside contractor cost;
- Target date of completion;
- Actual cost;
- Actual date of completion; and
- Comments - status.

This information could be sorted to allow employees to view outstanding work orders and compare actual performance to estimates. Within 24 hours, requestors should be provided a target date of completion and a cost estimate. Upon completion of the work, a short survey form should be sent to the requestor asking for feedback on performance. These forms should be returned to the superintendent for monitoring the performance of maintenance employees.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Maintenance supervisor, with assistance from central office support staff, designs and develops a spreadsheet template to track work orders.	September 2001
2.	The Maintenance supervisor begins using the work order tracking system.	October 2001
3.	The superintendent monitors the performance of maintenance workers by reviewing the work order tracking system reports on a weekly basis and evaluating customer feedback.	October 2001
4.	The Maintenance supervisor annually reports statistics on average response times, variances between actual and	September 2002 and

estimated time of completion and variances between actual and estimated costs.	Ongoing
--	---------

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district does not employ an adequate number of custodial staff. Currently, there are two full-time custodians and one part-time custodian. The part-time custodian is a bus driver who spends two hours each day performing custodial duties.

Most teachers are not pleased with the cleanliness of schools. Of those surveyed by TSPR, approximately 50 percent disagreed with the statement that "schools are clean." Forty-four percent agreed with the statement and 6 percent had no opinion. Observations made by TSPR reinforced this perception. The high school is in the middle of a construction project, which has contributed to the difficulty in keeping that school clean.

The district does not apply a defined set of cleaning standards or frequencies for cleaning various types of space. In practice, bathrooms are cleaned three times per week instead of daily. Christoval Elementary has 34,302 square feet and 1.25 custodians. Christoval High School has 39,100 square feet and one custodian. Staff levels at both of these schools significantly are below the industry average of 20,000 square feet per custodian. This likely is affecting cleaning frequencies and the overall cleanliness of the schools.

Recommendation 32:

Hire an additional full-time custodian for the district and train custodians to care more effectively for the campuses.

The total square footage of the district for both existing campuses is 73,402. Using the industry average of one custodian per 20,000 square feet, the district should have 3.6 custodians on staff to manage and care for the two campuses.

The district also should ensure that each of the custodians receives training every other year on the following topics:

- Efficient cleaning methods;
- Kitchen cleaning and sanitation;
- Restroom cleaning;

- Proper use of cleaning supplies and equipment;
- Time management;
- Hazardous materials;
- District policy review;
- Indoor environmental quality;
- Safety and health;
- Blood-borne pathogen precautions;
- Repetitive stress injury prevention;
- Harassment and discrimination; and
- Cardiopulmonary resuscitation.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent hires a new custodian for the existing facilities.	September 2001
2.	The superintendent, principals and custodians develop and implement new cleaning standards for the schools.	October 2001
3.	The custodians receive training on cleaning practices every other year.	December 2001
4.	The superintendent informally surveys district employees on the quality of custodial services.	Ongoing

FISCAL IMPACT

The cost to hire an additional custodian will be \$20,434 per year (\$7.50 per hour x 8 hours x 250 days) + (\$1,853 per year for health insurance) + (\$15,000 x 23.87 percent benefit rate). The estimated cost of 8 hours of training per year, plus the cost of a substitute custodian for one day is \$250.

Recommendation	2002-2003	2003-04	2004-05	2005-06	2006-07
Hire an additional full-time custodian for the district and train the custodians to care more effectively for the campuses.	(\$20,684)	(\$20,684)	(\$20,684)	(\$20,684)	(\$20,684)

FINDING

CISD is not participating in an energy management program. In October 2000, the district received a report entitled "Rebuild America - Texas

Program" prepared by Gutierrez, Smouse, Wilmut & Associates. This study provided the district with recommendations for energy efficiency, including lighting retrofits and Heating, Ventilation and Air Conditioning automation controls. The cost of implementing these recommendations is an estimated \$90,000. The district has not implemented any of these recommendations, as it was hesitant to spend additional money during the construction of the middle school.

The district has requested that it be included in the Lone Star program run by the State Energy Conservation Office (SECO). SECO administers a variety of energy efficiency and renewable energy programs that can significantly reduce energy consumption in school districts. For example, the Energy Management Partnership Program has identified more than \$10 million in energy savings for school districts in Texas. The Lone Star program is recognized as the nation's largest and longest-running energy efficient, government-operated loan program. The program has helped public entities save more than \$94 million through energy efficiency and has recommended additional measures that could save more than \$500 million by 2020.

SECO has engineering firms under contract that will, at no cost to the district, conduct a preliminary audit of a district's building(s) and identify maintenance and operations procedures, projects for retrofit and financing options. These audits often find low-cost or no-cost projects districts can undertake immediately to save energy. A district often knows how it is being billed for energy, how much energy per square foot each building is using and how much it costs per square foot. Districts understand that this data enables them to compare their usage and cost with local and state data in order to flag energy hogs. If one elementary school costs 54 cents a square foot to operate and another of comparable size costs 94 cents, district officials will know it. An energy audit can help districts find out why the disparity exists.

Energy retrofits can be used to upgrade facilities and equipment and generally pay for themselves within eight to 10 years through energy savings and reduced maintenance costs. These might include heating and air conditioning systems that may be inefficient and at the end of their useful lives. Incandescent lighting may need to be replaced with high-efficiency fluorescent or metal halide lighting systems. Mechanical or computerized energy management controls may yield excellent paybacks.

Performance contracts enable a district to fund needed projects without issuing a bond or tying up district funds. With a performance contract, energy savings are used to pay for capital improvements. Depending on how the contracts are worded and the manner in which they are accounted for, these are all typically M&O savings and costs-an offset. Some

districts need energy retrofits and lack either the needed manpower or the expertise to oversee these projects. By funding these projects through a performance contract, the projects are handled in a turnkey fashion and the district looks to one contractor for the entire project.

Recommendation 33:

Participate in the SECO LoneSTAR program to reduce energy costs.

The district should pursue the SECO program to determine whether any cost-effective measures can be implemented. This program provides a risk-free option to school districts for improving energy efficiency.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent contacts SECO to request an energy management audit.	September 2001
2.	SECO completes the audit and makes recommendations for energy efficiency.	November 2001
3.	The superintendent requests approval from the board to issue debt to finance the energy conservation measures.	December 2001
4.	The superintendent tracks and reports energy usage and cost statistics on a square footage basis.	Each month beginning January 2002

FISCAL IMPACT

While long-term savings will be achieved, energy management investments are not expected to pay for themselves in less than five years

Chapter 4

OPERATIONS

C. TRANSPORTATION

The Texas Education Code (TEC) authorizes, but does not require, each Texas school district to provide transportation for students 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 Act (IDEA) requires a school district to provide transportation for students with disabilities if the district also provides transportation to students in the general population, or if students with disabilities receive special education.

The TEC states that a school district is eligible to receive state funding for transporting regular education and special education students between home and school, and career and technology students to and from vocational training locations. The Texas Legislature sets funding rules, and the TEA administers the program. Local funds must be used to pay for transportation costs that the state does not cover.

The CISD Transportation Department transported an average of 160 students a day between school and home on regular routes and 10 students a day on special education routes in 1999-2000. The district owns, operates and maintains a fleet of nine regular school buses. In 1999-2000, CISD provided 122,854 miles of regular transportation and 38,955 miles of special education transportation.

State funding for regular education is limited to transportation for students living two or more miles from the school they attend. For the regular program, TEA reimburses a local district for qualifying transportation expenses according to a prescribed formula. This funding formula is based on linear density, which is the ratio of the average number of regular program students transported daily to the number of miles operated daily for those students. TEA uses this ratio to assign each school district to one of seven groups, with each group receiving a different per-mile reimbursement. The group assignments are reevaluated each year by TEA. To assign groups and funding for the next biennium, TEA calculates linear density using operations data from the first school year of the previous biennium. In 1999-2000, CISD was in the second linear density group, which entitled the district to a reimbursement of 79 cents per mile for regular education route miles. The district's actual cost was 89 cents per mile in 1999-2000.

All transportation to and from school for special programs, except certainfield trips, is eligible for state reimbursement. The Texas Legislature set a maximum rate of \$1.08 a mile for reimbursement for special program transportation. This reimbursement rate was higher than CISD's actual cost of 53 cents a mile for special program transportation in 1999-2000.

Co-curricular trips take students to activities that are considered part of the student's required curriculum and usually take place during school hours. Extracurricular transportation takes students to events during and after school and on weekends. Extracurricular transportation consists largely of transportation to and from athletic events and interscholastic league competition. No state funding is provided for extracurricular transportation.

Each school district is responsible for the capital cost of purchasing school buses. Districts may purchase school buses through the Texas General Services Commission under a state contract. Districts also may choose a lease-purchase method of obtaining buses.

The TEA *School Transportation Operations Reports* for 1995-96 through 1999-2000 provide a five-year history of the district's transportation operation costs and mileage. These reports are intended to track all costs and mileage related to transportation, including services not funded by the state. **Exhibit 4-19** compares transportation operations costs from 1995-96 through 1999-2000.

Exhibit 4-19
CISD Regular and Special Program Transportation Operation Costs
1995-96 through 1999-2000

Item	1995-96	1996-97	1997-98	1998-1999	1999-2000	Percent Change 1995-96 to 1999-2000
Operating and Capital Costs						
Regular Program	\$76,161	\$80,742	\$106,579	\$99,291	\$113,795	49.4%
Special Program	\$12,821	\$13,620	\$14,688	\$19,573	\$17,585	37.2%
Total Costs	\$88,982	\$94,362	\$121,267	\$118,864	\$131,380	47.7%
Annual Miles						

Regular Program	103,584	107,381	113,901	122,854	127,515	23.1%
Special Program	25,344	26,118	29,102	38,955	33,101	30.6%
Total Miles	128,928	133,499	143,003	161,809	160,616	24.6%

Sources: CISD School Transportation Operations Reports, 1995-96 through 1999-2000.

CISD's total costs rose 47.7 percent between 1995-96 and 1999-2000 and total miles traveled increased 24.6 percent. For the regular program, costs increased 49.4 percent, and miles traveled increased 23.1 percent. For the special program, costs increased 37.2 percent, and miles traveled increased 30.6 percent.

Exhibit 4-20 presents the total budgeted transportation costs by expenditure type.

Exhibit 4-20
CISD Budgeted Transportation Costs by Type of Expenditure
2000-01

Object	Total Budgeted Expenditure
Salaries and Benefits	\$80,450
Purchased and Contracted Services	\$15,250
Supplies and Materials	\$26,200
Other Operating Expenses	\$6,300
Total Operating Expenses	\$128,200
Capital Outlay	\$25,000

Source: CISD 2000-01 Budget.

CISD maintains a fleet of nine buses, five of which it sends on routes each day. **Exhibit 4-21** provides details of the district's fleet of buses.

Exhibit 4-21
CISD Mileage Summary
1999-2000

Bus Number	Number of Passengers	Model Year	Age of Vehicle	Mileage
10	35	1985 Ford	16 years	112,633
11	45	1985 International	16 years	182,237
6	52	1989 International	12 Years	33,547
4	35	1990 International	11 years	181,630
5	71	1992 International	9 years	113,132
1	71	1995 International	6 years	104,822
2	77	1995 International	6 years	86,312
8	35	1995 International	6 years	73,573
7	77	1999 Freight	2 Years	25,616

Source: CISD Transportation supervisor.

FINDING

School buses are vandalized while parked on the unsecured lot next to the elementary school. The lot is not fenced. It is located in a neighborhood and is easily accessible by residents and students. Both the superintendent and Transportation supervisor said that vandalism of the buses is a problem. Ripped seat covers are the most common problem, but the superintendent was not able to estimate the amount spent repairing seats each year. Of the other four small districts in Tom Green County, three-Wall, Water Valley and Grape Creek-store their buses in secured, fenced facilities.

The district recently hired a new Transportation supervisor. District staff told the review team that there has been a vast improvement in the aesthetic condition of the buses. They are being washed regularly and the damaged seats are being repaired. However, the buses remain unsecured.

Recommendation 34:

Construct a fence around the bus lot.

Given the recurring problems with vandalism, CISD should build a fence around the bus lot. The fence will help deter vandals and thieves and protect the district's capital investment. Additionally, parking the buses in a secure area throughout the school day will protect the district from an unauthorized person boarding the bus with the intent to harm CISD students.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent develops specifications for a 6-foot chain link fence, topped with barbed wire and with a 20-foot gate to surround the bus lot.	September 2001
2.	The superintendent solicits bids for the project.	October 2001
3.	The superintendent evaluates bids received and selects a vendor that meets specifications at the lowest price.	November 2001
4.	The superintendent monitors construction of the fence.	December 2001

FISCAL IMPACT

Based on the lot perimeter of 400 linear feet, and an estimated fencing cost of \$10.75 per linear foot installed, the estimated cost of the fence would be \$4,300. The district should pursue a discount on its insurance coverage of the buses due to the lower risk of vandalism with the fence in place.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Construct a fence around the bus lot.	(\$4,300)	\$0	\$0	\$0	\$0

FINDING

CISD does not keep records on maintenance performed on vehicles. The district has not tracked the cost of parts and labor of vehicle repairs to determine which vehicles are becoming costly to maintain and should be replaced. The newly hired Transportation supervisor has implemented a maintenance program based on the needs of the district. The program was not in place at the time of the on-site TSPR audit.

Given the lack of maintenance records, it is difficult to verify whether CISD has a preventive maintenance program in place for maintaining the school bus fleet. The previous Transportation supervisor said he changed the oil and lubricated all vehicles a few times a year. He performed this work on all vehicles at the same time. Since all vehicles do not accrue mileage at the same rate, it is likely that some buses have not been getting their oil changed at appropriate intervals. Wall ISD conducts 30-day inspections on all of its vehicles as part of its preventive maintenance program.

Tracking maintenance has many benefits. First, it ensures preventive maintenance is performed on time, which leads to well-maintained buses and fewer breakdowns. Second, it helps identify recurring problems. Recurring problems can be indicative of a larger maintenance problem. Third, it identifies the cost of repairing vehicles. Vehicles that become too costly to maintain can be replaced.

Recommendation 35:

Document maintenance performed on each vehicle.

The Transportation supervisor should keep track of the cost of maintaining each vehicle and help identify vehicles that become too costly to maintain.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Transportation supervisor develops a spreadsheet template to track maintenance on each vehicle.	September 2001
2.	The Transportation supervisor records, at a minimum, the date, the mileage, a description of the repair, the parts used and cost, and the number of hours expended on the repair.	September 2001
3.	The Transportation supervisor uses the maintenance records to identify when buses are due for preventive maintenance and sets up an appropriate preventive maintenance schedule.	January 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

CISD does not regularly perform formal pre- and post-trip inspections on vehicles. Although pre-and post-trip inspections are not required for school buses in the state of Texas, the inspections are an important tool for ensuring buses are safe before they leave the bus lot.

Many districts use formal checklists that must be filled out each time buses leave or return to the bus lot. The inspection forms provide documentation in the event of an incident. For example, the Transportation supervisor at Grape Creek ISD said after a recent bus fire, one of the items authorities requested was the pre-trip inspection form for that vehicle. Such documentation can help protect districts against liability.

The former Transportation supervisor said the district is supposed to conduct pre- and post-trip inspections, but does not. He said he conducted

those inspections a couple of times a week. In many districts, pre- and post-trip inspections are the responsibility of the driver and are integrated into their daily duties.

Given that preventive maintenance practices could not be verified, buses may not be as well maintained as they should be and may be prone to breakdowns and other safety hazards. The district has requested that the Transportation supervisor perform these checks, and he began doing so immediately after TSPR's on-site audit was completed.

Recommendation 36:

Implement a formal pre- and post-trip inspection procedure for buses.

CISD should implement a formal procedure for performing pre- and post-trip inspections. A pre- and post-trip inspection before each bus leaves and after each bus returns to the lot could help identify safety hazards.

An appropriate checklist should be developed so no safety items are accidentally overlooked. In the event of a safety incident, documentation can be provided verifying that a bus was roadworthy before it left the bus lot.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Transportation supervisor develops pre- and post-trip inspection checklists.	October 2001
2.	Bus drivers perform inspections and submit completed checklists to the Transportation supervisor.	November 2001
3.	The Transportation supervisor reviews the checklists for action items and maintains the inspection checklist files for future reference.	November 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

CISD maintains a spare bus ratio of 80 percent, which is the number of buses the district uses as spares (four) as a percentage of the number of buses it uses on daily routes (five). Spare buses provide the ability to rotate buses to distribute miles and to provide regular preventative maintenance inspections and repairs.

In 2000-01, CISD used two spare buses to transport high school students to the elementary school for lunch and agricultural education classes. The district keeps one spare bus as an activity bus for off-campus activities. CISD also maintains two buses to serve as spare buses in the event any one of the daily fleet requires maintenance or should be out of service for any reason. Other school districts in Tom Green County maintain a spare bus ratio of 30 to 40 percent.

The average age of buses in CISD's fleet is eight years. Of the nine buses, two are 16 years old (made in 1985). **Exhibit 4-22** presents a listing of CISD's bus fleet by year of purchase.

Exhibit 4-22
CISD Bus Fleet Age as of March 2001

Year Purchased	Number of Buses
1985	2
1989	1
1990	1
1992	1
1995	3
1999	1
Average Age	8

Source: CISD Bus Inventory, March 2001.

The superintendent told the review team that he tries to buy a new bus for the district every two or three years on a three-year lease. Buying a new bus every two years results in an 18-year replacement cycle. The accepted life of a school bus is 200,000 miles of service. If a school district operates each school bus on average 20,000 miles per year, the typical service life is 10 years. Other factors and the cost of maintenance also should be considered when establishing a district policy for replacing buses. Not all buses are driven the same amount of miles each year. The district has budgeted enough money to lease-purchase a new bus in September 2001. The estimated cost of the bus is \$44,000, and the district plans to enter into a three-year lease agreement.

Some types of service (routes with many stops and many daily student riders) may cause more wear and tear on a bus. CISD does not have an aggressive preventive maintenance program, so buses cannot be expected to provide a longer service life. The cost of maintenance per vehicle

should be monitored to determine when a vehicle should be replaced to save operating costs.

In 1999-2000, CISD's nine school buses averaged 17,850 miles per bus. While buses represent a large capital investment for small districts, a regular procurement and replacement plans provides many benefits. Replacement plans introduce new buses into the fleet on a regular basis. The buses with the highest cost of maintenance can be replaced. Regular purchase of buses can prevent the purchase of multiple buses in any one year.

In 1999-2000, CISD buses traveled a total of 161,616 miles. The fleet of nine buses averaged 17,957 miles per bus. **Exhibit 4-23** summarizes the total number of miles traveled by program.

**Exhibit 4-23
CISD Mileage Summary
1999-2000**

	Regular	Special	Total
Route	89,928	33,101	123,029
Extra Curricular	38,587	0	38,587
Total Annual Mileage	128,515	33,101	161,616
Buses in Fleet			9
Average Miles per Bus			17,957

Source: CISD Transportation Operation Reports 1995-2000.

Exhibit 4-24 presents maintenance costs taken from the Transportation Operation Reports. The district's maintenance costs increased 29.2 percent from 1995-96 to 1999-2000.

**Exhibit 4-24
CISD Maintenance Cost
1995-96 to 1999-2000**

School Year	Total
1995-96	\$19,617
1996-97	\$21,083
1997-98	\$21,433

1998-99	\$20,681
1999-2000	\$25,341
Percent Increase	29.2%

Source: CISD Transportation Operation Reports 1995 -2000.

Given the rural nature of CISD and the high number of miles put on buses each year, it is important that buses consistently operate at optimum level.

Recommendation 37:

Reduce the spare bus ratio and adopt a bus procurement plan to replace buses every 12 years or 200,000 miles.

The 80 percent spare bus ratio is excessive. The district requires five buses for daily routes between home and school. Three spare buses will provide a 60 percent ratio. While a 60 percent ratio is higher than other school districts, it is justified because of the high number of miles per bus and the small size of the fleet. A fleet of eight buses will average over 20,000 miles per bus per year. Assuming a service life of 200,000 miles and a good maintenance program, the average bus should be in service 10 to 12 years.

The superintendent should develop a schedule that replaces buses on a 12-year cycle. With a fleet of eight buses, the procurement schedule should be four buses every five to six years. The board should adopt the plan, and funds should be committed to support the schedule.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and Transportation supervisor develop a bus replacement plan to be approved by the board.	September 2001
2.	The board approves the bus replacement plan and commits funds to implement it.	October 2001

FISCAL IMPACT

Assuming CISD adopts a conservative 12-year cycle, it will purchase two buses every three years. The district currently budgets enough money to buy one bus every three years and so additional capital outlay funds will be required to implement this recommendation. In 2001-02, the district should be able to auction the two oldest buses. Assuming that the district will enter into a three-year lease purchase agreement for the extra bus

purchased in 2004-05 at an average price of \$44,000, the district will spend an additional \$11,000 in 2004-05 after auctioning two older buses for \$2,000 each and \$15,000 in 2005-06.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Reduce the spare bus ratio.	\$4,000	\$0	\$0	\$0	\$0
Adopt a bus procurement plan to replace buses every 12 years or 200,000 miles.	\$0	\$0	\$0	(\$11,000)	(\$15,000)
Net Savings/(Costs)	\$4,000	\$0	\$0	(\$11,000)	(\$15,000)

FINDING

CISD provides a minimum level of driver training. The district trains drivers to get their commercial drivers license (CDL) and sends drivers to a state-required 20-hour training course provided by the Region 15 Educational Service Center (ESC). The certification course includes instruction in each of the 10 units comprising the *Course Guide for School Bus Driver Training in Texas* as developed by Southwest Texas Quality Institute (SWTQI). The *Texas Administrative Code* recommends the following hourly allocations for each unit:

- Introduction-- 1 hour;
- Student Management-- 2 hours;
- Know Your Bus-- 2 hours;
- Traffic Regulations-- 1.5 hours;
- Responsible Driving-- 4 hours;
- Emergency Evacuation-- 2 hours;
- First Aid-- 1.5 hours;
- Procedures for Loading and Unloading Students-- 2.5 hours;
- Special Needs Transportation-- 1.5 hours;
- Awareness of the Effects of Alcohol and Other Drugs-- 1.5 hours;
- and
- Summary and Written Test-- 1 hour.

This level of driver training is similar to other small districts in Tom Green County. Providing additional training or annual retraining in small districts is difficult due to limited resources.

In the transit industry, cooperative training is one of the simplest ways to stretch resources. Grape Creek ISD recently contracted with San Angelo ISD to provide four hours of driver safety training. Additionally, the Gulf Coordinating Council in Galveston and Brazoria counties developed a safety committee dedicated to promoting safety regulations for operating

passenger and cargo vehicles in the community. The committee developed driver safety standards and works to coordinate training efforts among agencies to maximize their resources. Examples of coordinated training provided include computer training for administrative staff; passenger assistance training and driver safety training for drivers; and transit bus emergency evacuation training for drivers, operators and supervisors.

Recommendation 38:

Coordinate with other districts in Tom Green County to provide expanded driver training.

The small districts within Tom Green County would have a difficult time providing expanded driver training or annual retraining. However, coordinating with neighboring districts can provide additional training opportunities.

The superintendents of the districts of Tom Green County, including San Angelo ISD, should meet to discuss options for coordinating driver training and retraining. The districts should work together to identify safety standards for drivers and use the standards to develop an appropriate expanded training curriculum. A sponsor district could offer the expanded training classes once or twice a year, and the other districts could pay for their drivers to attend the classes.

San Angelo ISD would be the most likely candidate for providing the training and may be amenable to the idea since the district already has provided some training to Grape Creek ISD drivers by contract and has a training staff.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and the Transportation supervisor meet with other Tom Green County school districts to identify consolidated training and retraining opportunities for bus drivers.	November 2001
2.	Bus drivers attend eight hours of required training or retraining each year.	Ongoing beginning January 2002

FISCAL IMPACT

The total cost of additional training will be \$120 per year.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Coordinate with other districts in Tom Green County to provide expanded driver training.	(\$120)	(\$120)	(\$120)	(\$120)	(\$120)

Chapter 4

OPERATIONS

D. COMPUTERS AND TECHNOLOGY

In 1987, the Texas Legislature recognized the importance of technology in education and directed the State Board of Education to develop a 1988-2000 Long-Range Plan for Technology. This plan called for the establishment of a statewide electronic transfer system (TENET), expansion of integrated telecommunications systems (T-STAR) and a center for research in educational technology (TCET).

Subsequent legislation created the Technology Allotment, which now provides approximately \$30 per student per year in state funding for technology. House Bill 2128, passed by the 1993 Legislature created the Telecommunications Infrastructure Fund (TIF). This fund derives revenues from the Telecommunications Utilities Account and the Commercial Mobile Service Providers Account to provide \$150 million in grant funds each year for 10 years to public education, higher education and telemedicine centers for computer infrastructure, distance learning and training.

Another grant fund available to public school districts is the Technology Integration in Education (TIE) grant, which provides funding for teaching and learning, educator preparation, administration and support and technology infrastructure. This state-level focus on technology in education has allowed even the smallest of school districts to develop state-of-the-art computer networks and computer labs.

The development of improved technology in school districts has prompted the need to better manage a more complicated investment in technology. Well-managed administrative technology and information services must provide direction for districts to maximize their use of technology and provide adequate support for the maintenance, upkeep and replacement of equipment. Technology management now is a key factor in virtually every school district decision.

In 1999, CISD implemented its own network and has more recently upgraded its computer equipment. The primary responsibility for technology management at CISD rests with the superintendent, who contracts technical support to two contractors. The district spent approximately \$50,939 on technology operating expenditures in 1999-2000, excluding capital equipment, and expenditures are up from \$35,472 in 1996-97.

The district uses the RSCCC system, purchased through Region 15, for its student and business information systems. At the time of the on-site TSPR review, the district was working to install a distance-learning lab at the high school. The district plans to supplement its existing curriculum with computer-based instruction. However, until the lab is fully functional, its effectiveness cannot be reviewed.

FINDING

The district has improved its technology significantly over the past year. The superintendent told the review team that enhancing the technological capability of the district was one of his major priorities. He realized that it would take time and patience to bring the district up to the desired level of technology. The district received TIF and TIE grants that enabled it to increase the technological infrastructure within the classroom. With the TIF grant, the district purchased 60 brand new computers for the elementary school. At the elementary school, 100 computers have Internet connectivity. Every classroom and office has at least one computer that has Internet access.

COMMENDATION

CISD has made improving technology a top district priority and has taken significant steps toward achieving its goals.

FINDING

CISD uses two outside contractors to perform technology support. One contractor has a full-time job at the county special education cooperative and provides technical advice to CISD at an hourly rate of \$15. The contractor averages fewer than 10 hours a month of service for CISD. The other contractor provides most of the on-site support. This individual does not have a technical background, but has received training from Region 15. The district pays \$10 per hour for approximately 20 hours per week for this contractor's services. This arrangement began in December 1999 when the district was putting its computer network together and did not have the in-house technical expertise to do it.

The district also has a teacher who serves as an Instructional Technology specialist. This position is not involved in any of the day-to-day operations and support of the district's computer systems.

The cost of the current contracting arrangement is approximately \$9,800 per year. Consequently, the district saves about \$30,000 annually by using this arrangement instead of hiring an in-house technology coordinator.

COMMENDATION

CISD uses an innovative and cost-effective practice to provide technology support to district staff.

FINDING

The district's 2001-04 technology plan does not reflect the current plan for technology. This plan was developed in 1998 and should be updated each year. During 2000-01, the on-site technology contractor was asked to update this plan for the district. The plan essentially was left the same as the prior year, and neither the superintendent nor the schools gave input to the plan. The planning committee, whose names are included in the current and previous technology plans, did not meet to update the current plan.

School district technology plans are usually supplemented by grant funding, and many districts developed plans for this purpose. Once the funding was obtained, many districts did not continue to use and update the plan.

The district's technology plan contains most of the necessary components of an effective plan. For example, the technology plan describes current achievements as "very high" or "fairly high," but does not describe specific expectations. The plan does not project future technology equipment purchases and funding sources or measure performance.

A technology plan needs an accountability component that compares technology plans against actual progress against the plan. For example, the technology plan section on professional development states that each teacher will receive a minimum of eight hours of technology training based on How to integrate technology in today's classroom? CISD does not have information about how many teachers have met this goal, nor any feedback regarding the course's effectiveness.

Recommendation 39:

Update the district's technology plan annually.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent includes refinement of the technology plan as an annual task on the job description for the full-time technology coordinator.	September 2001
2.	The board forms a new technology committee to evaluate	September

	progress against previous plans and establish new plans and timetables.	2001
3.	The technology committee submits the revised technology plan to the superintendent, who integrates it with other district plans and the district budget.	October 2001
4.	The superintendent approves the technology plan and submits to the board for approval.	December 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district does not have a disaster recovery plan in place to protect the district's computing resources in the event of a catastrophe and is further exposed by fragmented back-up procedures.

The technology support contractors said that the district does not have any arrangements with a neighboring district to share computer equipment in the event of a tornado, fire or other catastrophic event. These arrangements provide temporary hardware for a school district until it can replace the equipment and install software.

The district's technology risk is amplified by inadequate back-up procedures. Back-ups are not performed daily, and the back-up duties are distributed among several individuals. The on-site technology contractor backs up the servers once per month. The PEIMS coordinator, central office staff and librarian perform back-ups of their respective data weekly, but this procedure is not verified. Back-up tapes are stored on-site, although some individuals take their back-up tapes home with them. The tapes stored on-site are not stored in a fireproof vault.

Adequate disaster recovery planning is an issue in many Texas school districts; however, a sound plan to protect the district's data is necessary. Furthermore, most districts with Wide Area Networks perform back-up procedures from a central point on a daily basis. **Exhibit 4-25** lists some of the key elements of an effective disaster recovery plan.

Exhibit 4-25 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 Management Information System 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 perform critical duties 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. • Define actions to be taken in advance of a disaster. • Define actions at the onset of a disaster to limit damage, loss and compromised data integrity. • Identify actions necessary to restore critical systems.

	<ul style="list-style-type: none"> • Define actions 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 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"> • Don't 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).

A disaster recovery plan and centralized back-up procedures reduce the risk of data loss to acceptable levels.

Recommendation 40:

Develop a disaster recovery plan for technology.

CISD does not need to develop a comprehensive disaster recovery plan, but should draw on these best practices to identify the essential elements of what is needed for a 350-student district. The most important items to be addressed are the reciprocal agreement with a neighboring school district and documentation of action plans in the event of an emergency.

Centralized back-up procedures should be performed daily from a central point to protect a district's data. The Region 15 technology consultant said that the district has the equipment and software to perform centralized back-up procedures.

IMPLEMENTATION STRATEGIES AND TIMELINES

1.	The superintendent requests the outside contractors to develop a daily back-up process for all the district's data.	September 2001
2.	The superintendent's designee assumes responsibilities for the daily back-up processes.	December 2001
3.	The technology contractors develops a disaster recovery plan with assistance from Region 15, and attempts to find a neighboring district to secure a reciprocal agreement.	January 2002
4.	The technology contractors test the disaster recovery plan, documents recovery procedures and implements the agreement.	March 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

CISD does not have enough switches to take advantage of its network capacity. A switch is a platform that delivers data from an independent source and connects it to the network so users can have access to it across the network. The two schools in CISD are connected by a fiber optic cable having virtually unlimited bandwidth. At each end of the fiber optic cable is a switch that allows data to flow from the fiber optic cable to the school's computers and vice versa.

The switches currently in place at both ends of the cable limit the capacity to 100 megabytes per second, or a fraction of the cable's capacity. These switches essentially reduce the performance of the fiber optic cable to the capacity of the switch.

Recommendation 41:

Purchase switches that take full advantage of the fiber optic connection between schools.

If the switches are upgraded, both schools will maximize the benefit from the fiber optic cable, and the district will maximize its investment in that cable.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The technology contractor identifies the desired switch specifications and places an order for the switches.	December 2001
2.	The technology contractor monitors the installation and testing	December

of the switches to ensure satisfactory performance.	2001
---	------

FISCAL IMPACT

The cost of two switches is approximately \$3,500, based on an estimate provided by the district's technical support specialist.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Purchase switches that take full advantage of the fiber optic connection between schools.	(\$3,500)	\$0	\$0	\$0	\$0

FINDING

The district does not track the status or cost of technical support work requests, limiting its ability to manage technology. The district uses a work order form for technical support, but computer users do not use the form consistently. None of the forms are entered or logged into a system to track outstanding work orders or the timeliness of the response. This information is essential to monitoring the effectiveness of technical support. A work order system also can be used to monitor warranty work.

Work order tracking is common in larger school districts, but can be inexpensively applied in smaller districts through the development of a spreadsheet or simple database.

Recommendation 42:

Track technical support work orders to monitor the effectiveness of technical support.

Work order tracking could be achieved through stand-alone software, or the in-house development of a database or spreadsheet. The relatively low volume of work orders does not justify a significant investment. The quality and timeliness of technical support should improve with the availability of this management information. The superintendent's secretary should develop a spreadsheet for this task.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Technology contractor develops specifications for a work order tracking system for technical support and reviews with the superintendent and computer users.	January 2002
----	--	--------------

2.	The technology contractor develops an on-line work order form for users to complete.	March 2002
3.	The technology contractor tracks technical support work orders and reports outstanding work orders, by number of days past the request date. Reports are also generated at the end of each school year to show the average response time.	May 2002
4.	The superintendent uses work order tracking information to evaluate the effectiveness of technical support.	January 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district does not maintain a list of software licenses, nor does it store the supporting license documentation in a central location. While performing service on computers, the technical support contractors noticed unauthorized software on district computers. District policy EFE (Local) - Copyrighted Material states that "district employees shall not accomplish multiple simultaneous use of a program without permission or unless the purchase agreement allows a specified multiple use of the single copy." However, the policy does not mention the requirement for software licenses or limitations of what types of software can be placed on district computers.

The lack of licenses for software creates the risk of fines for unauthorized use. Furthermore, software not approved by the technology contractor cannot be supported should problems arise.

Recommendation 43:

Adopt a policy that requires district approval for all software purchases and requires licenses for all software on district computers.

This will minimize the amount of unlicensed software in the district.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent drafts an amendment to district policy EFE (Local) stating that all software purchases must be approved by the superintendent.	September 2001
2.	The board adopts the software approval policy.	October

		2001
3.	The superintendent sends a memo to all district employees informing them of the new policy.	October 2001
4.	The technology contractors maintain a list and supporting documentation of licenses for all authorized software used by the district.	December 2001
5.	The technology contractors periodically review the district's personal computers to ensure that only authorized software is used.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Appendix A

PUBLIC FORUM AND FOCUS GROUP COMMENTS

As part of the review process, the review team held a public forum and a teacher focus group to obtain input. During the public forum, parents, teachers, administrators and community members participated by writing personal comments about the 12 major topics of review; and in some cases, talking in person to review team members. Teachers also participated in a small focus group where the 12 topics under review were discussed.

The topics below illustrate community perceptions of Christoval Independent School District and do not reflect the findings and opinions of the Texas Comptroller or the review team. The following comments are listed by topic.

DISTRICT ORGANIZATION AND MANAGEMENT

- Where is our site-based team for the district and high school? Do we have a district team?
- It's up to parents to be involved at the school board meeting. But, when the meetings are scheduled on Wednesday nights - it makes it hard for some parents to get there due to church. The school board should be concerned about having as many parents involved as possible. Or, does that scare them?
- Communication stops [with the] Board.
- [Teachers are] not asked to go to meetings.
- Elementary school is isolated.
- Small school.
- [Having the] superintendent on-site improves communication.
- [Teachers were not allowed] input on playground equipment-may not fit the kids' needs.
- [Teachers were not allowed] input on AG shop.
- [Teachers were not allowed] input on facility additions.
- It takes years for needs to be addressed.
- Site-based committee is going through the motions. [The district is] not addressing the needs and [the committee is] not listened to.

EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASURES

- TAAS is nonsense! Teaching a child to take the test instead of teaching what's in the books and then testing from that to see where the child is [not right]. What gifted and talented? There is

the "program," but what do they do? (Playing on the Internet is not gifted and talented.)

- Gifted and Talented is very weak. Can we increase the time? There is no GT at the high school or junior high. We need a certified/degreed GT teacher with energetic and enthusiastic ideas! Thank you for making progress w/GT at the elementary!
- No dyslexia program.
- No ESL program - kids are not being served - taken out of program too soon.
- Small school - programs are limited.
- Easier contact with parents.
- Easier to coordinate with each other.
- Cooperative environment.
- Small class size.
- Coordinate around HS schedule at elementary - PE/ART.

COMMUNITY INVOLVEMENT

- It's getting to the place that the school doesn't want parents around. The elementary teacher and principle have been good about allowing parents to be present.
- Parents need to be invited to attend parties and to help with classes!
- Small town politics.
- Local business support.
- Project graduation.
- Good beggars - must ask - small district.
- Yearbook.
- Athletic programs.
- Elementary principal - newsletter.
- Campus newspaper (Elementary).
- HS periodic mail-out.
- [The community] supports the bond, then nothing.

PERSONNEL MANAGEMENT

- We need a paid, real coach, not a hand me down at the elementary.
- When a coach calls the children names and says "you don't know your butt from your head," there is a problem. He may be great with upper levels, but get him out of elementary!
- Our coaching staff at all levels is professional and caring. Helping children to grow is a top priority. They do a great job with the children, especially considering the long hours they put in during the year.
- Elementary needs a specialized P.E. teacher.
- Lack of staff development.

- Renaissance Reader training on-site.
- Five years ago [we had] teacher committees to do interviews and had a voice.
- Meet the needs- fit in well with group.
- Good orientation in interviews.
- Streamline too much. [Teachers] have to wear too many hats.
- Losing Special Education teacher.
- Reduction- in-force.
- Assimilate teachers into middle school.

FACILITIES USE AND MANAGEMENT

- Expansion to meet the growth of the community is a top priority with the district.
- The new building is great! But I still think that putting 6, 7 and 8 grades so close to the high school is asking for trouble.
- Hurrah for the new building for middle school. Custodial: the elementary gym floor is dirty and the students have no mats for calisthenics. The elementary bathrooms have an odor.
- Elementary school needs to be upgraded.
- Replace ceiling tiles.
- Boiler room (tilt in corner).
- Carpet needs to be replaced.
- Teacher's lounge [has] no heat.
- Paint chipping off.
- Not vacuumed regularly.
- Build only as we need with no future planning.
- Reactionary- growth not planned for.
- Traveling teachers- not everyone has rooms.
- Glue is leaking - glue spots are on the floor.
- Not cleaned over Christmas.
- Construction Management issues.
- Same number of classrooms as before to accommodate more kids.
- Don't change filters in the school (high school).
- Custodians are over worked.
- Not being cleaned.
- Bathrooms (gym) are nasty (sulfur smell).

ASSET RISK AND MANAGEMENT

- Health insurance is an expensive joke and the board may not offer it next year!
- Our teachers deserve the best in health insurance. There has to be something that can be done.
- Health insurance is expensive for everyone, not just teachers.
- District pays a portion.

- Rx deductible is way too high.
- Teacher pay raise-insurance.
- Concerned that there won't be any coverage-district won't pay anything.
- The district sought our informal input. Several years ago more input was solicited.
- Coverage always questioned-pay up front, then had to go to insurance company.

FINANCIAL MANAGEMENT

- It's pretty obvious where most of the money goes - SPORTS!
- I think the school board and the superintendent have done a nice job with fiscal responsibility. I'm glad to see money being spent on the playground!
- Unaware of how money is spent.
- Frugal.
- Use it or lose it.
- No input into budget.
- No grant writer.

PURCHASING

- No central purchasing.
- [Purchasing] is time-consuming.
- Expensive-catalog.
- No reimbursement if no purchase order approved.
- \$300 - can't purchase without approval.
- Can't take advantage of bargains.
- School starts prior to the fiscal year [when there's] no money.
- If you ask for something a week ahead of time, you may get it.
- Can walk it through.
- Budget may not be sufficient to set up classes.

COMPUTERS AND TECHNOLOGY

- My children are bored with computer class [at the elementary]. Perhaps it would be better to put the computers in the classrooms and discontinue a separate class.
- We've got computers in the classrooms. That's great! We need more educational software and not so many games. We also need a computer teacher who is certified and trained. (Elementary)
- One telephone line that is secure in elementary-other line not locked out.
- Not enough lines.
- Great machines, no software.

- [In the] elementary computer lab, computers are old.
- Not networked- not enough memory.
- Two computers/class- not used in labs.
- Teachers are on e-mail.
- Not enough training.
- No technology coordinator-[just a] trouble-shooter.
- No direction with instructional technology.
- Not enough computers at the High School level.
- Library has Internet access (4 computers).
- Grade speed.
- TIF Grants - update technology.
- High School computer labs are well equipped.

TRANSPORTATION

- Our discipline policy for buses lacks teeth.
- We've always had good, mature drivers.
- When buses have driven by my house, I have [seen] children standing. How safe is this? My child has also told me that they have ridden three to a sit.
- Not enough buses.
- Can't run bus routes if there is more than one trip.
- Safety issues-messed up door-keep kids from front.
- Dirty -windshield not cleaned.
- Not well maintained.
- Would not take route buses-very bad shape.
- No effective bus replacement policy.
- Vans should be purchased.
- Routes may be too long.
- Utilization of buses may not be optimal.
- Schedule conflicts-calendar through the principal-no other activity.

FOOD SERVICE

- I think the cafeteria staff does great with what they have to work with.
- High school options: salad bar, soup bar and potato bar. We need nutritious options. Hurrah for the new cafeteria at the high school.
- Not much variety.
- Pre-packaged food-plastic containers.
- [Too much] frozen foods. We need more things from scratch.
- A la Carte.
- Portions are too small. There has been improvement.
- Meat cut off a log.
- Lots of waste. Kids throw a lot away.
- Pad lunch count, so there is enough food.

- Good service.
- Kids can be rude.
- Don't feel comfortable asking for anything.
- No nutritional balance-snack bar.
- Don't ask for input.
- No snack machines.

SAFETY AND SECURITY

- What discipline? Bullies are allowed to do whatever and just get their hand slapped.
- The elementary principal does a great job with discipline of students; he is very caring and positive. Unfortunately, a few parents don't support his efforts. This makes it tough for teachers and students.
- Vandalism.
- Sheriff is patrolling.
- Buses don't lock.
- No bus barn.
- Elementary school doors are locked.
- Three fire drills not being done (evacuation).
- Obsolete intercom.
- No telephones, so it's difficult to contact someone in the building.
- Letting kids leave campus.
- Unsupervised students.
- Crosswalk to the tennis courts is dangerous when it rains.
- Bus drivers don't have enough experience to drive even with certification.

Appendix B

PARENT SURVEY RESULTS

Demographic Data

NUMBER OF RESPONDENTS: 60

Totals may not add to 100 percent due to rounding.

1.	Gender (Optional)	Male	Female	No Answer			
		31.7%	56.7%	11.7%			
2.	Ethnicity (Optional)	Angelo	African American	Hispanic	Asian	Other	No Answer
		75.0%	0.0%	8.3%	0.0%	3.3%	13.3%
3.	How long have you lived in Christoval ISD?			1-5 years	6-10 years	11 or more	No Answer
				31.7%	26.7%	31.7%	10.0%
4.	What grade level(s) does your child(ren) attend?	Pre-Kindergarten	Kindergarten	First	Second	Third	
		0.0%	3.3%	10.0%	8.3%	10.0%	
		Fourth	Fifth	Sixth	Seventh	Eighth	
		5.0%	13.3%	18.3%	10.0%	20.0%	
		Ninth	Tenth	Eleventh	Twelfth		
		18.3%	25.0%	10.0%	11.7%		

SURVEY QUESTIONS

A. District Organization and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The school board allows sufficient time for public input at meetings.	11.7%	30.0%	35.0%	16.7%	6.7%
2.	School board members	6.7%	25.0%	26.7%	26.7%	15.0%

	listen to the opinions and desires of others.					
3.	The superintendent is a respected and effective instructional leader.	13.3%	25.0%	26.7%	23.3%	11.7%
4.	The superintendent is a respected and effective business manager.	15.0%	23.3%	38.4%	16.7%	6.7%

B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
5.	The district provides a high quality of services.	11.7%	50.0%	6.7%	25.0%	6.7%
6.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	5.0%	48.3%	36.7%	5.0%	5.0%
7.	The needs of the college-bound student are being met.	13.3%	35.0%	25.0%	15.0%	11.7%
8.	The needs of the work-bound student are being met.	3.3%	35.0%	33.3%	23.3%	5.0%
9.	The district has effective educational programs for the following:					
	a. Reading	18.3%	60.0%	6.7%	13.3%	1.7%
	b. Writing	16.7%	55.0%	6.7%	20.0%	1.7%
	c. Mathematics	20.0%	55.0%	1.7%	11.7%	11.7%
	d. Science	13.3%	50.0%	6.7%	25.0%	5.0%
	e. English or Language Arts	20.0%	66.7%	3.3%	6.7%	3.3%
	f. Computer Instruction	13.3%	51.7%	10.0%	16.7%	8.3%
	g. Social Studies (history or geography)	15.0%	66.7%	8.3%	3.3%	6.7%

	h. Fine Arts	5.0%	41.7%	18.3%	23.3%	11.7%
	i. Physical Education	16.7%	60.0%	3.3%	11.7%	8.3%
	j. Business Education	3.3%	28.3%	48.4%	11.7%	8.3%
	k. Vocational (Career and Technology) Education	8.3%	21.7%	50.0%	15.0%	5.0%
	l. Foreign Language	5.0%	36.7%	28.3%	18.3%	11.7%
10.	The district has effective special programs for the following:					
	a. Library Service	16.7%	50.0%	13.3%	15.0%	5.0%
	b. Honors/Gifted and Talented Education	11.7%	38.3%	18.3%	21.7%	10.0%
	c. Special Education	13.3%	40.0%	31.7%	10.0%	5.0%
	d. Head Start and Even Start programs	1.7%	10.0%	56.6%	20.0%	11.7%
	e. Dyslexia program	1.7%	11.7%	65.0%	16.7%	5.0%
	f. Student mentoring program	8.3%	31.7%	38.3%	13.3%	8.3%
	g. Advanced placement program	6.7%	25.0%	43.3%	15.0%	10.0%
	h. Literacy program	3.3%	33.3%	51.7%	8.3%	3.3%
	i. Programs for students at risk of dropping out of school	1.7%	16.7%	50.0%	20.0%	11.7%
	j. Summer school programs	3.3%	28.3%	36.7%	23.3%	8.3%
	k. Alternative education programs	5.0%	16.7%	46.7%	25.0%	6.7%
	l. "English as a second language" program	1.7%	20.0%	58.3%	11.7%	8.3%
	m. Career counseling program	18.3%	30.0%	31.7%	16.7%	3.3%
	n. College counseling program	25.0%	30.0%	33.3%	8.3%	3.3%

	o. Counseling the parents of students	15.0%	30.0%	26.7%	25.0%	3.3%
	p. Drop out prevention program	5.0%	11.7%	51.7%	18.3%	13.3%
11.	Parents are immediately notified if a child is absent from school.	10.0%	21.7%	36.7%	20.0%	11.7%
12.	Teacher turnover is low.	6.7%	50.0%	21.7%	11.7%	10.0%
13.	Highly qualified teachers fill job openings.	8.3%	38.3%	13.4%	21.7%	18.3%
14.	A substitute teacher rarely teaches my child.	3.3%	48.3%	10.0%	33.3%	5.0%
15.	Teachers are knowledgeable in the subject areas they teach.	5.0%	58.3%	13.3%	15.0%	8.3%
16.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	11.7%	43.3%	11.7%	18.3%	15.0%
17.	Students have access, when needed, to a school nurse.	15.0%	58.3%	10.0%	10.0%	6.7%
18.	Classrooms are seldom left unattended.	6.7%	56.7%	23.3%	3.3%	10.0%
19.	The district provides a high quality education.	8.3%	51.7%	10.0%	16.7%	13.3%
20.	The district has a high quality of teachers.	6.7%	43.3%	16.7%	21.7%	11.7%

C. Community Involvement

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
21.	The district regularly communicates with parents.	10.0%	33.3%	11.7%	31.7%	13.3%

22.	District facilities are open for community use.	8.3%	28.3%	35.0%	25.0%	3.3%
23.	Schools have plenty of volunteers to help students and school programs.	5.0%	36.7%	26.7%	28.3%	3.3%

D. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
24.	Parents, citizens, students, faculty, staff, and the board provide input into facility planning.	5.0%	23.3%	26.7%	36.7%	8.3%
25.	Schools are clean.	11.7%	58.3%	3.3%	20.0%	6.7%
26.	Buildings are properly maintained in a timely manner.	8.3%	43.3%	20.0%	20.0%	8.3%
27.	Repairs are made in a timely manner.	5.0%	35.0%	26.7%	25.0%	8.3%
28.	The district uses very few portable buildings.	23.3%	71.7%	5.0%	0.0%	0.0%
29.	Emergency maintenance is handled expeditiously.	8.3%	33.3%	43.3%	10.0%	5.0%

E. Asset and Risk Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
30.	My property tax bill is reasonable for the educational services delivered.	10.0%	41.7%	13.3%	26.7%	8.3%
31.	Board members and administrators do a good job explaining the	5.0%	26.7%	23.3%	28.3%	15.0%

	use of tax dollars.					
--	---------------------	--	--	--	--	--

F. Financial Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
32.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	3.3%	18.3%	53.4%	18.3%	6.7%
33.	Campus administrators are well trained in fiscal management techniques.	8.3%	21.7%	53.4%	15.0%	1.7%
34.	The district's financial reports are easy to understand and read.	6.7%	21.7%	51.7%	11.7%	8.3%
35.	Financial reports are made available to community members when asked.	8.3%	20.0%	55.0%	11.7%	5.0%

G. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
36.	Students are issued textbooks in a timely manner.	16.7%	65.0%	5.0%	11.7%	1.7%
37.	Textbooks are in good shape.	15.0%	73.3%	1.7%	10.0%	0.0%
38.	The school library meets student needs for books and other resources.	15.0%	60.0%	8.3%	16.7%	0.0%

H. Food Services

Survey Questions	Strongly	Agree	No	Disagree	Strongly
------------------	----------	-------	----	----------	----------

		Agree		Opinion		Disagree
39.	My child regularly purchases his/her meal from the cafeteria.	18.3%	61.7%	15.0%	1.7%	3.3%
40.	The school breakfast program is available to all children.	6.7%	30.0%	18.3%	25.0%	20.0%
41.	The cafeteria's food looks and tastes good.	8.3%	50.0%	23.3%	11.7%	6.7%
42.	Food is served warm.	8.3%	58.3%	10.0%	20.0%	3.3%
43.	Students have enough time to eat.	6.7%	88.3%	1.7%	1.7%	1.7%
44.	Students eat lunch at the appropriate time of day.	8.3%	50.0%	25.0%	13.3%	3.3%
45.	Students wait in food lines no longer than 10 minutes.	10.0%	58.3%	15.0%	10.0%	5.0%
46.	Discipline and order are maintained in the school cafeteria.	18.3%	61.7%	16.7%	1.7%	3.3%
47.	Cafeteria staff is helpful and friendly.	8.3%	55.0%	16.7%	15.0%	5.0%
48.	Cafeteria facilities are sanitary and neat.	8.3%	60.0%	15.0%	5.0%	11.7%

I. Transportation

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
49.	My child regularly rides the bus.	21.7%	20.0%	20.1%	20.0%	18.3%
50.	The bus driver maintains discipline on the bus.	13.3%	36.7%	41.7%	6.7%	1.7%
51.	The length of the student's bus ride is	10.0%	40.0%	43.4%	5.0%	1.7%

	reasonable.					
52.	The drop-off zone at the school is safe.	16.7%	53.3%	26.7%	3.3%	0.0%
53.	The bus stop near my house is safe.	13.3%	33.3%	46.7%	3.3%	3.3%
54.	The bus stop is within walking distance from our home.	13.3%	36.7%	41.7%	6.7%	1.7%
55.	Buses arrive and depart on time.	15.0%	38.3%	41.7%	3.3%	1.7%
56.	Buses arrive early enough for students to eat breakfast at school.	15.0%	36.7%	45.0%	3.3%	0.0%
57.	Buses seldom break down.	10.0%	48.3%	38.4%	3.3%	0.0%
58.	Buses are clean.	10.0%	33.3%	43.4%	11.7%	1.7%
59.	Bus drivers allow students to sit down before taking off.	13.3%	30.0%	45.0%	6.7%	5.0%
60.	The district has a simple method to request buses for special events.	6.7%	26.7%	65.0%	0.0%	1.7%

J. Safety and Security

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
61.	Students feel safe and secure at school.	20.0%	60.0%	6.6%	8.3%	5.0%
62.	School disturbances are infrequent.	11.7%	66.7%	8.4%	10.0%	3.3%
63.	Gangs are not a problem in this district.	15.0%	66.7%	13.4%	5.0%	0.0%
64.	Drugs are not a problem in this district.	6.7%	26.7%	23.4%	31.7%	11.7%
65.	Vandalism is not a	8.3%	31.7%	13.4%	36.7%	10.0%

	problem in this district.					
66.	Security personnel have a good working relationship with principals and teachers.	8.3%	28.3%	53.3%	6.7%	3.3%
67.	Security personnel are respected and liked by the students they serve.	8.3%	18.3%	65.0%	6.7%	1.7%
68.	A good working arrangement exists between the local law enforcement and the district.	11.7%	55.0%	21.6%	8.3%	3.3%
69.	Students receive fair and equitable discipline for misconduct.	10.0%	53.3%	5.0%	11.7%	20.0%
70.	Safety hazards do not exist on school grounds.	5.0%	40.0%	35.0%	13.3%	6.7%

K. Computers and Technology

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
71.	Teachers know how to use computers in the classroom.	3.3%	46.7%	21.7%	15.0%	13.3%
72.	Computers are new enough to be useful to teach students.	16.7%	68.3%	10.0%	5.0%	0.0%
73.	The district meets student needs in computer fundamentals.	13.3%	56.7%	15.0%	8.3%	6.7%
74.	The district meets student needs in advanced computer skills.	8.3%	25.0%	36.7%	23.3%	6.7%
75.	Students have easy access to the internet.	10.0%	50.0%	23.3%	10.0%	6.7%

NARRATIVE COMMENTS

The narrative comments below reflect the perceptions and opinions of parent survey respondents.

- After numerous attempts at parent/teacher conferences, questioning teaching ways and keeping abreast of child's work, we are not happy with the quality of education our child is receiving from CISD, but are unable to change districts at this time.
- If I were to grade the teachers for their efforts in this school district, they would receive a "B." If I were to grade the administrative staff they would receive a "D-".
- The superintendent thinks his only job is to handle the money. The principle and coaches at the high school do not lead by example. I, along with several other parents in this town, have put my high schooler in home school. The school board will not listen to the parent with an open mind, the children need to learn to use more than 8% of their mind and this school district has no intention of allowing that! I might say that I have called the Texas Board of Education a time or two for the mismanagement of our high school. [Also,] the high school staff are way out of line.
- We have not attended any school board meetings, but we are not aware of when they are either. Since I have a college bound student, I feel that he was wasting his senior year with the lack of structured classes and classes for gifted. When he [got] detention for talking, he was given In School Suspension for being four minutes late. I strongly disagree with what happened in this situation. He was in Junior Honor Society in his previous school and it is not provided here. My other son is in a class elective that he does not seem suited for and we were told he would not be able to change classes because there is no other class available. I will do all I can to move out of this district for next year.
- I applied to be a substitute and have never been called. I have the "feeling" I'm being prejudiced against. I strongly believe my application was thrown away. I offered to volunteer and have never been called on for any activity.
- Because the school is [adding-on] at this time, the students buy food that is brought in by area restaurants (Chick-Fil-A, pizza, etc.). My two sons have come home with no lunch because not enough was brought in. This has been very hard to deal with.
- Next, the bus never stops long enough for the boys to sit down. My son hit his lip before. The bus also comes earlier than the scheduled pick-up time and does not wait at the stop and we have to chase it down.
- Safety and Hazards -- Open school, no security, and since it's small, it feels safe. The boys have to go too far to the field, (down

a rocky path) and are not given enough time. My son had to have 5 stitches during his PE class. (No, I have not filed for any reimbursement.)

Appendix C

DISTRICT ADMINISTRATOR AND SUPPORT STAFF SURVEY RESULTS

Demographic Data

NUMBER OF RESPONDENTS: 11

Totals may not add to 100 percent due to rounding.

1.	Gender (Optional)	Male	Female	No Answer			
		27.3%	72.7%	0.0%			
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	No Answer
		72.7%	0.0%	18.2%	0.0%	0.0%	9.1%
3.	How long have you been employed by Christoval ISD?		1-5 years	6-10 years	11-15 years	16-20 years	20+ years
			45.5%	36.4%	18.2%	0.0%	0.0%
4.	Are you a(n):	a. administrator	b. clerical staffer	c. support staffer			
		9.1%	18.2%	72.7%			
5.	How long have you been employed in this capacity by Christoval ISD?		1-5 years	6-10 years	11-15 years	16-20 years	20+ years
			45.5%	36.4%	18.2%	0.0%	0.0%

SURVEY QUESTIONS

A. District Organization and Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The school board allows sufficient time for public input at meetings.	36.4%	27.3%	36.4%	0.0%	0.0%
2.	School board members listen to the opinions and desires of others.	36.4%	36.4%	18.2%	9.1%	0.0%

3.	The superintendent is a respected and effective instructional leader.	18.2%	45.5%	27.3%	9.1%	0.0%
4.	The superintendent is a respected and effective business manager.	27.3%	45.5%	18.2%	0.0%	9.1%
5.	Central administration is efficient.	27.3%	36.4%	27.3%	0.0%	9.1%
6.	Central administration supports the educational process.	27.3%	36.4%	36.4%	0.0%	0.0%
7.	The morale of central administration staff is good.	27.3%	36.4%	27.3%	9.1%	0.0%

B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
8.	Education is the main priority in our school district.	18.2%	72.7%	0.0%	0.0%	9.1%
9.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	18.2%	36.4%	45.5%	0.0%	0.0%
10.	The needs of the college-bound student are being met.	18.2%	54.5%	18.2%	9.1%	0.0%
11.	The needs of the work-bound student are being met.	9.1%	63.6%	18.2%	9.1%	0.0%
12.	The district has effective educational programs for the following:					
	a. Reading	36.4%	54.5%	9.1%	0.0%	0.0%
	b. Writing	36.4%	54.5%	9.1%	0.0%	0.0%
	c. Mathematics	36.4%	54.5%	9.1%	0.0%	0.0%

	d. Science	9.1%	54.5%	27.3%	9.1%	0.0%
	e. English or Language Arts	18.2%	54.5%	27.3%	0.0%	0.0%
	f. Computer Instruction	18.2%	54.5%	27.3%	0.0%	0.0%
	g. Social Studies (history or geography)	18.2%	54.5%	27.3%	0.0%	0.0%
	h. Fine Arts	9.1%	45.5%	36.4%	9.1%	0.0%
	i. Physical Education	18.2%	54.5%	18.2%	9.1%	0.0%
	j. Business Education	18.2%	54.5%	27.3%	0.0%	0.0%
	k. Vocational (Career and Technology) Education	36.4%	54.5%	9.1%	0.0%	0.0%
	l. Foreign Language:	18.2%	36.4%	36.4%	9.1%	0.0%
13.	The district has effective special programs for the following:					
	a. Library Service	27.3%	27.3%	36.4%	9.1%	0.0%
	b. Honors/Gifted and Talented Education	18.2%	36.4%	36.4%	9.1%	0.0%
	c. Special Education	18.2%	36.4%	27.3%	18.2%	0.0%
	d. Head Start and Even Start programs	18.2%	45.5%	36.4%	0.0%	0.0%
	e. Dyslexia program	0.0%	9.1%	81.8%	9.1%	0.0%
	f. Student mentoring program	9.1%	0.0%	63.6%	27.3%	0.0%
	g. Advanced placement program	18.2%	18.2%	45.5%	18.2%	0.0%
	h. Literacy program	9.1%	36.4%	45.5%	9.1%	0.0%
	i. Programs for students at risk of dropping out of school	18.2%	27.3%	45.5%	9.1%	0.0%
	j. Summer school programs	9.1%	18.2%	54.6%	18.2%	0.0%
	k. Alternative education programs	18.2%	18.2%	63.6%	0.0%	0.0%

	l. English as a Second Language program	9.1%	36.4%	54.6%	0.0%	0.0%
	m. Career counseling program	18.2%	9.1%	36.4%	18.2%	18.2%
	n. College counseling program	18.2%	27.3%	36.4%	18.2%	0.0%
	o. Counseling the parents of students	18.2%	45.5%	36.4%	0.0%	0.0%
	p. Dropout prevention program	18.2%	36.4%	45.5%	0.0%	0.0%
14.	Parents are immediately notified if a child is absent from school.	18.2%	27.3%	45.5%	9.1%	0.0%
15.	Teacher turnover is low.	9.1%	18.2%	45.5%	27.3%	0.0%
16.	Highly qualified teachers fill job openings.	18.2%	36.4%	27.3%	9.1%	9.1%
17.	Teacher openings are filled quickly.	27.3%	27.3%	36.4%	0.0%	9.1%
18.	Teachers are rewarded for superior performance.	27.3%	36.4%	27.3%	9.1%	0.0%
19.	Teachers are counseled about less than satisfactory performance.	9.1%	0.0%	45.5%	27.3%	18.2%
20.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	9.1%	9.1%	72.7%	9.1%	0.0%
21.	The student-teacher ratio is reasonable.	27.3%	36.4%	27.3%	9.1%	0.0%
22.	Students have access, when needed, to a school nurse.	27.3%	45.5%	18.2%	9.1%	0.0%
23.	Classrooms are seldom	27.3%	54.5%	0.0%	18.2%	0.0%

	left unattended.					
--	------------------	--	--	--	--	--

C. Personnel Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
24.	District salaries are competitive with similar positions in the job market.	18.2%	45.5%	27.3%	9.1%	0.0%
25.	The district has a good and timely program for orienting new employees.	9.1%	27.3%	27.3%	36.4%	0.0%
26.	Temporary workers are rarely used.	9.1%	27.3%	45.5%	18.2%	0.0%
27.	The district successfully projects future staffing needs.	9.1%	54.5%	18.2%	18.2%	0.0%
28.	The district has an effective employee recruitment program.	9.1%	27.3%	45.5%	9.1%	9.1%
29.	The district operates an effective staff development program.	9.1%	18.2%	45.5%	18.2%	9.1%
30.	District employees receive annual personnel evaluations.	9.1%	27.3%	45.5%	18.2%	0.0%
31.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	9.1%	63.6%	27.3%	0.0%	0.0%
32.	Employees who perform below the standard of expectation are counseled appropriately and timely.	0.0%	9.1%	36.4%	36.4%	18.2%

33.	The district has a fair and timely grievance process.	18.2%	9.1%	54.5%	18.2%	0.0%
34.	The district's health insurance package meets my needs.	18.2%	27.3%	45.5%	9.1%	0.0%

D. Community Involvement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
35.	The district regularly communicates with parents.	0.0%	18.2%	9.1%	18.2%	54.5%
36.	The local television and radio stations regularly report school news and menus.	18.2%	27.3%	36.4%	9.1%	9.1%
37.	Schools have plenty of volunteers to help student and school programs.	9.1%	18.2%	54.5%	0.0%	18.2%
38.	District facilities are open for community use.	9.1%	36.4%	45.5%	9.1%	0.0%

E. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
39.	Parents, citizens, students, faculty, staff and the board provide input into facility planning.	9.1%	45.5%	36.4%	0.0%	9.1%
40.	The architect and construction managers are selected objectively and impersonally.	9.1%	54.5%	18.2%	18.2%	0.0%
41.	Schools are clean.	0.0%	36.4%	45.5%	18.2%	0.0%

42.	Buildings are properly maintained in a timely manner.	0.0%	45.5%	0.0%	45.5%	9.1%
43.	Repairs are made in a timely manner.	0.0%	36.4%	18.2%	36.4%	9.1%
44.	Emergency maintenance is handled promptly.	0.0%	54.5%	18.2%	18.2%	9.1%

F. Financial Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
45.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	0.0%	90.9%	0.0%	9.1%	0.0%
46.	Campus administrators are well trained in fiscal management techniques.	9.1%	36.4%	27.3%	18.2%	9.1%
47.	The district's financial reports are easy to understand and read.	9.1%	45.5%	45.5%	0.0%	0.0%
48.	Financial reports are made available to community members when asked.	0.0%	36.4%	45.5%	9.1%	9.1%

G. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
49.	Purchasing gets me what I need when I need it.	0.0%	36.4%	45.5%	9.1%	9.1%
50.	Purchasing acquires the highest quality materials and equipment at the	9.1%	45.5%	27.3%	18.2%	0.0%

	lowest cost.					
51.	Purchasing processes are not cumbersome for the requestor.	9.1%	36.4%	54.5%	0.0%	0.0%
52.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	9.1%	27.3%	45.5%	18.2%	0.0%
53.	Students are issued textbooks in a timely manner.	0.0%	27.3%	54.6%	9.1%	9.1%
54.	Textbooks are in good shape.	18.2%	36.4%	36.4%	9.1%	0.0%
55.	The school library meets students' needs for books and other resources for students.	0.0%	54.5%	45.5%	0.0%	0.0%

H. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
56.	Gangs are not a problem in this district.	9.1%	63.6%	18.2%	9.1%	0.0%
57.	Drugs are not a problem in this district.	18.2%	27.3%	45.5%	0.0%	9.1%
58.	Vandalism is not a problem in this district.	9.1%	9.1%	27.3%	36.4%	18.2%
59.	Security personnel have a good working relationship with principals and teachers.	9.1%	9.1%	27.3%	36.4%	18.2%
60.	Security personnel are respected and liked by the students they serve.	0.0%	0.0%	81.8%	0.0%	18.2%
61.	A good working arrangement exists between the local law	0.0%	9.1%	72.7%	0.0%	18.2%

	enforcement and the district.					
62.	Students receive fair and equitable discipline for misconduct.	36.4%	36.4%	9.1%	0.0%	18.2%

I. Computers and Technology

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
63.	Students regularly use computers.	27.3%	27.3%	18.2%	9.1%	18.2%
64.	Students have regular access to computer equipment and software in the classroom.	27.3%	54.5%	9.1%	9.1%	0.0%
65.	Teachers know how to use computers in the classroom.	27.3%	54.5%	18.2%	0.0%	0.0%
66.	Computers are new enough to be useful for student instruction.	18.2%	63.6%	9.1%	9.1%	0.0%
67.	The district meets students' needs in computer fundamentals.	27.3%	54.5%	9.1%	9.1%	0.0%
68.	The district meets students' needs in advanced computer skills.	18.2%	45.5%	27.3%	9.1%	0.0%
69.	Teachers and students have easy access to the Internet.	9.1%	45.5%	27.3%	18.2%	0.0%

NARRATIVE COMMENTS

The narrative comments below reflect the perceptions and opinions of administrative and support staff survey respondents.

- I feel that the educational performance at the elementary level is very good, but falls off at the high school level.

- I also feel that this insurance for the teachers and members is a high priced joke. It was also told to us by the superintendent that the school board may not provide us with insurance next year.
- I have only been with district a short time. I do not feel like I am qualified to answer some questions so I chose no opinion.
- Many of the problem areas in our district can be attributed to the growth we have experienced in recent years. Overcrowding on the high school campus has created problems associated with faculty use and management. The new middle school wing will ease the overcrowding. Overall, CISD is a solid school district and is constantly striving to meet the needs of the students.
- The Health Benefit Plan is a high priced joke, and it is rumored that the school board may not even approve any medical plan for next year.

Appendix D

TEACHER SURVEY RESULTS

Demographic Data

NUMBER OF RESPONDENTS: 18

Totals may not add to 100 percent due to rounding.

1.	Gender (Optional)	Male	Female	No Answer			
		11.1%	66.7%	22.2%			
2.	Ethnicity (Optional)	Angelo	African American	Hispanic	Asian	Other	No Answer
		77.8%	0.0%	11.1%	0.0%	0.0%	11.1%
3.	How long have you been employed by Christoval ISD?		1-5 years	6-10 years	11-15 years	16-20 years	20+ years
			55.6%	5.6%	11.1%	11.1%	11.1%
4.	What grade(s) do you teach this year?	Pre-Kindergarten	Kindergarten	First	Second	Third	
		0.0%	11.1%	5.6%	11.1%	5.6%	
		Fourth	Fifth	Sixth	Seventh	Eighth	
		11.1%	11.1%	5.6%	27.8%	38.9%	
		Ninth	Tenth	Eleventh	Twelfth		
		55.6%	55.6%	55.6%	22.2%		

SURVEY QUESTIONS

A. District Organization and Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The school board allows sufficient time for public input at meetings.	5.6%	27.8%	55.6%	11.1%	0.0%
2.	School board members listen to the opinions	5.6%	27.8%	38.9%	11.1%	16.7%

	and desires of others.					
3.	School board members work well with the superintendent.	16.7%	44.4%	38.9%	0.0%	0.0%
4.	The school board has a good image in the community.	5.6%	50.0%	16.7%	22.2%	5.6%
5.	The superintendent is a respected and effective instructional leader.	16.7%	38.9%	16.7%	16.7%	11.1%
6.	The superintendent is a respected and effective business manager.	11.1%	55.6%	16.7%	11.1%	5.6%
7.	Central administration is efficient.	27.8%	55.6%	11.1%	0.0%	5.6%
8.	Central administration supports the educational process.	22.2%	66.7%	5.6%	0.0%	5.6%
9.	The morale of central administration staff is good.	27.8%	55.6%	5.6%	5.6%	5.6%

B. Educational Service Delivery and Performance Measurement

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
10.	Education is the main priority in our school district.	22.2%	61.1%	0.0%	16.7%	0.0%
11.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	22.2%	72.2%	0.0%	5.6%	0.0%
12.	The needs of the college-bound student are being met.	27.8%	50.0%	11.1%	11.1%	0.0%
13.	The needs of the work-bound student are being	11.1%	61.1%	5.6%	22.2%	0.0%

	met.					
14.	The district provides curriculum guides for all grades and subjects.	11.1%	33.3%	22.2%	27.8%	5.6%
15.	The curriculum guides are appropriately aligned and coordinated.	5.6%	33.3%	27.8%	27.8%	5.6%
16.	The district's curriculum guides clearly outline what to teach and how to teach it.	0.0%	27.8%	33.4%	33.3%	5.6%
17.	The district has effective educational programs for the following:					
	a. Reading	33.3%	61.1%	5.6%	0.0%	0.0%
	b. Writing	22.2%	66.7%	5.6%	5.6%	0.0%
	c. Mathematics	33.3%	55.6%	5.6%	5.6%	0.0%
	d. Science	5.60%	77.8%	16.7%	0.0%	0.0%
	e. English or Language Arts	22.2%	61.1%	16.7%	0.0%	0.0%
	f. Computer Instruction	5.6%	55.6%	22.2%	16.7%	0.0%
	g. Social Studies (history or geography)	11.1%	72.2%	16.7%	0.0%	0.0%
	h. Fine Arts	0.0%	38.9%	5.6%	55.6%	0.0%
	i. Physical Education	16.7%	50.0%	5.6%	16.7%	11.1%
	j. Business Education	0.0%	77.8%	22.2%	0.0%	0.0%
	k. Vocational (Career and Technology) Education	11.1%	33.3%	27.8%	27.8%	0.0%
	l. Foreign Language	5.6%	61.1%	16.7%	11.1%	5.6%
18.	The district has effective special programs for the following:					
	a. Library Service	33.3%	50.0%	16.7%	0.0%	0.0%
	b. Honors/Gifted and	11.1%	72.2%	5.6%	11.1%	0.0%

	Talented Education					
	c. Special Education	22.2%	66.7%	5.6%	5.6%	0.0%
	d. Head Start and Even Start programs	0.0%	22.2%	61.1%	11.1%	5.6%
	e. Dyslexia program	5.6%	16.7%	61.1%	11.1%	5.6%
	f. Student mentoring program	0.0%	50.0%	38.9%	11.1%	0.0%
	g. Advanced placement program	5.6%	55.6%	27.8%	11.1%	0.0%
	h. Literacy program	5.6%	27.8%	55.6%	11.1%	0.0%
	i. Programs for students at risk of dropping out of school	0.0%	27.8%	55.6%	16.7%	0.0%
	j. Summer school programs	0.0%	27.8%	27.8%	33.3%	11.1%
	k. Alternative education programs	5.6%	55.6%	27.8%	11.1%	0.0%
	l. "English as a Second Language" program	0.0%	33.3%	33.3%	27.8%	5.6%
	m. Career counseling program	22.2%	38.9%	33.3%	5.6%	0.0%
	n. College counseling program	27.8%	55.6%	16.7%	0.0%	0.0%
	o. Counseling the parents of students	11.1%	33.3%	33.3%	16.7%	0.0%
	p. Drop out prevention program	5.6%	33.3%	44.5%	11.1%	5.6%
19.	Parents are immediately notified if a child is absent from school.	0.0%	27.8%	33.4%	33.3%	5.6%
20.	Teacher turnover is low.	11.1%	66.7%	16.7%	5.6%	0.0%
21.	Highly qualified teachers fill job openings.	5.6%	66.7%	11.1%	11.1%	5.6%
22.	Teacher openings are filled quickly.	5.6%	83.3%	11.1%	0.0%	0.0%

23.	Teachers are rewarded for superior performance.	0.0%	27.8%	33.3%	27.8%	11.1%
24.	Teachers are counseled about less-than-satisfactory performance.	0.0%	55.6%	33.3%	5.6%	5.6%
25.	Teachers are knowledgeable in the subject areas they teach.	5.6%	83.3%	5.6%	5.6%	0.0%
26.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	0.0%	50.0%	5.6%	38.9%	5.6%
27.	The students-to-teacher ratio is reasonable.	22.2%	61.1%	5.6%	11.1%	0.0%
28.	Classrooms are seldom left unattended.	16.7%	77.8%	0.0%	5.6%	0.0%

C. Personnel Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
29.	District salaries are competitive with similar positions in the job market.	5.6%	33.3%	0.0%	44.4%	16.7%
30.	The district has a good and timely program for orienting new employees.	5.6%	44.4%	22.2%	27.8%	0.0%
31.	Temporary workers are rarely used.	5.6%	77.8%	5.6%	11.1%	0.0%
32.	The district successfully projects future staffing needs.	0.0%	50.0%	27.8%	22.2%	0.0%
33.	The district has an effective employee	0.0%	27.8%	61.1%	11.1%	0.0%

	recruitment program.					
34.	The district operates an effective staff development program.	11.1%	38.9%	27.8%	22.2%	0.0%
35.	District employees receive annual personnel evaluations.	38.9%	61.1%	0.0%	0.0%	0.0%
36.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	5.6%	11.1%	27.8%	38.9%	16.7%
37.	Employees who perform below the standard of expectation are counseled appropriately and timely.	5.6%	27.8%	44.4%	16.7%	5.6%
38.	The district has a fair and timely grievance process.	5.6%	50.0%	33.4%	0.0%	11.1%
39.	The district's health insurance package meets my needs.	0.0%	5.6%	5.6%	27.8%	61.1%

D. Community Involvement

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
40.	The district regularly communicates with parents.	27.8%	50.0%	5.6%	16.7%	0.0%
41.	The local television and radio stations regularly report school news and menus.	11.1%	33.3%	22.2%	27.8%	5.6%
42.	Schools have plenty of volunteers to help student and school	0.0%	38.9%	22.2%	33.3%	5.6%

	programs.					
43.	District facilities are open for community use.	5.6%	50.0%	38.9%	0.0%	5.6%

E. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
44.	The district plans facilities far enough in the future to support enrollment growth.	0.0%	55.6%	11.2%	27.8%	5.6%
45.	Parents, citizens, students, faculty, staff and the board provide input into facility planning.	0.0%	44.4%	27.8%	16.7%	11.1%
46.	The architect and construction managers are selected objectively and impersonally.	0.0%	27.8%	66.7%	0.0%	5.6%
47.	The quality of new construction is excellent.	5.6%	16.7%	50.0%	22.2%	5.6%
48.	Schools are clean.	0.0%	44.4%	5.6%	22.2%	27.8%
49.	Buildings are properly maintained in a timely manner.	5.6%	22.2%	5.6%	27.8%	38.9%
50.	Repairs are made in a timely manner.	0.0%	27.8%	11.2%	22.2%	38.9%
51.	Emergency maintenance is handled promptly.	0.0%	55.6%	16.7%	11.1%	16.7%

F. Financial Management

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
------------------	----------------	-------	------------	----------	-------------------

52.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	0.0%	22.2%	33.4%	38.9%	5.6%
53.	Campus administrators are well-trained in fiscal management techniques.	0.0%	44.4%	44.5%	5.6%	5.6%
54.	Financial reports are allocated fairly and equitably at my school.	0.0%	11.1%	33.3%	44.4%	11.1%

G. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
55.	Purchasing gets me what I need when I need it.	11.1%	44.4%	11.1%	27.8%	5.6%
56.	Purchasing acquires the highest quality materials and equipment at the lowest cost.	5.6%	44.4%	27.8%	16.7%	5.6%
57.	Purchasing processes are not cumbersome for the requestor.	5.6%	61.1%	0.0%	27.8%	5.6%
58.	Vendors are selected competitively.	0.0%	33.3%	61.1%	5.6%	0.0%
59.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	0.0%	16.7%	44.4%	38.9%	0.0%
60.	Students are issued textbooks in a timely manner.	22.2%	72.2%	5.6%	0.0%	0.0%
61.	Textbooks are in good shape.	11.1%	72.2%	5.6%	11.1%	0.0%
62.	The school library	16.7%	55.6%	5.6%	22.2%	0.0%

	meets students' needs for books and other resources.					
--	--	--	--	--	--	--

H. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
63.	The cafeteria's food looks and tastes good.	5.6%	16.7%	27.8%	44.4%	5.6%
64.	Food is served warm.	5.6%	44.4%	33.3%	16.7%	0.0%
65.	Students eat lunch at the appropriate time of day.	16.7%	77.8%	5.6%	0.0%	0.0%
66.	Students wait in food lines no longer than 10 minutes	11.1%	44.4%	27.8%	16.7%	0.0%
67.	Discipline and order are maintained in the school cafeteria.	11.1%	55.6%	22.2%	11.1%	0.0%
68.	Cafeteria staff is helpful and friendly.	11.1%	38.9%	33.3%	16.7%	0.0%
69.	Cafeteria facilities are sanitary and neat.	11.1%	50.0%	38.9%	0.0%	0.0%

I. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
70.	School disturbances are infrequent.	11.1%	66.7%	5.6%	16.7%	0.0%
71.	Gangs are not a problem in this district.	16.7%	66.7%	5.6%	11.1%	0.0%
72.	Drugs are not a problem in this district.	0.0%	22.2%	16.7%	55.6%	5.6%
73.	Vandalism is not a problem in this district.	0.0%	27.8%	11.1%	55.6%	5.6%
74.	Security personnel	0.0%	11.1%	83.3%	0.0%	5.6%

	have a good working relationship with principals and teachers.					
75.	Security personnel are respected and liked by the students they serve.	0.0%	0.0%	94.4%	0.0%	5.6%
76.	A good working arrangement exists between the local law enforcement and the district.	11.1%	66.7%	16.7%	5.6%	0.0%
77.	Students receive fair and equitable discipline for misconduct.	11.1%	66.7%	0.0%	22.2%	0.0%
78.	Safety hazards do not exist on school grounds.	0.0%	50.0%	33.3%	11.1%	5.6%

J. Computers and Technology

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
79.	Students regularly use computers.	16.7%	55.6%	5.6%	22.2%	0.0%
80.	Students have regular access to computer equipment and software in the classroom.	16.7%	27.8%	0.0%	50.0%	5.6%
81.	Teachers know how to use computers in the classroom.	11.1%	50.0%	5.6%	33.3%	0.0%
82.	Computers are new enough to be useful for student instruction.	22.2%	33.3%	0.0%	38.9%	5.6%
83.	The district meets students' needs in classes in computer fundamentals.	11.1%	50.0%	5.6%	27.8%	5.6%
84.	The district meets students' needs in	5.6%	33.3%	16.7%	38.9%	5.6%

	classes in advanced computer skills.					
85.	Teachers and students have easy access to the Internet.	0.0%	50.0%	16.7%	33.3%	0.0%

NARRATIVE COMMENTS

The narrative comments below reflect the perceptions and opinions of teacher survey respondents.

- I feel that our students at Christoval ISD are, for the most part, well prepared upon graduation. We are moving forward in terms of our physical plant and technology that will address some problems that have existed. I feel that teacher salaries and perhaps more importantly health insurance are major areas that need to be addressed. These two areas would make a big difference in teacher morale and would help to attract better-qualified applicants for our campus.
- We need a state-based insurance program that meets the needs of female employees, including dental and prescription plans.

Appendix E

STUDENT SURVEY RESULTS

Demographic Data

Number of respondents: 51

1.	Gender (Optional)	Male	Female	No Response			
		68.6%	29.4%	2%			
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	No Response
		58.8%	0%	19.6%	0%	15.7%	5.9%
3.	What is your classification?	Junior	Senior	No Response			
		54.9%	45.1%	0.0%			

SURVEY QUESTIONS

A. Educational Service Delivery and Performance Measurement

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The needs of the college-bound student are being met.	21.6%	56.9%	17.6%	3.9%	0.0%
2.	The needs of the work-bound student are being met.	11.8%	52.9%	33.3%	2.0%	0.0%
3.	The district has effective educational programs for the following:					
	a. Reading	17.6%	58.8%	19.6%	3.9%	0.0%
	b. Writing	21.6%	54.9%	17.7%	5.9%	0.0%
	c. Mathematics	33.3%	41.2%	19.6%	5.9%	0.0%
	d. Science	21.6%	43.1%	21.5%	11.8%	2.0%
	e. English or Language Arts	31.4%	52.9%	15.7%	0.0%	0.0%

f. Computer Instruction	9.8%	49.0%	29.5%	11.8%	0.0%
g. Social Studies (history or geography)	31.4%	56.9%	11.8%	0.0%	0.0%
h. Fine Arts	23.5%	51.0%	17.7%	5.9%	2.0%
i. Physical Education	43.1%	41.2%	15.7%	0.0%	0.0%
j. Business Education	2.0%	37.3%	45.1%	15.7%	0.0%
k. Vocational (Career and Technology) Education	3.9%	31.4%	54.9%	7.8%	2.0%
l. Foreign Language	7.8%	56.9%	25.5%	9.8%	0.0%

B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
4.	The district has effective special programs for the following:					
	a. Library Service	15.7%	47.1%	25.5%	5.9%	5.9%
	b. Honors/Gifted and Talented Education	19.6%	43.1%	27.5%	7.8%	2.0%
	c. Special Education	11.8%	45.1%	41.2%	2.0%	0.0%
	d. Student mentoring program	3.9%	29.4%	51.0%	11.8%	3.9%
	e. Advanced placement program	13.7%	56.9%	21.5%	5.9%	2.0%
	f. Career counseling program	9.8%	45.1%	33.4%	11.8%	0.0%
	g. College counseling program	9.8%	54.9%	29.5%	5.9%	0.0%
5.	Students have access, when needed, to a school nurse.	9.8%	39.2%	17.6%	27.5%	5.9%
6.	Classrooms are seldom left unattended.	5.9%	54.9%	17.6%	19.6%	2.0%

7.	The district provides a high quality education.	5.9%	58.8%	17.6%	13.7%	3.9%
8.	The district has a high quality of teachers.	7.8%	47.1%	31.4%	11.8%	2.0%

C. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
9.	Schools are clean.	2.0%	43.1%	25.5%	19.6%	9.8%
10.	Buildings are properly maintained in a timely manner.	5.9%	51.0%	23.5%	13.7%	5.9%
11.	Repairs are made in a timely manner.	3.9%	49.0%	23.5%	17.6%	5.9%
12.	Emergency maintenance is handled in a timely manner.	11.8%	35.3%	37.3%	13.7%	2.0%

D. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
13.	There are enough textbooks in all my classes.	9.8%	41.2%	2.0%	41.2%	5.9%
14.	Students are issued textbooks in a timely manner.	13.7%	68.6%	15.7%	0.0%	2.0%
15.	Textbooks are in good shape.	5.9%	37.3%	25.5%	27.5%	3.9%
16.	The school library meets students needs for books and other resources.	13.7%	52.9%	15.7%	7.8%	9.8%

E. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
17.	The school breakfast program is available to all children.	23.5%	58.8%	7.8%	5.9%	3.9%
18.	The cafeteria's food looks and tastes good.	2.0%	19.6%	39.2%	13.7%	25.5%
19.	Food is served warm.	7.8%	35.3%	37.3%	15.7%	3.9%
20.	Students have enough time to eat.	23.5%	49.0%	11.8%	9.8%	5.9%
21.	Students eat lunch at the appropriate time of day.	31.4%	58.8%	5.9%	2.0%	2.0%
22.	Students wait in food lines no longer than 10 minutes.	5.9%	31.4%	27.5%	29.4%	5.9%
23.	Discipline and order are maintained in the schools cafeteria.	5.9%	52.9%	35.3%	3.9%	2.0%
24.	Cafeteria staff is helpful and friendly.	7.8%	51.0%	35.3%	2.0%	3.9%
25.	Cafeteria facilities are sanitary and neat.	9.8%	51.0%	31.4%	7.8%	0.0%

F. Transportation

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
26.	I regularly ride the bus.	2.0%	17.6%	29.4%	13.7%	37.3%
27.	The bus driver maintains discipline on the bus.	3.9%	27.5%	66.7%	2.0%	0.0%
28.	The length of the bus ride is reasonable.	2.0%	21.6%	74.5%	2.0%	0.0%
29.	The drop-off zone at the school is safe.	7.8%	29.4%	62.7%	0.0%	0.0%
30.	The bus stop near mv	7.8%	25.5%	66.7%	0.0%	0.0%

	house is safe.					
31.	The bus stop is within walking distance from our home.	11.8%	23.5%	64.7%	0.0%	0.0%

G. Transportation

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
32.	Buses arrive and depart on time.	9.8%	19.6%	68.6%	0.0%	2.0%
33.	Buses arrive early enough to eat breakfast at school.	3.9%	13.7%	74.5%	7.8%	0.0%
34.	Buses seldom break down.	2.0%	21.6%	68.6%	5.9%	2.0%
35.	Buses are clean.	2.0%	3.9%	52.9%	29.4%	11.8%
36.	Bus drivers allow students to sit down before taking off.	3.9%	23.5%	62.7%	5.9%	3.9%

H. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
37.	I feel safe and secure at school.	19.6%	62.7%	13.7%	3.9%	0.0%
38.	School disturbances are infrequent.	7.8%	68.6%	15.7%	5.9%	2.0%
39.	Gangs are not a problem in this district.	41.2%	49.0%	7.8%	2.0%	0.0%
40.	Drugs are not a problem in this district.	13.7%	33.3%	21.6%	27.5%	3.9%
41.	Vandalism is not a problem in this district.	3.9%	13.7%	27.5%	45.1%	9.8%
42.	Security personnel have a good working	11.8%	35.3%	43.1%	5.9%	3.9%

	relationship with principals and teachers.					
43.	Security personnel are respected and liked by the students they serve.	7.8%	21.6%	60.8%	3.9%	5.9%
44.	A good working arrangement exists between the local law enforcement and the district.	11.8%	39.2%	33.3%	11.8%	3.9%
45.	Students receive fair and equitable discipline for misconduct.	13.7%	39.2%	9.8%	21.6%	15.7%
46.	Safety hazards do not exist on school grounds.	3.9%	35.3%	33.4%	27.5%	0.0%

I. Computers and Technology

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
47.	Students have regular access to computer equipment and software in the classroom.	3.9%	37.3%	19.6%	23.5%	15.7%
48.	Teachers know how to use computers in the classroom.	2.0%	56.9%	19.6%	19.6%	2.0%
49.	Computers are new enough to be useful for student instruction.	11.8%	72.5%	9.8%	5.9%	0.0%
50.	The district offers enough classes in computer fundamentals.	5.9%	47.1%	21.6%	21.6%	3.9%
51.	The district meets student needs in classes in advanced computer skills.	9.8%	35.3%	27.5%	21.6%	5.9%
52.	Teachers and students	9.8%	49.0%	13.7%	17.6%	9.8%

	have easy access to the Internet.					
--	-----------------------------------	--	--	--	--	--

NARRATIVE COMMENTS

The narrative comments below reflect the perceptions and opinions of student survey respondents.

- Christoval is a small school, but not unlike bigger schools, we do have our own problems.
- Christoval ISD has a great resource education because I have come a long way since grade school because of these teachers.
- Christoval ISD has a lousy system of teaching but a good program. Some teachers don't help enough and there isn't an adequate after school tutorial. Homework policy sucks. School needs to be expanded and restrooms, gym, and buses need to be cleaned more often.
- Christoval ISD is a safe and secure little school. We have wonderful teachers that care about us, and a great principal who keeps everything in check. The only things I would change are some educational methods of English and Science.
- Education is lost in the Science department, due to no teaching, just homework, no help.
- Also, many female sexist teachers need to be reviewed!
- I feel our teachers could spend enough time on a lesson for the student to learn it.
- I feel that the authority figures in this school district need to know the full rules before they try to enforce them, i.e., principal. Also, the personal feelings amongst the teachers and staff need to be kept away from this school. If an authoritative figure does not agree or get along with a teacher, leave it out of the school and do not punish his job for personal disagreement. The peer pressure amongst the adults is [merely] political and if a teacher is punished by the school district because of the personal differences, they are punishing the students, too.
- I have gone here all my life and feel that it is a good school.
- I think that this school is way under the standards of technology for the time that we are in. Our computer program is way behind standards. The principal and our staff are in a conspiracy.
- I think the computer program needs to meet the requirements for most of the students and the PDA rule is bogus.
- It is good except teachers are ALWAYS moody and the library is often closed. The teachers aren't hospitable and don't let you access the Internet in the classroom.
- It's a good place to meet your education needs.
- More food to choose from and a little bit better. More desserts, too.

- No comment except better lunches and more to choose from.
- Our school is too crowded. We are in the process of adding on, but, four classrooms are gone due to construction and when all is done we will have six classrooms, only two more classrooms than originally. I don't think that was good use of money. I understand however there is a large band hall and we have no band. Also, our Science department doesn't have adequate teaching.
- Overall pretty good, but could be better. The parking lot is dangerous.
- The homework policy is wrong. If a kid wants to fail, let them fail without doing their homework. It's their loss, not ours. Thanks.
- The school needs administrators that are fair with everyone and who will [not] provide special treatment for children of school board members. The school administration needs to be mature enough to handle problems when they arise and be fair in their decisions.
- We need a clean school and better equipment.
- We need a special program for future careers in business working with computers like computer technician, etc. And also a program to help those students or new students to learn English.
- We never have help in the library and our teachers never help or just talk to us.