

TRANSMITTAL LETTER

February 26, 2002

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

Fellow Texans:

I am pleased to present my performance review of the Glen Rose Independent School District (GRISD).

This review is intended to help GRISD 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 SDSM Inc.

I have made a number of recommendations to improve GRISD'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 64 detailed recommendations that could save GRISD nearly \$4.9 million over the next five years, while reinvesting nearly \$757,000 to improve educational services and other operations. Net savings are estimated to reach \$4.1 million that the district can redirect to the classroom.

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

I also am pleased to announce that the report is available on my Window on State Government Web site at
<<http://www.window.state.tx.us/tspr/glenrose/>>.

Sincerely,



Carole Keeton Rylander
Texas Comptroller

EXECUTIVE SUMMARY

On May 30, 2001, the Glen Rose Independent School District (GRISD) Board of Trustees asked Texas Comptroller Carole Keeton Rylander to conduct a performance review of the district's operations and agreed to pay one-fourth of the \$100,000 total cost. Work began in October 2001. This report, based on more than four months of work, identifies both exemplary programs and suggests a number of concrete ways to improve GRISD's operations. If fully implemented, the 64 recommendations in this report could save the district more than \$4.1 million over the next five years.

Improving the Texas School Performance Review

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

Recognizing that only 52 cents of every education dollar is spent on instruction, Comptroller Rylander's 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 Web site at <www.window.state.tx.us>.

TSPR in Glen Rose ISD

GRISD has changed a great deal over the last 30 years. Before the 1970's, the district was rural, poor and relatively isolated. In the early 1970's, Somervell County granted Texas Utilities the right to build one of the state's few nuclear power plants, Comanche Peak Steam Station. Construction of the power plant created jobs, made the district one of the most property wealthy districts in the state and increased the student population.

As the 16th wealthiest Texas school district in 2000-01, the district has built fine facilities and developed a comprehensive education system that attracts both teachers and families from the nearby Dallas/Fort Worth area. Taxes are among the lowest in the state at \$0.908 per \$100 valuation. Texas Utilities, the largest single taxpayer in the district, supplies more than 90 percent of GRISD's taxes. Even under the utility deregulation approved by the Texas Legislature in 1999, the district will continue to have more than six times the property wealth of the average school district in Texas. For 2000-01, per pupil property values were \$1,323,699 per pupil, more than six times higher than the state average of \$215,232.

The Comptroller contracted with SDSM, Inc., an Austin-based consulting firm, to assist with the review. The review team interviewed district employees, school board members, parents, business leaders and community members and held a public forum on October 2, 2001, at Glen Rose High School from 6 p.m. to 8 p.m. To obtain additional comments, the review team conducted small focus group sessions with teachers, principals and community members and interviewed the board members. The Comptroller's office also received letters and phone calls from a wide array of parents, teachers and community members.

To ensure that all stakeholders had an opportunity to give comment, surveys were sent to students, parents, teachers, campus and central administration and support staff. A total of 456 respondents answered these surveys, including 103 campus and central administrators and support staff, 51 teachers, 95 parents and 207 students. Details from the survey, public forum and focus group comments appear in **Appendices A through F**.

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).

GRISD selected peer districts for comparisons based on similarities in student enrollment, performance and community and student demographics. The districts chosen were Groesbeck, Palacios, Seminole and Tatum.

During the review, TSPR developed 64 recommendations for improving operations that would save taxpayers more than \$4.1 million over the next five years.

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 SDSM, Inc. wish to express their appreciation to the GRISD Board of Trustees, Interim Superintendent Vernon Bohach and personnel and human resource director David Craft, who served as liaison to the TSPR team, as well as district employees, students, parents and community residents who helped during the review.

Glen Rose ISD

In 2000-01, the district served 1,614 students. Of them, 78.6 percent were Anglo, 19.6 percent were Hispanic, 0.4 percent African American and 1.5 percent other. Thirty-six percent of the student body is considered economically disadvantaged. **Exhibit 1** details the demographic characteristics of GRISD, its peer districts, Regional Education Service Center XI (Region 11) and the state.

Exhibit 1 Demographic Characteristics of GRISD

**And Peer School Districts
2000-01**

District	Student Enrollment 1996-97 to 2000-01		Ethnic Group (Percent)				Economically Disadvantaged 1996-97 to 2000-01	
	Number	Percent Change	African American	Hispanic	Anglo	Other	Percent	Percent Change
Seminole	2,159	(8.6%)	2.6%	41.1%	55.8%	0.4%	50.1%	(6.2%)
Palacios	1,712	(2.7%)	4.0%	50.3%	30.4%	15.2%	57.5%	2.1%
Groesbeck	1,652	0.0%	14.8%	13.8%	70.9%	0.5%	46.2%	(3.9%)
Glen Rose	1,614	9.9%	0.4%	19.6%	78.6%	1.5%	36.0%	1.4%
Tatum	1,198	(1.6%)	25.0%	17.7%	57.1%	0.2%	46.6%	14.2%
Region 11	402,161	8.9%	13.1%	21.4%	61.7%	3.9%	31.9%	(10.1%)
State	4,059,619	6.0%	14.4%	40.6%	42.0%	3.0%	49.3%	2.5%

Source: Texas Education Agency (TEA), Academic Excellence Indicator System (AEIS), 2000-01.

The district's annual budget is nearly \$17.7 million for 2001-02. For 2000-01, compared to its peer districts, GRISD had the highest property value per student (**Exhibit 2**).

**Exhibit 2
Property Value per Student and Tax Rate
1996-97 and 2000-01**

District	Value/ Student	Tax Rate			
		1996-97		2000-01	
		M&O*	I&S**	M&O*	I&S**
Glen Rose	\$1,323,699	\$0.740	\$0.000	\$0.908	\$0.000
Seminole	\$816,229	\$0.968	\$0.000	\$0.860	\$0.000
Tatum	\$755,984	\$1.453	\$0.000	\$0.980	\$0.490

Palacios	\$663,266	\$1.399	\$0.000	\$1.400	\$0.000
Groesbeck	\$447,469	\$1.497	\$0.000	\$1.500	\$0.000
State	\$215,232	\$1.236	\$0.176	\$1.384	\$0.091

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

* Maintenance and Operations

**Interest and Sinking

For 2000-01, the percent of GRISD students passing the Texas Assessment of Academic Skills (TAAS) was higher than its peer districts and better than the regional and state averages (**Exhibit 3**).

Exhibit 3
Percent of Students Passing TAAS, All Tests Taken (Grades 3-8, & 10)
1996-97 through 2000-01

District	1996-97	1997-98*	1998-99**	1999-2000**	2000-01**	Percent Change from 1996-97-2000-01
Seminole	81.7%	80.8%	87.0%	87.3%	90.3%	10.5%
Glen Rose	79.3%	77.8%	85.4%	90.2%	91.3%	15.1%
Tatum	79.2%	81.3%	82.4%	79.9%	82.9%	4.7%
Palacios	77.6%	77.5%	82.2%	86.7%	88.9%	14.6%
Groesbeck	73.6%	74.2%	81.6%	86.9%	87.9%	19.4%
Region 11	76.2%	76.0%	81.5%	82.9%	84.6%	11.0%
State	73.2%	73.1%	78.1%	79.9%	82.1%	12.2%

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

*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.*

Although GRISD has many exemplary programs that enjoy strong support from area residents, the district must:

- establish board stability and control staffing;
- regain control of district finances;
- maintain a high level of student performance; and
- improve planning.

Key Findings and Recommendations

Establish Board Stability and Control Staffing

- ***Develop guidelines regarding the policy-making role of the board and obtain training to implement these guidelines.*** The GRISD board's ability to manage its role as a policy-making entity has fluctuated significantly in the recent past based upon the individual personalities of board members and the decisions that the board faced. The ability of a school board to effectively govern is based on its ability to clearly define its role and ensure that the superintendent functions as the chief executive officer of the district and the educational leader of the district. That has not been the case in GRISD. By clarifying the board's role, GRISD operations will be better managed.
- ***Reorganize central administration and freeze salaries.*** GRISD is overstaffed in most professional areas, has too many directors with higher-than-average salaries and has too many employees who report directly to the superintendent. By reorganizing the district's central administration and eliminating two full-time and one part-time positions, the district can save more than \$760,000 over five years.
- ***Implement staffing standards for schools based upon student enrollment.*** The level of campus-based administrative, clerical and teaching staff is high compared to industry standards. Between 1996-97 and 2001-02, student enrollment increased 13 percent, while GRISD employment increased nearly 25 percent. Implementing school staffing formulas would allow GRISD to more effectively manage staffing costs and save more than \$2.9 million.

Regain Control of District Finances

- ***Develop a fund balance management policy and require regular reports to the board.*** The district fund balance dropped from \$11.8

million in 1997-98 to an estimated \$4.2 million in 2001-02. At the current spending rate, the General Fund balance could be depleted by 2003-04. If fund balance controls were created, the district could better monitor its finances.

- ***Revise the budget planning process to include rigorous examination of proposed expenditures, performance measures and increased public input.*** GRISD lacks a comprehensive budget planning process. For example, it does not provide prior-year actual expenditure information, evaluation of budget priorities, analysis of the impact on future spending or budget instructions to the campuses and departments. By revising the entire budget planning process, better and more focused planning will improve the district's financial management.
- ***Perform cash flow analysis and invest excess funds in higher-yield accounts.*** Although the district's investment advisor assists the district to maximize its investment earnings, GRISD has lost interest income on operating accounts by keeping too much money in the bank and by not locking in rates during periods of declining interest rates. The district maintains an average of nearly \$960,000 per month in idle funds in its operating bank accounts. By performing a cash flow analysis to monitor the timing of revenues and expenditures flowing through GRISD's bank accounts, the district could earn additional interest.

Maintain a High Level of Student Performance

- ***Use graduate tracking and follow-up data to review and upgrade the district's academic program and career and technology programs.*** GRISD does not have a system for following up with students who graduated from Glen Rose High School. Consequently, the district does not know what types of jobs graduates get, whether they are prepared for college or how successful graduates are after leaving the school. Tracking graduates would allow the district to measure its level of success and identify areas that need improvement.
- ***Assign a district Gifted and Talented program coordinator to develop a district plan that assures program continuity and effectiveness.*** GRISD's Gifted and Talented program is fragmented and lacks continuity across educational levels. Each school has its own independent program. Because there is no districtwide coordinator, activities are not coordinated among campuses and across grade levels. A district Gifted and Talented program coordinator could link programs from different schools and grade levels.
- ***Provide services to students who are deaf or hearing impaired through the Brazos Regional Day School Co-op for the Deaf.***

Although GRISD is a member of the Brazos Regional Day School Co-op for the Deaf, GRISD has developed a deaf education program to serve two Glen Rose students through the Hood-Somervell Special Education Cooperative. Providing deaf education through this arrangement costs the district considerably more than it would cost if the district were to obtain services through the Brazos Regional Day School Co-op.

Improve Planning

- ***Implement a position description review schedule.*** GRISD does not routinely review and update employee job descriptions. Office duties are sometimes shifted to employees with certain skills, without adjusting the job description to cover that task. An effective job description provides information, improves a district's employee management and ensures employee classifications are legal. By regularly reviewing and updating job descriptions, information will be available to determine appropriate levels of pay, to reduce the risk of employment lawsuits, to improve workplace safety, and to help resolve equal employment and overtime eligibility issues.
- ***Sell surplus buses and develop a school bus replacement plan.*** The district's fleet includes 31 buses. Nineteen are regular route buses and two serve the district's special needs students. GRISD could sell some of the older buses in its fleet. The district could also reduce the number of spare buses it keeps if it replaced buses on a regular basis.

Exemplary Programs and Practices

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

- ***GRISD has an active volunteer program that is tailored to meet the needs of each school.*** During 2000-01, the Parent Teacher Association (PTA) surveyed the elementary school teachers to identify their needs, and surveyed the volunteers to identify their skills, preferences and availability. The PTA then matched the volunteers to meet the needs of the teachers, which created a positive experience for both teachers and volunteers.
- ***GRISD has a clearly defined process for updating its curriculum and ensuring that its guides are used to direct instruction.***

GRISD has curriculum guides for Kindergarten through grade 12 and updates them regularly. The district developed a five-year curriculum planning schedule. GRISD grade level coordinators at the elementary and intermediate schools and department heads at the junior high and high schools work with teachers to ensure the guidelines are clear. One measure of an effective curriculum is how many students pass end-of-course exams. GRISD students scored higher than the state average on Biology I, English II and U.S. History end-of-course exams, and ranked first compared to peer districts. GRISD ranked second in the percentage of students passing the Algebra I exam.

- ***Financial control is enhanced through budget information available to principals and department heads.*** Principals and department heads have immediate access to their campus' budget information, with the ability to generate budget-to-actual reports from the system. Schools are also able to initiate purchase requisitions and electronically transfer purchase requests to the Finance Department for review and approval. By authorizing access to the financial system, principals can review and maintain control over their budgets in a timely manner and be held accountable for excess expenditures.
- ***An external investment advisor actively invests and increases the interest earnings on the district's investment portfolio.*** The district uses an external investment advisor who provides an independent, professional resource that increases the district's investment interest. The advisor's fee schedule is tied to portfolio performance and is capped at \$10,000 a year.
- ***GRISD offers special promotions to increase student interest and meal participation.*** The Child Nutrition Services Department offers a number of themes and monthly promotions including barbecues, pasta bars, Grandparents Day and Fair Day. These special programs improve student participation in meal programs.
- ***GRISD's Virtual Desktop concept allows students and staff to have access to their files from anywhere in the district.*** GRISD implemented a technology strategy that improved computer access districtwide. The district's Technology Advisory Committee recommended that the district implement the 'virtual desktop' concept, which allows students and staff to securely log in at a computer or desktop anywhere in the district and have access to their assigned applications, user files and policies.

Savings and Investment Requirements

Many of the recommendations in this report would save the district money. Those funds could be used to improve classroom instruction. The savings estimates in this report are conservative.

TSPR recommended 64 ways GRISD could save nearly \$4.9 million over a five-year period. The recommendations would also require expenditures of nearly \$757,000 to improve district services. If all of the recommendations are implemented, the district would save more than \$4.1 million by 2006-07.

Exhibit 4
Summary of Net Savings
TSPR Review of Glen Rose Independent School District

Year	Total
2002-03 Initial Annual Net Savings	\$763,738
2003-04 Additional Annual Net Savings	\$848,119
2004-05 Additional Annual Net Savings	\$848,119
2005-06 Additional Annual Net Savings	\$848,119
2006-07 Additional Annual Net Savings	\$848,119
One-Time Net (Costs)/Savings	(\$14,160)
TOTAL SAVINGS PROJECTED FOR 2002-07	\$4,142,054

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. Detailed implementation strategies, timelines and estimates of fiscal impact follow each recommendation. The implementation section for each recommendation highlights the actions necessary to achieve the savings or improvement. Some items should be implemented immediately, some over the next year or two and some over the course of several years.

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

EXECUTIVE SUMMARY

Exhibit 5 Costs/Savings Recommendations

Recommendation	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	5-Year (Costs) or Savings	One Time (Costs) or Savings
Chapter 1 District Organization and Management							
1. Develop guidelines regarding the policy-making role of the board and obtain training to effectively implement these guidelines. p. 23	\$0	\$0	\$0	\$0	\$0	\$0	(\$4,800)
2. Use timed board agendas to focus discussion and reduce the number of called meetings. p. 25	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3. Implement a comprehensive reporting process to present financial, management and program-related information to the board. p. 27	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4. Reorganize central administration	\$85,361.	\$170,722	\$170,722	\$170,722	\$170,722	\$768,249	\$0

	and freeze salaries. p. 32							
5.	Implement staffing standards for schools using formulas based upon enrollment. p. 38	\$590,389	\$590,389	\$590,389	\$590,389	\$590,389	\$2,961,945	\$0
6.	Implement a strategic planning process that links existing plans, the budget and performance evaluations into one integrated districtwide plan. p. 40	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7.	Expand outreach to Hispanic parents so that they can be more actively involved in their children's education. p. 48	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Chapter 1 Total	\$676,750	\$761,111	\$761,111	\$761,111	\$761,111	\$3,730,194	(\$4,800)
Chapter 2 Educational Service Delivery								
8.	Develop an instructional plan that specifically addresses the risk of academic failure in the transition of students from intermediate to junior high. p. 62	\$0	\$0	\$0	\$0	\$0	\$0	\$0

9.	Increase the number of students taking the SAT and the ACT. p. 64	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10.	Use graduate tracking and follow-up data to review and upgrade the district's academic program. p. 69	\$0	\$0	\$0	\$0	\$0	\$0	\$0
11.	Assign a district Gifted and Talented program coordinator. p. 71.	(\$2,000)	(\$1,000)	(\$1,000)	(\$1,000)	(\$1,000)	(\$6,000)	\$0
12.	Develop a districtwide plan for the Gifted and Talented program that ensures program continuity and effectiveness. p. 73	\$0	\$0	\$0	\$0	\$0	\$0	\$0
13.	Create strategies that will increase the number of students taking Advanced Placement courses and exams. p. 74	\$0	\$0	\$0	\$0	\$0	\$0	\$0
14.	Develop instructional strategies specifically targeting economically disadvantaged	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	students. p. 76							
15.	Provide services to students who are deaf or hearing impaired through the Brazos Regional Day School Co-op for the Deaf. p. 83	(\$40,708)	(\$40,708)	(\$40,708)	(\$40,708)	(\$40,708)	(\$203,540)	\$0
16.	Develop a vocational education program to meet the needs of work-bound students. p. 89	\$0	\$0	\$0	\$0	\$0	\$0	\$0
17.	Staff the intermediate, junior high and elementary school libraries to meet state standards. p. 91.	(\$66,975)	(\$66,975)	(\$66,975)	(\$66,975)	(\$66,975)	(\$334,875)	\$0
	Chapter 2 Total	(\$109,683)	(\$108,683)	(\$108,683)	(\$108,683)	(\$108,683)	(\$544,415)	\$0
Chapter 3 Personnel Management								
18.	Redefine the Personnel and Human Resources function to reflect actual district needs and the performance expectations determined by the board. p. 105	(\$33,310)	(\$33,310)	(\$33,310)	(\$33,310)	(\$33,310)	(\$166,550)	\$0
19.	Establish and implement a schedule for routine position	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	description review. p. 108							
20.	Develop a personnel procedures manual that details operating procedures. p. 110	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21.	Obtain additional training for Personnel and Human Resources staff to improve use of the district's human resources information system. p.111.	\$0	\$0	\$0	\$0	\$0	\$0	(\$880)
22.	Develop a recruiting plan that identifies district hiring needs and includes goals, strategies and performance measures for staff recruitment. p. 114	\$0	\$0	\$0	\$0	\$0	\$0	\$0
23.	Modify the interview process and revise the employment application to maximize legal compliance. p. 116	\$0	\$0	\$0	\$0	\$0	\$0	\$0
24.	Review employee	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	criminal histories periodically. p. 117							
25.	Develop a compensation scale that has maximum salary ranges appropriate to the position and options for addressing future pay increases without exceeding the maximum. p. 121.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
26.	Conduct evaluations of all staff annually. p. 123	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Chapter 3 Total	(\$33,310)	(\$33,310)	(\$33,310)	(\$33,310)	(\$33,310)	(\$166,550)	(\$880)
Chapter 4 Financial Management								
27.	Develop a policy that establishes the optimum balance for the General Fund and require the administration to report regularly to the board regarding changes to the fund balance. p. 131.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
28.	Revise the budget planning process to include rigorous examination of	\$0	\$0	\$0	\$0	\$0	\$0	(\$1,400)

	proposed expenditures, performance measures and increased public input. p. 135							
29.	Create, adopt and implement a formal financial policies and procedures manual that can be used to cross-train employees. p. 139	\$0	\$0	\$0	\$0	\$0	\$0	\$0
30.	Reassign personnel duties to the secretary in the Personnel and Human Resources Department to provide for proper separation of duties. p. 140	\$0	\$0	\$0	\$0	\$0	\$0	\$0
31.	Perform cash flow analysis and invest excess operating funds in higher yield accounts. p. 146	\$0	\$0	\$0	\$0	\$0	\$0	\$0
32.	Eliminate unnecessary operating accounts and modify the depository agreement to reduce service charges. p. 147	\$0	\$600	\$600	\$600	\$600	\$2,400	\$0
33.	Implement	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	written and electronic supervision over disbursements. p. 149							
34.	Secure cash receipts in a fireproof safe and make same-day deposits. p. 150	\$0	\$0	\$0	\$0	\$0	\$0	(\$300)
35.	Establish a committee to review the state health plan and develop a long-range plan of action. p. 154	\$0	\$0	\$0	\$0	\$0	\$0	\$0
36.	Reduce costs of property and general liability insurance by annually examining and adjusting deductible limits. p. 156	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$7,500	\$0
37.	Establish a fixed asset management committee and develop fixed asset management procedures. p. 160	\$0	\$0	\$0	\$0	\$0	\$0	\$0
38.	Develop and distribute a districtwide purchasing procedures manual. p. 163	\$0	\$0	\$0	\$0	\$0	\$0	\$0
39.	Track and	\$0	\$0	\$0	\$0	\$0	\$0	(\$880)

	analyze purchases to ensure compliance with state and local purchasing laws. p. 166							
40.	Activate the appropriation control feature of the district's financial software. p. 168	\$0	\$0	\$0	\$0	\$0	\$0	\$0
41.	Establish interlocal agreements with Tarrant County and other governments in the Somervell County area to reduce purchase costs. p. 169	\$12,058	\$12,058	\$12,058	\$12,058	\$12,058	\$60,290	\$0
	Chapter 4 Total	\$13,558	\$14,158	\$14,158	\$14,158	\$14,158	\$70,190	(\$2,580)
Chapter 5 Facilities Use and Management								
42.	Create a permanent facilities planning committee and develop a long-range facilities master plan. p. 175	\$0	\$0	\$0	\$0	\$0	\$0	\$0
43.	Develop a strategy for more efficient use of buildings including relocating the A.C.E. School to the junior high school. p. 177	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$150,000	(\$5,000)

	communications equipment and develop a long-term emergency communication plan and strategies. p. 196							
	Chapter 5 Total	\$27,920	\$27,920	\$27,920	\$27,920	\$27,920	\$139,600	(\$6,300)
Chapter 6 Operations								
51.	Develop and implement an incentive plan to encourage cafeteria staff to complete certification classes. p. 210	(\$1,260)	(\$3,840)	(\$3,840)	(\$3,840)	(\$3,840)	(\$16,620)	\$0
52.	Prohibit the sale of candy and other items of minimal nutritional value sold in competition with Child Nutrition Programs Department items. p. 211.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
53.	Analyze meal costs periodically and set prices to fully recover costs. p. 213	\$141,567	\$141,567	\$141,567	\$141,567	\$141,567	\$707,835	\$0
54.	Establish a policy with a target of 20 buses and other vehicles per mechanic. p. 218	\$33,316	\$33,316	\$33,316	\$33,316	\$33,316	\$166,580	\$0
55.	Purchase automated bus	\$16,000	\$16,000	\$16,000	\$16,000	\$16,000	\$80,000	(\$3,000)

	routing software to design a more efficient and cost effective route scheduling system. p. 220							
56.	Expand driver safety training and work with other nearby districts to form a cooperative for driver training to reduce costs. p. 221.	(\$120)	(\$120)	(\$120)	(\$120)	(\$120)	(\$600)	\$0
57.	Develop a school bus replacement plan with criteria that consider bus age, condition and capacity requirements. p. 223	\$0	\$0	\$0	\$0	\$0	\$0	\$0
58.	Develop a written policy and fee schedule for outside use of buses that reimburses the district for cost of services. p. 224	\$0	\$0	\$0	\$0	\$0	\$0	\$0
59.	Establish a spare bus and vehicle ratio and sell those buses and vehicles that are in excess of those ratios. p. 226	\$0	\$0	\$0	\$0	\$0	\$0	\$4,000
	Chapter 6 Total	\$189,503	\$186,923	\$186,923	\$186,923	\$186,923	\$937,195	\$1,000

Chapter 7 Computers and Technology

60.	Develop a districtwide technology training plan that includes mandatory proficiency standards and deadlines for completion. p. 236	\$0	\$0	\$0	\$0	\$0	\$0	\$0
61.	Revise the technology plan to add detailed strategies, schedules and costs. p. 241.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
62.	Store backup tapes in fireproof storage units built specifically for computer data. p. 243	\$0	\$0	\$0	\$0	\$0	\$0	(\$600)
63.	Explore options for recovering network infrastructure investment costs. p. 248	\$0	\$0	\$0	\$0	\$0	\$0	\$0
64.	Use automated attendance software in all schools. p. 249	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Chapter 7 Total	\$0	\$0	\$0	\$0	\$0	\$0	(\$600)
Gross Savings								
		\$910,191	\$996,152	\$996,152	\$996,152	\$996,152	\$4,894,799	\$4,000
Gross Costs								
		(\$146,453)	(\$148,033)	(\$148,033)	(\$148,033)	(\$148,033)	(\$738,585)	(\$18,160)
Total								
		\$763,738	\$848,119	\$848,119	\$848,119	\$848,119	\$4,156,214	(\$14,160)

Total Savings	\$4,898,799
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Total Costs	(\$756,745)
Net	\$4,142,054

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

This chapter discusses the Glen Rose Independent School District (GRISD) organization, management and community involvement in four sections:

- A. Board Governance
- B. District Management
- C. Planning and Evaluation
- D. Community Involvement

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

The staff is responsible for managing the day-to-day implementation of the plans approved by the board and recommending modifications necessary to ensure the operation of all district programs and duties. The superintendent, as the chief executive officer of the district, recommends the level of staffing and the amount of resources necessary to operate and accomplish the board's goals and objectives.

BACKGROUND

GRISD has experienced great changes over the past 30 years. Before the 1970's, the district was rural, poor and relatively isolated in the rolling hills southwest of Fort Worth. In the early 1970's, Somervell County granted Texas Utilities the right to build one of the state's few nuclear power plants, Comanche Peak Steam Station. Construction of the power plant brought construction workers to the county and increased student populations. It also had a drastic impact on district property taxes. In 1995, the appraised value of property in GRISD reached its highest level of \$8.9 billion. The district for years enjoyed one of the lowest tax rates in the state while spending almost twice as much as the state average per student to educate its children. This is despite the recapture legislation enacted by the Texas Legislature whereby districts with a property wealth of more than \$300,000 per student send a portion of the district's tax proceeds back to the state or share the wealth with property poor districts.

In 1999, the Texas Legislature voted to deregulate state utilities by January 1, 2002. This meant that utilities such as Texas Utilities, which

owns the Comanche Peak Steam Station in Glen Rose, would be able to reduce the value of the nuclear plant in Glen Rose to the price it could obtain in the market- place for power rather than the cost of its property, buildings and equipment. While deregulation reduced the district's property tax base from \$6.8 billion in 1999-2000 to \$2.2 billion in 2001-02, the district is still one of the state's 20 wealthiest districts. In past years GRISD was the wealthiest school district in Texas.

Despite higher-than-average revenues, in each year since 1998 the board approved an operating budget that exceeded annual revenues. These budgeted expenditures have reduced the district's available fund balance. The fund balance is the difference between the assets and liabilities in the fund and can be viewed as its "equity."

Between 1997-98 and 2001-02, the district's fund balance dropped from \$11.8 million to an anticipated balance at the end of 2001-02 of \$4.2 million. During this same period, its tax rate rose by 33 percent but remained one of the lowest in Texas. **Exhibit 1-1** shows GRISD financial information for the five-year period from 1997-98 through 2001-02. The M & O (maintenance and operating) tax rate is the tax rate used to fund normal operating expenses of the district. The I & S (interest and sinking) tax rate is used to repay bond money that is used for construction of new facilities or purchase of major fixed assets.

Exhibit 1-1
GRISD Tax, Budget and Expenditure Information
1997-98 through 2001-02

	1997-98	1998-99	1999-2000	2000-01	2001-02
Approved Budget - Operating Revenues (in millions)	\$12.90	\$13.50	\$14.90	\$15.00	\$14.70
Approved Budget - Operating Expenditures (in millions)	\$14.70	\$16.40	\$17.20	\$18.10	\$17.70
Budgeted Transfer from Fund Balance (in millions)	\$1.80	\$2.90	\$2.30	\$3.00	\$2.90
Ending Fund Balance (in millions)	\$11.80	\$10.94	\$8.81	\$7.14	\$4.24
M&O Tax Rate	\$0.73	\$0.74	\$0.76	\$0.908	\$0.969
I&S Tax Rate	\$0.00	\$0.08	\$0.07	\$0.00	\$0.00
Total taxable property values	\$7.7 billion	\$7.2 billion	\$6.8 billion	\$2.1 billion	\$2.2 billion
Number of Students	1,507	1,555	1,596	1,614	1,666
Number of District Employees	280.8	307.6	317.7	329.8	330

Source: GRISD Superintendent. Notes:

(1) Budget amounts are those used for budget purposes, not audited amounts.

(2) Operating revenues are all revenues excluding transfers from fund balances.

(3) Fund balances for 1997-2001 are from the GRISD Audited Financial Statements. The ending fund balance for 2001-02 is estimated.

(4) Property values are certified amounts from the Somervell County Appraisal District. Student enrollments are estimates, usually end of prior year enrollment. The number of students and number of district employees is based upon the Texas Education Agency (TEA) Academic Excellence Indicator System (AEIS) for 1997-98 through 2001-02. The number of students for 2001-02 is based upon the district's October 26, 2001 report to TEA and the number of actual district employees in August 2001.

In August 2001, the superintendent retired and an interim superintendent was named. On

November 5, 2001 the board began a search for a new superintendent.

Throughout 2000-01, board relations with the administration were contentious, resulting in frequent meetings and conflict apparent to the community and the district staff.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

A. Board Governance

Through its governance, a school board is ultimately responsible for the welfare and effectiveness of its school district. In *The Board Member's Guide to Strategic Planning*, authored by Fisher Howe in 1997, education consultant James Wickenden describes exemplary governance in his view of a school board's responsibility: "...The best boards are constructive agents for change. They anticipate future demands and require the school's employees to meet them. They ask hard questions; they challenge the status quo. They set broad policies to accomplish the stated mission and then demand evidence that the policies are being followed..." In short, a school board is accountable to parents, taxpayers and the community for the district's effectiveness and efficiency.

The seven-member Board of Trustees listed in **Exhibit 1-2** governs GRISD. Each trustee is elected at large by the entire district and holds a three-year term. Board elections are held annually on the first Saturday in May for one third of the board members.

Exhibit 1-2
GRISD Board Members
2001-02

Member	Years of Experience	Profession	End of Term
Marilyn Phillips, President	3	Real estate and insurance	2004
Mike Davis, Vice President	5	Physician	2002
E. F. "Pete" Moore, Secretary	3	Business owner	2002
Brad Mansfield	2	Federal employee	2003
Randy Robertson	2	Investment counselor	2003
E.K. Hufstedler, III	1	Banker	2003
Byron Stinson	7	Business manager	2002

Source: GRISD Superintendent's Office.

Board meetings are held on every fourth Monday of the month. In addition, the board may hold called meetings whenever it deems necessary. The public can provide input at regular and called board meetings during a public comment session. Regular board meetings begin at 7 p.m., while meeting times for called meetings vary. Most meetings are held in the boardroom of the Administration Building located at 1102 Stadium Drive in Glen Rose. Meetings are moved to the junior high school auditorium if large crowds are anticipated, such as for budget workshops.

The superintendent prepares the board agenda and reviews it with the board president. The final agenda for regular meetings is placed in the local newspaper, the *Glen Rose Reporter*. Agendas for both regular and called meetings are posted at the administration building and sent to the schools. Board packets are distributed to board members, executive staff and principals on the Thursday before the meeting. There are no standing board committees.

Board training requirements are defined in GRISD board policy: An orientation session, an annual team-building session with the board and the superintendent and specified hours of continuing education based upon state requirements. All members completed their required training for 2000-01. Members with fewer hours met their requirements at the September 2001 Texas Association of School Boards (TASB) convention. **Exhibit 1-3** lists the board training for 2000-01.

Exhibit 1-3
GRISD Board Member Training
July 1, 2000 - September 30, 2001

Member	Hours of Training
Marilyn Phillips, President	35.50
Mike Davis, Vice President	8.25
E. F. "Pete" Moore, Secretary	18.25
Brad Mansfield	21.25
Randy Robertson	17.75
E.K. Hufstedler, III	19.00
Byron Stinson	6.25

Source: GRISD Superintendent's Office.

FINDING

The board uses a consent agenda, a list of agenda items combined into one group that the board votes on at one time, to save meeting time. Many districts use consent agendas to reduce time spent on routine items. Such items usually include bids, resolutions, recognitions and staff hiring approvals. If a board member wants to discuss an individual item, that item is separated from the group and discussed individually. GRISD's consent agenda includes minutes of previous meetings, check listing, comparison of revenues to budget by fund, comparison of expenditures to budget by fund, budget amendments, monthly activity fund reports by school and banking information.

COMMENDATION

Consent agendas help the board focus their time and effort on discussion items.

FINDING

The GRISD board's ability to manage its role as a policy-making board has fluctuated significantly based upon the individual personalities of board members and the decisions that the board faced. The ability of a school board to effectively govern is based on its ability to clearly define its role as a policy maker and to ensure that the superintendent functions as the chief executive officer of the district and the educational leader of the district.

GRISD established an agreed-upon process in spring 2001 for handling complaints made directly to a board member, but not all board members follow these policies. The process agreed upon by the board included following the chain of command in referring complaints. While most board members try to adhere to this policy, some still take the complaint directly to the individual for resolution. Board members in their interviews spoke positively about the improved cooperation among board members and with the administration. However, a number of board members expressed concerns about the actions of other board members when faced with hard decisions.

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

- I serve on a site-based decision-making committee. There is positive and active participation. The district needs to work on a cooperative spirit between the board, superintendent and educators.

There have been too many underlying battles that need to be brought to the open table, so an understanding can be reached for the best interest of the students of GRISD.

- Board members micro-manage the school district excessively.
- I don't feel the public is well enough informed by the board!
- Unfortunately, a small vocal minority of community members has provided a forum, both public and private, for anyone to become an expert in any area of the educational field. Because of past conflict between this group and the former superintendent, it appeared to be a power struggle at times at board meetings. Therefore, those hired in areas of expertise are constantly questioned and criticized to the point of harassment. This is done by anyone who disagrees or doesn't understand, including board members.
- Several members seem to have specific agendas, i.e., conflicts with administration instead of focusing on our budget, teacher quality, etc. Some members don't seem to have a clue regarding finance, budget, etc., instead they only seem interested in how a teacher has treated a certain student or in demeaning other board members in public meetings.

Board micromanagement occurs in situations where there is not a clear-cut policy or where there is a lack of candid communication. Effective school boards avoid imposing their wills on the district's day-to-day operations. This self-policing is supported by a combination of one-on-one talks among the superintendent, board president and board members, as well as discussions during board work sessions.

Spring Independent School District's board avoids interfering in day-to-day administration by focusing on key areas of concern and leaving implementation of policies to the superintendent and staff. Board members, both individually and collectively, police themselves to avoid any imposition on day-to-day operations. The board monitors itself through conversations between the board president and individual board members or discussion during executive sessions of the board.

Recommendation 1:

Develop guidelines regarding the policy-making role of the board and obtain training to effectively implement these guidelines.

GRISD should evaluate and adopt guidelines for self-policing. A facilitator would also be beneficial to lead a board workshop or retreat about implementation strategies.

During these workshops, board members can discuss specific remedies or practices that would support their efforts to avoid micromanagement. While the board and administration have specific roles and duties that should be clearly delineated, they are interrelated and interdependent. The board should evaluate itself annually on the progress made.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent obtains self-censorship guidelines from other districts and distributes to each board member.	May 2002
2.	The board reviews the guidelines as a group in its board meeting and develops an action plan to implement the guidelines.	June 2002
3.	The superintendent's office obtains the training resources from other school districts and other vendors and provides those to the board along with information about meeting facilitators.	June 2002
4.	Board members select and attend training sessions and use a facilitator in a board retreat or workshop to provide further training and refine the action plan.	September 2002
5.	The board implements the remaining steps in the action plan.	October 2002 - February 2003
6.	The board evaluates progress and compliance annually on an ongoing basis.	May 2003 and Ongoing

FISCAL IMPACT

The fiscal impact assumes the board would hire a facilitator for 24 hours at \$200 an hour or \$4,800 (24 x \$200). The facilitator would attend meetings and interview board members individually. Then, the facilitator would conduct an eight-hour session on administrative procedures. The facilitator would also monitor a number of board meetings during the remainder of the year.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Develop guidelines regarding the policy-making role of the board and obtain training to effectively implement these guidelines.	(\$4,800)	\$0	\$0	\$0	\$0

FINDING

GRISD board meetings are not focused, resulting in more called meetings and lengthier meetings. During 2000-01, the GRISD board met more often than boards of other school districts of similar size, averaging three times a month or 36 times during the year. Seventeen of the meetings lasted more than two hours. While the district runs orderly meetings and follows normal meeting standards, meetings are often long and called meetings are frequent. **Exhibit 1-4** lists all board meetings for 2000-01, the type of meeting and the length of each meeting.

Significant time is spent on discussion of action items that are then tabled or fail for lack of a second motion. Administration proposals are sometimes divided into numerous individual items and voted upon by item rather than as a complete proposal. For example, the board voted on each of 15 classes to be included in class rankings.

Exhibit 1-4
GRISD Board Meetings
2000-01

Date	Type of Meeting	Length of Meeting
September 7, 2000	Called	40 minutes
September 25, 2000	Regular	2 hours 41 minutes
October 16, 2000	Board Workshop	1 hour 55 minutes
October 24, 2000	Regular	2 hours 10 minutes
November 6, 2000	Board Workshop	2 hours 30 minutes
November 13, 2000	AEIS Public Hearing	41 minutes
November 13, 2000	Regular	2 hours 18 minutes
November 30, 2000	Called	50 minutes
December 3, 2000	Regular	1 hour 45 minutes
January 3, 2001	Called	40 minutes
January 22, 2001	Regular	2 hours 5 minutes
February 5, 2001	Called	1 hour 58 minutes
February 26, 2001	Regular	2 hours 24 minutes
March 4, 2001	Called	4 hours 7 minutes
March 19, 2001	Called	4 hours 20 minutes

March 26, 2001	Regular	6 hours 27 minutes
April 17, 2001	Called	2 hours 30 minutes
April 23, 2001	Regular	4 hours 11 minutes
May 10, 2001	Called	35 minutes
May 16, 2001	Called	2 hours 1 minute
May 24, 2001	Called	34 minutes
May 28, 2001	Regular	3 hours 50 minutes
June 11, 2001	Called	53 minutes
June 19, 2001	Called	2 hours 10 minutes
June 25, 2001	Regular	3 hours 59 minutes
June 28, 2001	Called	3 hours 20 minutes
June 29, 2001	Called	1 hour 4 minutes
July 9, 2001	Called	27 minutes
July 23, 2001	Regular	1 hour 55 minutes
July 24, 2001	Called Public Hearing	2 hours 15 minutes
July 31, 2001	Called	42 minutes
August 13, 2001	Called	1 hour 19 minutes
August 20, 2001	Public Hearing	2 minutes
August 20, 2001	Called	4 minutes
August 21, 2001	Called	1 hour 9 minutes
August 27, 2001	Regular	1 hour

Source: GRISD Board Minutes.

GRISD's board agendas contain sufficient detail, but do not provide estimated times for agenda items. Many districts used timed agendas as an effective meeting management tool for controlling the length of board meetings.

Recommendation 2:

Use timed board agendas to focus discussion and reduce the number of called meetings.

The board should be able to conduct all of its business in two meetings per month. The first meeting should be a work session held the week before the regular board meeting to review agenda items and hear administrator presentations. The board should not vote on any items during the work sessions. The second meeting should be a formal board meeting during which the board votes on all action items.

The board should adopt the use of timed agendas to allow the board president and superintendent to focus discussions and keep the agenda moving. A goal should be established of limiting meetings to two hours or less.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent meets with the board president to develop agendas for the board work session and board meeting.	May 2002
2.	The superintendent or superintendent's secretary circulates the draft agenda to the board members for review.	May 2002
3.	The superintendent's secretary makes any changes requested and the final agenda is posted according to board policy.	May 2002
4.	The board president leads the meeting in accordance with the agenda, directing individuals to keep within the time limits.	June 2002
5.	The board president continues to manage and minimize the number of called meetings.	Monthly

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Financial information submitted to the board lacks sufficient analysis for informed decision making. Board members rely on limited financial information submitted in the monthly agenda packet as well as specific information contained in administration presentations. For example, the board packet includes budget information at a fund level, which means that the general fund budget is shown as one amount. GRISD's expenses exceed revenues, which creates a need for financial reporting that focuses attention on opportunities to reduce costs.

The review team found that while the information is factual, it does not include any analysis or consideration of variances. For example, the investment information includes the amount of investments for the month by type, and the amount of investment pool interest and bank interest for

the last 12 months. There is no analysis or comparison to performance goals or the estimates included in the operating budgets. In another example, the September 2001 monthly financial information is presented by fund rather than by organization or cost center. More than \$14 million of the \$17.7 million operating budget is shown on one line. No analysis of variances or trends or opportunities for cost savings is presented. Information is not presented by school or organization so there is no accountability by individual administrator for performance or cost savings. Analysis of financial information is essential if the board is to evaluate performance.

Analysis of financial information also helps the board and administration see trends and anticipate problems. Many districts use a basic set of executive management reports that includes a monthly comparison of budgeted to actual revenues and expenditures, and multiple-year trend comparisons. An evaluation of education programs and student performance should also be included annually or when programs are considered for renewal. Descriptions of basic reports are shown in **Exhibit 1-5**.

Exhibit 1-5 **Examples of Summary Executive Management Reports**

Sample Contents and Frequency (Monthly, Quarterly or Annually)

- Budget-to-Actual Comparison by Organization
- Comparison of budgeted-to-actual revenue by fund and expenditures by function and related variance (monthly).
- Notes explaining significant variances (5 percent or more) in the above categories.
- Progress reports on cost reduction or revenue enhancement strategies (monthly).

Multiple-Year Trend Comparisons

- Revenue and expenditure data showing current and prior year actual amounts for a similar period (monthly).
- Bar graphs and pie charts depicting comparative revenue and expenditure information (monthly).
- Administrative cost ratios, cost per student, transportation costs per mile, food and labor cost per meal, etc., compared to prior years (annually).
- Actual excess cash invested monthly and year-to-date compared to similar period in prior years or against current year goals (monthly).
- Year-to-date investments by type of investment instrument, including market value, yield, and scheduled maturity (quarterly).

- Notes explaining significant variances (5 percent or more) in any of the above categories.

Evaluation of Educational Programs and Student Performance

- Comparative data related to performance such as annual graduation rates, dropout rates and Texas Assessment of Academic Skills (TAAS) scores by school (annually).
- Comparative funding of specific education programs between fiscal years, (Compensatory Education, Gifted and Talented, Career and Technology) and related student performance (annually).
- By Program - Actual vs. planned performance, with accompanying notes explaining significant variance between planned and actual performance (annually).
- Summary of monthly grant activities, including number and dollar value of grants submitted, number and dollar value of grants awarded, and the ratio of grants awarded to grants submitted - all compared to prior years (quarterly).

Source: TSPR.

Recommendation 3:

Implement a comprehensive reporting process to present financial, management and program-related information to the board.

Executive-level reports need not be extensive, but should provide basic summary-level financial and program-related information to enable efficient decisionmaking by the board. Reports provided to the board should include information in three essential areas: budget control; financial management and financial performance evaluation; and education program performance.

These reports can be prepared from data in the district's financial system or by the responsible administrators. In cases in which original data must be accumulated, templates should be developed to simplify data compilation and comparison.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Finance, working with the director of Curriculum and Instruction and Communication Services develops a model information package including budget and actual financial information	April 2002
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	and evaluation of education programs.	
2.	The director of Finance submits the proposed package to the superintendent for approval.	May 2002
3.	The superintendent approves the format and establishes it as the basis for submitting information to the board.	June 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

B. District Management

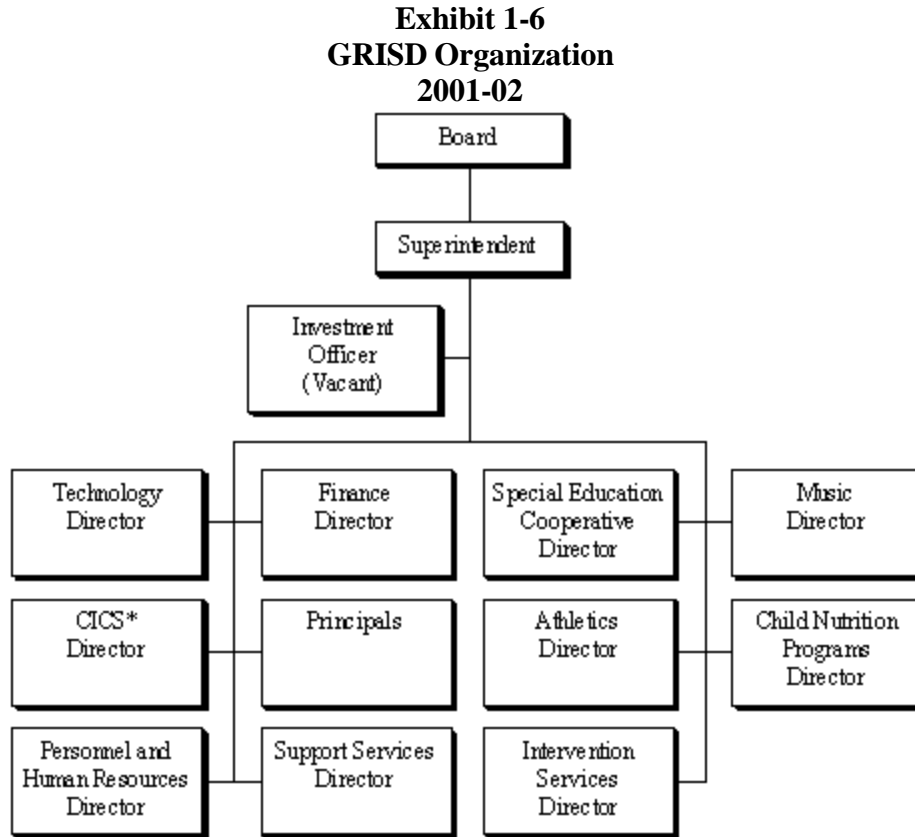
As specified in Section 11.201 of the Texas Education Code, the superintendent is the chief executive officer of the district and is responsible for:

- assuming administrative responsibility and leadership for the planning, operation, supervision and evaluation of the education programs, services and facilities of the district and for the annual performance appraisal of the district's staff;
- assuming administrative authority and responsibility for the assignment and evaluation of all personnel of the district other than the superintendent;
- making recommendations regarding the selection of personnel of the district other than the superintendent as provided by Section 11.163 of the Texas Education Code;
- initiating the termination or suspension of an employee, or the non-renewal of an employee's term contract;
- managing the day-to-day operations of the district as its administrative manager;
- preparing and submitting to the Board of Trustees a proposed budget as provided by Section 44.002 of the Texas Education Code;
- preparing recommendations for policies to be adopted by the Board of Trustees and overseeing the implementation of adopted policies;
- developing or causing to be developed appropriate administrative regulations to implement policies established by the Board of Trustees;
- providing leadership for the attainment of student performance in the district based on indicators adopted under Section 39.051 of the Texas Education Code and other indicators adopted by the State Board of Education or the district's Board of Trustees;
- organizing the district's central administration; and
- performing any other duties assigned by action of the Board of Trustees.

Section 11.253(a) of the Texas Education Code requires "each school district to maintain current policies and procedures to ensure that effective planning and site-based decision-making occur at each school to direct and support the improvement of student performance." Site-based decision-making (SBDM) has provided a way for teachers, parents, and community

members to help central and school administrators make decisions about improving student performance.

GRISD's organization structure is presented in **Exhibit 1-6**.



Source: GRISD Superintendent's Office.

**Curriculum and Instruction and Communication Services.*

As shown in **Exhibit 1-6**, the GRISD superintendent manages the district with a senior staff composed of 10 directors and a part-time investment officer, currently vacant. In addition, all five principals report directly to the superintendent.

The director of Curriculum and Instruction and Communication Services is responsible for the instructional support functions, special programs and communications. The director of Personnel and Human Resources is responsible for the personnel function. The director of Finance is responsible for accounting, budgeting, payroll and fixed assets. The director of Support Services is responsible for transportation, maintenance, custodial operations and grounds. The director of Child Nutrition Programs is responsible for food services. The directors of Athletics and Music are based at the high school and teach two and one classes

respectively. The director of the Special Education Cooperative is responsible for the cooperative that includes two other school districts, Tolar and Lipan. The director of Technology is responsible for both instructional and non-instructional technology. The director of Intervention Services is responsible for developing and implementing programs to promote the education and emotional health of the students.

FINDING

The number of directors in GRISD is excessive for a district the size of Glen Rose. GRISD administrators are also paid more than administrators of other districts. GRISD selected four school districts to serve as peer districts for comparison: Tatum, Palacios, Groesbeck and Seminole.

Exhibit 1-7 shows the number of central administrators in GRISD and that of its peers. Glen Rose and all of the peer districts included in the comparison have the three following positions: a director of Finance or business manager, a director of Curriculum or Instruction and a director of Athletics. None of the other districts has a director of Intervention Services, director of Music or investment officer. The director of Music in Glen Rose also serves as the high school band director. The director of Athletics in Glen Rose teaches two periods and has a study hall. The director of Athletics in Palacios teaches six periods, the director in Groesbeck teaches two periods and the directors in Tatum and Seminole do not teach any classes.

**Exhibit 1-7
Comparison of Central Administrator Positions
2001-02**

Position	Glen Rose	Tatum	Palacios	Seminole	Groesbeck
Director of Technology	1	1	1	1	0
Director of Finance or Business Manager	1	1	1	1	1
Director of Music	1	0	0	0	0
Director Curriculum and Instruction and Communication Services	1	1	1	1	1
Director of Athletics	1	1	1	1	1
Director of Child Nutrition Programs	1	1	0	0	0
Director of Personnel and	1	1	0	0	0

Human Resources					
Director of Support Services	1	1	1	1	0
Director of Intervention Services	1	0	0	0	0
Investment Officer*	0.5	0	0	0	0
Total	9.5	7	5	5	3

*Source: GRISD Organization Chart September 1, 2001 and peer district surveys. Note: Director of Special Education not included because position is responsible for cooperative composed of three districts. Investment officer position is part time. Directors of Music and Athletics in GRISD teach two classes each. *GRISD position includes other duties such as PEIMS coordination, textbook coordination and records management.*

One peer district, Tatum, has a director of Information Services who is responsible for the district's technology hardware. The Tatum position is paid \$48,000 compared to \$66,600 for the position in Glen Rose. Palacios has a director of Technology who is paid \$40,388. Another peer district, Groesbeck, shares a director of Technology with five other school districts. Seminole also has a director of Technology who is paid \$60,672.

One peer district, Tatum has a director of Child Nutrition who is paid \$32,674 annually as compared to the Glen Rose position that is paid \$49,500 annually. In Palacios, this position is combined with human resources duties and included in the director of Support Services responsibilities.

One other peer district, Tatum, has a director of Personnel or Human Resources. This employee is paid \$65,461 annually as compared to \$71,140 salary for the position in Glen Rose.

Three peer districts, Tatum, Palacios and Seminole, have directors of Support Services who are annually paid \$48,477, \$64,784 and \$70,922, respectively compared to \$67,100 for the Glen Rose position.

In addition, GRISD has a full-time principal for the Alternative Campus for Education (A.C.E.) alternative school. This school had an enrollment of only 17 students in the fall 2001. By comparison, two districts with separate alternative schools, Groesbeck and Seminole, do not have full-time administrators.

Exhibit 1-8 lists the annual salary for each position, except that of superintendent. The salaries of central administrator positions in Glen Rose exceed the salaries for comparable positions in peer districts except Seminole and the director of Finance position in Groesbeck and Palacios.

**Exhibit 1-8
Salary Comparison
Glen Rose and Peer Districts
2001-02**

Position	Glen Rose	Tatum	Palacios	Seminole	Groesbeck
Director of Technology	\$66,600	\$48,000	\$40,388	\$60,672	\$0
Director of Finance or Business Manager	\$55,500	\$49,055	\$57,405	\$75,000	\$68,192
Director of Music	\$50,931	\$0	\$0	\$0	\$0
Director Curriculum and Instruction and Communication Services	\$68,500	\$61,634	\$64,784	\$70,922	\$65,380
Director of Athletics	\$68,000	\$62,210	\$63,505	\$65,354	\$54,427
Director of Child Nutrition Programs	\$49,500	\$32,674	\$0	\$0	\$0
Director of Personnel and Human Resources	\$71,140	\$65,461	\$0	\$0	\$0
Director of Support Services	\$67,100	\$48,477	\$64,784	\$70,922	\$0
Director of Intervention Services	\$55,403	\$0	\$0	\$0	\$0
Investment Officer	\$40,000	\$0	\$0	\$0	\$0

Source: GRISD salary schedule for 2001-02 and peer district surveys.

Note: Superintendent salaries not included in survey as these salaries are

negotiated on an individual basis and typically not part of the district's salary schedules.

GRISD has more administrators and pays more per position than its peer districts, with limited exceptions. Having more administrators and paying higher salaries increases administrative costs. Because GRISD has more administrators than its peers, each administrator supervises fewer employees, creating a more costly management system.

The Glen Rose community also has the perception that there is excessive central administration staffing. Listed below are comments from the public forum and surveys sent to GRISD staff and parents:

- I think we have too many people in Central Administration. It seems that if someone doesn't do his job well, then they are promoted up to Central Administration.
- We have too many directors for the size school we are. Isn't there a ratio that needs to be followed?
- There is way too much spending at the top. The central administration is overstaffed. There should not be a director for every position that you can think of.

Recommendation 4:

Reorganize central administration and freeze salaries.

Using peer district comparisons to determine the number of central administrators would be more appropriate for a district of this size and would result in significant savings for the district. **Exhibit 1-9** provides an example of how GRISD's central administration responsibilities could be allocated if the number of administrators were reduced. Salaries should also be frozen until a competitive salary review indicates the need to increase salaries for central administrators. The director of Finance, investment officer and director of Personnel and Human Resources positions should be eliminated and a new position created, director of Business Services, to reflect increased responsibilities for finance, human resources and investments. The director of Intervention Services and the principal of the A.C.E alternative school positions should also be eliminated and a new position created, director of Student Services, to reflect the combined duties.

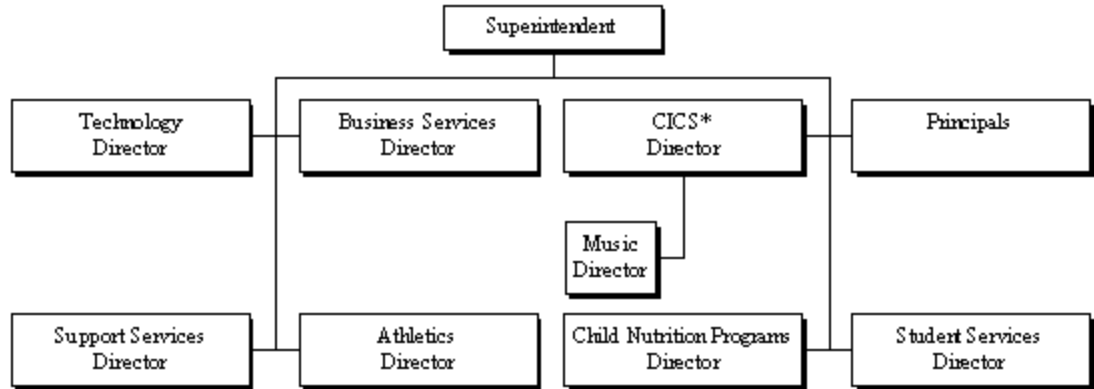
**Exhibit 1-9
GRISD Central Administration
Proposed Allocation of Duties**

Position	Major Responsibilities	Reports to
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Director of Curriculum and Instruction and Communication Services	No change.	Superintendent
Director of Business Services	New Position. Responsible for non-instructional functions including finance, human resources, investments and purchasing.	Superintendent
Director of Support Services	No change.	Superintendent
Director of Technology	No change.	Superintendent
Director of Music	Becomes a half-time teaching position, teaching four periods a day. No longer an administrative position.	Director of Curriculum and Instruction and Communication Services
Director of Athletics	No change.	Superintendent
Director of Child Nutrition	No change.	Superintendent
Director of Student Services	New position assumes the responsibilities of the A.C.E. school and Intervention Services.	Superintendent
Principals	No change.	Superintendent
Director of Student Services	Combined duties of director of Intervention Services and A.C.E. principal.	Superintendent

Exhibit 1-10 displays the proposed GRISD central administration organization structure with the consolidation of job duties and reductions in positions.

**Exhibit 1-10
Proposed GRISD Central Administration Organization**



Source: TSPR. *Curriculum and Instruction and Communication Services.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent freezes all central administration salaries and freezes central administration hiring.	April 2002
2.	The superintendent works with the school district attorneys to review options available to the district to reduce administrator positions including early retirement alternatives.	June 2002
3.	The superintendent develops an action plan to reduce number of central administration positions.	July 2002
4.	The board reviews and approves the plan including the timing of the reductions.	August 2002
5.	The superintendent implements the plan for the first year.	September 2002
6.	The superintendent implements remaining reductions during the second year.	September 2003
7.	The superintendent conducts a salary review of administrative positions to determine competitiveness.	January 2004

FISCAL IMPACT

**Exhibit 1-11
GRISD Central Administration
Fiscal Impact Proposed Changes**

Positions	Salary	Benefits	Total
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Director of Finance	\$55,500	\$3,644	\$59,144
Director of Personnel and Human Resources	\$71,140	\$3,875	\$75,015
Director of Intervention Services	\$55,403	\$3,643	\$59,046
A.C.E. principal	\$55,500	\$3,644	\$59,144
Investment officer	\$40,000	\$3,415	\$43,415
Director of Music (per period)	\$10,000	\$148	\$10,148
Total	\$287,543	\$18,369	\$305,912

Source: GRISD Superintendent's Office.

The fiscal impact of this recommendation assumes that GRISD can eliminate four full-time positions; the directors of Finance, Personnel and Human Resources, Intervention Services, and the A.C.E. principal and one part-time position, the investment officer (**Exhibit 1-11**). This estimate also includes a savings of \$10,000 for additional teaching assignments for the director of Music. The two new positions, directors of Business Services and Student Services were calculated using the mid-point of the pay grade 5 or \$63,828 plus benefits of \$3,767 ($\$63,828 + \$3,767 = \$67,595 \times 2$) for a total of \$135,190 are added to achieve net savings of \$170,722 annually. The net annual savings to the district will be \$170,722 ($\$305,912 - \$135,190 = \$170,722$).

This calculation also assumes that 50 percent of the reductions will take place in 2002-03 and the balance in 2003-04.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Reorganize central administration and freeze salaries.	\$85,361	\$170,722	\$170,722	\$170,722	\$170,722

FINDING

GRISD does not have formal staffing formulas to guide staffing decisions. Between 1997 and fall 2002, student enrollment increased 13 percent, from 1,468 students to 1,666 students. During the same period the number of full-time GRISD employees increased almost 25 percent, from 265 employees to 330 employees. The district has added about one staff member for each three new students. The growth in staff has resulted in more staffing than needed on the campuses. GRISD's small classes and the number of administrators and clerical staffing on each campus result in increased costs to the district.

GRISD has a teacher-to-student ratio of 1:10; that is less than any of its peers and also less than the state ratio of 1:14.8. According to interviews, the district uses a guideline of 20 students as a maximum class size but many classes are considered full at 15 students. **Exhibit 1-12** compares the average class size in GRISD to that of its peers and the state average.

**Exhibit 1-12
Glen Rose Average Class Size
2000-01**

District	Class Size
Glen Rose	10.0
Seminole	12.4
Groesbeck	13.0
Palacios	13.4
Tatum	13.4
State Average	14.8

Source: TEA, AEIS, 2000-01.

Exhibit 1-13 further compares the class sizes in GRISD to that of its peers for specific subject areas. In each category GRISD has smaller classes than its peer districts.

**Exhibit 1-13
Comparison of Class Sizes by Core Subjects
2000-01**

Type of class	Glen Rose	Groesbeck	Palacios	Seminole	Tatum	Peer Average
English/Language Arts	13.3	21.4	15.4	17.9	17.3	18.0
Foreign Languages	14.6	15.9	17.1	20.5	18.2	17.9
Mathematics	13.5	17.3	15.3	17.3	16.6	16.6
Science	14.0	18.7	16.8	17.9	20.2	18.4
Social Studies	14.7	21.6	17.7	18.6	17.0	18.7

Source: TEA, AEIS, 2000-01.

Another factor that affects the teacher-to-student ratio is the number of non-teaching periods in a teacher's daily schedule. The informal formula established by the district for the high school is that a teacher teaches six class periods a day out of eight with one period scheduled for preparation and one period scheduled for other duties such as hall monitoring. While not all teachers have a period scheduled for other duties, 36 out of 49 teachers had this type of class period. In reviewing the master schedule for the high school for 2001-02, the TSPR team identified examples where two or more teachers taught the same class, such as band, jazz and athletics, reducing the teacher-to-student ratios even further.

The district's alternative school, the A.C.E.School, costs more to run per student than other schools in GRISD and other alternative schools in the peer districts. The A.C.E. School, located in a separate leased building, has a staff of nine including:

- A full-time principal;
- A full-time Language Arts and Social Studies teacher;
- A full-time Math and Science teacher;
- A half-time Special Education teacher;
- A part-time counselor (1 hour a day);
- A part-time nurse (1 hour a week);
- A full-time clerk who also serves as a PEIMS clerk;
- A full-time aide; and
- A full-time aide who is the discipline room manager.

The per pupil cost for the A.C.E. in 2000-01 was \$16,806, compared to a per pupil cost in Seminole of \$7,377 and \$11,260 in Groesbeck.

In the junior high school, 54 out of 112 regular instruction classes, or 48 percent of classes, contain 10 or fewer students. In the high school, 42 percent of classes contain 10 or fewer students.

The number of administrators and clerical staffing also appears excessive given the size of the schools. Each school, regardless of size has a principal, an assistant principal, a counselor, a secretary and a nurse. **Exhibits 1-14** through **1-16** compare administrative and clerical staffing at GRISD to standards set by the Southern Association of Colleges and Schools (SACS).

SACS accredits more than 12,000 public and private institutions, from pre-kindergarten through the university level, in 11 states in the Southeastern United States including Texas and in Latin America. SACS recommends minimum personnel requirements for elementary schools

based on enrollment in its 1999-2000 *Policies, Principles, and Standards for Elementary Schools Accredited by the Commission on Elementary and Middle Schools*. The minimum standards for elementary schools are presented in **Exhibit 1-14**.

Exhibit 1-14
SACS Minimum Personnel Requirements for Elementary Schools
SACS Standard Reference F: 20

Number of Students	Principal	Admin. or Supv. Assistants	Secretaries or Clerks
1-263	0.5	0	0.5
264-439	1.0	0	1.0
440-659	1.0	0	1.0
660-879	1.0	0.5	1.5
880-1099	1.0	1.0	1.5
1,100-1,319	1.0	1.5	2.0
1,320-Up	1.0	2.0	2.0

Source: SACS Policies, Principles, and Standards for Elementary Schools Accredited by the Commission on Elementary and Middle Schools, 1999-2000.

SACS also recommends minimum personnel requirements for middle schools, based on enrollment, in its 1999-2000 *Policies, Principles, and Standards for Middle Schools Accredited by the Commission on Secondary and Middle Schools*. The minimum standards for middle schools are presented in **Exhibit 1-15**.

Exhibit 1-15
SACS Minimum Personnel Requirements for Middle Schools

Number of Students	Principal	Admin. or Supv. Assistants	Guidance Professionals	Secretaries or Clerks
1-249	0.5	0	0.5	0.5
250-499	1.0	0.5	0.5	1.0
500-749	1.0	1.0	1.0	1.0

750-999	1.0	1.0	2.0	1.5
1000-1249	1.0	1.5	2.5	2.0
1250-Up	1.0	2.0	3.0	2.0

Source: SACS Policies, Principles, and Standards for Middle Schools Accredited by the Commission on Secondary and Middle Schools, 1999-2000.

SACS further recommends minimum personnel requirements for high schools, based on enrollment, in its *Standards for Secondary Schools, 1998 Edition*. The minimum standards for high schools are presented in **Exhibit 1-16**.

Exhibit 1-16
SACS Minimum Personnel Requirements for High Schools

Number of Students	Principal	Admin. or Supv. Assistants	Guidance Professionals	Secretaries or Clerks
1-299	1.0	0	0.5	1.0
300-499	1.0	0.5	0.5	1.5
500-649	1.0	0.5	1.0	2.0
650-749	1.0	1.0	1.0	2.5
750-999	1.0	1.0	2.0	3.5
1000-1249	1.0	1.5	2.5	4.0
1250-Up	1.0	(A)	(A)	(B)

Source: SACS Commission on Secondary and Middle Schools, Standards for Secondary Schools, 1998 Edition (A) SACS recommends adding one position for each additional 250 students over 1,249. (B) SACS recommends adding one clerical position for each additional 400 students over 1,249.

Based on SACS' minimum standards referenced in **Exhibits 1-14** through **1-16**, GRISD is overstaffed by ten positions in all schools. **Exhibit 1-17** compares GRISD's staffing to SACS standards. Differences between SAC standard and actual district positions as shown in difference column in **Exhibit 1-17**.

Exhibit 1-17
GRISD Schools Comparison of SACS Standards to Actual Staffing
By School and Position

School	Enrollment	Position	SACS Standard	Actual Positions	Difference (+ = over)
Elementary	582	Principal	1	1	0
		Assistant Principal	0	1	+1
		Secretaries or Clerk	1	3	+2
		Subtotal	2	5	+3
Intermediate	359	Principal	1	1	0
		Assistant Principal	0	1	+1
		Counselor	1	1	0
		Secretaries or Clerk	1	2	+1
		Subtotal	3	5	+2
Junior High	251	Principal	1	1	0
		Assistant Principal	0.5	1	+0.5
		Counselor	0.5	1	+0.5
		Secretaries or Clerk	1	2	+1
		Subtotal	3	5	+2
High School	458	Principal	1	1	0
		Assistant Principal	0.5	1	+0.5
		Counselor	1	1	0

		Secretaries or Clerk	1.5	4	+2.5
		Subtotal	4	7	+3
		Total	12	22	+10

Source: Compiled from SACS Standards and GRISD Salary Schedules 2001-02. Enrollment is the number of GRISD students on October 26, 2001 reported to the Texas Education Agency (TEA).

Note: Half-time positions were rounded to full-time positions for comparison purposes.

GRISD's staffing for administrative and clerical positions at the schools exceeds recommended SAC standards and results in increased costs to the district. GRISD is proud of its strong instructional programs. However, other districts including three of its peer districts, have attained similar achievements at less cost.

Recommendation 5:

Implement staffing standards for schools using formulas based upon enrollment.

The implementation of staffing formulas for schools will allow GRISD to more effectively manage staffing costs. Teacher-to-student ratios used in combination with academic goals and graduation requirements provide adequate numbers of classes while increasing class size. Increasing teacher-to-student ratios can be accomplished in several ways. GRISD could eliminate or combine extremely small classes and reduce costs. Student needs could be met by distance learning or attending Hill Community College. The district could also increase enrollment in certain classes such as the A.C.E. by recruiting students from nearby school districts. Since the district has spent significant time and effort to develop a strong alternative program, increasing enrollments would make it more cost effective. By increasing average class sizes to 12 students, GRISD could reduce the number of teachers by 12.

Staffing formulas based upon the number of students will allow GRISD to more equitably assign staff. Using an independent standard setting body such as the SACS provides a reliable source of information. These

standards allow the district to eliminate two administrative position and six clerical positions resulting in significant cost savings. The standards established by SACS are minimums that should be adjusted to reflect special circumstances.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent, principals and director of Finance review existing staffing for all schools and compare to SACS standards to determine individual school needs.	April 2002
2.	The superintendent and secondary principals evaluate class sizes by school and determine where modifications can be made to the master schedule.	April 2002
3.	The superintendent develops minimum staffing allocations for all schools that consider enrollment and the unique needs of each school.	July 2002
4.	The superintendent approves the staffing allocation guidelines and freezes hiring for any overstaffed positions and appropriately transfers personnel pending full implementation during the course of the school year.	August 2002
5.	The superintendent completes implementation of staffing guidelines during the 2003-04 budget process.	August 2003

FISCAL IMPACT

Consolidating low-enrollment classes at the secondary level would allow the district to raise its teacher-to-student ratio to 1:12 and eliminate 12 teaching positions at the junior and high school-level. The fiscal impact of this recommendation is based on the entry-level salary of \$30,000 for a secondary school teacher or \$360,000 in salaries (\$30,000 x 12) and \$39,205 (\$3,267.09 per teacher) in benefits for a total annual savings of \$399,205 (\$360,000 + \$39,205). Actual savings should be greater given the actual experience level and pay of GRISD teachers.

The fiscal impact of this recommendation also assumes that GRISD can eliminate two campus administrative positions for an annual savings of \$100,326 (\$93,300 in salaries plus \$7,026 in benefits) and six clerical positions for an annual savings of \$90,858 (\$72,840 in salaries and \$18,018 in benefits). The calculation uses the actual annual salaries for both assistant principals and the minimum annual salary for clerks based upon a 10-month year for clerks plus benefits.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
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Implement staffing standards for schools using formulas based upon enrollment.	\$590,389	\$590,389	\$590,389	\$590,389	\$590,389
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Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

C. Planning and Evaluation

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. 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.

Stateregulations require certain plans and reports. These include the 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 Texas Education Code requirements, the district also must form a district-level committee to develop the DIP and campus-level committees to develop the CIPs and other mandatory plans. The district-level committee also must consult with the superintendent concerning the planning, operation, supervision and evaluation of the district's educational program as per Education Code 11.252(f).

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 the calculation and planning of student enrollment projections; facilities planning; planning for food service, textbook acquisition and distribution, and school staffing; and districtwide budgeting and financial planning. These plans must be accurate for a school district to operate effectively.

FINDING

The district has no overall strategic planning process. The district does have several individual planning documents, including:

- District Improvement Plan (DIP), 2001-02;
- Individual Campus Improvement Plans (CIPs), 2001-02;
- Technology Plan 2001-04; and
- School Facilities Plan that only lists needs.

The district-level committee develops the annual District Improvement Plan. The DIP includes objectives, strategies for reaching these objectives and methods for evaluating progress. The principal of each school, with the assistance of the campus level committee, develops individual CIPs. The Technology Advisory Committee developed the Technology Plan to meet the objectives and state mandates in the *Long-Range Plan for Technology, 1996-2010*. Ten members participated in the task force.

Although the district has several planning documents, it is unclear how they are linked to one another or how any of them affect the district budget. The annual DIP is primarily instructional, but also includes goals and activities for community and parental involvement, safety and technology. The district and campus improvement plans have broad goals, but limited strategies that are not linked and do not appear to reinforce one another or provide the means of achieving the broad objectives.

The district faces significant financial challenges and the lack of multiple-year planning limits its ability to make the necessary decisions based upon meaningful analysis. Community leaders and board members commented in interviews that the lack of understanding about future options was like a "shadow hanging over the district."

By not linking the planning process to the budget and by not measuring results through a rigorous program evaluation process, the district fails to take advantage of a readily available tool for effective management.

Recommendation 6:

Implement a strategic planning process that links existing plans, the budget and performance evaluations into one integrated districtwide plan.

The district should expand the mandated improvement planning process into a true strategic planning process. The plan should include goals in the DIP that affect the non-instructional areas of the district. The district and individual campus improvement plans should be expanded in both scope and depth so that they become a meaningful part of the district's decision-making process. For example, the district and campus improvement plans could well become the basis for evaluating accomplishments and determining spending priorities. Finally, the plans should be integrated with the budget.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent develops an action plan to expand the mandated improvement planning process into a strategic	May 2002
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	planning process.	
2.	The superintendent expands the role of the community in the planning process beyond that mandated in TEA regulations by holding public meetings to discuss the planning process and seek input.	June 2002
3.	The superintendent implements the plan after reviewing it with key staff.	August 2002
4.	The superintendent or his designee trains central- and school-based administrators in the process.	September 2002
5.	The superintendent implements the process for 2002-03.	September 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

D. Community Involvement

School district communications influence how many residents view the district. Effective communication builds trust and support of the district and its programs. It also helps citizens to draw conclusions and take action based on facts instead of gossip. The Glen Rose community includes students, parents, non-parent residents, taxpayers, businesses, other public institutions and special interest groups. Providing accurate, timely information to this community is an important school district function.

Effective community involvement programs build upon the unique characteristics of the school district and the community. External communication strategies for communicating with the community and internal communication strategies for communicating within the school district are critical to community involvement programs. Other essential program components include methods for recruiting volunteers and soliciting business support for school events and outreach activities designed to encourage community participation in the district.

In GRISD the director of Curriculum and Instruction and Communication Services is responsible for communications with the community. Principals are responsible for school volunteers and parental involvement in their schools. The superintendent maintains direct contact with the major taxpayers in the district as well as other community leaders.

GRISD has a Web site that provides information about the district and its activities. The district publishes a weekly newsletter to board members and a weekly newsletter to district employees as well as placing a weekly informational ad in the news section of the local newspaper. The district mailed newsletters to all community residents in August and December 2000. The district relies on the high school vocational classes to meet its printing needs. A print job that cannot be done by the high school classes is sent to the local newspaper or local printers.

FINDING

GRISD has a variety of community and business partnerships at all its schools. In interviews, board members, community leaders and administrators spoke positively about the relationship between the community and the school district. Community members are actively encouraged to participate in school activities through service on committees and participation in many fundraising activities. Many

businesses and community service organizations contribute time and financial support to GRISD. These partnerships are described in **Exhibit 1-18**.

Exhibit 1-18
GRISD Community and Business Partnerships
2000-01

Location(s)	Program Name	Description
Elementary School Intermediate School	Mentor Program	Adults from the community come to the school and mentor students on a weekly basis. This is a one-year commitment and all mentors receive training.
Elementary School Intermediate School Junior High School High School	Christmas Express	This program is sponsored by the PTA in the elementary and the faculty in the other schools and is aimed at children in need. Children receive toys and gift certificates. Junior high students collect toys for donation.
All schools	Play It Safe	Abuse prevention program is in conjunction with Women's Center of Tarrant County.
Elementary School	Penny Drive	Students collect pennies for the American Red Cross September 11 Relief Fund.
Elementary School	4-H	Students participate in 4-H week activities.
Elementary School Intermediate School A.C.E	Canned Food Drive	Students collect canned goods from parents and community members for needy families.
Elementary School	Fire Safety Program	Fire safety program presented by the local fire department.
Elementary School	Hooked on Fishing	Texas Department of Parks and Wildlife sponsors program that promotes fishing instead of drugs.
Elementary School	Parents Always Working With Schools (PAWWS) Reading Nights	School sponsors kids and parents reading nights in the school library.
Elementary School	State Trooper	Safety program sponsored by the

	Safety Awareness	Department of Public Safety.
Intermediate School	Volunteer readers	School and community volunteers read with students.
Intermediate School	Tobacco Prevention Program	American Lung Association and STAR Council on Substance Abuse train high school students to teach 5th graders about tobacco use prevention.
Intermediate	New Focus on Character	Glen Lake Camp and Retreat Center provides facility to teach program free of charge.
Junior High School	Career Day	The junior high holds a career day every other school year. During career day, community leaders, representing various careers, present information about their jobs. Before arranging career day, students complete a survey that is used as an interest inventory and guide for setting up career day.
Junior High School	Aim for Success	School sponsors a parent and community night for student abstinence program.
Junior High School High School A.C.E.	Walkathon	School participates in the Somervell County Heart Association walkathon. The junior high school has been the top collector in the county for the past five years.
Intermediate School Junior High School	Canned Food Drive	Students collect canned foods and nonperishable items that are donated to the local food bank each November and to the Somervell County Commission on Aging.
Junior High School	Pet Food Drive	Students collect pet food for donation to a non-kill facility.
Junior High School High School	Optimist Club Outstanding Students	The local Optimist Clubs recognizes secondary students each month of the school year. The organization also recognizes the Optimist Club Youth of the Year at its awards dinner.
High School	Project Graduation	A program that provides graduating students a drug-free all night graduation

		party. Parent and community members raise money at auctions and dinners to fund program. Event is sponsored by the community group, New Focus/Somervell County, Inc.
High School	School-to-Work	Texas Utilities sponsors a student work program for high school students.
Intermediate School Junior High School High School A.C. E.	Glen Rose Intervention Network (GRIN)	Community-sponsored voluntary drug testing program. Local businesses and schools provide incentives.
High School	15 minutes	Community-supported program that demonstrates reality of drinking and driving.
High School	College Night and Financial Aid Night	School sponsors nights for college bound students to learn about different schools and available financial aid. Events are open to students in neighboring school districts.
High School	Extended Library Hours	School opens the library to the community two nights each week.
A.C.E.	Silver Tigers	A program for senior citizens who participate in the district activities by joining the A.C.E. School program. The Silver Tigers go on two out-of-town district sponsored trips each year and attend district events free.
A.C.E.	\$100 Scholarships	The First National Bank of Glen Rose sponsors a \$100 scholarship twice a year to the outstanding graduate of the school.
A.C.E.	Cans for Cash	Residents drop off aluminum cans and aluminum products to be recycled. Proceeds are used to fund the A.C.E. scholarship program. Every graduate receives a \$50 scholarship every semester he or she remains in college or vocational school.
All schools	Red Ribbon Week	Students and teachers wear red ribbons during the week to support drug prevention activities. These include discussions led by the guidance counselor

		and poster making in the elementary school, skits in the intermediate and high school and wearing costumes in the junior high. Ribbons are provided by the Texas Agricultural Extension Service.
All schools	Somervell County Youth Fair	Animal judging and baking contest for students. First and second place baking winners sell their baked goods and all exhibitors may sell one animal at auction.
All schools	Art Contest	Barnard's Mill Art Museum, working with Tarleton State University, sponsors an art contest for all GRISD students each spring. The museum provides monetary awards and area artists select the winning entries. Community members vote on the "Best of Show." An invitation to the award ceremony is published in the newspaper.
All schools	Dinosaur Valley State Park	Program encourages students to come to the park to view the tracks, visit the visitor's center or the park in general.
All schools	Site-based decision-making committees	Outstanding community leaders serve on all SBDM teams, both campus and district.
All schools	Fossil Rim Wildlife Center	Organization presents educational, environmental and conservation studies and provides teacher training.
All schools	Canned Food Drive	Child Nutrition Program Department participates in a statewide campaign to contribute food in early May to help families during summer.

Source: GRISD director of Curriculum and Instruction and Communication Services, principals and individual school improvement plans.

COMMENDATION

GRISD effectively encourages the Glen Rose community to participate in its schools through numerous activities.

FINDING

GRISD benefits from a teacher-funded foundation, as an alternative funding resource to address unmet needs. Three district teachers, Leta Yocham, Dorothy Gibbs and Liz Sherrel established the LDL Education Resources Foundation as a charitable organization supporting health, education and environmental projects for youth in the Somervell County area. The three teachers administer the foundation separately from GRISD. The three teachers request support from other teachers at the beginning of each school year during the start of school activities. The foundation is supported by voluntary payroll deductions that can be cancelled at any time and community contributions.

In 2000, the foundation distributed \$83,000 to support a variety of projects. These included: health projects such as doctors' visits and eye exams for GRISD students and aid to students' families facing major illnesses; education projects such as financial assistance to GRISD students going on to college; and financial support of GRISD special education programs. The foundation also supports community youth projects such as safety equipment for youth softball and baseball programs and environmental projects such as a handicapped-accessible river ecology trail at Dinosaur Valley State Park.

COMMENDATION

GRISD teachers established a foundation that provides financial support to a variety of health, educational and environmental projects.

FINDING

GRISD effectively communicates with its board, employees, parents and community members using a variety of media. **Exhibit 1-19** describes GRISD's external and internal publications.

Exhibit 1-19
GRISD External and Internal Publications
2000-01

Internal/External Publications	Description	Issued By	Target or Focus
Board Agenda	The agenda of the	Superintendent's	Parents and

	regular monthly board meeting is published in the local newspaper, the <i>Glen Rose Reporter</i> .	Office	Community
Weekly Calendar of Events	Weekly calendar of events is sent by e-mail to all employees and posted on bulletin boards for employees who do not have access to email.	Superintendent's Office	District Employees
Board Briefs	Summary of board meeting sent to employees after the monthly board meeting by email and posted on the district's Web site.	Superintendent's Office	District Employees
Ad in newspaper	A weekly ad is placed in the weekly newspaper to highlight events at the schools or to inform parents. Stopped in 2001-02 due to budget reductions.	Originator varies. Coordinated by director of Curriculum and Instruction and Communication Services	Parents and Community
Newsletter to Employees	A weekly newsletter, <i>Inside GRISD</i> , is sent to each employee in the district and posted on the district's Web site. The two- to four-page document contains articles of interest as well as columns for employee input.	Director of Curriculum and Instruction and Communication Services and director of Personnel and Human Resources	District Employees
Newsletter to School Board Members	A weekly newsletter, <i>Looking at GRISD</i> , is sent to board members. The one page document	Director of Curriculum and Instruction and Communication Services	Board Members

	contains information about the district as well as legislative information.		
District newsletter	A district newsletter, <i>A Look at GRISD</i> , is mailed to community residents twice a year. It is sent in two languages.	Director of Curriculum and Instruction and Communication Services	Community
Parent Newsletter	Sent to Title I parents in two languages, English and Spanish.	Parent Involvement Coordinator	Title I Parents
Facilities Maintenances Report	A monthly report is sent to board members listing all work order requests received that month and their status.	Director of Support Services	Board Members
Web site	District Web site is updated on a weekly basis to provide information to students, parents and the community.	Director of Technology	Students, Parents and Community

Source: GRISD Superintendent's Office and director of Curriculum and Instruction and Communication Services.

Exhibit 1-20 shows that a majority of GRISD employees and parents believe the district communicates with them regularly.

Exhibit 1-20
GRISD Survey - District Communication
2001-02

The district regularly communicates with parents.	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
District administrative and support staff	18.5%	46.3%	16.7%	16.7%	0.0%
Teachers	11.8%	70.6%	7.8%	9.8%	0.0%

Parents	26.3%	47.4%	8.4%	12.6%	4.2%
Principals	50.0%	50.0%	0.0%	0.0%	0.0%

Source: GRISD Surveys, September 2001. Note: May not add to 100 percent due to "no responses."

COMMENDATION

The district effectively and regularly communicates with all stakeholders using a variety of media.

FINDING

GRISD has effective volunteer programs at each school in the district. During 2000-01, the Parent Teacher Association (PTA) officers performed most of the volunteer activities in the elementary school. In spring 2001, PTA officers surveyed elementary teachers to identify their needs and preferences concerning timing, frequency and type of volunteer support. At the beginning of 2001-02, they surveyed volunteers to identify skills and preferences concerning activities such as reading in the classroom and availability. Based upon the results of the surveys, the PTA was able to match volunteers with individual teachers at specific times to provide support in the classroom or to copy and prepare materials.

As a result of the implementation of the survey preferences and other changes, the elementary PTA program, with 68 volunteers, had the school's highest volunteer participation ever in the fall of 2001. Its membership totaled 189 in a school with 582 students, compared to 142 the previous year.

The elementary school PTA coordinates the parent volunteer program including: organizing parent volunteers for teacher support and library aides; holding the annual book fair, the Children's Christmas Store and Spring Store for gifts; and assistance with vision and hearing screenings. The PTA conducts fundraising activities including Box Tops for Education, Schoolcash.com and Target Cash for Schools programs. The PTA also provides teacher appreciation and monthly student recognition activities. It provides incentives for the Accelerated Reader Store and purchases refreshments for Track and Field Day. The school principal has made a room available for a parenting center and it is staffed by PTA volunteers.

The intermediate school's PTA is also strong. In the fall of 2002, the PTA had 54 members including 39 volunteers in a school with enrollment of

343 students. During 2000-01 the PTA sponsored "Donuts with Dad," which drew 250 dads and "Muffins with Mom," which drew 175 moms. The intermediate school PTA sponsors the Scholastic Book Fair, Teacher Appreciation Lunch and Week, The Reindeer Store, the Christmas Bazaar and Field Day refreshments.

Junior high parents were surveyed in 2000 about volunteer activities and said that they did not want to attend meetings, but were willing to help. The PTA program has been organized around that input. The main emphasis is student and teacher appreciation. The PTA provides student recognition awards for students with perfect attendance each six weeks and at the end of the year; provides decorations, food and pays for the disc jockey for the four junior high dances; and provides snacks for students during the TAAS testing week. The PTA does something for students every six weeks including welcome signs and materials needed for each class on new students' lockers, a day trip to Six Flags over Texas and graduation gifts. Birthday cakes are provided for teachers and something is placed in their boxes every other month.

The junior high PTA also contributes to the Weldon Hart Scholarship fund; assists with the sixth grade orientation; provides refreshments for UIL hospitality rooms and PTA meetings where students perform; and provides a phone-calling service to parents concerning key student activities as requested. For the last two years the PTA purchased TAAS Recognized and Exemplary Performance medallions for the school and assisted the junior high pep squad financially. Volunteers staff visitor concession stands for all junior and senior high football games and UIL competitions. They also sponsor a poinsettia sale each year. In fall 2001, the junior high had a student enrollment of 248 and PTA membership of 112 members.

The volunteer efforts at the high school center around booster clubs and graduation activities. The Glen Rose Athletic Booster Club sponsors events such as "Meet the Tigers Night," the homecoming parade and community pep rally and helps promote school spirit. Volunteers contribute by working in concession stands and by organizing a variety of fundraisers. The Band Booster Club members volunteer in concession stands, assist with UIL Band contests and chaperone school trips. Project Graduation is sponsored by a community-based organization, New Focus/Somervell County, Inc., using parent volunteers. The project provides graduating seniors a safe, chemical-free all-night graduation party.

COMMENDATION

GRISD has an active volunteer program that is tailored to meet the needs of each school.

FINDING

Additional support is needed to fully involve Hispanic parents in school activities. Based on interviews with PTA officers, administrators and community leaders, TSPR learned that Hispanic parents attend parent teacher conferences and events where their children perform such as plays and field days. However, they don't participate in many of the organizations such as the PTA or booster clubs that provide opportunities for much of the parental involvement in the schools. There are no Hispanic parents in the elementary PTA and only one family represented in the intermediate school PTA. Community leaders interviewed during the TSPR district visit commented that many of the parents face language and cultural barriers greater than those of their children.

For the last seven years the district has had a parent involvement coordinator. This position's focus is to address the needs of all parents with an emphasis on the needs of parents of the increasing Hispanic student population. The program is locally funded with district funds.

This program publishes parent newsletters in two languages and sponsors English as a Second Language (ESL) classes that are open to all community residents twice a week. Attendance at the classes ranges from four to 60 with an average of 15 to 20 each week. Anglo parents attend to learn Spanish as well as Hispanic parents who attend to learn English. The classes are advertised in the local newspaper. The elementary school sponsors ESL parenting meetings twice a year. Approximately 20 parents participate. The district also employs Spanish-speaking staff in all school offices to ease communication for Hispanic parents.

While these are admirable efforts, they have not effectively reached this growing part of the GRISD community. The Hispanic population has increased from 247 students to 317 students, or 28 percent, in the last five years. The number of limited English proficient students has increased 63 percent, from 75 to 122 students, during the same period. By not actively engaging many of the parents of these children, the district is missing an opportunity to improve student performance. Only 80 percent of the Hispanic students in the class of 2000 graduated, compared to 93 percent of the Anglo students. While the district's dropout rate is low compared to the state average, the Hispanic dropout rate in GRISD is more than twice that of the dropout rate for Anglo students, 0.7 percent for Hispanic students compared to 0.3 percent for Anglo students.

Some districts with significant Hispanic populations use mobile resources to reach parents who may have transportation or language barriers. For example, Socorro ISD used federal Title I funds to convert a school bus to house a library, computer workstations, a television with VCR, a craft area and a reading area. The bus travels throughout the district, allowing pre-school age children, parents, students not in school and other members of the community to attend mini classes, use computers and check out books. Volunteers staff the bus and regular instructional materials are used on the bus to reduce costs.

Tyler ISD (TISD) Parents Assisting with the Learning of Students (PALS) program is a mobile resource that visits various locations in TISD so that parents may check out educational materials, books and family games. In TISD's Home Computer Program, parents can attend a workshop to learn how to use a computer. Once they complete a workshop, they are permitted to check out a computer for six weeks. TISD provides transportation to parents enabling them to attend school meetings.

Recommendation 7:

Expand outreach to Hispanic parents so that they can be more actively involved in their children's education.

Language and cultural barriers often isolate families coming to this country from Mexico and Central America. These families may not be familiar or comfortable with GRISD's traditional means of engaging parents and families such as "back to school nights," "meet the teacher nights" or community pep rallies. They may be uncomfortable even visiting the schools.

The district should reach out to these families by creating a program to reach parents in their homes and communities and through churches and other community-based organizations.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Parent Involvement coordinator and director of Curriculum and Instruction and Communication Services (CICS) work with principals, PTA officers and community leaders to develop approaches to effectively involve parents of Hispanic students with a specific focus on those who may have limited English proficiency.	May 2002
2.	The Parent Involvement coordinator and CICS director develop goals for the percentage of parents to contact and serve annually and an action plan to reach those goals.	July 2002
3.	The CICS director obtains superintendent and board approval for	June

	any action items requiring budget or policy approval.	2002
4.	The Parent Involvement coordinator works with principals, PTA officers and community leaders to implement the program.	August 2002
5.	The CICS director evaluates the program annually and reports results to the superintendent and the board.	April 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

This chapter discusses the Glen Rose Independent School District (GRISD) educational service delivery system in nine sections:

- A. Student Performance
- B. Instructional Resources
- C. Gifted and Talented Education
- D. Compensatory Education
- E. Special Education
- F. Bilingual/English as a Second Language Education
- G. Career and Technology Education
- H. Library/Media Services
- I. Student Services and Alternative Education Programs

An effective educational service delivery system is accountable for student achievement and uses human and financial resources in a well-planned and coordinated manner.

BACKGROUND

GRISD selected four Texas school districts to serve as peer districts for comparative purposes: Groesbeck, Palacios, Seminole and Tatum. To make these comparisons, the review team relied on information supplied by the Texas Education Agency (TEA) on state-mandated student achievement test scores, results of the Texas Assessment of Academic Skills (TAAS) and other student performance measures, such as the Scholastic Aptitude Test (SAT).

TEA's Academic Excellence Indicator System (AEIS) reports provide demographic, staffing and financial data for each school district and school. These reports are sent to each school and district and are available on TEA's Web site <www.tea.state.tx.us>. The latest AEIS data, published by TEA in November 2001, are for 2000-01.

Exhibit 2-1 presents demographic information for GRISD, its peer districts, districts served by Regional Education Service Center XI (Region 11) and the state.

Exhibit 2-1
Demographic Characteristics of GRISD
and Peer School Districts
2000-01

District	Student Enrollment		Ethnic Group (Percent)				Economically Disadvantaged	
	Number	5 Year Percent Change*	African American	Hispanic	Anglo	Other	Percent	5 Year Percent Change*
Seminole	2,159	(8.6%)	2.6%	41.1%	55.8%	0.4%	50.1%	(6.2%)
Palacios	1,712	(2.7%)	4.0%	50.3%	30.4%	15.2%	57.5%	2.1%
Groesbeck	1,652	0.0%	14.8%	13.8%	70.9%	0.5%	46.2%	(3.9%)
Glen Rose	1,614	9.9%	0.4%	19.6%	78.6%	1.5%	36.0%	1.4%
Tatum	1,198	(1.6%)	25.0%	17.7%	57.1%	0.2%	46.6%	14.2%
Region 11	402,161	8.9%	13.1%	21.4%	61.7%	3.9%	31.9%	(10.1%)
State	4,059,619	6.0%	14.4%	40.6%	42.0%	3.0%	49.3%	2.5%

Source: Texas Education Agency (TEA), Academic Excellence Indicator System (AEIS), 2000-01.

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

For 2000-01, student enrollment in GRISD and the peer districts ranged from Tatum ISD's 1,198 to Seminole ISD's 2,159. GRISD's enrollment was 1,614. Groesbeck is closest in size to GRISD, with a student enrollment of 1,652. Minority student enrollment among the districts ranged from 21.5 percent in GRISD to 69.5 percent in Palacios. Over the past five years, GRISD's enrollment rose by 9.9 percent, the highest growth rate among the peers. GRISD's student enrollment has risen faster than the Region 11 and state averages.

The peer districts' share of economically disadvantaged students (students eligible for free or reduced-price lunch) ranged from 36 percent to 57.5 percent. GRISD had the smallest share of economically disadvantaged students while Palacios ISD had the largest. GRISD's share of economically disadvantaged students in 2000-01 was lower than the state's average but above the Region 11 average. GRISD's share of economically disadvantaged students has risen by just 1.4 percent since 1996-97.

Exhibit 2-2 illustrates property tax values per student and tax rates. GRISD had the highest property value per student among its peer districts,

at \$1,323,699. GRISD's property value per student is more than six times higher than the state average of \$215,232.

**Exhibit 2-2
Property Tax Value per Student and Tax Rates**

District	Value/ Student 2000-01	Tax Rate			
		1996-97		2000-01	
		M&O*	Interest	M&O*	Interest
Glen Rose	\$1,323,699	\$0.740	\$0.000	\$0.908	\$0.000
Seminole	\$816,229	\$0.968	\$0.000	\$0.860	\$0.000
Tatum	\$755,984	\$1.453	\$0.000	\$0.980	\$0.490
Palacios	\$663,266	\$1.399	\$0.000	\$1.400	\$0.000
Groesbeck	\$447,469	\$1.497	\$0.000	\$1.500	\$0.000
State	\$215,232	\$1.313	\$0.185	\$1.384	\$0.091

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

**Maintenance and Operations.*

Exhibit 2-3 shows budgeted instructional expenditures for GRISD and its peer districts in 2000-01. GRISD had the highest per-student instructional expenditures, at \$5,186. GRISD ranked lowest among the peers in the share of its instructional expenditures devoted to gifted and talented education, special education and career and technology programs. GRISD ranked third on compensatory education spending; second-highest in its expenditures on Bilingual/English as a Second Language (ESL); and highest in its expenditures on regular education.

**Exhibit 2-3
Budgeted Instructional Expenditures for GRISD and Peer Districts
2000-01**

District	Total Expenditures	Instruct. Expend Per Student*	Percent Regular	Percent Gifted & Talented	Percent Special Educ.	Percent Career & Tech.	Percent Bil/ESL	Percent Compensatory
Seminole	\$17,754,097	\$4,585	72.4%	1.8%	11.1%	4.3%	0.2%	10.3%
Glen Rose	\$16,192,334	\$5,186	73.8%	1.7%	8.0%	3.6%	3.2%	9.7%

Palacios	\$14,196,702	\$4,351	65.4%	6.6%	9.9%	5.6%	6.2%	6.3%
Tatum	\$12,843,953	\$3,551	72.1%	2.9%	10.2%	4.7%	1.1%	9.1%
Groesbeck	\$12,363,774	\$3,701	67.7%	1.8%	12.5%	4.6%	1.8%	11.6%
State	\$26,948,681,700	\$3,500	70.7%	1.8%	12.6%	4.1%	4.3%	6.6%

Source: TEA, AEIS, 2000-01.

*Includes instruction and instructional leadership expenditures.

Exhibit 2-4 compares GRISD expenditures per student with those of nine districts with similar student population sizes, accountability ratings and shares of Hispanic students. GRISD has the highest per-student property wealth and highest per-pupil operating and instructional expenditures.

Exhibit 2-4
Budgeted Instructional Expenditures in Districts with Recognized
Accountability Ratings
2000-01

District	Total Students	Wealth	Accountability Rating	Per Pupil Operating Expenditures	Percent of Hispanic Students	Per Pupil Instructional Expenditures
Connaly	2,489	\$107,685	Recognized	\$6,104	17.8%	\$3,448
Mexia	2,260	\$84,980	Recognized	\$6,639	18.2%	\$4,047
Hudson	2,251	\$78,800	Recognized	\$5,244	18.2%	\$3,027
La Vernia	2,156	\$114,582	Recognized	\$5,217	17.3%	\$3,128
Glen Rose	1,614	\$1,323,699	Recognized	\$9,880	19.6%	\$5,186
Liberty Hill	1,568	\$186,252	Recognized	\$6,235	17.3%	\$3,590
Troy	1,276	\$103,359	Recognized	\$5,422	20.4%	\$3,206
Eastland	1,191	\$156,186	Recognized	\$5,858	17.2%	\$3,454
Clifton	1,185	\$210,402	Recognized	\$6,015	19.7%	\$3,612
Rosebud-Lott	1,041	\$80,682	Recognized	\$5,915	19.2%	\$3,451

Source: TEA, AEIS, 2000-01.

Exhibit 2-4 illustrates the fact that a district can achieve a Recognized accountability rating with as little as 6 percent of GRISD's property wealth; spending 6 percent of what GRISD spends per pupil on instruction.

As seen in **Exhibit 2-5**, GRISD ranked second among its peers in the percent of its student population enrolled in gifted and talented education programs. It ranked in the middle in enrollment in Career and Technology, Bilingual/ESL and in Special Education. As noted above, however, GRISD's expenditures on gifted and talented, career and technology and special education were the lowest among its peer districts.

Exhibit 2-5
Student Enrollment/Percent of Total Enrollment by Program
2000-01

District	Gifted & Talented		Special Education		Career & Technology		Bilingual/ESL	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Palacios	145	8.5%	191	11.2%	484	28.3%	172	10.0%
Glen Rose	112	6.9%	217	13.4%	343	21.3%	121	7.5%
Tatum	78	6.5%	110	9.2%	153	12.8%	61	5.1%
Seminole	125	5.8%	316	14.6%	539	25.0%	251	11.6%
Groesbeck	90	5.4%	273	16.5%	305	18.5%	73	4.4%
State	342,840	8.4%	483,442	11.9%	768,200	18.9%	509,885	12.6%

Source: TEA, AEIS, 2000-01.

Exhibit 2-6 illustrates shares of expenditures by instructional function. GRISD had the highest per-pupil expenditures in 2000-01, exceeding the second-ranked district, Seminole ISD, by about 25 percent.

Exhibit 2-6
Percent of Budgeted Expenditures by Instructional Function
GRISD and Peer Districts
2000-01

Expenditures by Function	Palacios	Seminole	Glen Rose	Tatum	Groesbeck	State
Instruction (11,95)	59.0%	56.0%	52.4%	50.1%	49.4%	57.8%
Instruction-Related	3.2%	3.3%	2.4%	4.7%	4.5%	3.0%

Services (12,13)						
Instructional Leadership (21)	0.3%	1.6%	0.1%	0.6%	0.3%	1.4%
School Leadership (23)	5.6%	4.9%	6.0%	6.0%	6.3%	5.9%
Support Services-Student (31,32,33)	3.3%	3.8%	2.3%	2.9%	4.0%	4.5%
Student Transportation (34)	1.9%	2.8%	3.5%	2.9%	5.0%	2.8%
Food Services (35)	4.8%	6.0%	5.3%	6.3%	4.5%	5.5%
Cocurricular/Extracurricular Activities (36)	3.1%	3.4%	4.0%	6.2%	6.1%	2.5%
Central Administration (41,92)	6.7%	4.6%	5.8%	7.5%	6.9%	4.0%
Plant Maintenance and Operations (51)	10.6%	12.2%	16.6%	11.7%	12.2%	10.8%
Security and Monitoring Services (52)	0.0%	0.1%	0.0%	0.2%	0.1%	0.6%
Data Processing Services (53)	1.4%	1.3%	1.6%	0.9%	0.5%	1.2%
Per Pupil Expenditures	\$7,333	\$7,959	\$9,880	\$6,999	\$7,445	\$5,915

Source: TEA, AEIS, 2000-01.

Exhibit 2-7 shows the share of professional staff in various categories for 2000-01. GRISD has the second-lowest share of teachers and the lowest share of minority teachers and central office administrators among the peer districts. GRISD also has the highest share of campus administrators and auxiliary staff.

Exhibit 2-7
Composition of Professional Staff
GRISD and Peer Districts
2000-01

Professional Staff	Tatum	Groesbeck	Palacios	Glen Rose	Seminole	State Average
Teachers	51.9%	50.4%	50.2%	48.9%	47.6%	50.8%
Professional Support	4.2%	5.9%	7.1%	5.8%	7.5%	7.8%

Campus Administration	2.9%	2.8%	2.6%	3.0%	2.6%	2.6%
Central Administration	2.3%	1.8%	1.4%	1.1%	1.4%	0.8%
Educational Aides	11.2%	11.6%	14.5%	12.2%	13.9%	10.2%
Auxiliary Staff	27.4%	27.4%	24.2%	29.0%	27.0%	27.8%
Percent Minority Teachers	8.2%	9.1%	15.5%	2.5%	6.4%	26.8%

Source: TEA, AEIS, 2000-01.

Exhibit 2-8 shows teacher experience and turnover rates for GRISD and its peer districts. Compared to the peer districts, GRISD has the second-most experienced teachers and the lowest teacher turnover rate. GRISD also has the lowest share of beginning teachers and of teachers with one to five years of experience.

Exhibit 2-8
Teacher Experience and Turnover Rates
GRISD and Peer Districts
2000-01

	Seminole	Groesbeck	Tatum	Palacios	Glen Rose	State Average
Beginning Teachers	5.3%	5.2%	4.4%	3.9%	2.5%	7.8%
1-5 Years Experience	15.5%	26.7%	21.2%	14.7%	12.4%	27.4%
6-10 Years Experience	17.1%	19.6%	17.6%	15.7%	18.5%	18.1%
11-20 Years Experience	38.7%	26.1%	25.7%	27.6%	32.0%	25.3%
More than 20 Years Experience	23.5%	22.3%	31.0%	38.1%	34.6%	21.4%
Average Years Experience	13.6	11.8	14.2	15.9	15.7	11.9
Average Years Experience with the district	8.9	7.0	8.4	10.9	8.5	7.9

Turnover	10.4%	16.7%	32.3%	16.1%	10.1%	16.0%
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Source: TEA, AEIS, 2000-01.

All of GRISD's teachers are certified and the district ranks in the middle among its peers in its share of teachers without a degree and with bachelor and master degrees (**Exhibit 2-9**).

**Exhibit 2-9
Teacher Degrees
GRISD and Peer Districts
2000-01**

	Groesbeck	Tatum	Glen Rose	Palacios	Seminole	State Average
No Degree	0.0%	0.0%	0.6%	0.8%	1.2%	1.3%
Bachelor	74.4%	64.4%	72.9%	71.8%	83.0%	74.7%
Master	24.8%	35.6%	26.5%	27.4%	15.9%	23.4%
Doctorate	0.8%	0.0%	0.0%	0.0%	0.0%	0.5%

Source: TEA, AEIS, 2000-01.

TEA assigns annual accountability ratings to each district and campus based primarily upon TAAS and dropout rates. The accountability system includes five categories for districts: Exemplary, Recognized, Academically Acceptable, Academically Unacceptable and Unacceptable: Data Quality. For campuses, the categories are: Exemplary, Recognized, Academically Acceptable and Low Performing. To receive an Exemplary rating, at least 90 percent of all students, as well as 90 percent of each student group (African American, Hispanic, Anglo and Economically Disadvantaged) 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 the TAAS reading, writing and mathematics tests. To be rated Academically Acceptable, 50 percent of each student group must pass TAAS. Scores for students with disabilities and from the TAAS Spanish version of reading and mathematics in grades 3 through 6 are included in the accountability calculations. According to TEA, failure to meet TAAS standards is the primary reason that schools are rated Low-Performing.

Exhibit 2-10 provides the accountability ratings for GRISD and its peer districts from 1997 through 2001. All of the districts were rated as either

Acceptable or Recognized throughout this period. GRISD was rated as Recognized in 1997, 1998 and 2001.

Exhibit 2-10
Accountability Ratings
GRISD and Peer Districts
1996-97 through 2000-01

District	1996-97	1997-98	1998-99	1999-2000	2000-011
Glen Rose	Recognized	Recognized	Acceptable	Acceptable	Recognized
Groesbeck	Acceptable	Acceptable	Acceptable	Recognized	Recognized
Palacios	Recognized	Recognized	Acceptable	Recognized	Recognized
Seminole	Recognized	Acceptable	Recognized	Recognized	Recognized
Tatum	Acceptable	Acceptable	Recognized	Acceptable	Acceptable

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

Accountability ratings for 1999-2000 and 2000-01 (**Exhibit 2-11**) show that in 2000-01, all GRISD schools were rated as either Recognized or Exemplary, except for the district's alternative school, the Alternative Campus for Education, or A.C.E. school. The A.C.E. school received an Acceptable rating.

Exhibit 2-11
School Enrollment and
Texas Education Agency
Accountability Ratings
2000 and 2001

School	Grade Levels	2000-01 Enrollmen	1999-2000 Rating	2000-01 Rating
Glen Rose High School	9-12	483	Exemplary	Recognized
Glen Rose Junior High	7-8	245	Recognized	Exemplary
Glen Rose Intermediate	4-6	345	Acceptable	Recognized
Glen Rose Elementary	EE-3	524	Recognized	Recognized
A.C.E. School	7-12	17	AE: Not rated	AF:

				Acceptable
District	EE-12	1,614	Acceptable	Recognized

Source: TEA, AEIS, 2000 through 2001.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

A. Student Performance

TAAS performance is the primary factor in determining a district's accountability ratings. TAAS is administered in grades 3-8 and 10 in reading and mathematics. Grades 4, 8 and 10 are also assessed in writing and grade 8 is assessed in Social Studies and Science. An exit-level examination is given at grade 10.

In 2002-03, the TAAS will be replaced by the Texas Assessment of Knowledge and Skills (TAKS) and it will be administered in grades 3 through 11. Math will be assessed in grades 3-11. Reading will be assessed in grades 3-9 and English language arts in grades 10 and 11. Writing will be assessed in grades 4 and 7; social studies in grades 8, 10 and 11; and science in grades 5, 10 and 11. The exit-level examination will be at grade 11.

FINDING

GRISD significantly improved its TAAS participation between 1996-97 and 2002-01 (**Exhibit 2-12**).

Exhibit 2-12
TAAS Participation Rates
1996-97 through 2000-01

	1996-97	1997-98	1998-99	1999-2000	2000-01
All Tested	95.9%	95.3%	92.2%	91.6%	97.4%
Accountability	75.8%	76.2%	87.1%	86.3%	85.8%
TAAS Mobile	5.3%	4.7%	5.0%	5.3%	6.1%
Special Education	14.8%	14.5%	N/A	N/A	N/A
Spanish (grades 3-6)	0.0%	0.0%	0.0%	N/A	N/A
Science and/or Social Studies	N/A	N/A	0.1%	0.0%	0.0%
SDAA	N/A	N/A	N/A	N/A	5.5%
Not Tested	4.1%	4.7%	7.8%	8.4%	2.6%
Absent	0.6%	0.8%	0.1%	0.2%	0.2%

GRISD	95.2%	97.9%	92.4%	100.0%							89.5%	98.0%
Region 11	88.0%	88.1%	85.1%	92.7%							81.3%	85.7%
State	84.6%	85.6%	81.8%	91.4%							76.8%	82.7%
Grade 7												
GRISD	95.2%	97.3%	94.1%	94.8%							92.9%	94.0%
Region 11	86.8%	91.4%	81.3%	91.1%							77.7%	86.9%
State	84.5%	89.4%	79.7%	89.6%							75.1%	84.3%
Grade 8												
GRISD	94.3%	99.0%	92.0%	99.0%	93.1%	94.7%	95.5%	99.0%	86.2%	96.0%	82.0%	90.0%
Region 11	86.8%	93.0%	79.7%	94.1%	81.7%	87.3%	87.8%	93.3%	73.3%	80.6%	62.7%	73.4%
State	83.9%	91.9%	76.3%	92.4%	80.7%	85.8%	84.6%	91.8%	67.4%	77.0%	57.3%	69.2%
Grade 10												
GRISD	91.4%	89.8%	76.3%	89.7%	97.9%	90.6%					72.6%	83.7%
Region 11	88.9%	92.1%	76.3%	90.5%	90.1%	90.9%					72.2%	83.0%
State	86.1%	90.0%	72.6%	89.3%	88.5%	89.1%					67.8%	80.3%

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

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

In 2000 and 2001, GRISD had the highest TAAS scores among its peer districts (**Exhibit 2-14**). GRISD TAAS scores in 2001 exceeded the regional average by about seven points and the state average by more than nine points. Between 1996-97 and 2000-01 GRISD increased its share of students passing all tests taken by 15 percent, compared to regional and state increases of 11 and 12 percent, respectively. Among the peers, GRISD's improvement was second only to Groesbeck ISD's.

Exhibit 2-14
Percent of Students Passing TAAS, All Tests Taken (Grades 3-8, & 10)
1996-97 through 2000-01

District	1996-97	1997-98*	1998-99**	1999-2000**	2000-01**	Percent Change from 1996-97 to 2000-01
Seminole	81.7%	80.8%	87.0%	87.3%	90.3%	10.5%
Glen Rose	79.3%	77.8%	85.4%	90.2%	91.3%	15.1%
Tatum	79.2%	81.3%	82.4%	79.9%	82.9%	4.7%
Palacios	77.6%	77.5%	82.2%	86.7%	88.9%	14.6%
Groesbeck	73.6%	74.2%	81.6%	86.9%	87.9%	19.4%
Region 11	76.2%	76.0%	81.5%	82.9%	84.6%	11.0%
State	73.2%	73.1%	78.1%	79.9%	82.1%	12.2%

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

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

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

GRISD has a well-developed process for reviewing TAAS results and modifying instruction based on student performance. GRISD breaks down TAAS data and provides a report for each teacher with TAAS results for each student. Teachers review TAAS data, identify and discuss areas of strength and weakness and modify instructional strategies, as needed. In preparation for TAAS, students take TAAS practice tests; grade 3 students take two practice tests. The schools also form TAAS tutoring groups and offer TAAS remediation courses.

COMMENDATION

GRISD uses individual student performance data to improve student performance.

FINDING

GRISD's grade 6 and grade 7 teachers are not working together to help students make a successful transition from the intermediate school to the junior high. Consequently, many grade 7 students are repeating grade 7.

As seen in **Exhibit 2-15**, grade 7 retention rate in GRISD is about 65 percent higher than the state average. Among the five districts, GRISD has the second-highest grade 7 retention rate; rates at three of the peer districts are significantly lower, ranging from 0 to 1.5 percent.

Exhibit 2-15
Retention Rates by Grade*
GRISD and Peer Districts
2000-01

Grade Level	Groesbeck	Seminole	Palacios	Glen Rose	Tatum	State Average
1	8.7%	7.7%	5.6%	2.4%	1.3%	5.8%
2	4.5%	3.9%	1.1%	0.0%	1.5%	3.1%
3	2.4%	0.8%	6.4%	0.0%	1.3%	2.2%
4	0.0%	0.0%	1.8%	0.9%	0.0%	1.3%
5	0.0%	0.0%	4.0%	1.1%	3.6%	0.8%
6	0.0%	0.0%	4.0%	1.0%	3.9%	1.6%
7	0.0%	1.5%	5.5%	4.6%	1.1%	2.8%
8	0.0%	0.7%	4.9%	0.9%	0.0%	1.9%

Source: TEA, AEIS, 2000-01.

**Non-special education rates.*

GRISD administrators attribute the high grade 7 retention rate to a number of factors. Many students enter junior high with gaps in their basic skills and can have difficulty in meeting higher academic standards. Teaching methods shift from an elementary to a secondary style, with a faster pace. Grade 7 teachers have higher expectations of students and are less accepting of work submitted late than teachers in grade 6. Students are treated more like adults and held accountable for their work and actions. In grade 7 students have fewer opportunities to redo unsatisfactory work or earn extra credit. Students take cumulative and comprehensive tests or semester tests that require better retention of a larger volume of material than in grade 6. Students have to manage their time more effectively, as they are involved in both academics and competitive extracurricular activities.

GRISD retains students who have failed the four core academic subjects. Although the district offers assistance to students experiencing academic

difficulties, none of them target students in grade 6. The junior high school improvement plan mentions the Students That Are At Risk (STAAR) program, a junior high program established in 1999-2000 for at-risk students that find it difficult to master the instructional program or who have failed one or more sections of the TAAS. The program serves students in grades 7 and 8.

While programs for retained students are valuable, programs that work to prevent the retention from being necessary are more beneficial for students. GRISD has not planned specific strategies for grade 6 and grade 7 teachers to help grade 6 students with the transition to junior high. There is no coordinated approach that uses all available district resources to allow teachers and staff both in grade 6 and in junior high to better serve students who need to catch up with their peers.

Recommendation 8:

Develop an instructional plan that specifically addresses the risk of academic failure in the transition of students from intermediate to junior high.

The plan should consider both the short- and long-term effects of academic failure that results in retention and include an accountability component that provides for periodic assessment and for the implementation of intermediate to junior high transition strategies, starting in grade 6.

For example, grade 6 teachers should teach organizational and time management skills, gradually increase student accountability through the year, increase expectations regarding late or redone work or extra credit and conduct cumulative and comprehensive tests. An instructional plan for students at risk of academic failure in junior high should provide both grade 6 and junior high teachers with a resource that targets their specific needs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Curriculum and Instruction and Communication Services reviews with grades 6 and 7 teachers strategies used in preparing intermediate school students to enter junior high school and identifies reasons for academic difficulties and failure.	April 2002
2.	The director of Curriculum and Instruction and Communication Services develops a transition plan with specific strategies aimed at and services for students at risk of academic failure in junior high school.	May-June 2002

3.	The director of Curriculum and Instruction and Communication Services informs grade 6 teachers and junior high school teachers about the plan and trains them in the strategies for addressing the needs of students at risk of academic failure in junior high school.	July 2002
4.	Grade 6 and grade 7 teachers implement the plan.	August 2002
5.	The director of Curriculum and Instruction and Communication Services monitors the progress of students identified as being at risk of academic failure in junior high.	May 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

GRISD students have a low participation rate in the Academic College Test (ACT) and Scholastic Aptitude Test. According to AEIS reports, the share of students taking the tests fell from 77.8 percent in 1998 to 59.3 percent in 2000; lower than the regional and state averages (**Exhibit 2-16**).

Exhibit 2-16
College Entrance Examination Scores
GRISD and Peer Districts
Class of 2000

District	Percent of Students Meeting the Criterion	Percent of Students Taking Examinations	Average SAT Score	Average ACT Score
Glen Rose	37.5%	59.3%	1061	25.0
Seminole	19.0%	45.7%	935	19.4
Tatum	18.6%	56.6%	1032	19.5
Palacios	17.5%	62.0%	925	18.7
Groesbeck	13.2%	58.9%	949	19.0
Region 11	32.7%	64.2%	1021	21.2
State	27.3%	62.2%	990	20.3

Source: TEA, AEIS, 2000-01.

The ACT includes questions concerning English, mathematics, reading and science reasoning, with scores ranging from 1 to 36 on each component. The ACT composite score is the average of the four component scores. The SAT includes a verbal and a mathematics component. Scores range from 200 to 800 for each test component. The combined total is the reported score and ranges up to a maximum of 1600.

TEA has set the scores of 21 on the ACT and 1110 on the SAT as the minimum criterion for student scores to be acknowledged in the district's accountability rating. Thirty-seven percent of the GRISD students who took the tests met the criteria (**Exhibit 2-16**). GRISD students in the class of 2000 averaged 25 on the ACT and 1061 on the SAT. GRISD's average ACT and SAT scores were highest among the peer districts and also were higher than the regional and state averages.

The district recognizes this problem and has taken steps to address it. In 2000-01, Glen Rose High School began to offer an ACT/SAT preparatory course for all students wishing to participate. Ten students enrolled in the course. Enrollment in 2001-02 grew to 56 students. The district also offers fee waiver options for students taking the ACT or SAT. In addition, a local organization, the LDL Foundation, assists students who cannot pay the testing fees. GRISD also has begun using materials developed by the Region 11 education service center to increase awareness of and preparation for ACT and SAT at the junior high school. While these efforts have helped increase participation and improve students' test performance, more work should be done. Participation goals were also included in the GRISD 2000-01 DIP and the Glen Rose High School CIP.

Ysleta ISD has encouraged all of its secondary students to take college entrance exams before graduation by initiating a Preliminary Scholastic Aptitude Test (PSAT)/Scholastic Aptitude Test (SAT) program. The program offers younger students an opportunity to take a version of the SAT that targets their abilities. This gives them the experience of test-taking, as well as a score that can be used as a guide for improvement. Mini-camps for students and sessions involving teachers and parents in the process of preparing students for college admission. Ysleta ISD also waives or discounts test fees for both the PSAT and SAT.

Recommendation 9:

Increase the number of students taking the SAT and the ACT.

The strategies that the district began using in 2000-01 have increased participation and improved performance on the ACT/SAT. However, more can be done. The district should increase student and parent awareness of the importance of the ACT/SAT exams to their children's postsecondary

education and career opportunities and of the instructional and financial resources available to them. The district should use multiple strategies for increasing student and parent awareness starting in junior high school and continue throughout high school, as part of a broader plan preparing students for postsecondary education.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Curriculum and Instruction and Communication Services and the high school counselor identify and obtain information from several districts that successfully increased student participation in college entrance examinations.	May 2002
2.	The director of Curriculum and Instruction and Communication Services works with the junior high and high school principals and counselors to develop a plan to increase parent and student awareness of the importance of ACT/SAT participation and performance, using information on effective strategies used by other districts.	June-July 2002
3.	The director of Curriculum and Instruction and Communication Services and the high school principal update the district and high school improvement plans on ACT/SAT participation and performance goals.	July 2002
4.	The junior high and high school principals and counselors implement the plan to increase parent and student awareness of the ACT/SAT importance and the resources available to them.	August 2002
5.	The director of Curriculum and Instruction and Communication Services monitors student participation in and performance on the ACT/SAT.	May 2003
6.	The director of Curriculum and Instruction and Communication Services meets with the high school principal and counselor to evaluate the effectiveness of strategies and make any changes that seem useful.	June 2003
7.	The director of Curriculum and Instruction and Communication Services prepares a report for the superintendent and board.	July 2003

FISCAL IMPACT

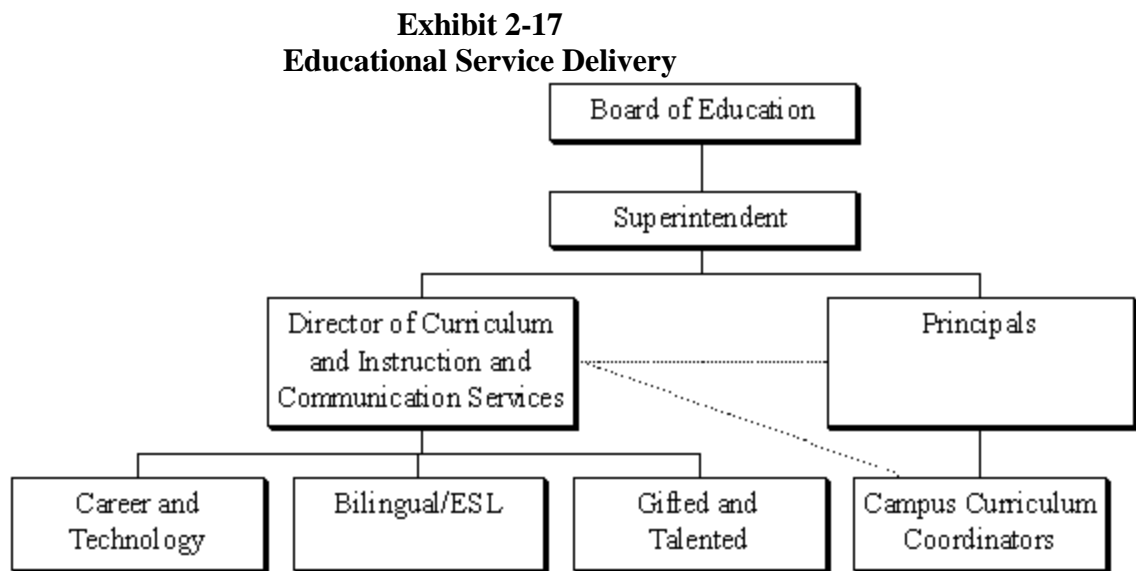
This recommendation can be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

B. Instructional Resources

Instructional resources are the materials needed to ensure successful learning, including financial and human resources, as well as instructional materials and direction. **Exhibit 2-17** presents the district's organizational chart for educational service delivery.



Source: Glen Rose ISD Organizational Chart and Flow Charts, October 2001.

FINDING

GRISD has curriculum guides for Kindergarten through grade 12, updates them regularly and ensures that they are used to direct instruction. The district has developed a *Curriculum Planning 5-Year Schedule* spanning 1998-99 to 2002-03. The document outlines curriculum-related tasks to be implemented each year and specifies criteria for curriculum updating.

GRISD gives its teachers two options for updating their curricula. Teachers can use either an automated program called Curriculum Framework that was developed with the assistance of the Region 11 Curriculum Consortium or define and create their own curriculum instrument.

The Curriculum Framework allows teachers to update their curriculum in conformity with the Texas Essential Knowledge and Skills (TEKS), TAAS, end-of-course exams, national standards and the U.S. Secretary of Labor's Commission on Achieving Necessary Skills. Teacher created curricula instruments must cover all the TEKS associated with the subject being taught, as well as the relevant TAAS objectives.

The district has a curriculum development adoption timeline with a calendar of curriculum guide development and updates for several subject areas from 2000-01 to 2002-03. The deadline for completing updating curricula is the summer following the textbook implementation year. The district recognizes the time teachers spend during the summer on updating their curricula as staff development time. In exchange for working on updating the curricula during the summer, teachers can take two specified exchange days off during the school year.

The Glen Rose DIP for 2000-01 incorporates four objectives addressing curriculum updating and alignment and the timeline for performing and completing these tasks. DIP objectives include the following:

- Initiate an alignment of core courses to the new TAAS II test;
- Initiate the standard requiring the particular subject area TEKS to be taught in the same year that the subject is taught;
- Set deadlines for presenting subject area curriculum documents to the curriculum director; and
- Continue curriculum alignment in core areas on campuses and between campuses.

TSPR's interviews with teachers, curriculum coordinators and campus administrators confirmed that GRISD teachers use their curriculum guides to direct instruction. GRISD grade-level coordinators at the elementary and intermediate schools and department heads at the junior high and high schools work with teachers to ensure that the scope and sequence they use is clear. For example, Glen Rose Junior High School department heads developed a scope and sequence for all classes in their departments to coordinate content with TAAS objectives and update it annually. The director of Curriculum and Instruction and Communication Services, the curriculum coordinators and the principals meet with teachers and go into classrooms to confirm that teachers use the curriculum guides. Principals also check teachers' lesson plans on a regular basis.

The share of students passing end-of-course exams can be used as a partial measure of how well the curriculum prepares students. As shown in **Exhibit 2-18**, GRISD's class of 2001 ranked first among its peers in the share of students passing English II and U.S. History and second in the

share of students passing Algebra I and Biology I. GRISD's passing rates were higher than the state pass rates for each of these examinations.

Exhibit 2-18
End-of-Course Examination Scores
Percent of Students Passing
GRISD and Peer Districts
Class of 2001

District	Algebra I	Biology I	English II	U.S. History
Tatum	52.7%	93.2%	79.8%	*
Glen Rose	50.7%	86.8%	82.9%	82.5%
Palacios	44.6%	82.9%	69.1%	61.3%
Seminole	35.2%	71.7%	67.8%	65.6%
Groesbeck	34.2%	66.7%	74.8%	62.5%
State	49.2%	79.9%	75.1%	74.3%

Source: TEA, AEIS, 2000-01.

**Data unavailable for 2000-01.*

COMMENDATION

GRISD has a clearly defined process for updating its curricula and ensuring that classrooms use updated curriculum guides to direct instruction.

FINDING

GRISD has an inclusive pre-kindergarten program that is funded through a combination of local funds and Hood-Somervell Special Education Cooperative (Co-op) funds. The program has an enrollment of 30 children, including seven with disabilities. Regular education pre-kindergarten students are randomly selected for the inclusive program. The inclusive pre-kindergarten program is a half-day program. Half of the children attend in the morning and half in the afternoon. The program staff includes a special education teacher, a pre-K teacher, a pre-K teacher assistant and two special education assistants. This staffing level allows for individualized instruction.

The inclusive program, which started in 1999, is multi-age, multi-cultural and multi-ability. The class has children with disabilities ranging in age

from two to six, and regular education children aged three to five. The two teachers in the inclusive pre-K program are certified both in special education, early childhood and ESL and work with all students. The program has several unique features. All children in the program receive music and art therapy from a registered music therapist. The program exposes students to sign language through services provided by a deaf education instructor and interpreter. The program has a weekly newsletter for parents that includes activities, themes, pictures and sign language vocabulary. The program develops students' and parents' empathy for and acceptance of others.

COMMENDATION

GRISD offers an innovative, inclusionary pre-kindergarten program.

FINDING

GRISD technology specialists have been instrumental in helping the district integrate technology into its curriculum. GRISD has established computer labs and equipped each classroom with a computer. The district also has lab managers who are certified teachers that are technology specialists in each curriculum lab at the elementary, intermediate and junior high schools. The lab managers report to their school principal, but also work closely with the district's Technology Department. Technology specialists who understand curriculum and instruction are good lab managers because they are able to demonstrate to other teachers how technology can make learning fun and exciting for their students.

The elementary school has three computer labs: a curriculum lab, an Accelerated Reader lab and a Creative Education Institute (CEI) lab. The curriculum lab, which has 60 computers, serves 497 students twice a week and 527 students three times a week. The Accelerated Reader lab has 12 computers and is used by an average 54 students a day. The CEI lab has six computers and offers eight sessions a day with 32 students. The technology specialist/computer education teacher integrates Internet instruction and use into the curriculum; works with classroom teachers on integrating software into the curriculum; trains classroom teachers in the use of software and reports; reviews TAAS data; and develops individualized software programs for students who do not perform well on the TAAS.

The intermediate school has three labs: a curriculum lab with 48 stations that serves 250 students a day in 45-minute sessions; a keyboarding lab with 21 stations that serves 90 students a day; and a CEI lab with six stations that serves 19 students a day. The computer education teacher

coordinates grades 4, 5 and 6 curriculum with school technology and supports faculty members in their use of technology.

The junior high school has three computer labs. The curriculum lab has 50 stations and is used by 200 students a day. It is managed by a technology specialist. The computer literacy lab, with 16 computers is staffed by a certified teacher and a certified fine arts teacher. It is used by about 100 students a day. The distance learning lab has 10 stations and is used by 20 to 50 students taking Spanish language and journalism labs. In addition to managing the curriculum lab and assisting teachers and students, the junior high school technology specialist also trains GRISD staff during the summer.

The lab managers not only oversee their school's computer lab, but also help the school's teachers, students and staff with minor technology problems, fix printer paper jams and replace printer cartridges. Such routine support reduces calls to the Technology Department and provides quicker response to basic problems.

COMMENDATION

Staffing the curriculum labs with technology specialists who are certified teachers has helped GRISD integrate technology into the curriculum effectively and improve staff technology skills.

FINDING

GRISD does not systematically track its students who have graduated from the Glen Rose High School to determine their postsecondary education or employment paths and their degree of preparedness.

The Texas Higher Education Coordinating Board (THECB) and the Texas Workforce Commission (TWC) both track high school graduates. THECB tracks students who graduate from Texas public schools and attend Texas public postsecondary institutions. THECB provides data on such students by county, district and high school. Its most recent report tracked students who graduated from Texas public high schools in 1998-99. THECB succeeded in locating 46 percent of the graduates.

TWC, through its Career Development Resources (CDR) Department, tracks graduates of Texas public high schools three, five and seven years after their graduation. The CDR links Public Education Information Management System (PEIMS) student data with THECB's Master Enrollment file. PEIMS data include student name; date of birth; student characteristics such as gender, ethnicity, economic disadvantage, limited English proficient (LEP) status, special education, gifted and talented

(G/T) and at-risk designation; district; type of vocational high school program attended; and graduation type. CDR links PEIMS data with data on postsecondary education such as institution, major, type of degree awarded and attendance and graduation dates. CDR also links PEIMS data with wage records for public high school graduates who are employed in Texas or nationally by federal agencies. The wage records identify the employer, size of employer firm, industry and wages per quarter. CDR provides TEA with the postsecondary education and employment data. TEA warehouses this data, which can be accessed by district administrators at the individual student and district levels.

GRISD has only anecdotal data about its graduates. GRISD administrators maintain informal contacts with postsecondary institutions that are attended by a large number of district graduates and estimate that 80 percent continue in postsecondary educational institutions. GRISD administrators do not, however, use post-high school tracking data gathered by the THECB or the TWC to attempt any accurate accounting of their students' post-graduation education and career paths. GRISD administrators also do not collect any data from their graduates regarding their degree of preparedness for higher education or employment. Consequently they have no measure for evaluating how well the district is educating its students for success in life after graduation.

Recommendation 10:

Use graduate tracking and follow-up data to review and upgrade the district's academic program.

GRISD should use data that THECB and TWC/CDR compile on graduates' postsecondary education and employment paths and supplement these with a survey of its graduates at the end of the first and fifth years after their graduation to determine their preparedness for postsecondary education or employment. The district survey could be used to supplement TWC/CDR postsecondary and employment data with information on degree of preparedness and gaps in skills and knowledge experienced following graduation from GRISD. The district should use THECB and TWC/CDR data and the survey information to review its academic and vocational programs and identify areas needing improvement. The surveys could be conducted by a contractor or through the high school counselor's office.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Curriculum and Instruction and Communication Services and the high school counselor develop a plan for tracking high school graduates through graduate surveys and submit the	May 2002
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	plan to the superintendent and board for approval.	
2.	The director of Curriculum and Instruction and Communication Services and the high school counselor develop a student questionnaire and a five-year schedule for conducting the surveys.	June - July 2002
3.	The director of Curriculum and Instruction and Communication Services informs the community about the graduate tracking surveys through newsletters, the GRISD Web site and the local newspaper.	January - May 2003
4.	The high school counselor mails out student questionnaires to the class of 2002.	January 2004
5.	The counselor analyzes the data provided by graduates and prepares a summary report.	April - May 2004
6.	The director of Curriculum and Instruction and Communication Services, the counselor and the high school administrators review the report and determine its implications for the curriculum.	June 2004
7.	The director of Curriculum and Instruction and Communication Services makes a presentation to the superintendent and board about graduate academic and vocational preparedness.	June 2004
8.	The director of Curriculum and Instruction and Communication Services initiates the process for updating and modifying the curriculum.	June 2004

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

C. Gifted and Talented Education

Texas state law requires all school districts to identify and provide services for gifted and talented students. In 1990, the State Board of Education (SBOE) adopted its *Texas State Plan for the Education of Gifted/Talented Students*, a guide for meeting the law's requirements. In 1996, SBOE updated the plan to incorporate Texas Education Code Section 29.123 requirements, which form a basis for ensuring accountability for state-mandated services for gifted/talented students.

GRISD defines gifted and talented as students "who excel consistently or who show the potential to excel in general intellectual and creative and productive thinking abilities." Students scoring in at least the top 5 percent of their class are identified through the use of multiple criteria. GRISD's position statement on its Gifted and Talented (G/T) program states,

"It is necessary to assist, nourish and encourage students who are capable of high performance to meet their full potential. Because of their exceptional capabilities, gifted and talented students can progress far beyond the regular curriculum. By providing experiences that are consistent with the abilities of the gifted child, the education of all children will be improved."

FINDING

GRISD's G/T program is fragmented across educational levels. Each GRISD's school has an independent G/T program. Each school decides how it will deliver G/T services to students and the schools' G/T coordinators do little to communicate or coordinate their efforts with the other schools.

The G/T program lacks district-level administrative oversight. Although, the director of Curriculum and Instruction and Communication Services serves as the district's G/T coordinator, she has little authority over individual school programs and consequently has little interaction with the schools' G/T coordinators. In 2000-01, the director met only once with the G/T coordinators.

GRISD's share of identified gifted and talented students is lower than the state average
(**Exhibit 2-19**). GRISD's percent share of spending on G/T also is lower

than the state average and is the lowest among its peer districts. GRISD also has the second-lowest G/T expenditures per student. GRISD has the highest number and share of G/T teachers, however.

Exhibit 2-19
Number and Percent of Gifted/Talented Students and Teachers
GRISD, State and Peer Districts
2000-01

District	G/T Student Enrollment		G/T Teachers		Expenditures for G/T	
	Number	Percent**	Number*	Percent**	Amount Per Student	Percent***
Palacios	145	8.5%	0.0	0.0%	\$3,389	6.6%
Seminole	125	5.8%	0.7	0.4%	\$1,364	1.8%
Glen Rose	112	6.9%	6.4	4.0%	\$1,306	1.7%
Groesbeck	90	5.4%	1.6	1.2%	\$1,229	1.8%
Tatum	78	6.5%	0.0	0.0%	\$1,524	2.9%
State	342,840	8.4%	6,099.3	2.2%	\$717	1.8%

Source: TEA, AEIS, 2000-01.

**Expressed in Full Time Equivalents.*

***Percent refers to G/T students as percent of all students, percent G/T teachers as percent of all teachers.*

****G/T expenditures as percent of total budgeted instructional program expenditures.*

Recommendation 11:

Assign a district Gifted and Talented program coordinator.

GRISD has G/T coordinators at each school. GRISD should assign one of these coordinators the additional responsibilities of developing a districtwide plan, oversee its implementation in each school; coordinate G/T activities across schools and evaluate the program's effectiveness.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Curriculum and Instruction and Communication Services works with the director of Personnel and Human Resources to develop the job description and responsibilities of a district gifted and talented program coordinator.	April 2002
2.	The director of Curriculum and Instruction and Communication Services presents a proposal to the superintendent that explains the district's need for a district gifted and talented program coordinator and proposes that the district appoint one, providing a stipend for the additional responsibilities.	April 2002
3.	Upon the superintendent's approval the proposal is submitted to the board.	May 2002
4.	The director of Personnel and Human Resources and the director of Curriculum and Instruction and Communication Services interview those campus coordinators that are interested in the position and select one to be district coordinator.	August 2002
5.	The district coordinator assumes the new responsibilities.	August 2002
6.	The G/T coordinator develops a districtwide G/T program and reviews it with the director of Curriculum and Instruction and Communication Services and the campus G/T coordinators.	August-September 2002
7.	The G/T coordinator oversees the implementation of the campus G/T programs and evaluates the G/T program.	September 2002 and Ongoing

FISCAL IMPACT

The fiscal impact assumes that the GRISD will compensate the district coordinator with a stipend. The G/T district coordinator's stipend will be greater for 2002-03 because of the time required to develop the program.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Assign a district gifted and talented program coordinator.	(\$2,000)	(\$1,000)	(\$1,000)	(\$1,000)	(\$1,000)

FINDING

GRISD does not have a districtwide plan for the G/T program, although one of the 2000-01 DIP's objectives is to have such a district aligned program.

Instead, each school has a separate G/T plan describing its program and specifying nomination, screening, identification and exit procedures and listing the tests used. Each school has a separate G/T committee and G/T coordinator and its own battery of G/T tests.

Moreover, each GRISD school's G/T program has a different focus. The elementary program combines the use of Learning Enrichment and Acceleration Program (LEAP), a program that is used one period-a-day when the G/T students are grouped together and adaptations in the regular classroom. LEAP emphasizes the use of analysis, synthesis and evaluation in the study of the core subjects. In the regular classroom, teachers provide opportunities for G/T students to move through the curriculum at a faster pace, complete assignments that are geared to their individual interests and to work in small groups together on activities that are different from those being completed by the regular education students.

The G/T program at the intermediate school, by contrast, focuses on history and the G/T students meet daily for one period. The junior high school program, Extra Dimension in Gifted Education (EDGE), is offered through core subject courses. Students may be placed in one or more of the four courses. Regular classroom teachers provide an enriched curriculum to G/T students through interdisciplinary units and activities and the incorporation of technology. The high school G/T program centers on the Advanced Placement (AP) curriculum. The AP curriculum, which provides accelerated instruction, is open to all high school students.

Recommendation 12:

Develop a districtwide plan for the Gifted and Talented program that ensures program continuity and effectiveness.

GRISD should develop a district plan for G/T education that addresses both program administration and program services across all schools. The plan should identify methods for identifying gifted and talented students, the services to be provided to them and the settings in which those services will be provided. The plan should demonstrate the strategies the district will use to coordinate the program across schools; foster collaboration among the district's G/T coordinators; and create a mechanism for evaluating the effectiveness of the program annually.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Curriculum and Instruction and Communication Services forms a gifted and talented planning committee with the G/T coordinators, teachers and parents.	April 2002
2.	The committee develops a district G/T plan that addresses program administration, coordination, services and evaluation methods.	May-June 2002
3.	The director of Curriculum and Instruction and Communication Services presents the plan to the superintendent and board.	July 2002
4.	The G/T coordinators modify the gifted and talented programs in their respective schools according to the plan.	July- August 2002
5.	The G/T committee meets quarterly to report on and review their programs.	Quarterly
6.	The director of Curriculum and Instruction and Communication Services annually evaluates the G/T programs in each school and districtwide and reports the results of the evaluation to the coordinators, superintendent and board.	May-June 2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The share of GRISD students completing Advanced Placement (AP) courses has been decreasing since 1997-98. The concept behind the AP program is to provide college-level courses to high school students to ease the transition to college. According to the College Board, the organization that manages the SAT, the number of advanced courses that students complete is one of the best predictors of success on the SAT and in college. **Exhibit 2-20** shows the share of GRISD students that have taken advanced courses.

Exhibit 2-20
Percent of GRISD Students Completing Advanced Courses
1997-98 through 1999-2000

	1997-98	1998-99	1999-2000
Glen Rose ISD	26.3%	22.7%	19.2%
Region Average	18.3%	18.2%	18.0%
State Average	18.9%	20.1%	20.1%

Source: TEA, AEIS, 1998-99 through 2000-01.

GRISD uses a number of strategies to encourage students to take AP courses. These include making students and parents aware during freshmen orientation of the AP courses the high school offers and their advantages. Also, both high school teachers and counselors encourage students to take AP courses and exams. They emphasize the low cost of the AP exams, the value of receiving college credit in advance of high school graduation and the district's fee exemptions. However, these strategies have not increased the number of students taking AP courses. The high school AP coordinator said that most students take AP courses for the extra points they add to their grade point averages and the higher class ranking that they subsequently receive.

Recommendation 13:

Create strategies that will increase the number of students taking Advanced Placement courses and exams.

GRISD should review its strategies and survey students to determine other ways of increasing student participation in AP courses.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The AP coordinator and the high school counselor review the strategies the school uses to encourage students to take AP courses and exams.	April 2002
2.	The AP coordinator contacts districts with successful AP programs and studies their strategies.	April 2002
3.	The AP coordinator and counselor design a student questionnaire to determine why students are not participating in AP classes and which of their past strategies have been successful at encouraging students to take AP courses and exams.	May 2002
4.	The AP coordinator and counselor implement the strategies that their research has indicated will be successful.	August 2003
5.	The AP coordinator monitors changes in the number of students taking the AP exams to determine their effectiveness.	May 2003
6.	The AP coordinator and counselor modify the district's strategies as needed.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

D. Compensatory Education

The federal government provides funding for students who are not meeting performance standards. TEA distributes these Title I funds based on a school's number of economically disadvantaged students or those who are eligible for free or reduced-price lunches or breakfasts. The students served by compensatory education allotment funds, however, are selected based on their educational needs, not economic status. Federal law allows schools to be designated as Title I, Part A schoolwide programs if 50 percent or more of their students come from low-income families. Glen Rose Elementary School is GRISD's only Title I, Part A schoolwide program. In 2000-01, 53 percent of its students were classified as economically disadvantaged.

Texas began to fund compensatory programs in 1975. In 1997, Section 42.152 of the Texas Education Code was amended to require reporting and auditing systems verifying the appropriate use of compensatory education allotment funds.

State compensatory funds, like federal Title I funds, must be supplemental in nature. State rules, however, allow for a great deal of flexibility in identifying students and creating successful programs.

State compensatory funds, like the equivalent federal funding, are distributed on the basis of the number of economically disadvantaged students, but students served do not need to be economically disadvantaged. Instead, these students must be designated as "at risk." The following are TEA's criteria for identifying at-risk students as listed in its *Financial Accountability System Resource Guide*. These definitions do not imply that state compensatory education programs are restricted to the exclusive benefit of these students.

Pre-K - Grade 6 Criteria

- Did not perform satisfactorily on a readiness test or an assessment instrument at the beginning of the school year;
- Did not perform satisfactorily on TAAS;
- Is a student of limited English proficiency;
- Is sexually, physically or psychologically abused; or
- Engages in conduct described by Section 51.03, Texas Family Code.

Grades 7 - 12 Criteria

- Was not advanced from one grade level to the next for two or more school years;
- Has mathematics or reading skills two or more years below grade level;
- Did not maintain an average equivalent to 70 in two or more courses;
- Is not maintaining an average equivalent to 70 in two or more courses;
- Is not expected to graduate within four years of beginning grade 9;
- Did not perform satisfactorily on TAAS; or
- Is pregnant or a parent.

Exhibit 2-21 provides the number and share of economically disadvantaged students in GRISD and in each of its schools as well as compensatory education instructional operating expenditures for 2000-01. GRISD receives \$1,396 in compensatory education funds per economically disadvantaged student.

Exhibit 2-21
GRISD Economically Disadvantaged Students
Compensatory Education Expenditures
2000-01

School	Number of Economically Disadvantaged Students	Percent of Economically Disadvantaged Students	Compensatory Education Expenditures	Percent of Total Expenditures
Glen Rose Elementary	277	52.9%	\$273,767	13.6%
Glen Rose Intermediate	118	34.2%	\$195,406	11.1%
Glen Rose Junior High	71	29.0%	\$54,589	3.5%
Glen Rose High School	108	22.4%	\$81,995	2.9%
A.C.E. School	7	41.2%	\$149,472	79.2%
District	581	36.0%	\$811,085	9.7%

Source: TEA, AEIS, 2000-01.

FINDING

GRISD's economically disadvantaged students as a group do not perform well on TAAS when compared to the total students tested. GRISD ranks second-highest among its peer districts in the percent difference between the TAAS performance of "all students" and "economically disadvantaged students." As shown in **Exhibit 2-22**, GRISD economically disadvantaged students lagged behind "all students" by nearly seven points.

Exhibit 2-22
Percent of Students Passing All TAAS Tests
All Grades
2000-01

District	All Students	Economically Disadvantaged Students	Passing Difference	Rank
Tatum	82.9	75.0	7.9	1
Glen Rose	91.3	84.6	6.7	2
Seminole	90.3	84.7	5.6	4
Groesbeck	87.9	83.0	4.9	5
Palacios	88.9	84.3	4.6	3
State	82.1	73.6	8.5	

Source: TEA, AEIS, 2000-01.

To address the instructional needs of their economically disadvantaged students, districts often use detailed TAAS data to analyze weaknesses and identify areas where economically disadvantaged students need more instruction. Administrators can then ensure that teachers use that analysis to develop effective lesson plans and strategies for preparing this student group for TAAS.

Recommendation 14:

Develop instructional strategies specifically targeting economically disadvantaged students.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Curriculum and Instruction and Communication Services and the principals analyze TAAS data and identify economically disadvantaged students' areas of scholastic weakness.	April 2002
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2.	The director of Curriculum and Instruction and Communication Services develops a teacher training program on how to use TAAS data to identify and address economically disadvantaged students' educational needs.	April 2002
3.	The director of Curriculum and Instruction and Communication Services trains principals and teachers in interpreting TAAS data and developing effective instructional strategies for economically disadvantaged students.	June 2002
4.	The principals assist teachers in developing and implementing these instructional strategies.	June- July 2002
5.	The teachers implement the strategies with economically disadvantaged students.	August 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

E. Special Education

Under the federal Individuals with Disabilities Education Act (IDEA), districts must provide appropriate public education for all children with disabilities regardless of their severity. The act requires districts to provide educational services in the "least restrictive environment," moreover, and to include students with disabilities in state and district assessment programs. Districts also are required to develop an individual education plan (IEP) for each of these children with input from regular education teachers. The IEP has to provide special education students with curricula that are related to those of children in regular education classrooms.

The 1997 amendments to the IDEA define an effective special education program as having the following elements:

- *Pre-referral intervention in regular education.* When a student experiences an academic problem in the regular education program, the regular teachers should intervene and attempt to solve the problem. If the regular education teacher cannot solve the problem, it should be referred to the special education staff.
- *Referral to special education for evaluation.* Referrals to special education require an official request supported by documentation. The referral information must include an explanation of steps that have been taken in regular education to solve the student's problem before the referral.
- *Comprehensive nondiscriminatory evaluation.* Once a student has been referred, the district must provide a comprehensive, nondiscriminatory assessment within a prescribed amount of time.
- *Initial placement through an Admission, Review and Dismissal (ARD) committee.* After the evaluation is complete, an ARD committee holds a meeting to discuss the results of the evaluation; decide if the student qualifies for special education services in one of 12 federal special education categories; and, if so, to write a plan for the student's education.
- *Provision of educational services and supports according to a written Individualized Education Plan.* The individualized education plan developed by the ARD committee includes information about classes, subject areas, developmental areas and/or life skills courses in which the student will be instructed; the amount of time that will be spent in regular education; and related needs such as speech therapy or counseling.

- *Annual program review.* Each year after a student's initial qualification and placement, an ARD committee reviews the student's program to ensure that it remains appropriate.
- *Three-year reevaluation.* Every three years, the student undergoes a comprehensive individual assessment. The ARD committee meets to discuss the results of the reevaluation and determine whether the student still qualifies for special education services in the same category.
- *Dismissal from the special education program.* If and when a student no longer meets the eligibility criteria, he or she is dismissed from special education. The ARD committee must make this decision.

GRISD provides special education services through the Hood-Somervell Special Education Shared Services Arrangement, created in 1998. This agreement established the Hood-Somervell Special Education Cooperative (Hood-Somervell Co-op) for Glen Rose, Lipan and Tolar ISDs. Each district pays a proportionate share of the Co-op employee salaries. Resource teachers and their aides are not Co-op employees and are paid by their respective districts.

The Hood-Somervell Co-op serves 345 students ranging in age from two to 21 and including 216 from Glen Rose ISD, 49 from Lipan ISD and 80 from Tolar ISD.

Exhibit 2-23 presents the number of students enrolled in the Hood-Somervell Co-op by disability. In all three districts, as in the state, most students in Special Education are in the learning disabled category.

Exhibit 2-23
GRISD, Lipan ISD and Tolar ISD Special Education Students
By Disability
2000-01

Disability	Glen Rose	Lipan	Tolar	Total by Disability
Other Health Impairment	26	6	*	36
Mental Retardation	*	0	8	12
Emotionally disturbed	6	*	*	11
Learning Disabled	136	31	39	206
Speech Impairment	39	10	19	68
Other**	*	0	7	12

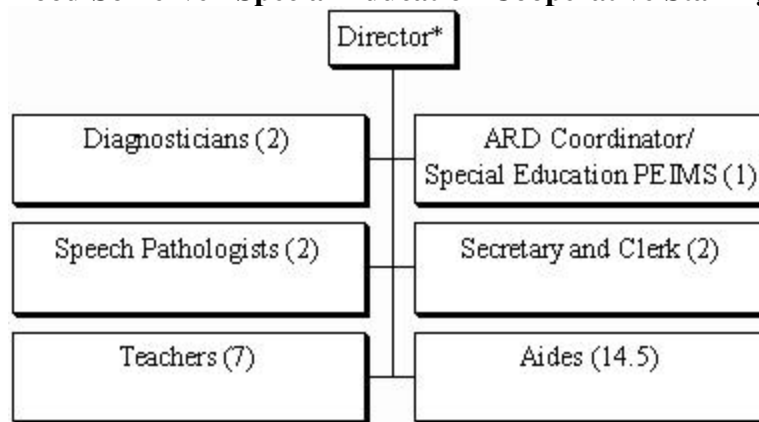
Source: GRISD, December 1, 2000-01 count.

*Five or fewer students.

**Other disabilities include Hearing Impairment, Visual Impairment, Autism, Traumatic Brain Injury and Multiple Disabilities

GRISD serves as the fiscal agent for the Hood-Somervell Co-op and is responsible for serving all identified students. **Exhibit 2-24** shows the staffing of the Hood-Somervell Co-op.

Exhibit 2-24
Hood-Somervell Special Education Cooperative Staffing



Source: Hood-Somervell Special Education Cooperative director.

*Also serves as 504/Dyslexia Coordinator and Diagnostician.

The Hood-Somervell Co-op employs 29.5 full time equivalents (FTEs) and contracts with a full-time occupational therapist; two full-time and one part-time speech pathologists, a physical therapist who works two days a week and a music therapist who works one day a week. GRISD employees nine full time resource teachers and three full time aides who are not part of the Hood-Somervell Co-op.

GRISD serves special education students in various instructional arrangements:

Mainstream. To determine the least restrictive environment for each student, district personnel first must 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." GRISD provides two types of mainstreaming: mainstreaming with content support and mainstreaming with a co-teacher. Content mastery services are available at all GRISD schools to all students

with disabilities. Special education teachers go into regular education classes in the elementary, intermediate and junior high schools and join the regular education teacher in teaching, working particularly with the special education students.

Resource. Students are assigned to a separate, special education classroom upon the recommendation of an ARD committee. These classes, called resource classes, are offered in the four core subjects of Language Arts, Mathematics, Social Studies and Science. Students may be placed in one or more of these classes based on their abilities. Resource classes are correlated with the TEKS and follow the students' IEPs as well as the sequence of study in the regular classes. Students in this category take a combination of regular classes and resource classes. A majority of GRISD's special education students are placed in this instructional setting.

Vocational Adjustment Class. This class provides educational and vocational services, including training in job readiness skills, to eligible secondary students.

Self-Contained classes. GRISD students with severe disabilities who cannot get a satisfactory education in a regular classroom are served in a separate, "self-contained" classroom.

Life Skills Classes. Life skills classes provide training in skills that are needed for everyday functioning and are offered to qualified GRISD and Tolar ISD students at each school. Lipan ISD has no qualified life skills students.

Adaptive Physical Education. These classes provide specialized physical education instruction for students who are unable to participate in regular physical education. Life skills teachers provide these classes in GRISD, following an initial evaluation by the physical therapist.

Homebound. This program provides at-home services for students in all grades who cannot attend school because of illness, injury or expulsion. In 2001-02, the GRISD provides these services to two students.

Preschool. GRISD provides a preschool program in which children with disabilities are included in classes with regular students. Students with disabilities who participate in the preschool program move to pre-kindergarten classes where special education and regular education teachers work in a co-teaching arrangement.

In each of these settings, GRISD provides appropriate curriculum modifications and services. ARD committees composed of parents and professional staff members determine program eligibility and

participation, draft individual educational plans and make placements in and dismissals from special education.

TEA made a District Effectiveness and Compliance (DEC) visit to GRISD in 1999. According to the DEC review team's *Modified District Effectiveness and Compliance Report for the Special Education Program*, teachers meet regularly to discuss students' progress and needs and "teachers are focused on providing students with disabilities with appropriate learning environments and support." The DEC visit also found a high level of parent satisfaction with GRISD's special education services. Parents reported that children with disabilities participate in all activities with students without disabilities.

GRISD offers a range of instructional intervention options before teachers refer students to the special education program. Students who experience difficulties in the classroom are provided with content mastery or other assistance; Creative Education Institute labs; summer school classes; tutoring; Title I classes; and reading recovery. GRISD trains its regular education teachers in the identification of students who need special education services. GRISD also offers training in topics such as blending cultures together and non-biased assessment strategies to ensure that minority and economically disadvantaged students who experience learning difficulty are referred appropriately. Before a teacher refers a student to special education, the child's teachers, counselor and principal meet to share information so that the appropriate determination can be made.

The Hood-Somervell Co-op has established a 504 program, named after the section of the federal Rehabilitation Act of 1973 from which 504 programs originated. A 504 program serves students with disabling conditions that are not identified as qualifying for special education in the federal IDEA. One of the common disabilities that are accommodated under 504 is dyslexia. In GRISD children may be referred first to these programs, when appropriate, rather than to Special Education. If the 504 programs do not help, the child then they may be referred to Special Education.

Exhibit 2-25 shows GRISD's share of special education students and teachers in the years 1996-97 through 2000-01.

Exhibit 2-25
GRISD Special Education Students and Teachers
1996-97 through 2000-01

Special Education	1996-97	1997-98	1998-99	1999-2000	2000-01
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Percent of students	16.0%	15.3%	14.1%	12.9%	13.4%
State average	11.6%	12.0%	12.1%	12.1%	11.9%
Percent of teachers	11.3%	10.2%	8.7%	7.0%	8.7%
State average	9.6%	9.4%	9.5%	9.6%	9.9%

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

FINDING

Participation in the Hood-Somervell Special Education Cooperative provides GRISD with a cost advantage.

The Hood-Somervell Co-op's budget for 2001-02 is \$1,011,820. The member districts participate in the School Health and Related Services (SHARS) and Medicaid Administrative Claiming (MAC) programs and estimate that they will receive \$310,808 through these programs in 2001-02. The contributions of Tolar ISD and Lipan ISD cover 43 percent of the Hood-Somervell Co-op expenditures (31 percent and 12 percent, respectively) or about \$435,000, according to the director of Special Education. **Exhibit 2-26** reports GRISD, peer district, regional and state special education expenditures. GRISD had the lowest share of special education expenditures among its peer districts and the second-lowest per-student expenditures. GRISD's special education expenditures as a share of its total budget and expenditures per student both were lower than the state average.

Exhibit 2-26
GRISD Budgeted Expenditures for Special Education
GRISD vs. Peer Districts
2000-01

District	Number of Students Enrolled	Budgeted Special Education Expenditures	Percent of Budgeted Expenditures	Per Student Expenditure
Seminole	316	\$1,065,906	11.1%	\$3,373
Groesbeck	273	\$759,368	12.5%	\$2,782
Glen Rose	217	\$666,879	8.0%	\$3,073
Palacios	191	\$736,993	9.9%	\$3,859
Tatum	110	\$424,933	10.2%	\$3,863

Region 11	47,980	\$175,328,588	12.5%	\$3,654
State	483,442	\$1,739,689,310	12.6%	\$3,598

Source: TEA, AEIS, 2000-01.

Exhibit 2-27 compares GRISD's special education costs with and without membership in the Hood-Somervell Co-op. The Hood-Somervell Co-op's costs to GRISD in 2001-02 are estimated at \$576,737. The same services would have cost GRISD \$808,091 if the district had to provide them alone.

Exhibit 2-27
GRISD Special Education Cost/Analysis
Membership in Hood-Somervell Special Education Cooperative
2001-02

	Glen Rose ISD with Cooperative	Glen Rose ISD without Cooperative
Personnel	29.5	21.0
Glen Rose ISD Expenditures	\$576,737	\$808,091
Total Revenues	\$182,062	\$182,062
Medicaid	\$10,000	\$10,000
Other federal*	\$172,062	\$172,062
Net Costs	\$394,675	\$626,029
Savings	\$231,354	

Source: Special Education Cost Analysis for GRISD In/Out Co-Op (October 2001).

Note: Does not include deaf education program.

**Other federal revenue is estimated.*

COMMENDATION

GRISD's participation in a cooperative allows it to provide special education services in a cost effective manner.

FINDING

GRISD has developed a deaf education program that serves a small number of its students, rather than accessing the services provided by a deaf education cooperative of which it is a member. As a member of the Hood-Somervell Special Education Cooperative, GRISD is also a member of the Brazos Regional Day School Cooperative for the Deaf (BRDSCD). The BRDSCD conducts deaf education classes at several sites throughout the region and the site closest to GRISD is in Granbury, 17 miles away. Several parents with students in the program petitioned the district to provide services to their children in Glen Rose and the board agreed. GRISD then asked the superintendents of Tolar ISD and Lipan ISD, the other member districts of the Hood-Somervell Co-op, to provide a deaf education program in Glen Rose through the Hood-Somervell Co-op. As a member of the cooperative, GRISD pays 57 percent of the total cost for all services provided by the Hood-Somervell Co-op.

By virtue of its membership in the Hood-Somervell Co-op, GRISD is a member of the BRDSCD. The cost of \$9,098 a year is paid to protect GRISD from “unforeseen situations that could arise in which Glen Rose would be unable to provide appropriate services,” according to the Hood-Somervell Co-op Special Education director.

GRISD uses a teacher and an interpreter to help hearing students communicate appropriately with deaf students by offering signing classes to all the classmates of students with hearing impairments. The district also offers brief, weekly signing classes for teachers.

Exhibit 2-28 shows the cost of providing deaf education services for this small number of students through the Hood-Somervell cooperative.

Exhibit 2-28
Cost of Deaf Education Services Provided Through
Hood-Somervell Cooperative

Cost Category	Cost
Teacher and interpreter compensation (salaries and benefits)	\$73,228
Equipment, materials and staff development	\$8,553
Assessment	\$721
Deaf Education Co-op membership	\$9,098
Deaf Education supervisory services	\$977
Transportation	\$0
Total	\$92,577

Source: *GRISD Deaf Education Cost Analysis, October 2001.*

While this arrangement allows the district access to a teacher and deaf interpreter who also serve hearing students, there may be some services available through the BRDSCD that are not available through the current arrangement.

Recommendation 15:

Provide services to students who are deaf or hearing impaired through the Brazos Regional Day School Co-op for the Deaf.

The district will need to determine whether the services that will be provided by the BRDSCD will be used to supplement or replace the services currently being provided through the Hood-Somervell cooperative.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent meets with parents to discuss the options and arranges with the BRDSCD for GRISD students who are deaf or hearing impaired to attend the BRDSCD starting in August 2002.	May 2002
2.	The superintendent informs parents of students who are deaf or hearing impaired about the arrangement with the BRDSCD.	May 2002
3.	The director of Special Education communicates with the BRDSCD director about the GRISD students and provides the necessary records and files.	June 2002
4.	The superintendent makes appropriate transportation arrangements with the BRDSCD.	July 2002
5.	The director of Special Education receives periodic reports from the BRDSCD director on the Glen Rose students.	Ongoing

FISCAL IMPACT

To provide transportation for children to the BRDSCD will cost \$36,771 annually, according to the Hood-Somervell Co-op director. Incremental charges for miscellaneous supplies and equipment are estimated to cost \$3,937, for an annual cost of \$40,708. No membership fees are estimated since the district is currently maintaining its membership in the BRDSCD.

TSPR further assumes that all or part of the expenditures made to the Hood-Somervell Co-op can be eliminated or significantly reduced, and those dollars shifted to pay for the services provided through the BRDSCD. However, these savings are not estimated here because the

district may determine that the services of the teacher and/or the deaf interpreter should be continued at some level to enrich the regular education program.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Provide services to students who are deaf or hearing impaired through the Brazos Regional Day School Co-op for the Deaf.	(\$40,708)	(\$40,708)	(\$40,708)	(\$40,708)	(\$40,708)

Chapter 2

EDUCATIONAL SERVICE DELIVERY

F. Bilingual/English as a Second Language Education

Texas Education Code Chapter 29 requires that every Texas student who is identified as LEP be provided a full opportunity to participate in a bilingual or ESL program. LEP students are defined as those whose primary language is other than English and whose English language proficiency limits their participation in an English-language academic environment.

All school districts with 20 or more LEP students in the same grade level are required to offer Bilingual/ESL or an alternative language program.

Schools must provide bilingual education in pre-kindergarten through the elementary grades. District must provide bilingual education, ESL instruction or other transitional language instruction approved by TEA in the post-elementary grades through grade 8. For students in grades 9 through 12, schools are required only to provide instruction in ESL.

School districts are required to identify LEP students and provide bilingual or ESL programs as an integral part of their regular educational programs. They must hire certified teaching personnel to ensure that these students have full educational opportunities.

The education of LEP students is an important task for Texas public schools. Nearly 500,000 or 12.5 percent of Texas students were enrolled in bilingual or ESL programs in 1999-2000. According to the *Policy Research Report*, "Of the 666,961 students added to the Texas public education system between 1987-88 and 1997-98, more than 60 percent were students receiving bilingual education/English as a second language services." The *Report* notes that the number of Hispanic students rose by 45 percent in the last decade, more than double the growth rate of the total student population. The State Board of Education's *Long-Range Plan for Public Education 2001-06* states that "enrollment in the state's bilingual education program is projected to increase by 22 percent over the next five years."

In GRISD, the director of Curriculum and Instruction and Communication Services is responsible for coordinating bilingual/ESL education. The district has an ESL program for grades pre-K through 12. According to the director, parents asked that the district provide ESL rather than bilingual programs because they wanted their children to learn English and learn in English. GRISD's ESL program has four teachers and four aides.

Exhibit 2-29 compares bilingual/ESL enrollment and expenditure data for GRISD, its peer districts, Region 11 and the state. In 2000-01 GRISD's ESL program accounted for a smaller share of total student enrollment and budgeted expenditures than the region and the state averages, although its per-student spending was higher than all but one peer. By contrast, GRISD was in the middle of the peers in enrollment and second-highest in share of budgeted expenditures and per-student expenditures. The peer districts varied greatly both in the size of their programs and the financial resources they received. District per-student expenditures ranged from \$77 to \$2,667, while the percent of enrollment varied from 4.4 to 11.6 percent.

Exhibit 2-29
Bilingual/ESL Per Student Expenditure
GRISD and Peer Districts
2000-01

District	Students Enrolled in Bil/ESL	Percent of Total Enrollment	Total Budgeted Expenditures	Percent of Budgeted Expenditure	Per Student Expenditure
Seminole	251	11.6%	\$19,273	0.2%	\$77
Palacios	172	10.0%	\$458,820	6.2%	\$2,667
Glen Rose	121	7.5%	\$266,441	3.2%	\$2,202
Groesbeck	73	4.4%	\$106,754	1.8%	\$1,462
Tatum	61	5.1%	\$47,737	1.1%	\$783
Region 11	40,114	9.6%	\$42,049,717	3.0%	\$1,048
State	509,885	12.6%	\$590,748,041	4.3%	\$1,159

Source: TEA, AEIS, 2000-01.

FINDING

Each GRISD school offers an ESL program. GRISD's ESL enrollment rose by 40 percent from 1999-2000 to 2001-02. In 2001-02, 155 students were enrolled, including 103 elementary school students, 30 intermediate school students, 10 junior high students and 12 high school students.

The elementary ESL program includes a pre-kindergarten component. In 2001-02 the elementary program began serving ESL students in their regular classrooms for the entire school day rather than pulling them out. All teachers with ESL students either have ESL certification or are

receiving such certification. The elementary's certified ESL specialist, who is also bilingual, works with each classroom teacher, recommends teaching strategies and assists in the classroom. The ESL specialist, who coordinates the ESL program, also tests students and trains teachers. The ESL specialist also teaches a 90-minute language arts class to students with little or no English proficiency. The specialist assesses students periodically through conferences with teachers and parents; reviews of students' report cards every grading period; and reviews of students' scores from previous years.

A bilingual certified teacher coordinates the intermediate school ESL program. The ESL program conducts periodic assessments of student progress through TAAS practice tests; a technology-based instructional program developed by Computer Curriculum Corporation that allows individualized instruction; reading placement tests; math unit tests; and the Language Proficiency Test (LPT) Oral English Proficiency Test.

The junior high school ESL program has one ESL-certified teacher. The program consists of language arts ESL classes that are coordinated with regular language arts classes. Students are assigned to these classes for one or two periods a day. ESL students in grade 7 participate in these classes for two consecutive periods a day. Students also can receive ESL instruction through a special study hall directed by the ESL teacher and through a content mastery program that has an ESL component overseen by a bilingual teacher aide.

The high school ESL program offers three classes, one for freshman English credit, one for sophomore credit and another for local elective credit. It also offers an ESL study hall. The high school has one ESL teacher who coordinates the program. The teacher tests and places incoming LEP students; teaches ESL classes; monitors and assesses student progress; and works closely with teachers to help meet the needs of LEP students in mainstreamed classes.

ESL teachers prepare annual reports on each ESL student, documenting test results and making recommendations concerning student ESL placements. GRISD's Language Proficiency Assessment Committees (LPACs) identify, classify and place LEP students. GRISD's LPAC consists of a school administrator, an ESL teacher, a parent of a LEP student, a counselor, a classroom teacher, the student in question and his parents. The LPAC reviews students' testing data and teacher's recommendations regarding placement in or exit from the program. GRISD has a specific criterion for exiting the program: two consecutive years of successful performance on the TAAS.

A TEA accountability team visited GRISD in September 1999 to determine whether the district's ESL program complies with state requirements as outlined in the Texas Education Code, Section 29.062. TEA found GRISD to be in compliance.

COMMENDATION

GRISD offers a comprehensive ESL program serving the needs of students at all schools.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

G. Career and Technology Education

Texas Education Code Section 29.181 states that "Each public school student shall master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner; and gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the post-secondary level." The Texas Administrative Code chapter 74, subchapter A requires school districts to offer "Programs of study for broad career concentrations in areas of agricultural science and technology, arts and communication, business education, family and consumer science, health occupations technology, trade and industry and technology education that will prepare students for continued learning and postsecondary education in employment settings."

GRISD's Career And Technology Education (CATE) program is housed primarily at Glen Rose High School. CATE courses also are offered at Glen Rose Junior High School. Ten teachers (9.67 FTEs) offer CATE classes at the high school, while another offers courses at the junior high school. Glen Rose High School has a partnership with Hill College allowing it to offer two dual-credit CATE classes, Cisco I and II and Business Computer Information Systems. The classes are taught at the high school, but students are required to pay tuition and follow a curriculum established by Hill College. Upon completion of these courses, students receive college credit hours that are transferable to Hill College and any other college or university that accepts such courses.

GRISD offers 27 career and technology classes representing six career clusters (**Exhibit 2-30**). These clusters include agricultural science and technology; business education; health occupations technology; family and consumer science; technology education; and trade and industrial education. Glen Rose High School offers CATE courses based on student interest; the school structures provides a list of courses to its students, who express their interests during registration time. Students in grades 8 through 11 receive a course survey asking students to rank subject areas such as drafting, electricity and electronics, vocational office education, distributive education/marketing, printing and graphic arts and homemaking/healthcare from highest to lowest relative to their importance to the student. The Glen Rose High School vice principal, reviews students' responses and tries to schedule classes in a way that would meet the needs of the largest number of students.

Exhibit 2-30
GRISD School to Career Program Offerings by Career Clusters
2001-02

Career and Technology Classes
Agricultural Science and Technology
Introduction to World Agricultural Science Applied Agricultural Science and Technology (second semester) Introduction to Agricultural Mechanics Agricultural Mechanics I and II Animal Science Food Technology Wildlife and Recreation Management Computer Applications in Agriculture
Business Education
Keyboarding Business Computer Information Systems
Health Occupations Technology
Introduction to Health Science Technology Health Science Technology I and II Anatomy and Physiology
Family and Consumer Science
Personal Family Development Apparel Advanced Apparel Nutrition, Food and Science Parenting
Technology Education
Cisco I and II Computer Science I and II Communication Graphics Web Mastering Java Architectural Graphics (built into another class)
Trade and Industrial Education
Automotive Technology I, II, III Introduction to Transmission Services Home Maintenance and Improvement Metal Fabrication

Source: GRISD 2001-02 Career and Technology.

Exhibit 2-31 presents GRISD, peer district and state CATE enrollment and expenditure information. GRISD is in the middle of the peer districts in the share of student enrollment and student-teacher ratio in CATE. GRISD has the lowest share of budgeted CATE expenditures among the peers. GRISD's share of budgeted CATE expenditures is lower than the state average and second-lowest among the peer districts.

**Exhibit 2-31
Student Enrollment and
Budgeted Expenditures in Career and Technology
GRISD versus Peer Districts
2000-01**

District	Number of Teachers*	Student/Teacher Ratio	Student Enrollment		Budgeted CATE Expenditures	
			Number	Percent of Total	Expenditure	Percent of Instructional Budget
Palacios	8.4	57.6	484	28.3%	\$413,808	5.6%
Seminole	7.7	70.0	539	25.0%	\$411,333	4.3%
Glen Rose	6.6	52.0	343	21.3%	\$297,367	3.6%
Groesbeck	6.3	48.4	305	18.5%	\$281,501	4.6%
Tatum	4.7	32.5	153	12.8%	\$194,855	4.7%
State	11,810.7	65.0	768,200	18.9%	\$566,681,113	4.1%

Source: TEA, AEIS, 2000-01.

*Expressed in Full-Time Equivalents (FTEs).

FINDING

GRISD's CATE program does not adequately prepare students who are not college-bound for post-secondary employment. The CATE program is not designed to meet local labor demands.

GRISD has not developed a career and technology education plan. Instead, the district uses TEA's *State Plan for Career and Technology Education 2000-02* as its guide. The state plan lists very general goals, objectives and strategies and is not specific to GRISD. Moreover, GRISD's CATE program is poorly coordinated. Neither the high school and junior high school Campus Improvement Plans (CIPs) nor the District Improvement

Plan (DIP) mention CATE or the preparation of work-bound students for employment. The plans focus largely on academic initiatives and the preparation of students for college. Yet GRISD administrators estimate that 20 percent of the district's students do not pursue post-secondary education after graduation.

Because of the limited employment opportunities the district and county offer, GRISD does not involve local businesses in an advisory or internship capacity in its career and technology education program. The CATE Advisory Committee includes the CATE department head, high school administrators and staff and a community member. The committee meets at least once a year, generally during the spring semester. A review of committee meeting minutes indicated that committee members discussed facilities, equipment and staffing needs.

The district does not know how many or what share of its work-bound students find employment locally or elsewhere. What information GRISD does have on its graduates is anecdotal, since the district does not track its graduates through periodic surveys. GRISD administrators and staff also lack information on the *type* of jobs work-bound students obtain and their degree of preparedness for employment.

Elgin ISD has developed unique CATE courses such as Agricultural Biotechnology, Animal Bio-Med Science and Intergenerational Professions to meet the needs of both non-college bound students and local industry. Agricultural Biotechnology introduces the basics of molecular biology, including technical information and skill development in cell biology, recombinant DNA techniques, plant and animal biotechnology and their associated career opportunities. In Animal Bio-Med Science, students learn about animal health and animal services. The Intergenerational Professions course trains students to be caregivers for young children and the elderly. Students gain supervised workplace experience in addition to regular classroom instruction. Elgin ISD also offers work-based education programs that allow students to receive credit toward graduation requirements while being employed. The work-based education programs are offered in Administrative Procedures, Agriculture, Careers in Education, Home Economics and Trades and Industry.

In Bastrop ISD, 55 to 65 percent of graduates do not continue on to postsecondary education. Bastrop's CATE curriculum is designed to prepare students to manage the dual roles of family member and wage earner. Bastrop ISD offers work-based educational programs as well as TechPrep programs in engineering technology, applied science, construction, publishing or business. Bastrop ISD is a member of a regional TechPrep consortium and has articulation agreements with a local community college in areas such as electronics, building trades,

engineering design graphics, architectural design graphics, biotechnology, printing and desktop publishing and office systems technology.

Kingsville ISD offers a variety of programs that provide high school students with opportunities for training, internships and employment through partnerships with local industries and businesses such as medical establishments, military establishments and area colleges. Kingsville ISD's CATE program offers courses that are designed to provide specific training for entry-level employment or advanced education opportunities.

Killeen ISD has implemented the Killeen Cooperative Education Program, in which students work for pay in hospitals, day care centers, banks, restaurants and other businesses as well as in government offices. Students receive academic credit for their work. The Killeen ISD CATE program aggressively publicizes its programs and activities through the district's own publications and through the local newspaper.

Recommendation 16:

Develop a vocational education program to meet the needs of work-bound students.

District administrators should modify the career and technology program to include courses that prepare work-bound students for employment after graduation. The district should use the employment data that the Texas Workforce Commission compiles on public high school graduates and supplement these data with a survey of area employment opportunities, focusing on opportunities for high school graduates without a college education.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The CATE department head works with the director of Curriculum and Instruction and Communication Services and high school administrators to prepare a proposal for superintendent and board approval to modify the district's career and technology program to address the needs of work-bound students.	May-June 2002
2.	The CATE department head works with the director of Curriculum and Instruction and Communication Services and high school administrators and teachers to design a business and industry survey and a survey of work-bound graduates.	July-August 2002
3.	The CATE department head submits the survey documents for the superintendent's approval.	August 2002

4.	The CATE department head conducts the surveys and collects data on employment opportunities in the county and on the employment experiences of former students.	September 2002
5.	The CATE department head reviews the results of the surveys with the director of Curriculum and Instruction and Communication Services, junior high school and high school administrators and career and technology teachers and identifies changes needed in the district's program, including the addition of new courses.	October 2002
6.	The CATE department head submits recommended changes to the superintendent for approval.	November 2002
7.	The superintendent submits recommended changes for board approval.	December 2002
8.	The junior high school and high school principals make changes to the CATE program.	January-April 2003
9.	The junior high and high school principals inform parents and students about changes in the program.	May 2003
10.	The CATE department head monitors enrollment in the new and modified courses.	Ongoing
11.	The CATE department head tracks graduating work-bound students.	Annually
12.	The CATE department head provides these tracking data to the business advisory committee and school administrators.	Annually
13.	The CATE department head works with the director of Curriculum and Instruction and Communication Services, the CATE Advisory Committee and school administrators to modify and update the program as needed.	Annually

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

H. Library/Media Services

In May 1997, the Texas State Library and Archives Commission adopted a series of recommended standards published as *School Library Program Standards: Guidelines and Standards*. The goal of school library programs, as outlined in the *Guidelines and Standards*, is to ensure that students and staff alike become effective users of ideas and information and literate, life-long learners. To accomplish this task, the library program should provide instruction in research and the evaluation of resources; individual guidance; and access to materials in multiple formats. The guidelines offer criteria that identify library programs as exemplary, recognized, acceptable or below standard in the areas of the library learning environment, curriculum integration, resources, library program management and facilities.

GRISD has four libraries, one at each school other than the A.C.E. School. The high school librarian also serves as the district library coordinator. The district allocated \$16.39 per student to its schools to support its libraries in 2001-02, down from \$18.12 in 2000-01 (**Exhibit 2-32**).

Exhibit 2-32
GRISD Book Budget Per Student
2000-01 through 2001-02

Book Budget Per Student	District	Glen Rose Elementary	Glen Rose Intermediate School	Glen Rose Junior High	Glen Rose High School
2001-02	\$16.39	\$13.89	\$10.60	\$18.95	\$22.54
2000-01	\$18.12	\$14.89	\$13.20	\$18.95	\$25.00

Source: Glen Rose ISD Library Standards 2000-01 through 2001-02.

FINDING

GRISD libraries have large collections of books, software and electronic resources. The *School Library Standards* define "acceptable" resources as a balanced collection of at least 9,000 books, software, as well as electronic resources such as Internet access, at schools with more than 600 students. "Recognized resources" are defined as a balanced collection of at

least 10,800 items. The state standards do not specify a recommended collection size for libraries in smaller schools.

Exhibit 2-33 shows the size of the library collections in each GRISD library. Glen Rose Elementary School library meet the standard for "acceptable." The intermediate, junior high and high school libraries meet the "recognized" standard.

Exhibit 2-33
Library Collection Standards and GRISD Library Collection
2001-02

School	Acceptable Collection Size	Recognized Collection Size	Library Collection Size	Meet Standards
Elementary	9,000	10,800	9,947	Acceptable
Intermediate	9,000	10,800	10,199	Recognized
Junior High	9,000	10,800	10,714	Recognized
High School	9,000	10,800	10,341	Recognized

Source: GRISD Library Standards 2001-02.

The district is a member of the Texas Library Connection and has access to multiple online databases.

COMMENDATION

GRISD libraries have large, balanced collections.

FINDING

GRISD's library and media services do not meet the recommended state staffing guidelines. The state guidelines for "acceptable" libraries require at least one certified librarian for each school, a half-time library aide for schools of up to 350 students and one full-time library aide in schools with 351 to 700 students.

Exhibit 2-34 compares the library staffing standards with the number and qualifications of library staff in GRISD schools. Two of the libraries, the elementary and high school libraries, have certified librarians. All libraries, regardless of school size, should have library aides in addition to a certified librarian; GRISD has library aides in two of its libraries. The intermediate school has a library aide but no librarian. Only the Glen Rose High School library fully meets the state staffing standards.

Exhibit 2-34
Library Staffing Standards and GRISD Library Staffing
2001-02

School	Number of Students	Library Staffing Standards	Number of Staff	Meet Standards
Elementary	582	1 certified librarian + 1 aide	1 certified librarian	No
Intermediate	359	1 certified librarian + 1 aide	1 library aide	No
Junior High	251	1 certified librarian + 0.5 aide	1 certified teacher	No
High School	458	1 certified librarian + 1 aide	1 certified librarian + 1 library aide	Yes

Source: GRISD Library Standards 2001-02 and GRISD Enrollment on October 26, 2001 reported to TEA.

Recommendation 17:

Staff the intermediate, junior high and elementary school libraries to meet state standards.

The district should hire library aides for the elementary and junior high schools and a certified librarian for the intermediate school.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The district library coordinator submits a plan to the superintendent for the hiring of library aides for the elementary and junior high libraries and a certified librarian for the intermediate school.	April 2002
2.	The district library coordinator prepares job descriptions for the library aides and certified librarian.	May 2002
3.	The Personnel and Human Resources director advertises the positions, interviews candidates jointly with the respective librarians and district library coordinator and hires library staff.	July 2002

FISCAL IMPACT

The fiscal impact is based on the midpoint annual salary for a library aide which is \$14,205 plus benefits of \$3,033 and the midpoint annual salary for a certified librarian which is \$36,750 plus \$1,000 for a masters degree plus benefits of \$3,366. The district would hire one certified librarian and 1.5 FTE library aides.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Staff the intermediate, junior high and elementary school libraries to meet state standards.	(\$66,975)	(\$66,975)	(\$66,975)	(\$66,975)	(\$66,975)

Chapter 2

EDUCATIONAL SERVICE DELIVERY

I. Student Services and Alternative Education Programs

The U.S. Department of Education's publication *Early Warning, Timely Response*, defines a properly functioning school as one that fosters "learning, safety and socially appropriate behaviors." It has a strong academic focus and supports students in achieving high academic standards, fosters positive relationships between school staff and students and promotes meaningful parental and community involvement. Most prevention programs in effective schools address multiple risk factors and recognize that safety and order are related to children's "social, emotional and academic development."

FINDING

GRISD's programs have been effective in maintaining a low dropout rate. Texas has set dropout prevention as one of its primary educational goals. TEA considers the dropout rate as one of two major criteria in assigning annual accountability ratings to districts and schools, along with performance on the TAAS. TEA requires districts to develop comprehensive dropout prevention plans that address how schools will attempt to prevent students from dropping out. GRISD's dropout rate is below the state average (**Exhibit 2-35**). GRISD had the lowest dropout rate among its peer districts in 1998-99 and the second lowest in 1997-98 and is tied with Groesbeck ISD for the second lowest in 1999-2000.

Exhibit 2-35
Annual Dropout Rates
GRISD and Peer Districts
1997-98 through 1999-2000

District	1997-98	1998-99	1999-2000
Groesbeck	0.0%	0.6%	0.5%
Glen Rose	0.4%	0.1%	0.5%
Tatum	0.6%	0.6%	1.3%
Palacios	0.8%	0.7%	0.4%
Seminole	1.1%	1.0%	1.1%
State	1.6%	1.6%	1.3%

Source: TEA, AEIS, 1998-99 through 2000-01.

GRISD's primary dropout prevention program is administered through the A.C.E. school. The A.C.E. school has two separate divisions, an academic division for students who need a nontraditional academic setting and a disciplinary management division.

The school offers a self-paced instructional plan based on the American Preparatory Institute (API) curriculum and the Plato Learning System, a computer-assisted learning resource. The API, recognized by the TEA as accredited, offers a high school diploma program. The API curriculum is individualized, competency-based and delivered through a student-directed instructional system that embodies the principals of mastery learning. **Exhibit 2-36** lists the courses that the A.C.E. school offers.

Exhibit 2-36
Courses Available at A.C.E. School

Courses
English I-IV
Technical Writing
Creative Writing
Speech Communications
Algebra I-II
Geometry
Informal Geometry
Math Models with Applications
Integrated Physics
Foundations of Personal Fitness
Environmental Sciences
Biology
World Geography
World History
U.S. History
Economics
Government

Health
Interior Design
Preparation for Parenting
Child Development
Home Management
Individual and Family Living
Business Computer Applications
Psychology

Source: The A.C.E. School Course and Module List, October 5, 2001.

In addition to these courses, all A.C.E. students must participate in a Leadership and Decision-Making class led by a counselor. The academic division's hours are from 8:00 a.m. to 2:00 p.m. School hours for disciplinary students are 8:00 a.m. to 3:00 p.m. The academic division has a maximum enrollment of 21 students and serves students grade 7 through 12 who are at risk, as well as recovered dropouts under the age of 21. When the division is at full enrollment, students are put on a waiting list and accepted into the program as other students leave. The division prioritizes student entrance in the following order:

- a fifth-year senior needing six or fewer credits;
- a pregnant or parenting female;
- a parenting male;
- a dropout who has earned at least 10 credits;
- a student returning from long-term incarceration;
- a student at least one grade level behind who should be classified as a junior;
- a student with at least 10 credits with unusual family circumstances who is age appropriate and has academic needs that cannot be met in traditional classroom environment and
- a student classified as a freshman or sophomore who must be two grade levels behind.

The academic program requires 22 credits to graduate and requires all academic students to perform a community service project before receiving a diploma.

Exhibit 2-37 provides the number of students served and graduated from A.C.E. in 1998-99 through 2001-01.

Exhibit 2-37
A.C.E. Performance Statistics
1998-99 through 2000-01

A.C.E. School	1998-99	1999-2000	2000-01
Disciplinary students served	23	52	35
Academic students served	47	23	12
Academic students graduated	23	21	12
Average daily attendance	89.2%	89.1%	90.1%

Source: A.C.E. school principal.

Students who complete the academic program and receive a high school diploma from A.C.E. also receive a \$50 scholarship for every semester they are enrolled in college or a trade school.

The disciplinary management division serves students in grades 7 through 12 who have been removed from their home schools for long- or short-term placement because of severe or repeated violations of the GRISD Code of Conduct or the Texas Criminal Code of Conduct. A "short-term" disciplinary assignment is defined as two weeks. A "long-term" assignment lasts until the end of the grading period. Students are schooled in an area of the campus separate from the academic division and complete assignments provided by their home schools. An educational aide monitors the students and if someone has a problem with a lesson, teachers in the academic division will provide help. The program's emphasis is on academic performance and behavioral adjustment to help students return to their home schools and succeed.

GRISD established the Students That Are At Risk program in 1999. STAAR serves junior high school students at risk of failing to pass from junior high to high school at the end of the school year or of failing the TAAS. STAAR is intended to create an educational environment that facilitates the return of at-risk students to grade level by the end of the school year and the successful completion of all sections of the TAAS. The STAAR program is administered in a self-contained classroom. The curriculum consists of one period of language arts; two periods of math; one period of science and American history; one class promoting vocational awareness and career investigation; training in study skills; a peer-tutoring program and counseling and one outside elective. The program focuses on TAAS preparation and remediation and improving study skills as well as raising low self-esteem.

Students may be selected for STAAR if they:

- have been retained in grades 6 through 8 for one or more years;
- have a mathematics or reading level two years below grade level;
or
- have failed at least one section of the TAAS.

STAAR had 12 students during its first year, nine grade 7 students and three grade 8 students who were repeating their respective grades. Of the 12 students, two left the school and 10 stayed in the program. Of these 10 students, nine passed the reading and math portions of TAAS. In 2000-01, nine students participated in the program. One was a retained grade 8 special education student and 8 were retained grade 7 students. Of the grade 7 students, five were in special education. Five of the students were exempt from TAAS. The four students who took the TAAS passed both the reading and math portions.

GRISD also offers a Summer School program for junior high school students as part of the district's extended-year services. The program is offered to students in grades 7 and 8 who failed two or more core classes or did not meet attendance requirements. In 1999-2000, 13.6 percent of GRISD's junior high students (27 grade 7 students and 10 grade 8 students out of 272 students) failed two to four core courses or did not meet attendance requirements at the end of school. Of these, 30 were invited to participate in summer school. Sixty-seven percent of those who attended summer school in 1999-2000 and 93 percent of those who attended in 2000-01 completed the program successfully. **Exhibit 2-38** provides Summer School participation data.

Exhibit 2-38
GRISD Junior High Summer School Program
1999-2000 through 2000-01

Program Participants	1999-2000	2000-01
Students in grade 7	21	10
Students in grade 8	9	5
Students in grade 7 who successfully completed program	14	9
Students in grade 8 who successfully completed program	6	5
Total number of students who participated	30	15
Total number of students who successfully completed	20	14
Percent of successful completion	66.7%	93.3%

Source: Glen Rose Junior High School, Summer School Report; Extended Year Services 1999-2000 through 2000-01.

COMMENDATION

GRISD has maintained a low dropout rate by offering extra support services and alternative programs for junior high and high school at-risk students.

FINDING

GRISD has an active social services intervention and prevention program that was created in 1989 and provides leadership opportunities, drug and safety awareness, life skills training and other services to prevent students from developing bad behavioral habits. The program provides a variety of training for students and staff, incentives for positive behavior and early identification of students in need of many types of social services.

The district partners with many outside organizations such as the Women's Center of Tarrant County, the STAR Council on Substance Abuse, New Focus/Somervell County Inc., Texas Alcoholic Beverage Commission, The Somervell County Sheriff's Office, Foster's Family Care Program, the Somervell County Agricultural Extension Service, the Texas Department of Public Safety, the Texas Department of Public Safety Officer's Association, Glen Lake Camp and Retreat Center, the Texas Department of Transportation, the Women's Center of Somervell County, the American Lung Association, the Glen Rose Medical Center and area merchants to provide different components of intervention programs to students and staff. The district provides cooperative intervention programs on topics including abuse, drugs, fire safety, tobacco prevention, life skills and violence prevention. Partner participation can range from incentives such as football giveaways for seat belt safety to financial sponsorships for students attending leadership camps. The intervention program also administers the Texas Department of Transportation's drug screening program required for transportation employees.

COMMENDATION

GRISD's comprehensive prevention and intervention program promotes positive student behavior through education and early intervention.

FINDING

GRISD has an innovative program for keeping students drug-free. In 1989, legal issues involving mandatory drug testing received national interest and prompted the district to develop a policy for appropriate drug testing. The result was a voluntary program for testing students and staff that includes goals for program participation. The district sponsored, community supported voluntary drug testing program for students, the Glen Rose Intervention Network (GRIN), has a high participation rate due to an innovative incentive feature. Local merchants participate in the GRIN program by providing GRIN students with discounts for services or merchandise. GRISD also provides incentives to GRIN students, including a reduction in the cost of yearbooks and the price of cafeteria items.

The program solicits merchant participation by sending letters to members of the business community explaining the program. Merchants that participate are given public thanks in newsletters, newspaper articles and announcements at extracurricular events. The program schedules random drug tests throughout the year. Annual drug testing times and locations are announced in the local paper. Participating students receive a picture ID card that allows them to attend school athletic events for free. Merchants also use the ID cards to identify students eligible for GRIN discounts. Board support for these incentives is clear from the funding provided for testing as well as the other school-based incentives.

Parents and students new to the district's grades 6-12 receive orientation about the program in either group or individual meetings. Students must have parental approval to enter or exit the program. Drug tests are collected by the Glen Rose Medical Center and sent to a federally certified laboratory to maintain confidence in their accuracy. Teachers who participate are given a certificate to show students that they are willing to lead by example. The program has a 94 percent participation rate, which exceeds an earlier program goal of 90 percent participation by 2003.

COMMENDATION

GRISD has a unique program to keep students drug-free by offering them incentives to participate in a voluntary drug testing.

Chapter 3

PERSONNEL MANAGEMENT

This chapter examines Glen Rose Independent School District (GRISD) personnel management functions in four sections:

- A. Organization and Management
- B. Recruitment and Retention
- C. Salaries and Employee Compensation
- D. Employee Relations

Employees are a school district's most important resource. To successfully accomplish its mission, a district must effectively manage its personnel. Successful personnel management requires complying with numerous state and federal laws; establishing fair and flexible policies; providing clear standards for performance; and training employees to meet expectations.

BACKGROUND

The city of Glen Rose's proximity to the Dallas-Fort Worth metroplex has created both challenges and opportunities for recruiting and retaining qualified staff in GRISD. School districts are service organizations that depend on personnel to deliver their product-education. On average, personnel costs are approximately 80 percent of a school district budget. Effective personnel management is key to ensuring the money is well spent.

GRISD has adopted the philosophy that a quality education comes from a quality, experienced staff. Quality applicants must find the district an attractive place to work if the district is to find the right level of education and experience it desires in its personnel. GRISD's compensation philosophy encourages retention of experienced staff and rewards teachers who obtain post-secondary degrees. As a result SRISD teacher skills and experience are higher than the state average (**Exhibit 3-1**).

Exhibit 3-1
Comparative Teacher Skills and Experience Profiles
2000-01

Comparison	Teachers with Less than 5 Years of Experience	Average Years of Experience	Teachers with Advanced Degrees	Staff Turnover
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Glen Rose ISD	14.9%	15.7	26.5%	10.1%
Texas	35.2%	11.9	23.9%	16.0%

Source: Texas Education Agency (TEA), Academic Excellence Indicator System (AEIS) 2000-01.

Chapter 3

PERSONNEL MANAGEMENT

A. Organization and Management

GRISD assigns responsibility for personnel functions to different district administrators. **Exhibit 3-2** describes the management functions and responsibilities by department in GRISD.

Exhibit 3-2
GRISD Personnel Responsibilities by Department
2000-01

Responsibility	Department
Recruiting staff	Personnel and Human Resources
Hiring staff	Board, superintendent, administrators
Background checks	Personnel and Human Resources (criminal history). Each department performs its own employment reference checks
Teacher Certification verification	Personnel and Human Resources
Salary determinations	Personnel and Human Resources, superintendent, board
Employee contracts	Personnel and Human Resources, board, superintendent, principals
Salary adjustment calculations	Personnel and Human Resources, superintendent, board, payroll clerk
Compensation and classification	Personnel and Human Resources, superintendent, board
Records maintenance and retrieval	Personnel and Human Resources, superintendent, administrators
Attendance monitoring (employees)	Supervisors, payroll clerk
Benefits administration	Finance (and Third Party Administrator)
Employee safety	Support Services, Intervention Services, principals
Payroll management	Finance

Employee grievances and complaints (In order of appeal)	Supervisor, superintendent and board
New teacher orientation	Finance, Intervention Services, Curriculum and Instruction and Communication Services, administrators
Substitute orientation	Personnel and Human Resources, administrators
Transportation staff orientation	Support Services, Intervention Services
Training/staff development	Curriculum and Instruction and Communication Services, Intervention Services, Child Nutrition Department, auxiliary staff administrators
Termination/transfers	All departments, Personnel and Human Resources, board, superintendent, principals
Determination of staffing levels	Superintendent, Personnel and Human Resources, board, principals

Source: GRISD director of Personnel and Human Resources, October 2001.

In July 1997, the board created the Personnel and Human Resources Department, which consists of a director and one half of a secretarial position. The Personnel and Human Resources Department is responsible for recruitment, application processing, employee record maintenance and employee contract generation. In addition to supporting the hiring process, the Personnel and Human Resources Department is also responsible for processing personnel paperwork including changes in certification and classification, terminations, resignations and transfers. The Personnel and Human Resources Department works with the payroll clerk from the Finance Department as a cross-departmental team to manage compensation and benefits processes.

The Curriculum and Instruction and Communication Services Department is responsible for training professional staff. The Intervention Services Department assists in training new employees and administering the mandated Texas Department of Transportation drug and alcohol screening program for bus drivers. Directors for auxiliary staff are responsible for training in their area of responsibility. The Finance Department is responsible for employee salary and benefits administration.

The district's 2000-01 budget is within the standard personnel expenditure level for school districts, which is generally 80 percent of total budget. As

shown in **Exhibit 3-3**, 77.3 percent of the district's budget is devoted to payroll costs.

Exhibit 3-3
GRISD Budgeted District Expenditures by Category
2000-01

Expenditure Category	Budgeted Amount	Percent of Total
Payroll Costs	\$12,246,076	77.3%
Other Operating Expenses	\$3,545,930	22.4%
Capital Expenses	\$47,330	0.3%
Debt Service	\$0	0.0%
Total	\$15,839,336	100.0%

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

At 48.9 percent, teachers are the largest category of district employees for 2000-01. Auxiliary staff is the next largest category followed by educational aides. **Exhibit 3-4** shows the total number of full time equivalent (FTE) positions and percent change in staffing at GRISD from 1996-97 through 2000-01.

Exhibit 3-4
Number of FTE Employees and Students at GRISD
1996-97 through 2000-01

Staff Classification	1996-97	1997-98	1998-99	1999-2000	2000-01	Percent Change 1996-97 Through 2000-01
Teachers	136.6	142.6	151.1	152.8	161.4	18.2%
Professional Support	13.4	17.6	20.4	21.3	19.0	41.8%
Campus Administrators	7.9	8.0	8.0	10.0	10.0	26.6%
Central Administration	3.0	4.5	6.0	4.0	3.6	20.0%
Total Professional	160.9	172.7	185.5	188.1	194.0	20.6%

Staff						
Educational Aides	21.6	25.5	37.6	39.5	40.3	86.6%
Auxiliary Staff	82.1	82.6	84.6	90.1	95.6	16.4%
Total Staff	264.6	280.8	307.7	317.7	329.9	24.6%
Student Enrollment	1,468	1,507	1,555	1,596	1,614	9.9%

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

FINDING

GRISD's Personnel and Human Resource Department uses the district's Web site as a method for communicating personnel information to employees. The Human Resources Web site link includes online issues of the department newsletter, a link for reading employee e-mail from home and district employee handbooks. When the handbook is changed, the district posts the new manual on the Web site and notifies employees of the change. Employees who need to consult a personnel manual can easily review the most recent version of district policies online. Glen Rose reviews its personnel policies annually for needed additions, clarifications and changes. While an annual review is valuable from a management and legal compliance standpoint, updating and printing manuals for 330 employees can be a labor-intensive task with supply costs for paper and bindings. By posting the manual with updates electronically on the Web site, the district saves printing costs.

COMMENDATION

GRISD's Personnel and Human Resources Department has developed an efficient method to disseminate personnel information using the district Web site.

FINDING

GRISD created the Personnel and Human Resources Department without adequately defining whether the department would function as administrative assistance to operating departments or as executive level support to the board. The Personnel and Human Resources Department consists of the director, a senior administrative level position, and a secretary shared with another director. The director of Personnel and Human Resources does not supervise any human resource professionals. Although the director has limited districtwide policy control such as authorizing overtime, the position does not supervise any of the district's operations.

District administrators primarily use the Personnel and Human Resources Department to manage the paperwork associated with personnel actions. For example, the Personnel and Human Resources director receives employment applications and stores them for easy retrieval, but the site-based decision-making (SBDM) team screens the applications, interviews the candidates, and performs the reference checks. The director of Personnel and Human Resources makes recruitment trips, but is limited to meeting applicants, answering questions and gathering information. If an administrative position opens, the board or superintendent decides how to fill the position and contacts the individual directly to offer the new position.

The superintendent develops compensation plans and the payroll clerk analyzes the financial impact of compensation proposals. The director of Personnel and Human Resources communicates the compensation decisions to the staff. Administrators evaluate contract employees and make recommendations for renewal. The superintendent presents the renewal recommendations to the board. The director of Personnel and Human Resources keeps electronic form contracts and produces a contract for signing once the board decides to renew. If an employee terminates, departments send the exit information to the Personnel and Human Resources Department, but the information is not analyzed, reported or used in developing retention strategies that target the reasons employees leave GRISD.

The director does not analyze or propose policy, provide regulatory guidance or design strategies for staffing and compensation, as would an executive level counterpart in other organizations. The board does not ask the director to provide management reports and none are provided. The director keeps personal work goals and updates them annually, but there are no departmental goals. There are neither long-range nor short-range plans for managing district growth or anticipating enrollment changes. While the director is willing to assist administrators with managerial issues when asked, the personnel related duties for which the department is used are mainly data gathering and recordkeeping.

The district's use of the department results in a single, executive level, human resources position performing clerical rather than executive level human resource functions. In addition to the personnel related functions, the district added unrelated tasks such as textbook coordination to the duties of the department. The district pays \$71,140 for a director position that processes applications, contracts and other personnel actions. In contrast, the payroll clerk position processes compensation and benefits at a salary of \$29,529.

By comparison, a director in the human resources industry is responsible for planning, directing and implementing the human resource function. This position generally requires a bachelor's degree and seven or more years of human resource experience and supervises various levels of human resources staff. Where there are no supervisory responsibilities and few discretionary decisions, a human resources generalist administers human resource policies, collects and analyzes data and makes recommendations to management. Based on comparisons with the human resource industry, the district's director staffing level does not match industry standards for job functions and complexity of assignments.

An effective human resource department can serve as an internal business consultant to the managers responsible for daily operations. With clear departmental goals, human resources can help the organization achieve its mission and provide operations managers with tools to ensure legal compliance with the numerous state and federal laws that govern the hiring and managing of personnel. Human resources can develop and maintain systems that provide managers with data and analysis to support strategic planning and informed decision making.

Not every organization needs a full time human resources consultant, however. Many smaller districts distribute personnel decision making among different administrators with responsibility over a particular functional area. Clerical and support staff adequately manage the remainder of the personnel duties with the assistance of personnel and payroll software.

Recommendation 18:

Redefine the Personnel and Human Resources function to reflect actual district needs and the performance expectations determined by the board.

In evaluating and redefining the Personnel and Human Resources function, the board should first define the critical success factors for the department. Critical success factors are the few key areas in which favorable results are necessary for an organization to achieve its goals. The board then needs to identify if the district's distribution of personnel tasks, such as continuing to have hiring and compensation decisions made by the superintendent or continuing to have applicants interviewed by the SBDM school team, will meet their needs.

A human resource generalist can perform most of the functions expected of the human resource department. The salary cost of this level position is in the low \$30,000 range for the nearby urban areas. The district could reasonably expect to pay a personnel clerk similarly to their payroll clerk

or accounts payable clerk. This position can have the same reporting structure as the other two business office clerks.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent meets with the director of Personnel and Human Resources to determine which tasks are clerically based, and which tasks require executive level discretion or expertise to perform.	April 2002
2.	The superintendent reviews the district personnel software program to determine how many of the tasks and reports could be automated rather than manually performed.	May 2002
3.	The superintendent presents findings, associated costs or savings and recommendations to the board.	June 2002
4.	The board meets to review the current level of service and determine the type of services expected of the Human Resource Department, and the level of personnel needed to perform the functions.	June 2002
5.	The board directs the superintendent to implement its decision.	July 2002

FISCAL IMPACT

The redefinition of the Human Resources function assumes the addition of one clerical position at an annual cost of \$33,310 based on the salary midpoint for a Pay Grade 5 clerk plus benefits (\$30,042 salary and \$3,268 in benefits). The cost saving associated with the elimination of the director of Personnel and Human Resources is addressed elsewhere in this report.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Redefine the Personnel and Human Resources function to reflect actual district needs and the performance expectations determined by the board.	(\$33,310)	(\$33,310)	(\$33,310)	(\$33,310)	(\$33,310)

FINDING

GRISD does not routinely review employee job descriptions to determine legal compliance or review of district positions to determine if job descriptions match job duties. A selected review of the job descriptions shows that 1999 was the most recent update for the majority of the

descriptions. The director of Personnel and Human Resources updates the job descriptions when the director receives information that the superintendent or board has changed a position's duties.

Before establishing the Personnel and Human Resources Department, the superintendent usually drafted job descriptions. When the director of Personnel and Human Resources took office, he drafted new position descriptions using Texas Association of School Boards (TASB) sample job descriptions. The director assigned Fair Labor Standards Act (FLSA) exempt and non-exempt pay classifications to each job as provided in TASB personnel materials.

Job descriptions were written based on the skills of the employee selected for the position rather than writing a job description outlining the skills required for the position and then selecting an employee based on a match of skills and experience. Many descriptions include tasks more appropriately associated with personal growth and career goals. For example, several job descriptions include a category for developing personal goals.

The position descriptions do not address tasks in a form that provides necessary guidance to GRISD, employees or applicants under the Americans with Disabilities Act (ADA) or other employment related laws. Listed qualifications do not always establish standard training levels and experience necessary to perform a job. Job descriptions do not always match job responsibilities. For example, the job description for the director of Personnel and Human Resources does not reflect new textbook coordination responsibilities. Further discussions with administrators revealed that they assign duties to employees with certain skills although the job description may not specifically cover the task. The district does not determine if these added tasks are essential to the position, or are non-essential tasks considered part of the generic phrase "other duties as assigned."

While there are few job descriptions that are required by law, there are many laws that require documentation. The job description can serve as that documentation. The ADA requires employers to treat an individual with a disability as any other employee, if the disabled employee can perform the essential functions of the position with reasonable accommodation. A well-written job description documents the essential functions and the minimum qualifications needed to perform them. The GRISD position description for a custodian lists "heavy lifting" under physical demands. It is unclear whether "heavy lifting" is essential or non-essential to performing the job of custodian. Heavy is a subjective term that may mean one standard to the district, but a different standard to the employee.

A job function is essential if the position exists to perform that function, or there are a limited number of available employees to whom the function can be distributed, or the function is so highly specialized that the person holding that position was hired for the ability to perform the function. For positions where "heavy lifting" may be essential, the following description would more accurately meet the ADA requirement: "Frequently lifts, carries or otherwise moves and positions objects weighing up to 30 pounds when cleaning floors or moving and storing district property."

Job descriptions are summaries that provide enough information in the right format to be accurate and clear. Comprehensive job descriptions for school districts include the following information:

- Job title;
- Role and purpose;
- Qualifications;
- Major responsibilities;
- Essential job functions;
- Equipment used on the job;
- Working conditions;
- Mental and physical demands;
- Environmental factors; and
- Dated approval.

An analysis of the work performed in a position forms the basis of an effective job description. A quality work analysis provides information for a number of management uses. It supports the position's classification as exempt or non-exempt under FLSA, which if misclassified can have serious legal consequences. It provides comparison information for determining appropriate levels of pay. It reduces the risk of employment lawsuits by identifying any equal pay, workplace safety, equal employment and overtime eligibility issues. Positions should be reviewed at least every three years to limit the district's liability should the actual work performed by an employee vary from the FLSA classification assigned in the job description.

Recommendation 19:

Establish and implement a schedule for routine position description review.

The job description format should assure that the most recent legal documentation concerns are covered and that accurate descriptions of duties and qualifications are included. Each year, the district should identify and select the job descriptions for review and possible revision.

The schedule should ensure that an update of all job descriptions occurs within a three-year period.

In addition to regularly scheduled position reviews, all department directors and administrators should be instructed to notify the Personnel and Human Resources director when there is a change of duties or work assignments that don't match the job description. There are many available tools for performing a position analysis. The director of Personnel and Human Resources may wish to obtain or develop a questionnaire to guide employees through the review process. The director of Personnel and Human Resources should distribute job descriptions to directors and principals for each scheduled update. To ensure accuracy and completeness of the review, the director of Personnel and Human Resources should visit the worksite or interview the employee.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Personnel and Human Resources researches and revises the job description format to include all required elements and develops a position analysis form (PAF) and instructions to guide employees in analyzing the tasks they perform and completing the PAF.	April 2002
2.	The superintendent approves the new position description format and assigns the director of Personnel and Human Resources to distribute job descriptions and PAFs to employees for update.	June 2002
3.	Each employee reviews and proposes revisions to the job description as appropriate, in collaboration with the immediate supervisor.	July - September 2002
4.	The director of Personnel and Human Resources meets with supervisors as needed to clarify descriptions or resolve issues and compiles job descriptions into a package for superintendent review and approval.	September - October 2002
5.	The superintendent reviews descriptions with appropriate staff members for possible changes and approves the package of revised job descriptions.	November - December 2002
6.	The director of Personnel and Human Resources distributes approved job descriptions to all employees.	January 2003
7.	The director of Personnel and Human Resources requests assistance from the director of Technology to create a searchable, electronic database file of the updated descriptions for employee use.	February - March 2003

8.	The director of Personnel and Human Resources and staff update job descriptions annually and conduct position audits on a rotation basis with a completed review cycle every three years.	Ongoing
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FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The Personnel and Human Resources Department does not have a procedure manual with sufficient detail to guide staff on daily personnel operations. The district has adopted basic Texas Association of School Boards (TASB) policies for personnel, which provide general information about personnel functions. The policies do not provide the level of detail needed to inform employees unfamiliar with the district's operating processes and procedures how to perform tasks necessary to carry out a policy.

As an example, the employee initiated transfer policy is stated in the employee handbook, but there are no written guidelines identifying how transfer forms are obtained, who must receive the request for transfer or how employees will receive information on the status of their request. The employee handbook also states that the district posts administrative vacancies as they occur or as new positions become available. There are no guidelines however, for posting procedures, identifying when and where postings will occur, nor a diagram of the posting process or forms used for posting.

A procedures manual is essential to continued operations where a single staff member is the only holder of the department's functional knowledge. Without a standardized procedure manual, the district is at risk if that employee leaves the organization. The time needed for training a new employee increases if procedures are not available for review or reference.

A policy manual is a statement of an organization's philosophy. For example, most organizations have a written policy that no employee will be discriminated against as a matter of race, color, religion, sex or national origin. Written information to staff on how to report possible violations with samples of forms for reporting is a procedure for applying the policy. Procedures tell employees how to perform an activity and policies tell employees why activities are performed.

The legal consequences for violating a procedure can be different from those for violating a policy. As a result, there is a split of opinion within

most school districts on whether policies and procedures should be contained in the same manual or separated into individual manuals. Whether or not procedures and policies are separately bound, a good manual will distinguish the policy statement from the procedures for the reader.

Recommendation 20:

Develop a personnel procedures manual that details operating procedures.

The Personnel and Human Resources Department should develop a personnel procedures manual that includes descriptions of each process and procedure for applications; posting of open positions; recruitment; adding, reassigning or transferring staff; performance evaluations; payroll; and records retention. The manual should include step-by-step instructions to complete each process including computer instructions and examples of forms as appropriate. The Personnel and Human Resources director should perform a quality control review of the procedures with staff so that improvements are made regularly, consistently and correctly.

For departments that do not have a "how to" manual for performing specific job related tasks, a detailed procedures manual should be prepared. For example, if an employee enters new employee information into the computer the procedure should detail the information needed, such as a copy of the social security card, and the steps for entering information into the computer. This type of manual effectively allows the job to be performed in the absence of the employee usually assigned the task.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent assigns the director of Personnel and Human Resources to develop instructions and a standard format to be used by departments in documenting policy related procedures performed by their department, and in developing departmental "how to" manuals.	April 2002
2.	The director of Personnel and Human Resources coordinates with directors and principals to document procedures.	April - May 2002
3.	The director of Personnel and Human Resources compiles the procedures for review by the superintendent.	June - July 2002
4.	The superintendent approves procedures and submits them to the board for comment.	August 2002
5.	The superintendent instructs the director of Personnel and	September

	Human Resources to make any suggested changes by the board.	2002
6.	The director of Personnel and Human Resources disseminates the approved procedures in manual form to Personnel staff and department heads and requests that the director of Technology post the procedures with districtwide application on the district Web site.	October 2002
7.	The director of Technology posts the procedures on the Web site.	October 2002
8.	The director of Personnel and Human Resources updates procedures as needed.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

GRISD is not using the human resources software module of the financial system to provide the management reports it is capable of producing. GRISD uses the Texas Educational Consultative Services (TECS) SchoolAssyst software application for financial and human resources information. The software is capable of tracking absenteeism and providing a variety of management reports. When GRISD implemented the system, users received training in basic system functions. For assistance beyond the basic training, the district can purchase additional training.

Instead of using SchoolAssyst, the director of Personnel and Human Resources is using a general business software application that the director adapted for tracking management information such as applicant qualifications or employee skills. The director does not track important personnel management information such as use of substitutes or employee absenteeism on the adapted software. The district's technology is capable of providing management reports, but is not routinely used to analyze or report on daily operations. The payroll clerk records employee absences in the SchoolAssyst system along with use of substitute teachers. The payroll clerk uses this information in preparing monthly payroll. The clerk annually, or when requested by managers, produces leave reports, but managers do not routinely request these reports.

Although information such as absences is captured in other places, notations on calendars or in files is no substitute for access to a report that allows a manager to see patterns of leave accrual or use. Effective administration of federal law, such as the Family Medical Leave Act

requires identification of medical leave patterns in order to apply the provisions of the act correctly. Overtime and compensatory time can be managed more efficiently with regular reports on accruals and leave balances.

Organizations select software programs such as SchoolAssyst for the functions they automate. If software is not used to full capabilities, efficiencies are not gained and the value of the software is lost. Information gathered electronically is more easily analyzed and can provide district administrators with a comprehensive look at potential problems or enable them to recognize program successes.

Recommendation 21:

Obtain additional training for Personnel and Human Resources staff to improve use of the district's human resources information system.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Personnel and Human Resources contacts the vendor to arrange additional training.	September 2002
2.	The director of Personnel and Human Resources completes the training.	October 2002
3.	The director of Personnel and Human Resources meets with the superintendent to explain the functions of the system and ask what reports would be helpful to the superintendent or the board.	November 2002
4.	The director of Personnel and Human Resources begins to use the system's capabilities to capture data and report it to administrators.	Ongoing

FISCAL IMPACT

There will be a one-time cost of \$880 for training to allow the Personnel and Human Resources Department staff to fully use the system's capabilities. The cost estimate is based on eight hours of training at \$80 an hour plus six hours of travel time at \$40 an hour ($\$80 \times 8 = \640 plus $\$40 \times 6 = \$240 = \$880$).

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Obtain additional training for Personnel and Human Resources staff to improve use of the district's human resources	(\$880)	\$0	\$0	\$0	\$0

information system.					
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Chapter 3

PERSONNEL MANAGEMENT

B. Recruitment and Retention

Workforce planning for GRISD is critical to the continued success of the district and its students. Employee turnover is a modest 10 percent. The district relies on a variety of retention incentives such as an attractive salary and regular pay increases, which have the potential to change with increasing budgetary constraints. In addition to higher than average salaries, GRISD offers small class sizes. Comments in the TSPR survey show the staff believes that the district provides a quality education for their children.

According to the Texas Education Code Section 21.102, all teachers and principals must be employed under a probationary contract, a continuing contract or a term contract. All new full-time, professional district staff employed in positions requiring certification receive probationary contracts of one to three years. Once the probationary period is successfully completed, teachers and other professional staff may receive multi-year contracts. Principals make recommendations on contract extensions to the superintendent, who decides whether or not to present the information to the board. Decisions about contract renewal are usually made in January or February.

Exhibit 3-5 shows the full time equivalent (FTE) number of teachers in GRISD from 1996-97 through 2000-01.

Exhibit 3-5
GRISD Teacher Staffing
1996-97 through 2000-01

Year	Teachers (FTE)	Teacher Increase (from Previous Year	Percent Change (from Previous Year
1996-97	136.6	N/A	N/A
1997-98	142.6	6.0	4.4%
1998-99	151.1	8.5	6.0%
1999-2000	152.8	1.7	1.1%
2000-01	161.4	8.6	5.6%

Source: TEA, AEIS Reports 1996 through 2001.

The Personnel and Human Resources director is responsible for recruiting activities, although administrators may attend local recruiting events. GRISD recruits at a variety of colleges as well as posting positions in educational trade publications.

FINDING

The district combines recruiting forces with Somervell County each year for an annual job fair. The first annual joint job fair began through the good relationship between district and county employees, and the two organizations worked out details and areas of responsibilities.

A joint recruiting effort provides an opportunity for GRISD staff to further strengthen working relationships with county employees. It also allows a small community to pool resources to attract interested applicants to the area. A teacher interested in GRISD can look for employment opportunities for a spouse with the county, making relocation more attractive.

COMMENDATION

GRISD collaborates with Somervell County to attract applicants with a local job fair.

FINDING

While the district does a good job of partnering with the county to recruit applicants it does not have a formal recruiting plan with identified goals or performance measures. GRISD does not track or analyze the number of interviewed applicants, the number of applications received or the total number hired for each recruitment effort against successful performance measures. The director said he attends college job fairs at 12 universities at least once and sometimes twice a year. This results in a minimum of 12 recruiting trips each year. The director made 21 trips in 2000-01 with an average cost for each trip of \$81.33 for a total of \$1,708. The recruiting effort results in an average of 75 applicants receiving GRISD recruiting information for each trip. The director asks interested students to sign a log, which he uses to send thank you letters after returning to the district. The 2001-02 budget for recruiting trips is \$1,500, a reduction of \$500 from the 2000-01 budget of \$2,000. The budget reduction represents approximately six trips.

The director of Personnel and Human Resources has anecdotal reports of successful minority recruiting at targeted universities, but does not have an available report on the diversity of GRISD staff. Without a recruiting plan,

the district is unable to define its diversity goals for recruiting and develop strategies to meet those goals.

In discussions on recruitment, the Personnel and Human Resources director said that the market for teachers has resulted in recruiters outnumbering potential applicants at some college events. The director also said that the real market for GRISD was the teacher with five or six years of teaching experience, from a large urban district, who had started to raise a family and wanted a better quality of life in a smaller rural setting.

GRISD does not keep recruiting performance information, so it cannot calculate the long-term value of recruiting efforts. GRISD has a hiring freeze in effect. Public forum participants questioned the need for recruiting trips when turnover is low and the district is not filling open positions. Without performance information and analysis, it is difficult to explain continued recruitment expenditures to the public.

Exhibit 3-6 shows examples of recruiting goals and strategies from districts around the state.

Exhibit 3-6
Examples of Recruiting Goals and Strategies
Implemented by Texas School Districts

District	Goal	Strategies
Bastrop Midland Comal	Select universities that have adequate candidates who meet the needs of the district.	Focused on the following recruitment areas: <ul style="list-style-type: none"> • Total available candidates/minority candidates. • Available candidates in critical teaching fields. • Success of employees hired from that school. • Conducted job fair booth activities the past two years.
Groesbeck	Develop local resources as potential teachers to increase interest in employees willing to live and work in the rural area.	<ul style="list-style-type: none"> • Provides good insurance benefits and encourages local residents to become teachers.
Killeen	Allow certified employees	<ul style="list-style-type: none"> • Approved financial support to

	to add a critical area-teaching field to their certificate.	aid professional teaching staff for training and test fees for the addition of critical teaching fields.
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Source: Bastrop, Midland, Comal, Groesbeck and Killeen ISDs.

Districts increase their potential for success when they identify goals and implement strategies for reaching those goals. The development of a recruitment plan allows a district the flexibility to adjust for changes in district growth or staff composition.

Recommendation 22:

Develop a recruiting plan that identifies district hiring needs and includes goals, strategies and performance measures for staff recruitment.

The plan should identify strategies that focus on a target group, such as a follow-up contact with the most promising college recruits. The plan should also include strategies for successful recruitment of culturally diverse applicants that reflect the ethnicity of the student population and should consider alternative strategies for college recruiting trips in years where turnover is low and budgets are tight.

In addition to the plan, GRISD should establish and implement a process for tracking recruiting efforts and outcomes. Performance information should include methods for determining which advertisement or publication was most effective. The information, if retained in a database, would support analysis of efforts for successes and failures. This would allow the district to target the recruiting methods that produce the greatest number of new employees and discontinue recruiting efforts that are less successful.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and the director of Personnel and Human Resources define recruiting goals and recommended strategies based upon anticipated hiring needs.	April 2002
2.	The director of Personnel and Human Resources writes the recruitment plan based on recruiting goals and strategies and solicits input from principals, directors and supervisors.	May 2002
3.	The director of Personnel and Human Resources incorporates	June

	changes and forwards the plan to the superintendent to present to the board for approval.	2002
4.	The director of Personnel and Human Resources implements the plan.	July 2002
5.	The director of Personnel and Human Resources requests that the director of Technology post the goals on the district's Web site for interested applicants to review.	July 2002
6.	The director of Technology and the director of Personnel and Human Resources publish the recruiting plan on the district's Web site.	August 2002
7.	The director of Personnel and Human Resources tracks the results of recruiting efforts and reports results to the superintendent and board annually.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The Personnel and Human Resources Department does not prescreen applications to ensure they meet minimum district qualifications for the position sought. Teacher certifications are confirmed after the job interview. At least one applicant went as far as interviewing with the superintendent without meeting the board requirement of proper certification.

In addition, the GRISD employment application suggests that applicants can help the hiring process by providing a photograph. The photograph is not mandatory. Although having a photograph during the pre-interview process may be well intentioned on the part of the district, it opens the door for claims of discrimination for age, race, sex or disability.

The district has an attorney on retainer to answer questions. However, the attorney has not been asked to review employment related forms such as the application for compliance with changes in the area of employment law.

Numerous laws affect the hiring process. The Texas Education Code Chapter 21, Subchapter B sets certification requirements. The Civil Rights Act and the Age Discrimination in Employment Act are federal laws that provide discrimination standards. Failure to follow the law can be time consuming and costly.

Recommendation 23:

Modify the interview process and revise the employment application to maximize legal compliance.

The director of Personnel and Human Resources should prescreen applications to ensure that applicants meet minimum requirements. Prescreening applications can reduce the workload of the site-based interview team as well as keep all qualified applicants on equal standing during the hiring process. Applicants lacking necessary certification or other requirements of the job will not use valuable interview time until they are determined to meet the qualifications of the job. Legal counsel should periodically review the application and interview process for compliance with state and federal law.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Personnel and Human Resources forwards screening and interview processes, applications and related hiring documents or forms to legal counsel for review.	June 2002
2.	The director of Personnel and Human Resources implements advice of counsel and begins prescreening applications.	August 2002
3.	The director of Personnel and Human Resources establishes a schedule for periodic review of applications and hiring forms and screening procedures.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The Personnel and Human Resources Department does not periodically check to see if employees have developed a criminal history since the original background check was performed. State law authorizes and in some cases requires districts to perform background checks on employees and volunteers to ensure that persons authorized to be around students do not place them at risk for victimization. GRISD runs a background check on prospective employees before hiring them. The district does not update the information. A criminal history check through the Texas Department of Public Safety costs \$1.00 if requested through their online system. However, the Texas Education Code Section 22.083 allows a school district to request criminal history from any local law enforcement agency.

With periodic criminal history checks, the district prevents potential problems from becoming actual criminal complaints. Fort Worth ISD checks each employee's background as a preventive measure. While Fort Worth is a substantially larger district than GRISD, this is a good risk prevention measure for any district.

Recommendation 24:

Review employee criminal histories periodically.

The district's procedure should identify the positions and the frequency for updating criminal histories. The district should also establish a partnership with the Somervell County Sheriff's Office to minimize the cost of background checks.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Personnel and Human Resources determines an appropriate number and interval for review of criminal histories.	May 2002
2.	The director of Personnel and Human Resources presents the procedure to the superintendent for approval.	June 2002
3.	The director of Personnel and Human Resources implements the procedure.	July 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 3

PERSONNEL MANAGEMENT

C. Salaries and Employee Compensation

The district maintains four salaried compensation schedules and one hourly compensation schedule. The teacher salary schedule shown in **Exhibit 3-7** includes teachers, librarians, nurses, counselors, computer technicians, special program coordinators, speech therapists, principals, central administrators and school program directors. Like most school districts, employees are compensated based on the number of days worked within the pay ranges by job grade. Staff included in this salary schedule is paid for 187 days to 227 days, depending on job functions. Teachers are placed on the job scale according to years of experience, with an extra \$1,000 added to the annual salary for a master's degree.

Exhibit 3-7
GRISD Teacher Salary Schedule 2000-01

Years of Experience	Annual Salary (187 days)	Daily Rate
Beginning	\$30,000	\$160
1 Year	\$30,290	\$162
5 Years	\$33,680	\$180
10 Years	\$37,620	\$201
20+ Years	\$43,500	\$232

Source: GRISD Personnel and Human Resources Department, October 2001.

The administrative/professional salary schedule shown in **Exhibit 3-8** has six grades, consisting of a minimum and a maximum monthly rate. The minimum and maximum rates on the pay scale are gross salary figures. The schedule does not have a defined midpoint or steps between minimum and maximum. The director of Personnel and Human Resources determines where new employees will be placed on the GRISD pay scale.

Exhibit 3-8
GRISD Administrative/Professional Salary Schedule
2000-01

Pay Grade Level	Types of Staff Included	Minimum Monthly Rate	Maximum Monthly Rate
1	Athletic Trainer, Librarian, School Nurse, Teacher, Teacher/Assistant Athletic director/Coach, Teacher/Assistant Band director, Teacher/Coach	\$3,000	\$4,350
2	Counselor, Investment Officer, Admission Review and Dismissal (ARD) Coordinator	\$3,498	\$4,903
3	Assistant Principal (Elementary/Intermediate/Jr. High) Computer Technician, Counselor (High School), Diagnostician, director of Child Nutrition, director of Intervention Services, Speech Pathologist, Sr. Computer Technician	3,897	\$5,224
4	Assistant Principal (High School), Athletic director, director of Elementary Curriculum, director of Finance, director of Special Education, director of Technology, Diagnostician/Special Education Counselor, Principal (Elementary, Intermediate, Jr. High, A.C.E.)	\$4,208	\$5,642
5	Director of Personnel and Human Resources, director of Support Services, Principal (High School)	\$4,545	\$6,093
6	Assistant Superintendent	\$4,908	\$6,580

Source: GRISD Personnel and Human Resources Department, October 2001.

The salary classification of clerical/technical staff (**Exhibit 3-9**) includes teacher aides, clerks and secretaries, and certain specialists such as the payroll clerk. Staff included in this salary schedule is paid for 187 days to 227 days, depending upon job functions.

Exhibit 3-9
GRISD Clerical/Technical Salary Schedule
2000-01

Pay Grade Level	Types of Staff Included	Minimum Monthly Rate	Maximum Monthly Rate
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1	Instructional Aides, Receptionist/Clerk	\$1,214	\$1,627
2	Attendance Clerk, Administration Receptionist, Secretary (Intervention Services/High School Counselor) Secretary/Data Clerk (Special Education)	\$1,359	\$1,822
3	Business Office Clerk, Nurse (LVN), Secretary (Campus/Child Nutrition and Personnel/Special Education Co-op/Support Services)	\$1,523	\$2,041
4	Accounts Payable Clerk	\$1,910	\$2,561
5	Payroll Clerk	\$2,139	\$2,868
6	Secretary to Superintendent and Board	\$2,396	\$3,213

Source: GRISD Personnel and Human Resources Department, October 2001.

The salary classification of salaried manual trades (**Exhibit 3-10**) includes mechanics and manual trade supervisors. The number of days compensated for staff in this salary classification is 260.

Exhibit 3-10
GRISD Manual Trades Salary Schedule
2000-01

Pay Grade Level	Types of Staff Included	Minimum Monthly Rate	Maximum Monthly Rate
1	None assigned	N/A	N/A
2	None assigned	N/A	N/A
3	Mechanic I	\$1,912	\$2,465
4	Mechanic II	\$2,178	\$2,830
5	Coordinator of Transportation, supervisor of Grounds	\$2,568	\$3,336

Source: GRISD Personnel and Human Resources Department, October 2001.

Exhibit 3-11 shows the pay grades for the manual trades. These positions are paid on an hourly basis.

Exhibit 3-11
GRISD Manual Trades (Hourly) Salary Schedule
2000-01

Pay Grade Level	Types of Staff Included	Minimum Monthly Rate	Maximum Monthly Rate
1	Custodian, Food Worker	\$8.18	\$10.48
2	General Grounds Worker	\$9.65	\$12.36
2A	Bus Driver	\$10.83	\$12.79
3	Cafeteria Manager, Head Custodian	\$11.07	\$14.27
4	Maintenance Technician	\$12.60	\$16.37
5	Coordinator of Maintenance and Custodians	\$14.86	\$19.31

Source: GRISD Personnel and Human Resources Department, October 2001.

Exhibit 3-12 compares the five-year trend of average GRISD salaries for teachers, professional support staff, school administrators, central administrators, educational aides and auxiliary staff.

Exhibit 3-12
Glen Rose ISD Average Salary Trends
1996-97 through 2000-01

Classification	1996-97	1997-98	1998-99	1999-2000	2000-01	Percent Increase 1997-2001
Teachers	\$37,068	\$39,118	\$40,493	\$43,633	\$42,056	13.5
Prof. Support	\$43,518	\$44,589	\$47,877	\$50,492	\$53,703	23.4
Campus Administrators	\$50,227	\$52,066	\$51,472	\$55,576	\$53,351	6.2
Central Administrators	\$64,628	\$66,845	\$66,785	\$68,407	\$72,807	12.7

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

Average teacher salaries increased 13.5 percent from 1996-97 to 2000-01. In addition to salary, the district provides other forms of compensation. For example, teachers who live out of the district can have their children attend without paying tuition. The district estimates the annual value of the tuition at \$3,000 a child. As a less obvious form of compensation, teachers at some schools are given additional planning periods. As a final example, employees can attend district events free.

Exhibit 3-13 shows GRISD teacher salaries as compared to its peer districts. As shown in **Exhibit 3-13**, GRISD's teacher salaries are higher than its peers in all categories except Seminole 11-20 year salaries and Palacios more than 20-year salaries.

Exhibit 3-13
GRISD Teacher Salaries versus Peer Districts
2000-01

District	Beginning	1-5 Years	6-10 Years	11-20 Years	More than 20 Years
Tatum	\$26,826	\$27,382	\$31,985	\$40,921	\$42,563
Groesbeck	\$28,012	\$30,645	\$37,193	\$41,553	\$46,530
Palacios	\$28,814	\$30,737	\$35,333	\$41,542	\$48,136
Seminole	\$28,949	\$31,018	\$37,025	\$44,060	\$45,473
Glen Rose	\$30,750	\$32,457	\$37,566	\$43,179	\$47,661
Peer Average	\$28,150	\$29,946	\$35,384	\$42,019	\$45,676

Source: TEA, AEIS, 2000-01.

Exhibit 3-14 compares GRISD's average actual salaries for all teachers, professional support, school administration and central administration with those of peer districts.

Exhibit 3-14
Average Actual Salaries, GRISD versus Peer Districts
2000-01

District	Teachers	Professional Support	Campus Administration	Central Administration
Tatum	\$36,361	\$38,308	\$54,713	\$56,421
Groesbeck	\$38,181	\$43,970	\$54,395	\$55,124

Seminole	\$40,372	\$43,953	\$57,243	\$80,415
Palacios	\$40,989	\$45,374	\$57,400	\$71,134
Glen Rose	\$42,056	\$53,703	\$53,351	\$72,807
Peer Average	\$38,976	\$42,901	\$55,938	\$65,774

Source: TEA, AEIS, 2000-01.

When compared to its peers, GRISD ranks the highest in salaries for teachers and professional support. GRISD salaries are the lowest among its peers for campus administration positions and are the second highest for central administration positions.

FINDING

GRISD does not consistently compensate its employees causing disparity between employees holding the same position. The GRISD employee handbook states that the pay system shall be designed to provide appropriate pay for the assessed worth of individual jobs. The system is to be administered so that pay remains competitive with appropriate labor markets; that it recognizes levels of skill, effort and responsibility required of different jobs; rewards continued length of service; is fiscally controlled; and cost effective. Job grades are assigned based on skill, effort and responsibility of job assignment. Ranges within pay grades are based on assessment of job worth. The employment policy further requires that pay ranges be established by daily or hourly rates for each position to promote consistent treatment of employees with different work periods, although none of the salary materials provided to the review team reported compensation in this manner.

The employment policy section of the employee handbook "Compensation and Benefits; Salaries, Wages and Stipends" also guides pay increases. Pay structures and ranges are to be reviewed annually with adjustments made for economic indicators. Recommendations for pay raises are to be based on consideration of factors such as cost of living indexes, wage increases within competitive job markets and budget resources. Pay increases within a pay range are normally calculated on the midpoint, or middle of the range. When an individual promotes to a higher pay grade, a promotion increase shall be made on the employee's daily rate. Promotion increases are normally greater than the general increases given to other employees who have not been promoted. If the employee is below the midpoint of the new pay range, the promotion increase shall normally be at least one and a half times the general increase approved for the year.

In practice, the district compensation schedule has no real maximum. If an increase pushes employees outside of the assigned range, they are either allowed to receive pay above maximum or the grades are adjusted upward so that the employees are again within their grade. Increases are not associated with a specific methodology such as a cost of living increase tied to an economic indicator, or performance based pay tied to outstanding achievement.

In 2000-01 the board awarded increases under variable calculations. Professional employees were awarded either \$500 or the state step increase, whichever was greater. Teacher raises ranged from \$500 to \$5,000 under this method of calculation. All other employees received an increase of 2 percent calculated at the midpoint of their salary range. This results in employees at the top of their range receiving an increase of less than 2 percent of their actual salary and the employees at the bottom of the range receiving an increase of more than 2 percent of their actual salary. Under this method, only employees who are at the midpoint of their salary range receive the actual numerical percentage. The 2000-01 increase was based on an analysis of budget resources, as outlined in the policy. Other analysis required by policy, such as a tie to economic indices or competitive job markets were not specifically factored into the increase equations.

GRISD pays teachers for years of experience, and not performance. Based on the compensation schedule, the salary of a teacher should correspond to the number of years teaching. **Exhibit 3-15** compares a sampling of salaries calculated as daily rates of pay based on a 197-day contract.

Exhibit 3-15
Comparison of GRISD Teacher Daily Rates of Pay
Sampled by Years of Experience

Years of Experience	Daily Rate of Pay
16	\$219.54
16	\$225.89
18	\$243.17
21	\$239.56
26	\$240.74

Source: GRISD Finance Department, October 2001.

There are many valid distinctions in compensation levels for employees performing similar jobs such as workload, performance, credentials or

longevity. The compensation schedule does not explain why there are pay variances between experience levels. In a government organization where salaries are available as an open record, it is important to have clear compensation methods to demonstrate that the compensation process is fairly administered. For administrators, it is important to know how employees might earn more than their similarly experienced co-worker in order to effectively counsel employees. For the taxpayer, it is important to understand how their elected officials apply their tax dollars.

Allowing employees to move beyond the maximum of the pay scale can also create pay inequity between positions that require different levels of education or experience. For example, the job of custodian has a maximum pay of \$10.48 an hour. Eight GRISD custodians exceed the maximum rate. One custodian is paid at a higher hourly rate than the clerks responsible for managing the district's financial processes, jobs that require a high school diploma and a minimum of three years experience.

Base pay structures are used to guide and control decisions governing pay rates of individuals or groups of employees. Used correctly, a pay scale can ensure employees in the same position are compensated equitably, comparable positions within the organization are treated equitably and proper salary distances between grades are maintained. Employees should know if the increase is to keep them in step with the market; as an adjustment to keep them in step with the cost of living; a reward for excellent performance; merited by increased responsibilities; or a result of seniority or longevity.

Recommendation 25:

Develop a compensation scale that has maximum salary ranges appropriate to the position and options for addressing future pay increases without exceeding the maximum.

A pay range should reflect what a position is worth in the marketplace. Once an employee reaches the maximum for the position, other methods of compensation can be used to keep the position attractive. Some schools use performance based pay for teachers who have reached their 20-year maximum. Some organizations provide a defined percent increase in pay to all employees, but give it in a lump sum and not as an addition to base salary if the employee has reached the maximum of the scale.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Personnel and Human Resources develops a presentation to the superintendent and board on various compensation options and recommends the option(s) that best	June 2002
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	meet the board's goals.	
2.	The superintendent and board meet to discuss the compensation structure that best meets the district's personnel needs.	August 2002
3.	The board adopts a compensation structure with sound fiscal controls and instructs the director of Personnel and Human Resources to publish the compensation structure to district administrators and employees.	October 2002
4.	The director of Personnel and Human Resources schedules training for administrators in the implementation of the new policy.	December 2002
5.	The director of Personnel and Human Resources implements the new policy and provides the board with regular reports on its performance.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 3

PERSONNEL MANAGEMENT

D. Employee Relations

FINDING

GRISD does not evaluate all employees annually. The board has a policy that employees must be evaluated on a regular bases but does not provide a procedure to be followed in evaluating staff. The director of Personnel and Human Resources told the review team that he does not monitor evaluations to make sure they are completed each year, and performance evaluations of contract staff are not always completed before the decision to renew is made. One principal told TSPR that the consistency of support staff evaluations is dependent on the supervisor. Another principal does not routinely give formal written evaluations of support staff, but gives weekly feedback on performance issues.

The Texas Education Code and the Texas Administrative Code regulate annual performance evaluations of professional staff. Even when not required by law, performance evaluations serve many purposes. They provide feedback to employees for improvement. They document an employer's efforts to assist low performing employees to meet performance standards. They give the employee an opportunity to discuss career goals and receive assistance in achieving those goals. Failure to evaluate performance adds to a perception that performance does not matter and that decisions are based on who you know and not how hard or how well you work.

Recommendation 26:

Conduct evaluations of all staff annually.

The district's procedure should require supervisors to notify the Personnel and Human Resources director when evaluations are complete. Since employee evaluations are included as administrative duties in job descriptions, conducting evaluations should be key components for the performance evaluations of principals, directors and supervisors.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Personnel and Human Resources develops a procedure that requires supervisors to provide notification when evaluations are completed.	April 2002
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2.	The director of Personnel and Human Resources proposes conducting staff evaluations as a performance criterion on which directors, principals and supervisors themselves are evaluated and submits to the superintendent for review and approval.	June 2002
3.	The director of Personnel and Human Resources notifies employees and staff of approved policies and procedures.	August 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 4

FINANCIAL MANAGEMENT

This chapter discusses financial management within the Glen Rose Independent School District (GRISD) in the following sections:

- A. Fund Balance
- B. Districtwide Planning and Budgeting
- C. Accounting and Payroll Operations
- D. Cash Management
- E. Risk Management
- F. Fixed Asset Management
- G. Purchasing Operations

Effective financial management in school districts requires thoughtful planning and decision making to obtain the best possible financial performance. Financial management must ensure that a school district receives all available revenue from local, state and federal government resources and that resources are spent based upon the district's established priorities and goals.

Texas school districts have a responsibility to protect their publicly financed assets. Cash, employees, borrowing capacity, land and buildings are all school district assets. Effective cash management includes seeking investments that will earn the maximum interest while safeguarding district funds and ensuring liquidity to meet fluctuating cash flow demands. Effective tax management includes quickly and efficiently collecting taxes so the district can meet its cash flow needs and earn the highest possible interest. Fixed asset management should account for district property efficiently and accurately and safeguard it against theft and obsolescence. The district's insurance programs for employees' health, workers' compensation and district assets should be sound and cost effective.

Effective purchasing includes processes that ensure that supplies, equipment and services vital to the school district's education mission are purchased from the right source, in the right quantity and at the lowest price; are properly stored; and are delivered timely to the appropriate location. These criteria should be met for each purchase without sacrificing quality.

BACKGROUND

GRISD has long been one of the richest school districts in Texas. This has enabled the district to build fine facilities and develop a comprehensive

education system that attracts both teachers and families from the nearby Dallas/Fort Worth area without high taxes. Even under the recapture legislation enacted by the Texas Legislature that transfers resources from property wealthy districts to property poor districts, the district continues to have one of the lowest tax rates in the state while spending almost twice as much as the state average per student to educate its children. As a property wealthy district, GRISD once sent as much as \$0.85 of every dollar collected in property taxes to the state for redistribution to property poor districts in the state.

In 1999, the Legislature voted to deregulate state utilities by January 1, 2002. Deregulation reduced the district's property tax base from \$6.8 billion in 1999-2000 to more than \$2.2 billion in 2001-02. Texas Utilities, the taxpayer that supplied more than 90 percent of the district's taxes, was affected by deregulation. The company reduced the value of its nuclear plant in Glen Rose to an amount based upon the price it could obtain in the marketplace for power rather than the cost of its property, buildings and equipment.

The challenge facing GRISD is managing district operations with a reduced amount of funds to operate as they always have, though even under the utility deregulation the district will continue to have almost twice the dollars available per student than the average school district in Texas. GRISD will have \$9,880 per student, compared to the state average of \$5,915.

In the past, because the district had available funds, GRISD was able to provide amenities that other school districts throughout the state could not afford. For example, the district provided school supplies for its elementary and intermediate school students, and built an auditorium that can seat more than 2,000 students, almost the entire community of Glen Rose. It also has been able to fund trips for members of its senior citizen support groups, and the average class size in GRISD is 10 students, rivaling that of many elite private schools.

The board and district administration must now control the district's spending while maintaining its strong education programs, facilities and community support.

Exhibit 4-1 describes the district's budgeted expenditures for the last two years. Over the two-year period, the district decreased its budgeted spending by more than \$4 million, or 20.2 percent. In 2000-01, direct instruction accounted for nearly 52 percent, consistent with the state average. Instructional leadership and school leadership both increased by 19.3 percent and 12 percent respectively. Accounting for a majority of the decrease in budgeted expenditures was the "Other" category, which

includes, for example, debt service and capital outlay. GRISD made its final payment of more than \$4.7 million to retire its \$9.75 million in 1998 series outstanding bonds.

Exhibit 4-1
GRISD Total Budgeted Expenditures by Function
1999-2000 through 2000-01

Function	1999-2000	Percent of Total	2000-01	Percent of Total	Percent of State Average	Dollar Increase (Decrease) 1999-2000 to 2000-01	Percent Increase (Decrease) 1999-2000 to 2000-01
Instruction	\$8,020,604	39.5%	\$8,361,677	51.6%	51.5%	\$341,073	4.3%
Instructional-Related Services	\$413,542	2.0%	\$386,677	2.4%	2.6%	(\$26,865)	(6.5%)
Instructional Leadership	\$7,634	0.0%	\$9,110	0.1%	1.2%	\$1,476	19.3%
School Leadership	\$848,026	4.2%	\$949,767	5.9%	5.2%	\$101,741	12.0%
Support Services-Student	\$365,200	1.8%	\$371,153	2.3%	4.0%	\$5,953	1.6%
Student Transportation	\$466,806	2.3%	\$554,577	3.4%	2.5%	\$87,771	18.8%
Food Services	\$790,485	3.9%	\$839,210	5.2%	4.9%	\$48,725	6.2%
Cocurricular/ Extracurricular Activities	\$588,220	2.9%	\$640,060	4.0%	2.2%	\$51,840	8.8%
Central Administration	\$927,797	4.6%	\$925,487	5.7%	3.5%	(\$2,310)	(0.2%)
Plant Maintenance and Operations	\$2,581,296	12.7%	\$2,649,935	16.4%	9.6%	\$68,639	2.7%
Security & Monitoring Svcs.	\$0	0.0%	\$0	0.0%	0.6%	\$0	0.0%

Data Processing Services	\$243,729	1.2%	\$258,182	1.6%	1.1%	\$14,453	5.9%
Other	\$5,029,081	24.8%	\$246,499	1.5%	10.9%	(\$4,782,582)	(95.1%)
Total	\$20,282,420		\$16,192,334			(\$4,090,086)	(20.2%)

Source: Texas Education Agency (TEA), Academic Excellence Indicator System (AEIS), 1999-2000 through 2000-01.

GRISD selected four other districts to serve as peer districts for comparison purposes. **Exhibit 4-2** describes financial and educational performance for these districts. GRISD has the greatest property value per student. It is more than six times that of the state average. Its Maintenance and Operation (M&O) tax rate, the tax rate used to fund school district operations, of \$0.91 is the second-lowest. Only Seminole ISD had a lower rate at \$0.86. GRISD staffing is the second highest of the group, exceeded only by Seminole.

The district spends more per student than any of its peers or the state. Glen Rose and three of its peer districts have achieved a "recognized" rating from the Texas Education Agency. Student performance is strong in GRISD. Its dropout rate of 0.5 percent is the second-lowest among its peers, and its completion rate, the rate at which students graduate from high school on time, is 90.1 percent, the second highest among its peers and almost 10 percent more than the state average. Its students' performance on the SAT I exam is higher than all of its peers and 71 points higher than the state average.

Exhibit 4-2
GRISD and Peer Districts
2000-01 Comparative Information

	Tatum	Glen Rose	Groesbeck	Palacios	Seminole	State
Number of students	1,198	1,614	1,652	1,712	2,159	N/A
Property value per student	\$755,984	\$1,323,699	\$447,469	\$663,266	\$816,229	\$215,232
2000 M&O* Tax Rate	\$0.98	\$0.91	\$1.50	\$1.40	\$0.86	\$1.38
2000 I&S** Tax Rate	\$0.49	\$0.00	\$0.00	\$0.00	\$0.00	\$0.09

2000 Total Tax Rate	\$1.47	\$0.91	\$1.50	\$1.40	\$0.86	\$1.47
Per Student Expenditures - Operations	\$6,999	\$9,880	\$7,445	\$7,333	\$7,959	\$5,915
Accountability Rating	Academically Acceptable	Recognized	Recognized	Recognized	Recognized	N/A
Annual Dropout Rate	1.3%	0.5%	0.5%	0.4%	1.1%	1.3%
Completion Rate	87.8%	90.1%	92.5%	85.5%	86.6%	80.7%
Mean SAT I Score	1032	1061	949	925	935	990
Percentage Economically Disadvantaged Students	46.6%	36.0%	46.2%	57.5%	50.1%	49.3%
Total number of Teachers	89.4	161.4	127.4	127.9	173.9	N/A
Total Staff	172.4	329.8	252.8	254.8	365.1	N/A
Number of Students per Teacher	13.4	10.0	13.0	13.4	12.4	14.8

Source: TEA, AEIS, 2000-01.

* Maintenance and Operations tax rate supports school operations.

** Interest and Sinking tax rate provides funds for the repayment of bonds.

Exhibit 4-3 compares GRISD expenditures per student with expenditures of nine other districts with similar student population size, accountability rating and percent of Hispanic students. GRISD has the highest wealth and per pupil operating and instructional expenditures.

Exhibit 4-3
Budgeted Operating and Instructional Expenditures in Districts with
Recognized Accountability Ratings
2000-01

District	Total Students	Wealth 2000*	Accountability Rating	Per Pupil Operating Expenditures	Percent of Hispanic Students	Per Pupil Instructional Expenditures
Connaly	2,489	\$107,685	Recognized	\$6,094	17.8%	\$3,443
Mexia	2,260	\$84,980	Recognized	\$6,741	18.2%	\$3,946
Hudson	2,254	\$79,584	Recognized	\$5,237	18.1%	\$2,998
La Vernia	2,169	\$113,895	Recognized	\$5,186	17.2%	\$3,072
Glen Rose	1,614	\$1,323,699	Recognized	\$9,880	19.6%	\$5,186
Liberty Hill	1,571	\$185,896	Recognized	\$6,414	17.3%	\$3,583
Troy	1,277	\$103,278	Recognized	\$5,493	20.4%	\$3,140
Eastland	1,196	\$160,002	Recognized	\$5,992	17.6%	\$3,439
Clifton	1,186	\$210,224	Recognized	\$6,010	19.7%	\$3,540
Rosebud-Lott	1,041	\$80,682	Recognized	\$6,209	19.2%	\$3,416

Source: TEA, AEIS, 2000-01.

* Wealth is district property value divided by total number of students.

Chapter 4

FINANCIAL MANAGEMENT

A. Fund Balance

The GRISD General Fund is the primary fund that supports the district's operations. It receives revenue from local property taxes, and the fund balance, the difference between the assets and liabilities in the fund, is one of the primary measures of solvency for a school district and a reflection of the district's financial condition.

FINDING

Financial information is not provided on a regular basis to the board to identify the effect of deficit spending. The district does not have a policy to set a minimum fund balance amount.

At the time this review began in October 2001, GRISD faced a growing financial challenge. For the last five years, the board and administration have purposely adopted deficit-operating budgets, which means the district adopted an operating budget that exceeded the revenues available to fund it. These budgets were funded out of the district's general fund balance to allow the balance of \$13.1 million to be used, rather than raising taxes to help fund the budget. **Exhibit 4-4** provides a summary of the changes in fund balance from 1997-98 through the budget projections for 2001-02. Although the district's adopted budgets in each of these years were greater than the amount actually spent, the fund balance still decreased.

During this five-year period, the district's fund balance dropped from \$11.8 million to an anticipated balance at the end of 2001-02 of \$4.2 million. During this same period, the district has not analyzed spending patterns in any meaningful way, developed a long-range plan to balance the budget or reduced spending significantly. Its tax rate remains one of the lowest in Texas.

Exhibit 4-4
Change in General Fund Balance
1997-98 through 2000-01 Actual and 2001-02 Adopted Budget

	1997-98	1998-99	1999-2000	2000-01	2001-02
Beginning Fund Balance	\$13,290,797	\$11,776,484	\$10,941,788	\$8,807,374	\$7,135,406

Budgeted Fund Balance Reduction	(\$3,607,415)	(\$4,355,356)	(\$2,764,047)	(\$3,766,005)	(\$2,948,527)
Actual Unspent Funds	\$2,093,102	\$3,520,660	\$950,173	\$2,094,037	\$0
Actual Fund Balance Reduction	(\$1,514,313)	(\$834,696)	(\$1,813,874)	(\$1,671,968)	\$0
Ending Fund Balance	\$11,776,484	\$10,941,788	\$8,807,374*	\$7,135,406	\$4,186,879

*Source: GRISD audited financial statements 1997-98 through 2000-01 and 2001-02 GRISD adopted budget. *Includes \$320,540 adjustment to fund balance for unrelated purpose.*

Exhibit 4-5 shows the trends in enrollment, revenue and expenditures for the last five years in the General Fund. GRISD's enrollment has increased more than 10 percent, while its expenditures have increased more than 40 percent. In the same period, revenues have increased nearly 23 percent. The result has been continued reductions of the General Fund balance.

**Exhibit 4-5
GRISD Enrollment, Actual Revenues and Expenditures in the
General Fund
1997-98 through 2001-02**

	1997-98	1998-99	1999-2000	2000-01	2001-02	Percent Change 1997-98 to 2001-02
Enrollment	1,507	1,555	1,596	1,614	1,666	10.6%
General Fund	\$11,992,932	\$11,719,841	\$12,214,139	\$12,276,277	\$14,745,076	22.9%

Revenues						
General Fund Expenditures	\$12,612,359	\$12,554,081	\$13,814,638	\$14,491,429	\$17,693,603	40.3%
Effect on Fund Balance	(\$619,427)	(\$834,240)	(\$1,600,499)	(\$2,215,152)	(\$2,948,527)	376.0%

Source: GRISD audited financial statements 1997-98 through 2000-01 and 2001-02 GRISD adopted budget.

Note: Food services, federal programs, capital projects and other special purpose fund amounts are not included.

District staff and board members said in interviews that GRISD made a conscious decision to use a portion of the general fund balance to fund normal district operating expenses. This decision has resulted in a budget that exceeds current revenues and has reduced the district's ability to respond to emergencies or changes in funding. With such an approach, the district's General Fund balance could be entirely depleted by 2003-04. For example, if district revenues decreased due to changes in funding formulas by the Legislature or a major change in Texas Utilities operations, such as reduced operations, and sufficient money was not available in the fund balance to make up for the lost revenue, district operations could be placed in jeopardy.

Board members must have a thorough understanding of the district's financial condition and the impact of their deficit spending decisions on the district's financial health. For example, in 2000, the site-based decision-making committees (SBDM) at both the elementary and intermediate schools recommended eliminating the budget item that provided school supplies to each student. The board's decision not to adopt this recommendation, even though it would have resulted in a savings of approximately \$20,500, to the district, ultimately had a negative effect on the fund balance. Without specific financial information on each board spending action, the fund balance impact will not be clearly stated for the board and taxpayer community.

Recommendation 27:

Develop a policy that establishes the optimum balance for the General Fund and require the administration to report regularly to the board regarding changes to the fund balance.

The policy should include a strategy as to how to reach and maintain the desired balance for the fund. The board should conduct frequent reviews of district spending and make changes to spending when needed.

Focusing attention on the fund balance will keep the effects of financial decision-making in front of the board. The monthly report to the board by district administrators should include the status of the fund balance. Any significant events that have an effect on the fund balance should be explained.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent, working with the director of Finance, develops a policy establishing an optimum fund balance.	May 2002
2.	The board reviews and adopts the policy.	June 2002
3.	The director of Finance develops monthly reports for the board.	July 2002
4.	The board reviews the effects of decisions on the fund balance as part of its monthly financial reports.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 4

FINANCIAL MANAGEMENT

B. Districtwide Planning and Budgeting

An organization's financial planning and budgeting establish the foundation for all financial management operations. Effective budget processes typically include formal input from all departments, appropriate guidance from administrators; desired goals, objectives and outcomes from strategic planning processes; and detailed management and reporting throughout the budget cycle.

FINDING

GRISD's budget process does not provide the information needed for informed decision-making or evaluation of performance. The budget calendar does not provide for community input early enough in the process. GRISD's formal budget calendar starts and ends in August. Preliminary meetings are held in the spring with principals and directors, and they have three to four weeks to prepare and submit any budget requests. The director of Finance collects the budget requests, prepares the districtwide budget information and provides analytical support to the superintendent and the board. The Finance Department prepares single-year budgets. The district's financial system has a budget module that is integrated with financial accounting and purchasing modules. The district use of this module is limited to the actual uploading of information. The Finance Department prepares a budget information book for board approval that relies on spreadsheets. The district produces a summary-level proposed budget for board approval in August. The budget calendar also does not extend to the steps after the public meeting that get the budget operational. **Exhibit 4-6** presents a summary of the district's budget calendar.

Exhibit 4-6
GRISD Budget Calendar
2001-02 Budget Year

Date	Description of Activity
August 2	Publish Notice of Meeting to discuss budget and proposed tax rate.
August 10	Post Notice of Public Meeting.
August 13	Board budget workshop.

August 17	Post Notice of Public Meeting.
August 20	Public meeting to discuss budget and proposed tax rate. Meeting to adopt budget and adopt tax rate.

Source: GRISD budget information 2001-02.

The district's financial planning process does not provide actual expenditure information, which is needed to make effective budget decisions. The process does not include a rigorous evaluation of budget priorities or spending alternatives. It does not contain any prioritization of budget needs or analysis of the impact of budget decisions on future spending.

The budget planning process does not evaluate the prior year's program activities or any resulting changes in programs or departmental operations that affect the budget. There are no budget instructions prepared, and schools and departments are not asked to justify their budget requests. Budget analysis is limited to a comparison of last year's budget to the proposed new budget.

The budget calendar does not provide time to receive input from the board or the community in the early phases of the budget planning cycle. The budget calendar does allow for a presentation to the board of the proposed budget and a review of the budget at a public meeting, but this meeting occurs very late in the budget process, in August. There are no earlier meetings, forums or surveys with the board or the community to review the results of prior year initiatives or to determine if these groups have any new initiatives or programs that they would like to submit for the board to consider.

Without a rigorous evaluation process that takes into account the full impact of each major decision, board members make decisions on a piecemeal basis. Each program is supported by advocates and judged on an individual basis, not how well it fits into an overall plan. The lack of public input early in the process also places additional pressure on the board to continue to fund programs that may be helpful or convenient, but are costly to the district as a whole. For example, the district developed an in-house Deaf Education program that serves two Glen Rose students at a significantly higher cost than it would cost to provide the services through its membership in the Brazos Regional Day School Co-op for the Deaf.

Smithville ISD uses an exemplary practice for soliciting input during development of the annual operating budget. District officials recognize budget planning as an integral part of overall program planning.

Considering general educational goals, specific program goals and alternatives for achieving program goals are all part of the Smithville ISD planning process. The district's planning process also includes the use of ad hoc committees of citizen representatives and district personnel appointed by the board to provide a wider expression of community opinion on the financial aspects of school programs.

The board designates the period of time the committee members shall serve. The district budget calendar includes timelines for designated committees, individuals and groups to present their budget proposals as part of the budget process. After the proposed budget is presented to the board and before the public hearing and adoption, it is made available upon request to the public, and the superintendent or a designee is available to answer questions about the proposed budget.

A modified, zero-based budget process that includes a rigorous examination of all proposed expenditures is often used by school districts. The modified zero-based budget process starts with a budget each year that includes only those items mandated by state law, TEA regulations or other legal authorities, such as the Texas Education Code requirement that there be one teacher for every 22 students in grades K through 4. All other proposed budget items are examined for their effectiveness and efficiency in meeting the district's goals and objectives.

Key questions can then be asked about each major item. For example, if the item were not funded, how would the district be affected (legally, financially, or performance wise)? Could the same results be accomplished in a more cost effective manner? **Exhibit 4-7** provides a simplified example of how districts examine teacher-staffing levels in an elementary school using the modified zero-based approach.

Exhibit 4-7
Sample Zero-Based Budget Process for Elementary Teachers

Budget level	Budget Item	Proposed Budget	Explanation of Cost	Justification
Level 1 Required or Mandated	One teacher for every 22 students in grades K-4	\$720,000	10 teachers at an average cost of \$40,000 per year including benefits.	Required by the Texas Education Code
Level 2 Current - Budget Additional	One teacher at every grade level K-4	\$160,000	4 teachers at an average cost of \$40,000 per year including	Addresses goal of increasing reading ability in elementary

Reading teachers			benefits.	students.
Level 3 New - Elementary sports program	Two teachers plus coaching stipends and associated supplies	\$90,000	Cost includes salaries for new teachers, coaching stipends and supplies.	Would allow district to participate in new program.
Total		\$970,000		

Source: TSPR.

The school principals and the site-based decision-making committees rank all Level 2 and Level 3 budget items. Central administration then prioritizes the items based on districtwide goals and objectives. The board determines the final ranking. The amount of available budget funds determines how many of the items can be funded depending on their place in the ranking.

This process can accomplish a number of objectives. By identifying mandated or required budget items, district staff will determine what is required as compared to what has traditionally been provided. The process focuses an examination of all major budget items and forces a thoughtful prioritization of needs at all levels of the district. It also fosters competition among different programs for funding, which encourages discussion and scrutiny and the setting of measurable performance goals. Finally, it provides a process to fund the budget based upon available funds fairly and in a way that can be defended by the board to the public.

Recommendation 28:

Revise the budget planning process to include rigorous examination of proposed expenditures, performance measures and increased public input.

The district should adopt a modified, zero-based budget process that includes a rigorous examination of all proposed expenditures. The superintendent, the director of Finance and a board member should attend external training from an entity with expertise in that area for the new process.

The superintendent should revise the budget calendar to include an analysis and evaluation of the district's progress in meeting its goals from the prior budget, and should add workshops and forums with the board and the community to develop goals and spending priorities for the new budget year. Districtwide goals and spending priorities should be

established early in the budget process so that principals, directors and administrators will have time to incorporate them in their budget requests.

The reconstituted budget process should contain the following:

- Evaluation of prior years' results and accomplishments;
- Rigorous examination of all major budget items (\$10,000 or more);
- Funding of supplies on a per-student basis;
- Budget instructions and training for staff in the new process;
- Budget format that links accountability for performance to a school or department director;
- Performance measures as identified in the District Improvement Plan and Campus Improvement Plans that are linked to the budget;
- Increased opportunities for community input early in the process;
- and
- An annual budget calendar that provides time for thoughtful discussion and examination at all district levels.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent creates a committee to develop the budget planning process. The committee should include the director of Finance, two central administrators, two principals and a board member.	March 2002
2.	The committee researches available budget processes and recommends board-adoption of an approach that meets the district's needs.	April 2002
3.	Three committee members including a board member, the superintendent and the director of Finance attend training.	April 2002
4.	The committee develops a budget process that addresses the needs of the district, including instructions, briefing materials, process steps and a year-round budget calendar.	May 2002
5.	The superintendent and the board approve the process and determine how much of it can be implemented in the current year.	June 2002
6.	The director of Finance implements the new process.	June 2002
7.	The director of Finance evaluates the process annually and reports to the board.	February 2003 and Ongoing

FISCAL IMPACT

The cost of implementing this recommendation includes the one-time cost of sending the director of Finance, the superintendent and a representative board member to training in the selected budgeting process. The Governmental Accounting Standards Board (GASB) and similar organizations provide training for approximately \$400 per person. Training is usually available in the Dallas/Fort Worth area, so travel expenses would be minimal. The total cost for training would be \$1,400 (\$400 x 3 plus \$200 for travel expenses).

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Revise the budget planning process to include rigorous examination of proposed expenditures, performance measures and increased public input.	(\$1,400)	\$0	\$0	\$0	\$0

Chapter 4

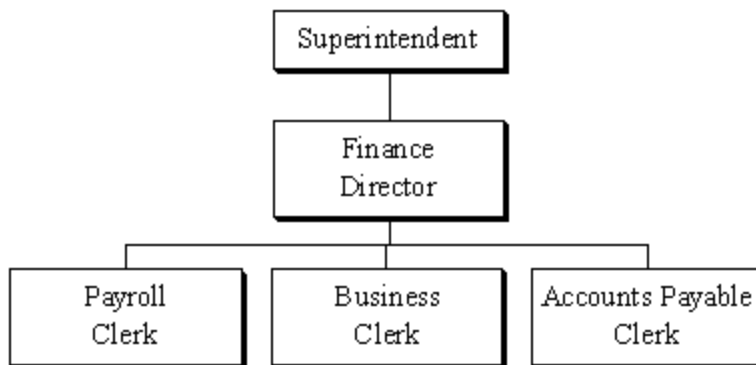
FINANCIAL MANAGEMENT

C. Accounting and Payroll Operations

School districts operate in a highly regulated financial environment. The Texas Education Agency (TEA) provides detailed requirements for Texas school districts including a chart of accounts and reporting requirements. TEA requires all Texas school districts to have an annual financial audit conducted by an external accounting firm to determine the fairness of the district's financial reporting. Federal and state laws, pronouncements from rule setting authorities such as the Governmental Accounting Standards Board and internally developed policies and procedures also regulate district financial management operations.

The director of Finance who reports directly to the superintendent supervises the Finance Department. The department has four full-time positions. **Exhibit 4-8** displays the Finance Department organization. There has been little turnover in the department as all individuals have been in their positions for five to 18 years.

Exhibit 4-8
GRISD Finance Department Organization
2001-02



Source: GRISD director of Finance.

The Finance Department prepares district checks for equipment, supplies and services and payroll. Checks are prepared using the district's financial computer system and require two board member signatures. The signatures are affixed electronically, and the director of Finance and the superintendent have the authority to initiate the check preparation program in the district's financial system. The board is presented with a detailed list of all checks for approval on the consent agenda during the regular board meetings.

The district prepares one payroll for 330 employees on a monthly basis. Approximately 78 percent of district employees used direct deposit in 2001. To save the district money, the director of Finance encourages professional employees to use direct deposit through beginning of the year announcements in the employee newsletter.

The district's financial system provides detail and summary reports for general ledger, expenditure, revenue and project transactions. The director of Finance reviews these reports periodically. The director of Finance determines the security access authorizations for system users, and a report can be generated that lists each user and their associated access levels. In September 2000, the district upgraded its financial system and now uses an automated financial system that is networked to all schools which allows each school to access information about their own financial transactions.

The district contracts with an accounting firm based in Cleburne, Texas, for external auditing services. There is no internal audit function. The district contracts with the Somervell County Central Appraisal District (CAD) for the collection of ad valorem taxes. Tax receipt checks are forwarded to the district on a weekly basis during months with high volume, usually January, February and March. At other times, the CAD forwards funds when the amount of checks reaches \$10,000. The district pays a pro rata share, which was \$236,475 in 2001-02, based on the CAD's annual budget.

FINDING

Principals and department heads have immediate access to current financial information about their budgets. The director of Finance determines the authority levels within the financial system, and the Finance Department's data processing staff implements the security levels. Principals are issued a copy of their approved budget at the beginning of the year. Since they have the capability of generating financial reports from the system which show the campuses' budget and actual revenues and expenditures, the Finance Department does not have to generate and issue monthly reports, which saves staff time. Schools are also able to initiate purchase requisitions and electronically transfer the purchase requests to the Finance Department for review and approval.

COMMENDATION

The district has improved communication of budget information to principals by granting the m access to their budgeted line items through the financial system.

FINDING

The Finance Department does not have a formal, detailed policies and procedures manual that has been approved by the superintendent. The Finance Department does have procedure outlines that describe steps employees should follow to perform certain repetitive tasks such as bank reconciliations, month-end reporting, quarter-end reporting, year-end reporting and payroll processing. However, none of the policies and procedures checklists are dated to assure that they accurately reflect the current procedures. Without approved policies and procedures, department employees cannot effectively function in new tasks. The lack of a procedures manual is a hindrance during times of prolonged illness or employee turnover.

The department staff is cross-trained on some, but not all business operations. For example, all the duties of the accounts payable clerk can be performed by the business clerk, but no one is specifically trained to assume the director's duties if the director is unexpectedly absent. In interviews with TSPR, the director of Finance said that other staff could perform all the needed activities in an emergency with the support of the software vendor. The Finance director also stated that the experience of the staff reduces the need for detailed documentation.

Without cross-trained staff for all aspects of the finance process, an unexpected absence by one staff member can affect the operations of the entire district, especially in a small district like Glen Rose. For example, if the payroll clerk were absent, the district's paychecks could be delayed. If the Finance director was unexpectedly absent, the processing of requisitions and related purchases could be delayed.

Effective practices for finance functions in school districts require written, approved policies and procedures to ensure adequate internal controls and to facilitate training of new employees and cross training of current employees.

Recommendation 29:

Create, adopt and implement a formal financial policies and procedures manual that can be used to cross-train employees.

The director of Finance should create a formal policies and procedures manual that reflects current departmental practices. The manual should be dated and presented to the superintendent for review and approval. The manual should be reviewed quarterly or more frequently as operational changes occur. All revisions should be dated and approved by the superintendent. Major finance processes should be defined and a plan

developed to ensure that all positions are cross-trained to support the department.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Finance creates a formal written policies and procedures manual for the Finance Department.	May 2002
2.	The director of Finance submits the detailed policies and procedures manual to the superintendent for review and approval.	July 2002
3.	The Finance Department begins operating under the new procedures.	August 2002
4.	The director of Finance identifies processes to be covered by cross-training and establishes priorities such as payroll processing to be addressed first.	September 2002
5.	The director of Finance develops a plan to cross-train employees.	October 2002
6.	The director of Finance reviews the plan with the external auditor to identify additional cross-training opportunities.	October 2002
7.	The Finance staff, working under the direction of the director, begins cross-training.	November-January 2002
8.	The director of Finance performs a quarterly review of the manual and presents any proposed revisions to the superintendent for review and approval.	December 2002 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The payroll clerk enters employee information in both the personnel and payroll modules of the software system creating a breach of proper internal controls. This breach occurs when the same employee who establishes an employee in the system also approves payments to that employee. Appropriate separation of duties is difficult in a Finance department as small as the one in GRISD, which has only three employees and a director. No one in the Personnel and Human Resources Department is trained to make these kinds of entries. That department consists only of the director and a secretary that is shared with the director of Child Nutrition.

However, proper internal controls dictate a separation of duties to prevent potential abuse of district policies. For example, a fictitious employee could be created in the system and then paid over a period; employee salaries could be changed to provide unauthorized pay increases; or payments could continue to be made to terminated employees. This separation of duties not only protects the district from abuse, but it also protects employees involved.

Recommendation 30:

Reassign personnel duties to the secretary in the Personnel and Human Resources Department to provide for proper separation of duties.

Personnel duties that include establishing employees in the system and making changes to their pay or their pay status, such as active or terminated, should be reassigned to the secretary in the Personnel and Human Resources Department. This will provide the necessary separation of duties and is an appropriate activity for that department. Both the Personnel and Human Resources director and the secretary should be trained to use the personnel module.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Finance, working with the director of Personnel and Human Resources, determines the duties to be reassigned to provide proper separation of duties.	May 2002
2.	Finance Department staff trains both the director of Personnel and Human Resources and the secretary in use of the system.	June 2002
3.	The director of Personnel and Human Resources develops written procedures covering the new duties, including backup and cross-training.	June 2002
4.	The director of Finance transfers duties to the secretary in the Personnel and Human Resources Department.	July 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 4

FINANCIAL MANAGEMENT

D. Cash Management

Texas school districts must comply with many federal and state laws in the area of asset and risk management. In cash management, for example, Texas school districts must comply with the Texas Education Code, chapter 45, subchapter G when they select the district's bank depository and with Texas Government Code chapter 2256 Public Funds Investment, also known as the Public Funds Investment Act (PFIA), when they adopt written investment policies and make investments. In risk management such as health insurance benefits, the district must comply with the Texas Education Code, sections 22.004 and 22.005, which outline group health benefits for school district employees and the establishment of a health care plan and fund. In asset management, school districts must comply with reporting requirements outlined in TEA's *Financial Accountability System Resource Guide*.

To meet the requirements of the Texas Education Code, Chapter 45, a school district must select a bank located in Texas as its depository. The district's depository contract must use a form approved by the State Board of Education. The district must bid its depository contract every two years. However, a district and its depository bank may agree to extend a depository contract for one additional two-year term. This type of extension is not subject to the two-year bid requirement.

To comply with PFIA, school districts must annually adopt written investment policies. The written investment policies must emphasize safety of principal and liquidity and address investment diversification, yield and maturity and the quality and capability of investment management. As a part of the investment policy, the school district must also adopt a separate written investment strategy for each of its fund or group of funds. The strategy must describe particular objectives for each fund using the following priorities: suitability of the investment; preservation and safety of principal; liquidity; marketability of the investment; and diversification of the investment portfolio and yield.

The Board of Trustees designates the district's investment officer, who is responsible for investing its funds consistent with the adopted investment policies. PFIA section 2256.008 requires the designated investment officer to attend initial investment training of at least 10 hours within 12 months of assuming duties and to attend additional training of at least 10 hours every two years.

Exhibit 4-9 outlines the eight types of investments authorized by PFIA for all school districts.

Exhibit 4-9
Authorized Investments of the Public Funds Investment Act

Code Section	Authorized Investment
2256.009	Obligations of, or Guaranteed by Governmental Entities
2256.010	Certificates of Deposit and Share Certificates
2256.011	Repurchase Agreements
2256.012	Banker's Acceptances
2256.013	Commercial Paper
2256.014	Mutual Funds
2256.015	Guaranteed Investment Contracts
2256.016	Investment Pools

Source: Government Code Chapter 2256, Subchapter A: Authorized Investments for Governmental Entities.

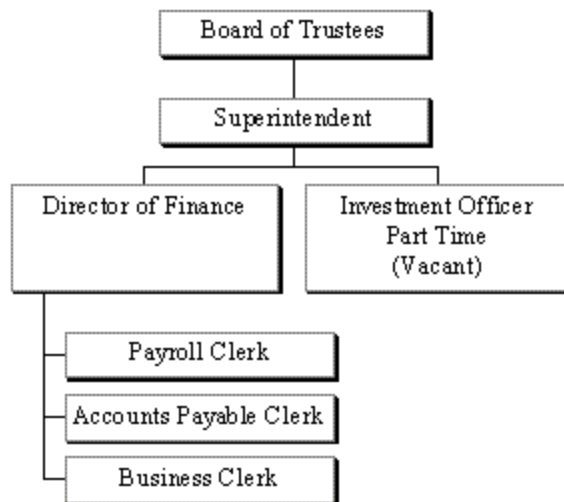
The 2001 Texas Legislature established a statewide school employee health insurance plan for school district teachers and other employees. To comply with this legislation, Glen Rose ISD, a school district with 500 or fewer employees, will be required to participate in the new state insurance plan beginning fall 2002.

TEA sets the definition for fixed assets and the reporting requirements through its *Financial Accountability System Resource Guide*. To comply with the guidelines, districts must record assets costing \$5,000 or more in the Fixed-Asset Group of Accounts and items costing less than \$5,000 as an operating expense of the appropriate fund.

For a school district to achieve its instructional goals and objectives, cash and investments must be managed daily. Effective cash and investment management involves establishing and maintaining beneficial banking relationships, ensuring funds are available when needed by developing accurate cash projections, managing cash receipts, controlling cash disbursements and maximizing returns on assets by investing funds in appropriate, approved and safe investment vehicles.

Cash management in GRISD is under the direction of the superintendent as shown in **Exhibit 4-10**. The director of Finance is responsible for bidding and managing the depository contract, accounting for cash management transactions and supervising three clerks who make cash deposits, reconcile bank accounts and disburse payments of claims. The part-time investment officer invests district funds and reports portfolio performance. The position is vacant because the investment officer is serving as the interim superintendent. The district uses an external investment advisor, Valley View Consulting, to assist the investment officer in developing cash flow forecasts, suggesting appropriate investment strategies, analyzing various investment alternatives, advising the district on market conditions that will affect its investments and assist the district in creating investment reports.

Exhibit 4-10
GRISD Cash Management Organization
October 2001



Source: GRISD director of Personnel and Human Resources.

The district has no bond indebtedness. Construction bonds totaling \$9.75 million issued in 1998 were retired in 2000. The district maintains 12 bank accounts, including four accounts for normal operations, a scholarship fund account, a special revenue account for auditorium operations, five student activity fund accounts and one clearing account for payroll. The student activity funds are maintained at the school level and support activities such as band, textbooks, cheerleading and various clubs. On September 3, 2001, the district had \$1.84 million in its accounts.

Exhibit 4-11 summarizes the funds held in the district's accounts as of September 3, 2001, and describes each account's purpose.

Exhibit 4-11
GRISD Bank Accounts
As of September 3, 2001

Account Name	Balance at September 3, 2001	Purpose of Account
GRISD General Operating Account	\$1,367,617	District operations
GRISD Payroll Account	\$164,794	Clearing account
GRISD Auditorium Operating Fund	\$1,258	Receive rental payments for outside use of auditorium
GRISD General Activity Fund	\$14,694	Central administration activity fund
GRISD Workers' Compensation	\$118	Workers' compensation claims and premiums
GRISD Interest and Sinking	\$115,891	Bond Payments
Jesse K. Pruitt Scholarship Fund	\$7,608	Annual student scholarship and teacher award
GRISD High School Activity	\$78,442	Student activity fund accounts
GRISD Junior High School Activity	\$32,271	Student activity fund accounts
GRISD Intermediate School Activity	\$10,587	Student activity fund accounts
GRISD Elementary School Activity	\$47,894	Student activity fund accounts
A.C.E. School Activity	\$752	Student activity fund accounts
Total	\$1,841,926	

Source: First National Bank of Glen Rose statements.

Note: Amounts have been rounded to the nearest dollar.

The district has a board-approved investment policy that allows the district to use all of the investments allowed by the PFIA. The primary objectives of the district's investment policy approved in October 2001 are preservation and safety of principal, liquidity and yield. The board

receives monthly reports from the investment officer and quarterly portfolio reports from the investment advisor as stated by the policy. The board also receives reports from the external audit firm that tests the district's compliance with the PFIA during the annual audit.

As stated in the Comprehensive Annual Financial Report (CAFR) for the period ending August 31, 2001, the district had funds with a carrying, or fair, value of \$6.5 million in various investments allowed by its investment policy. During 2001, the district invested primarily in investment pools and commercial paper. All of the commercial paper securities matured by July 2001. The district's investments as of August 31, 2001, are entirely in investment pools as summarized in **Exhibit 4-12**.

Exhibit 4-12
District Investments as of August 31, 2001

Type of Investment	Market Value
Investment Pool- TexPool	\$5,905,308
Investment Pool- Lone Star	\$89,602
Investment Pool- Federated Investments	\$365,061
Investment Pool- Local Government Investment Cooperative (LOGIC)	\$150,581
Total	\$6,510,552

Source: GRISD Comprehensive Annual Financial Report for the fiscal year ended August 31, 2001.

FINDING

Using an external investment advisor to support the district's cash management provides an independent, professional resource that can increase the district's investment earnings. In 1995, the board decided to diversify the district's portfolio outside of TexPool. The district contacted various firms and selected the vendor that had assisted the district with its bond program, Valley View Consulting.

The district developed an agreement outlining the investment advisor's duties and fee. The fee schedule was tied to portfolio performance and capped initially at \$40,000. Based on performance, the investment advisor's contract has been subsequently renewed. Under the investment advisor contract with Valley View Consulting, the duties of the advisor are

to: assist the district in projecting cash requirements and selecting, purchasing and selling investment securities; perform daily market analysis to identify investment alternatives that will meet the district's investment objectives; and develop quarterly portfolio summaries for the board that provide investment and earnings performance information on all GRISD investments and meet the requirements of the Public Funds Investment Act. The cost of this service is based upon an annual fee equal to .10 of 1 percent of the investment portfolio's average month end balance or the equivalent partial month. The contract's annual fee is capped at \$10,000.

Since 1999, the district's investments have outperformed the TexPool investment pool. **Exhibit 4-13** compares performance if the district had invested entirely in TexPool versus its actual performance. The comparison ends in June 2001, the last month in which the district had funds in investments other than investment pools.

Exhibit 4-13
Comparison of Portfolio Performance
1999-2001

Earnings	TexPool	District Portfolio	Difference (District Portfolio-TexPool)
1999	\$2,265,346	\$2,474,267	\$208,921
2000	\$2,330,693	\$2,578,000	\$247,307
2001 (through June)	\$894,371	\$1,008,478	\$114,107
Total	\$5,490,410	\$6,060,745	\$570,335

Source: GRISD's comparison of passive vs. active portfolio management.

In addition to the demonstrated earnings shown in **Exhibit 4-13**, the district exceeded its 2001 goal for interest earnings by \$55,067, or 5.6 percent, as stated in the August 2001 financial information board report.

COMMENDATION

GRISD uses an external investment advisor to actively invest and increase the interest earnings on its investment portfolio.

FINDING

The district has lost interest income by having significant idle funds in operating bank accounts and not changing the investment strategy to lock

in rates during periods of declining interest rates. GRISD uses First National Bank of Glen Rose as its depository and maintains four operating accounts: Operating, General Activity Fund, Workers' Compensation and Interest and Sinking. The district also maintains one clearing account, the GRISD Payroll Account. The district does not perform cash flow analyses on the operating accounts, and the idle fund balances in these accounts are significant. As shown in **Exhibit 4-14**, the district had average idle funds in its accounts of \$956,817 per month for the six-month period from March through August 2001. The average idle funds are computed based on the average daily balances in each account for each month, which reflect daily changes in the account balance resulting from increases because of cash receipts and decreases because of expenditures.

Exhibit 4-14
GRISD Average Monthly Operating and Payroll Clearing Account
Fund Balances
March through August 2001

Month	Idle Funds Account Balance
March	\$893,612
April	\$832,605
May	\$1,100,180
June	\$1,020,871
July	\$828,212
August	\$1,065,423
Total	\$5,740,903
Average Monthly Balance	\$956,817

Source: GRISD bank statements for March 2001 through August 2001.

Because the district does not perform cash flow analyses on these accounts, there is no strategy to determine the appropriate daily level of cash to keep in the bank. Without a determination of the appropriate level of cash to keep in the bank, the district leaves more funds in the accounts than it immediately needs. Although the district earned interest on all but the payroll clearing account, the interest earned from March to August 2001 was less than what could have been earned in other investment

vehicles. Because interest rates steadily declined in 2001, the district missed the opportunity to improve interest earnings by not investing its operating account idle funds in investment vehicles with longer maturities, such as certificates of deposit (CDs) that lock in interest rates for a defined period. **Exhibit 4-15** compares interest rate trends for GRISD accounts with one-, three- and six-month certificates of deposit interest rates that would have been earned had these investment vehicles been used.

Exhibit 4-15
Interest Rate Comparison
March through August 2001

Account/ Investment Vehicle	Interest Rates (Percent)					
	March	April	May	June	July	August
Operating Accounts	4.845	3.506	3.506	3.506	3.043	3.043
One month CD	5.470	5.090	4.770	4.110	3.860	3.760
Three month CD	6.450	5.620	5.260	4.890	4.530	4.020
Six month CD	6.650	6.630	6.300	5.450	5.120	4.740

Source: GRISD bank statements for March through August 2001 and Federal Reserve Web site <www.federalreserve.gov>.

As shown in **Exhibit 4-16**, if the district had invested its idle fund balances in six-month CDs, it could have earned an additional \$11,565 from March through August 2001.

Exhibit 4-16
Interest Income Comparison
March through August 2001

Month	Bank Account Interest	Six Month CD Interest	Lost Interest Income
March	\$3,764	\$4,921	\$1,157
April	\$2,363	\$4,564	\$2,201
May	\$3,253	\$6,027	\$2,774
June	\$3,014	\$5,306	\$2,292
July	\$2,088	\$3,719	\$1,631
August	\$2,999	\$4,509	\$1,510

Total	\$17,481	\$29,046	\$11,565
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Source: TSPR calculation using Glen Rose March-August 2001 bank statements and CD rates from the Federal Reserve Web site <www.federalreserve.gov>.

School districts effectively manage their cash by preparing cash flow analyses for investment and operating accounts and tailoring maturities of their investments to match the disbursement needs throughout the year. In periods of declining short-term interest rates, effective districts will lock in higher, long-term interest rates. Then as rates begin to rise, the district will re-invest in shorter-term investments. In Kingsville ISD (KISD) for example, when interest rates were declining in 1998-99, the district's investment officer purchased Federal National Mortgage Association (Fannie Mae) Discount Notes, a U.S. government obligation security, to lock in higher, long-term interest rates. When interest rates improved, KISD's investment officer shifted the percentage of the portfolio to investment pools to take advantage of the pools' daily recalculation of rates.

Recommendation 31:

Perform cash flow analysis and invest excess operating funds in higher-yield accounts.

The district should forecast how much cash it actually needs on hand at various times for operating expenditures. These forecasts should consider the timing of federal and state aid payments, local property tax levies and collections, and payroll and accounts payable disbursements. The district should keep only the amount of funds in the operating accounts needed to meet projected expenses. The district should work with its investment advisor to invest the remaining excess funds in investments that maximize interest earnings and that are timed to mature when the district needs the funds for disbursement such as payroll or state payments.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The investment officer and director of Finance perform cash flow analysis to determine cash needs.	April 2002
2.	The investment officer makes appropriate investments of excess funds in long or short-term investments, depending on cash needs.	May 2002
3.	The director of Finance prepares monthly cash flow forecasts and	June

monitors investment earnings.	2002 and ongoing
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FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district maintains unnecessary operating accounts. Excluding student activity accounts, the district maintains a total of seven accounts at the First National Bank of Glen Rose: four operating accounts; two special use accounts, which include a scholarship fund account and an account to receive reimbursements for the use of the auditorium; and one clearing account. Glen Rose ISD uses a payroll clearing account to assist in tracking and reconciling their payroll. Such an account does not require a minimum balance to keep the account active because it will always clear to a zero balance. GRISD transfers the funds to cover the payroll cost to the payroll account one to two days before the payroll checks are disbursed. Then when the checks and direct deposits are issued, they clear the payroll account. The payroll clearing account and the workers' compensation account, which is one of the four operating accounts, mirror the general ledger and are not monitored by using subsidiary general ledger accounts in the district's financial system. This means that the district is using the banking system, rather than their financial system to monitor the account's transactions. The interest and sinking account, one of the four operating accounts, and designated to fund bond-related expenditures, is not necessary because the construction projects were completed and the bonds were retired in 2000.

The district's depository bank contract bid on May 28, 2001, is effective from September 1, 2001, through August 31, 2003. As part of the contract, the district receives interest on all checking accounts. The district pays a monthly fixed service charge of \$350 for all accounts. There are extra charges for items such as printed checks, continuous forms, deposit slips and endorsement stamps. The interest rate earned by all accounts is adjusted quarterly and is paid at the rate of 85 percent of the 91-day Treasury bill rate of the first Monday auctions as published in the *Wall Street Journal*. For example, if the 91-day Treasury bill rate is 10 percent, the district bank accounts for the quarter will earn 8.5 percent interest.

Maintaining and accounting for unnecessary bank accounts comes with a cost to the district. Clearing accounts are not necessary given that they always will clear to zero, but at a cost to the district for maintaining the account. The optimum number of school district accounts is five

including: general operating, payroll, capital projects, debt service and interest and sinking for districts that have outstanding bond payments.

Recommendation 32:

Eliminate unnecessary operating accounts and modify the depository agreement to reduce service charges.

The director of Finance should work with the superintendent to initiate board action to close the payroll clearing, workers' compensation and interest and sinking accounts and transfer their balances to the general operating account. This would reduce the total number of accounts from seven to four, excluding the five student activity accounts. The district should maintain the general operating account, general activity fund account, the auditorium operating account and the Jesse Pruitt scholarship account. The superintendent and the board should revise the requirements when the depository contract is re-bid to adjust the service charges to reflect the reduced number of accounts.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent proposes consolidation of accounts and gains board approval.	October 2002
2.	The superintendent directs the Finance director to consolidate unnecessary operating accounts.	November 2002
3.	The director of Finance sets up subsidiary ledger accounts to prepare for consolidation.	December 2002-February 2003
4.	The director of Finance and superintendent initiate paperwork to close accounts.	February 2003
5.	The superintendent instructs the director of Finance to include consolidated accounts information in a Request for Proposal (RFP) when depository contract is re-bid.	February 2003
6.	The director of Finance revises and issues the depository RFP.	March 2003
7.	The superintendent and director of Finance evaluate proposals and recommend an award to the board.	April 2003
8.	The board approves a new depository contract.	May 2003
9.	The director of Finance implements and monitors new contract.	September 2003 and ongoing

FISCAL IMPACT

The total cost savings will depend upon the agreement between the bank depository and the district to reduce the fixed monthly service charge. With the closure of three operating accounts, the district should be able to negotiate a reduction of at least \$50 a month for annual savings of \$600 (\$50 per month X 12 months). There would be no first-year savings since the recommended implementation should be timed with the beginning of the fiscal year and with the new depository contract term that would begin September 1, 2003.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Eliminate unnecessary operating accounts and modify the depository agreement to reduce service charges.	\$0	\$600	\$600	\$600	\$600

FINDING

Internal controls over the electronic preparation of accounts payable and payroll disbursements are weak. The director of Finance and the Finance Department staff all have the same security authorization that allows each of them to generate disbursements and print checks from their computers. The district's software, Texas Educational Consultative Services Inc. (TECS) SchoolAssyst, has the authorized signatures electronically affixed in the software. Checks are also generated without a formal, written authorization. The Finance staff and the director of Finance said that checks are generated with verbal or informal written authorization.

Without the electronic supervisory approval, which is the on-line approval initiated by a supervisor to authorize disbursements to be made, there is no control to prevent the Finance staff from generating unauthorized and unapproved checks. A formal, written authorization provides the documentation to validate the authority to generate every check.

According to TEA's *Financial Accountability System Resource Guide*, different people should approve disbursements than those who process disbursements, prepare vouchers or make purchases, even if electronic data processing is used.

The purpose of authorization and approval is to prevent invalid transactions from occurring. The effectiveness of these controls is often dependent on who has access to information and processing equipment.

Recommendation 33:

Implement written and electronic supervision over disbursements.

The director of Finance should modify the security authorizations of Finance Department staff and restrict the ability to print checks to the director of Finance and a designated backup. The director of Finance should also develop a formal authorization form and procedures that require all Finance Department staff to obtain formal, written authorization before any checks are prepared.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Finance modifies security authorizations to restrict the generation of checks.	April 2002
2.	The director of Finance develops an authorization form and procedures for Finance Department staff.	April 2002
3.	The director of Finance implements the written authorization procedure.	April 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district does not have a formal procedure to secure its cash receipts in the Finance Department. The Finance Department receives cash daily from food service in unsecured bank bags. The bags are stored in the business clerk's office, but are not secured until the business clerk drops the bags in the bank's lock box, usually at the end of the day. Also cash deposits are not always made the same day. The payroll clerk, who prepares the deposits forgate receipts, or funds received at the entrance gate to extracurricular activities such as football games, does not make deposits timely if they coincide with the preparation and generation of the payroll checks. The funds are secured in a locked cabinet until the deposit can be prepared. The district does not have a fireproof safe in the Finance Department area of the central administration building.

Leaving cash unsecured puts the district at risk of loss. There are no clear means of ensuring that the district is depositing all of its cash in a timely manner. Any staff member in the central office or district employee could access the food service receipts when the business clerk's office is unattended.

According to TEA's *Financial Accountability System Resource Guide*, school districts should implement procedures to control unauthorized access to assets such as cash. One frequently used control function is dual control, where access is authorized only for two or more persons acting

jointly. For example, management may require that two people open the mail and list cash receipts to prevent one of them from stealing cash receipts before they are initially recorded.

Recommendation 34:

Secure cash receipts in a fireproof safe and make same-day deposits.

The district should purchase a fireproof safe to store cash receipts. The director of Finance should develop formal procedures that require all Finance Department staff to secure cash immediately upon receipt. The director of Finance should also designate the accounts payable clerk as the backup to make deposits for cash that comes in during a payroll cycle so that deposits are made the same day.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent authorizes the director of Finance to purchase a safe.	August 2002
2.	The director of Finance issues a purchase order and has the safe installed in a discreet location in the central administration building.	September 2002
3.	The director of Finance develops and implements written procedures directing staff to secure all cash and valuables in the safe until deposited and designates a backup to ensure timely deposit.	September 2002

FISCAL IMPACT

There would be a one-time cost to the district of \$300 or less to purchase a fireproof safe.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Secure cash receipts in a fireproof safe and make same-day deposits.	(\$300)	\$0	\$0	\$0	\$0

Chapter 4

FINANCIAL MANAGEMENT

E. Risk Management

The director of Finance and the director of Support Services are primarily responsible for the district's risk management. The director of Finance is responsible for the financial aspects of the program such as development, purchase and maintenance of the district's insurance coverages. The director of Support Services is responsible for facility security and safety issues. Additional district personnel participate in specific areas such as planning and emergency drills. Personnel involved in the risk management function are listed in **Exhibit 4-17**.

Exhibit 4-17
Personnel with Risk Management Responsibilities

Personnel	Risk Management Duties
Director of Finance	Develops and analyzes requests for proposals, negotiates and manages all insurance contracts for property, health benefits, workers' compensation and unemployment insurance.
Director of Personnel and Human Resources	Coordinates emergency evacuation drills related to Texas Utilities (TXU) nuclear power plant.
Payroll Clerk	Processes workers' compensation claims.
Director of Support Services	Supervises and coordinates facilities-related safety issues.
Principals	Identifies and handles safety and security issues for their individual schools.
Director of Intervention Services	Coordinates safety-related issues for site-based decision-making and safety plan.

Source: Interviews with GRISD directors of Finance and Support Services.

The district contracts with Aetna U.S. Healthcare and offers two employee healthcare benefits plans: a Health Maintenance Organization (HMO) plan and a preferred provider plan, Quality Point of Service (QPOS). The

district pays the employee HMO premium amount, \$235.30 per month, toward the total premium for each employee regardless of the plan selected. In 2000-01, the district offered free dental coverage, but this was discontinued in 2001-02. **Exhibit 4-18** shows the health benefit proposal adopted by the board and summarizes the benefit levels available through the district's health benefits plans and the associated premium costs to the employee and the district.

Exhibit 4-18
GRISD Employee Insurance Options
2001-02 Summary of Benefits

Plan Description	Coverage Provided	Employee Cost A Month	District Cost A Month
HMO	Primary Office Visit Copay (\$15) Specialist Copay: (\$20) SPU Surgery Copay: (\$100) Hospitalization Copay/A: (\$240) Emergency Room Copay (\$75) MH I/P Copay/A (\$240) 30d; SMI (\$240) 45d MH O/P Copay: (\$25) 20v; SMI O/P (\$20) 60v Routine Eye Exam Copay: (\$20) Routine GYN Exam Copay: (\$20) 1v/yr Lens Reimbursement: (\$100 for 24 months) Prescription Copay: (\$10/\$15/\$30), 30 Day Contraceptives: (\$10/\$15/\$30) 31-90 Day Supply: 2 copays (MOD only) DME Item Copay: (\$0)	Employee - \$0 Children - \$184.80 Spouse - \$308.40 Family - \$431.90	Employee - \$235.30 Children - \$0 Spouse - \$0 Family - \$0
QPOS	<p style="text-align: center;">Referred</p> Primary Office Visit Copay (\$20) Specialist Copay: (\$25) SPU Surgery Copay: (\$100) Hospitalization Copay/A: (\$350) Emergency Room Copay (\$75) MH I/P Copay/A (\$350) 30d; SMI (\$350) 45d; MH O/P Copay: (\$25) 20v; SMI O/P (\$25) 60v Routine Eye Exam Copay: (\$25) Routine GYN Exam Copay: (\$25) 1v/yr Lens Reimbursement: (\$100 for 24 months) Prescription Copay: (\$10/\$15/\$30), 30 Day Contraceptives: (\$10/\$15/\$30) 31-90 Day Supply: 2 copays (MOD only) DME Item Copay: (\$0) <p style="text-align: center;">Non-Referred</p> Out of Network: Libertv Flex TX	Employee - \$20.80 Children - \$224.50 Spouse - \$358.00 Family - \$492.60	Employee - \$235.30 Children - \$0 Spouse - \$0 Family - \$0

Deductible: (\$500/\$1500) Coinsurance: (70/30) Annual Coinsurance Limit: (\$5000/15000) Lifetime Maximum Benefit: (\$1,000,000) Deductible Carryover: None Deductible Credit: 10/01/2000		
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Source: Aetna U.S. Healthcare proposal for GRISD Health Benefit Plan, September 1, 2001 through August 31, 2002, accepted by GRISD August 8, 2001.

The payroll clerk, supervised by the director of Finance, processes all workers' compensation claims. Claims Administrative Services Inc. (CAS) manages the district's workers' compensation fund. CAS provide workers' compensation insurance coverage; a loss prevention program that includes safety visits and a written safety program; and claims services that include workers' compensation claims investigation and cost containment, payment and reporting. The CAS contract, entered into September 1, 2000, is for a fully funded 3-year rate guarantee plan with costs billed quarterly. The annual cost for the three-year period is \$35,106.

The Texas Association of Schools Boards (TASB) Risk Management Fund manages the district's unemployment compensation program and provides vehicle insurance.

The district contracts with several insurance carriers for property and general liability coverage, student insurance and storage tank insurance. **Exhibit 4-19** summarizes the district's insurance coverage.

Exhibit 4-19
Summary of GRISD Insurance Coverage
Policy Period 2001-02

Insurance Type	Carrier	Contract Period	District Cost
Health Insurance	Aetna U.S. Healthcare	9/1/01 to 9/1/02	\$875,316
Unemployment Compensation	Texas Association of School Boards Risk Management Fund	10/1/01 to 10/1/02	\$3,224
Workers' Compensation	Claims Administrative Services, Inc.	9/1/00 to 9/1/03	\$35,106

Property and General Liability	Fireman's Fund (paid through Boyd Holley Insurance Agency)	7/15/01 to 7/15/02	\$71,049
Vehicle Insurance	Texas Association of School Boards Risk Management Fund	7/15/01 to 7/15/02	\$16,118
Student Insurance	Texas Monarch Management Corporation	8/1/01 to 7/31/02	\$9,375
Storage Tank Insurance	Zurich American Insurance Company (paid through Seabury & Smith, Marsh Advantage America)	4/12/01 to 4/12/02	\$946
Total			\$1,011,134

Source: GRISD insurance policies, GRISD director of Finance.

FINDING

GRISD does not have a plan to transition to the statewide health care benefits program in September 2002. The district received information from the Teacher Retirement System (TRS), the agency designated by the Texas Legislature to administer the health care benefits program, in July 2001. The program, TRS-ActiveCare, is the basic state plan for catastrophic coverage and covers all full-time employees who are TRS members. Receiving higher levels of coverage will require additional district and employee contributions. To assist with these costs, the state will send each district \$75 a month per covered employee and will give each employee an additional \$83 a month, or \$1,000 annually, to pay for additional employee coverage, dependent coverage, compensation or any combination of the above. Part-time employees who are not TRS members may participate if they or the district pays the full cost. The state will contribute the additional \$1,000 annually for each school employee to all districts, whether they participate in TRS-ActiveCare or not.

GRISD meets the requirements for mandatory participation in TRS-ActiveCare on September 1, 2002, since it has 500 or fewer employees and was not part of a risk pool or self-insured on January 1, 2001. Since receiving the materials in July 2001, the director of Finance said that the most the district has done to prepare for the transition is to let employees know that GRISD will be required to participate in TRS-ActiveCare and that the rates do not look promising. The director of Finance said that the district is waiting for additional information to properly educate employees and will train employees when the information is received. According to recent TRS Bulletin, plan information will be distributed to participating districts and their employees in late spring 2002.

According to the information that GRISD received from TRS in July 2001, districts must contribute a minimum of \$150 a month per employee. If a district is not capable of making that payment, the state will help pay the local district share for the next six years. The state will phase out this aid during the next six years. Districts that reach the Maintenance and Operations tax cap of \$1.50 will also be held harmless for any tax effort more than the \$1.50 required to reach their minimum district effort of \$150 a month. This provision does not apply to GRISD because its 2000 tax rate is \$0.908, well below the \$1.50 level.

Districts contributing more than \$150 a month per employee may use the difference between their monthly expenditure per employee and the required \$150 a month minimum effort to provide additional insurance coverage or other employee compensation. Since GRISD contributed \$184.10 a month per employee toward health care in 2000-01, which is \$34.10 more than the \$150 a month per employee required minimum effort, it may use the difference to provide additional employee compensation or benefits.

Without a thorough review and analysis of the state plan and its implications, GRISD will not have full information upon which to make financial and implementation decisions for an orderly transition.

Recommendation 35:

Establish a committee to review the state health plan and develop a long-range plan of action.

The district should establish a benefits committee representing a cross-section of employee groups to understand and address the issues facing district employees with the transition to the TRS-ActiveCare program. The committee should include three board members, the superintendent, the director of Finance, the director of Personnel and Human Resources, principals, two teachers from each school and a representative from each of the following employee groups: aides, custodians, maintenance and food service workers, bus drivers, counselors, nurses and the directors of Child Nutrition, Technology, Curriculum and Instruction and Communication Services and Support Services. It is extremely important that the board members are aware of what is planned and how the plan will affect the district financially.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent selects committee members from throughout the district and instructs the directors of Finance and Personnel and Human Resources to prepare a financial analysis of the state	March 2002
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	plan and its costs.	
2.	The superintendent instructs the director of Personnel and Human Resources to develop an employee benefits survey for committee use to identify employee concerns and needs.	March 2002
3.	The committee meets to study the state plan and financial analysis and to approve the employee benefits survey.	April 2002
4.	The director of Personnel and Human Resources distributes the survey to all district employees with a request for a two-week response time.	April 2002
5.	The director of Personnel and Human Resources receives surveys and compiles results for committee review.	May 2002
6.	The committee meets to review survey results and prepare options for board consideration, including financial and budgetary options.	May 2002
7.	The committee develops a five-year health insurance strategy and presents it to the board.	June 2002
8.	The board approves the five-year health insurance strategy and it is implemented.	September 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district does not analyze its claims history to determine appropriate deductible levels and maintains low property insurance deductible limits that are expensive. GRISD contracts with Fireman's Fund for its property and general liability insurance through the Boyd Holley Insurance Agency. There has been no claims history analysis, and the district's \$1,000 deductible for property coverage has been the requested deductible for several years. In 2001, the district sent out 10 requests for proposals and advertised for two weeks in the local paper for property insurance coverage. The district received three proposals before the deadline. Boyd Holley was selected as the district's new property insurance agent. The district's previous agent was Key & Piskuran Agency. **Exhibit 4-20** summarizes the district's 2000-01 property insurance coverage with deductibles and limits. The policy includes \$55.2 million in blanket coverage at replacement cost valuation for real and personal property and separate limits in case of theft for items such as musical instruments, audio/visual equipment and electronic data processing (EDP) equipment.

Exhibit 4-20
Summary of Glen Rose ISD Property Insurance Coverage
Policy Period 2000-01

Asset Category	Coverage Provided	Deductible	Limit	Premium
Real & Personal Property	Blanket - replacement cost (disaster)	\$1,000	\$55,246,737	\$71,049
Musical Instruments	Replacement cost (theft)	\$250	\$368,000	Included in Property
EDP Equipment	Replacement cost (theft)	\$250	\$1,804,000	Included in Property
Audio/Visual Equipment	Replacement cost (theft)	\$250	\$103,000	Included in Property

Source: GRISD insurance policy, policy period 7/15/2001 to 7/15/2002.

Lower insurance deductibles increase insurance premiums because the insurance company, not the school district, is assuming more of the risk in the event of a loss. However, this strategy can be expensive if a district has few incidents of loss and can handle the loss represented by the deductible.

If a district can afford to handle the loss represented by the deductible, and if the probability of occurrence is low, a high deductible is more cost effective.

Deductible limits vary from district to district. When compared with districts with similar property limits, GRISD's deductible as shown in **Exhibit 4-21** is much lower and its premiums are much higher. GRISD's deductible level compares to those of districts with one half to one third of the limit. Because of a lower deductible, GRISD is paying higher premium costs.

Exhibit 4-21
Comparison of Property Insurance Blanket Coverage

District	Deductible	Limit	Premium
Kenedy	\$1,000	\$16,625,824	\$20,783
Smithville	\$1,000	\$21,470,800	\$19,826
Glen Rose	\$1,000	\$55,246,737	\$71,049

Kingsville	\$5,000	\$62,609,498	\$47,881
Del Valle	\$5,000	\$79,569,777	\$41,896

Source: GRISD insurance policy, policy period 7/15/2001 to 7/15/2002, and TSPR reports.

School districts have achieved reductions in property and casualty insurance premiums by actively managing their coverage. Killeen ISD achieved lower property premiums by a combination of a competitive insurance market and a favorable claims-paid history. The favorable claims history was a result of only 81 claims out of 148 claims being paid by the insurance company. The remaining claims were covered by the district's deductibles or there was no liability involved. The district's deductible was \$5,000. Killeen ISD reduced its total premium expense in 1999 by approximately \$8,000.

Port Arthur ISD contracted with an insurance consultant in September 1998 to research the district's property and general liability insurance to reduce the costs. As a result, insurance costs were reduced by \$75,000 and the district's estimated savings for the five-year period is \$373,500.

Recommendation 36:

Reduce costs of property and general liability insurance by annually examining and adjusting deductible limits.

The district should analyze its claims history for the past five years to determine the costs incurred and what would have been paid out in claims with a higher deductible limit. Based on the claims history, the district should contact its carrier and obtain quotes for premiums at varying deductible levels such as \$5,000, \$8,000 and \$10,000. The district should analyze and purchase insurance with the deductible limit that provides the best coverage with the lowest premium given their claims history.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent authorizes the director of Finance to analyze district insurance coverages and premium amounts.	March 2002
2.	The director of Finance analyzes coverages and obtains quotes for property and general liability insurance with varying deductible levels.	April - May 2002
3.	The director of Finance recommends appropriate deductible	June 2002

	levels to superintendent and board for approval.	
4.	The director of Finance obtains insurance with new deductible level.	July 2002

FISCAL IMPACT

Depending on the deductible limits selected, the district can save up to \$3,500 a year in their insurance premium. The district's insurance carrier was contacted with an information request for premium savings if nothing else in the policy except the deductible limit was changed. The proposed deductible changes were an increase from \$1,000 to either \$5,000 or \$10,000. The carrier's response was that for a deductible limit of \$5,000, the savings would be \$1,500 a year and for a \$10,000 limit, the savings would be \$3,500 a year. The projected savings assume the district does not want to incur risk above the \$5,000 deductible limit and that the new deductible limit will be included when the existing policy ends in July 2002.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Reduce costs of property and general liability insurance by annually examining and adjusting deductible limits.	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500

Chapter 4

FINANCIAL MANAGEMENT

F. Fixed Asset Management

TEA defines fixed assets as purchased or donated items that are tangible in nature, have a useful life longer than one year, have a unit value of \$5,000 or more and may be reasonably identified and controlled through a physical inventory system. 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 costing less than \$5,000 are recorded as an operating expense of the appropriate fund.

In August 2001, to prepare for implementation of Statement 34 of the Governmental Accounting Standards Board (GASB 34) which requires among other things, districts to begin depreciating their assets, GRISD increased its capitalization threshold from \$500 to \$5,000, meaning assets valued at \$5,000 or more will be recorded in the Fixed Asset Group of Accounts and depreciated accordingly. Items valued at less than \$5,000, but that require high visibility because of their theft potential such as TV/VCRs and computer equipment, will not be recorded in the Fixed Asset Group of Accounts, but will be tracked through physical inventory records.

GRISD has contracted since May 2000 with an outside firm, Records Consultants Inc. (RCI), to perform its annual fixed asset inventory. RCI's services include placing bar codes on all items with a value of more than \$500. Although the fixed asset items that will be recorded as an operating expense has increased to \$5,000, the district is maintaining the \$500 level for inventory purposes, including the use of bar codes. RCI is also performing the scanning of all new and previously bar-coded items. The newly bar-coded information, such as bar-code number, description, manufacturer, model and serial number, is entered into the computer. RCI generates variance reports to assist the district in reconciling the inventory to its ledger. **Exhibit 4-22** lists the types of reports provided.

Exhibit 4-22
Glen Rose ISD Fixed Asset Management Reports
Produced by RCI

Title	Description
Total Inventory Report	Alphabetical inventory listing of every item of property with total dollar amount for the district.

Total Inventory Report by Campus/Department	Alphabetical inventory listing of every item of property with total dollar amount by campus or department.
Fixed-Asset Inventory Report by Bar Code Number	Listing of all bar-coded items in the district with a value of more than \$500 or considered sensitive.
Location Change Report	Listing of all district property that has been moved since the last inventory was conducted.
Items Scanned - No Information Available Report	Listing of all bar-coded items found (scanned) during the most recent inventory for which no data exists in the database.
Items Not Scanned Report by Campus/Department	Listing of all district property that was not found (scanned) during the most recent inventory. The district must determine actual disposition.
Campus/Department Report	List of all campuses or departments for the district.
Room Report	List of all rooms for the district.

Source: GRISD fixed asset management reports.

The director of Finance controls bar-code tags for items such as computers that are purchased in the period between inventories. The director of Finance keeps a log and dispenses tags so that the assets can be tagged between inventories.

FINDING

The district does not have formal, written fixed asset procedures and the related systems to maintain a proper fixed assets inventory. Before August 31, 2000, the district did not have a complete, detailed general fixed assets listing because a complete inventory had not been conducted. The district's 1998 and 1999 audit reports identified the lack of as a finding for corrective action, and GRISD hired Records Consultants Inc. in May 2000 to complete an extensive, detailed physical inventory using bar-scan technology to provide the district with this listing. RCI provided a listing of all items with a value of more than \$500 and those items with a value of less than \$500 that were considered sensitive because of their theft potential, such as televisions and video cassette recorders.

GRISD has not reconciled the 2001 inventory or established procedures outlining how the district will update its records to reflect the increased capitalization threshold of \$5,000 and to account for items that are missing. Also, GRISD relies on the results of the annual inventory to

identify exceptions for reconciliation, rather than updating inventory regularly.

The most effective fixed asset management systems include policies and procedures that identify employee roles and responsibilities; list the procedures to be followed in recording, tracking, disposing of and reporting fixed assets; segregate accounting duties from property management duties; and provide for periodic inspection to quickly verify the existence and condition of items.

The Texas Comptroller of Public Accounts has developed best practices to help local governments establish an effective and efficient fixed assets management system. These best practices provide a comprehensive solution to deficient fixed assets management systems. **Exhibit 4-23** summarizes these best practices.

Exhibit 4-23
Best Practices for an Effective Fixed Assets Management System

Phase	Tasks
Preliminary Steps	<ul style="list-style-type: none"> • Identify individuals in the district who will have key fixed asset responsibilities and establish the nature of such responsibilities. • Devise policies and procedures governing capitalization thresholds, inventory, accounting, employee accountability, transfers, disposals, surplus and obsolescence and asset sale and disposition. • Determine district fixed asset information needs and constraints. • Determine the hardware and software necessary to effectively manage the system.
Creating the Fixed Assets Management System	<ul style="list-style-type: none"> • Adopt a proposal setting up the fixed asset system including adoption of formal policies and procedures. • Create positions and job descriptions for those with fixed asset responsibilities. • Determine the design of the fixed asset inventory database and develop standard forms to match the format of computerized records. • Provide training as necessary. • Identify specific assets below the capitalization threshold that should be tracked for information purposes and safeguarding.

	<ul style="list-style-type: none"> • Budget the amount necessary to operate the fixed assets management system adequately.
Implementing the Fixed Assets Management System	<ul style="list-style-type: none"> • Inform all departments of the requirements, policies and procedures of the fixed assets system. • Ensure that assets to be tracked on the system have been identified and tagged. • Enter information into the fixed assets database. • Assign appropriate values to the assets in the database. • Establish location codes and custodial responsibility for fixed assets.
Maintaining the Fixed Assets Management System	<ul style="list-style-type: none"> • Enter all inventory information into the automated fixed asset system as fixed assets are received. • Assign tag numbers, location codes and responsibility to assets as they are received. • Monitor the movement of all fixed assets using appropriate forms approved by designated district personnel. • Conduct periodic inventories and determine the condition of all assets. • Generate appropriate reports noting any change in status of assets including changes in condition, location and deletions. • Reconcile the physical inventory to the accounting records, account for discrepancies and adjust inventory records. • Use information from the system to support insurance coverage, budget requests and asset replacements and upgrades.

Source: "Getting a Fix on Fixed Assets," City and County Financial Management, May 1999.

Without policies and procedures to track and maintain fixed assets properly, no one is held accountable for controlling and reporting the assets. This can lead to improper disposal, unnecessary replacement of items that exist but are not in the reported location, improper financial reporting and inability to quickly detect mistakes or theft.

Recommendation 37:

Establish a fixed asset management committee and develop fixed asset management procedures.

The district should establish a committee with representatives from all areas that have fixed asset responsibilities. As a minimum, the committee should include the superintendent, principals and the directors of Finance, Support Services, Technology and Personnel and Human Resources. The committee should use the steps outlined in **Exhibit 4-23** as a guide to developing a comprehensive fixed asset management system.

The committee should focus on developing detailed fixed asset procedures that establish responsibility for assets and hold individuals accountable. As a minimum, the procedures should define the assets to be tracked and the level of tracking; the processes for purchasing, tagging, transferring or disposing of assets; the roles, responsibilities and performance expectations of individuals who are assigned to tag, track, control and account for assets; how assets are to be valued and depreciated; the process for investigating, reporting and disposing of missing assets; and the process for maintaining and reconciling computerized asset records.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent names the committee members and assigns the director of Finance to head the committee.	April 2002
2.	The committee meets to develop proposed procedures that outline how to add an asset to inventory; define employee accountability for assigned assets; track and record asset transfers and disposals; create definitions and processes for surplus or obsolete inventory; and draft procedures for asset sale and disposition.	April-May 2002
3.	The director of Personnel and Human Resources works with committee members to incorporate proposed fixed asset responsibilities into appropriate job descriptions and accountability measurements into performance-appraisal documents.	April 2002
4.	The committee submits proposed policies and procedures to the board for approval.	June 2002
5.	The director of Finance and the directors of Technology and Support Services, develop training materials and procedure manuals and distribute them to all employees. The director of Technology posts the training materials on the district Web site.	June-July 2002
6.	The directors of Finance, Technology and Support Services conduct a workshop to train employees.	August 2002
7.	The director of Finance updates policies and procedures as	Ongoing

necessary.	
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FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 4

FINANCIAL MANAGEMENT

G. Purchasing Operations

In 1995, the Legislature revised the Texas Education Code (TEC) by adding three new methods of competitive procurement: design-build contracts, competitive sealed proposals and request for proposals for personal property and construction contracts. In 1997, the Legislature included two additional procurement methods: job order contracts and contracts using construction managers. In 2001, the Legislature added another competitive-procurement method: the 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 similar items with a cumulative value of \$25,000 or more in a 12-month period. The purchasing methods authorized by the TEC are summarized in **Exhibit 4-24**.

Exhibit 4-24
Competitive Purchasing Methods

Purchasing 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 purchases	Provides an alternative to other procurement methods for the acquisition of computer equipment, software and services only.
Interlocal contract	Provides a mechanism for agreements with other local governments, the state or a state agency to perform governmental functions and services.

Design-build contracts	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, Texas Education Code Chapter 44 and Texas Government Code Section 2155.062(d).

School districts must advertise bids worth \$25,000 or more at least once a week for two weeks in any newspaper published in the county in which the district is located. Bids worth 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 who are interested in supplying them. School districts can also meet competitive-bidding requirements with interlocal or cooperative purchase agreements as per Attorney General Opinion, JC-37.

Exceptions to competitive-bidding requirements include contracts for professional services such as those performed by architects, attorneys or fiscal agents. The TEC also allows exceptions for school districts to purchase items as "sole source" purchases, items that are available from only one source, if the item being purchased is:

- An item for which competition is precluded because of the existence of a patent, copyright, secret process or monopoly;
- A film, manuscript or book;
- A utility service including electricity, gas or water; and
- A captive replacement part or component for equipment, i.e. parts that are specific to a particular piece of equipment and are not available from more than one vendor.

To properly use the sole-source arrangement, a school district must obtain and retain vendor documentation that clearly states the reasons the purchase must be made on a sole-source basis. Sole-source exceptions do not apply to mainframe data processing equipment and peripheral attachments with a single-item purchase price of more than \$15,000.

A centralized purchasing system concentrates the authority, responsibility and control of purchasing activities in one administrative department. In a decentralized purchasing system, these activities are delegated to or shared with users in the operating departments.

GRISD operates a decentralized purchasing system. The director of Finance serves as the district's purchasing agent and is responsible for developing bids and Requests for Proposals (RFPs); reviewing and evaluating all proposals submitted; approving purchase orders; supervising the processing of checks to vendors through the accounts-payable system; and recording the fixed-asset balances in the district's accounting system.

The director of Personnel and Human Resources, who functions as the district's textbook coordinator, works with the assistant principals to conduct the annual inventory of textbooks. The textbook coordinator orders textbooks from the Texas Education Agency using its online ordering system. Districts are entitled to 110 percent of their pupil enrollment for the grade or subject when ordering pupil editions. When the district's order is received at the central administration building, a clerk hand-stamps each book with an identification number. The identification number is only used to comply with state law, not as a tracking mechanism.

The director of Support Services supervises the warehouse operations where ordered items are received then delivered to the appropriate school or building. GRISD has two buildings that it uses to store items. The building that houses the Support Services offices has a locked freezer to store meat and other frozen items. The building also is used for records storage and to store paper and bottled water sold in the school cafeterias. The second building, the maintenance warehouse, is used to store janitorial chemicals and supplies, light bulbs, ballasts and minor plumbing parts as well as housing lawn mowers, tractors and other grounds keeping equipment. These items do not require special storage or environmental conditions to prevent spoilage other than a clean, dry space that can be secured.

There is no dedicated warehouse staff. The secretary of Support Services orders custodial and maintenance supplies and verifies that orders are delivered. Maintenance staff delivers orders to district buildings as

necessary. The director of Support Services, the secretary and maintenance and grounds staff has access to the maintenance warehouse.

With the exception of paper, the district stores only minimal amounts of custodial supplies and maintenance items in the warehouse. The director of Support Services said that low inventory supply levels were maintained to discourage theft.

FINDING

GRISD does not have an up-to-date purchasing procedures manual. Although the district has high-level policies adopted by the board, the district does not have an updated procedures manual that establishes rules and provides guidance to school district employees for making district purchases. Having a detailed up-to-date purchasing procedures manual to train district staff is important because GRISD's purchasing process is decentralized. GRISD has used the Texas Educational Consultative Services Inc. (TECS) SchoolAssyst financial software since September 2000 to generate requisitions. The school or department secretary enters requisitions into SchoolAssyst, and the director or principal approves the requisition online. The requisition is forwarded electronically to the director of Finance for review. The director of Finance approves all purchase orders and the accounts-payable clerk prints the purchase orders and sends them to the school or department as applicable.

Procedures typically establish rules for initiating, reviewing and approving requisitions; receiving goods and processing invoices. A purchasing manual provides detailed guidance to district staff at all levels and helps train staff in the district's established policies. The manual also can be used to acquaint vendors with the district's established policies and procedures. A detailed policies and procedures manual will ensure that all staff involved in the purchasing process are aware of and understand the district's purchasing policies and that all adhere to the same procedures, reducing errors and misunderstandings about the process and compliance with procurement laws and regulations.

Smithville ISD's purchasing manual describes the district's purchasing organization, including roles and responsibilities of the procurement officer and district employees. It outlines the board's purchasing policies, statutory purchasing requirements and explains each of the competitive procurement options used. The manual also outlines the procedures and forms to be used for competitive bidding, requests for proposals and competitive sealed proposals, purchase orders and central-supply requisitions. Expectations concerning purchasing ethics for district employees are also outlined in the manual.

Recommendation 38:

Develop and distribute a districtwide purchasing procedures manual.

The director of Finance should develop the purchasing procedures manual for users to include, for example, the district's approved purchasing-policy document, competitive procurement requirements and procedures; instructions for various procedures related to requisition and purchase-order processing and receiving; rules for vendor selection and relations; budget-transfer requirements and instructions for generating budget-status reports so managers can plan and monitor their expenditures. The director of Finance should submit the procedures manual to the superintendent.

Once approved by the superintendent, the director of Finance should maintain a central file copy of the policies and procedures manual and distribute a copy of the manual by e-mail to each school. The procedures manual should also be posted to the district's Web site as an online resource for staff and vendors.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent instructs the director of Finance to develop the purchasing procedures manual.	March 2002
2.	The director of Finance contacts other districts to obtain copies of their purchasing procedures to use as a guide in developing GRISD's manual.	April - May 2002
3.	The director of Finance submits the finished purchasing procedures manual to the superintendent for review and approval.	June 2002
4.	The superintendent approves the manual.	June 2002
5.	The director of Finance maintains a central file copy of the manual, distributes the approved manual to district personnel via e-mail and works with the director of Technology to post the manual on the district's Web site.	July 2002
6.	The district begins operating under the approved procedures.	August 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

GRISD does not have a system or processes in place to ensure that purchases for goods and services comply with state laws. To meet state competitive-procurement requirements, GRISD issues some formal bids for petroleum products, bank depository services, employee health and dental insurance and library books. The district also uses approved purchasing cooperatives and programs such as the Region XI Educational Services Center (Region 11) cooperative and the Qualified Information Services Vendor (QISV) program, a competitive-purchasing program that has a comprehensive list of vendors that provide automated information-systems products and/or services.

Eleven vendors with purchasing volumes of \$25,000 or more in aggregate during 2000-01 were selected for a test sample to verify that GRISD complied with state bidding requirements. **Exhibit 4-25** lists each of those vendors, the dollar volume of business with the district and the procurement method used.

Exhibit 4-25
GRISD Purchases Sampled for Bid Compliance
Dollar Volume of \$25,000 or More
2000-01

Vendor Name	Dollar Volume	Verification Method
Baxter Chemical & Janitorial Supplies	\$59,506	No bid. Quotes on individual purchase orders.
Milk Products L.P.	\$38,520	Bid.
Canon Financial Services	\$31,802	No bid. Copier lease services for several years.
C. D. Hartnett Co.	\$162,061	Cooperative purchase.
Dell Marketing L.P.	\$172,752	QISV purchase.
Martin's Office Supply	\$58,947	No bid. Quotes on individual purchase orders.
Micro Warehouse/Mac Warehouse	\$34,456	QISV purchase and individual purchase order quotes.
Shi Government Solutions	\$33,100	State catalogue purchase.
Sta-Dri Co. Inc.	\$361,710	Construction bid.
Tangent Computer	\$44,952	QISV purchase.
White Sporting Goods	\$46,722	No bid. Quotes on individual purchase orders.

Total	\$1,044,528	
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Source: GRISD financial reports. Note: Amounts have been rounded to the nearest dollar.

Of the 11 vendors tested, four did not comply with state procurement laws requiring competitive bidding. The district purchased most of the items from these vendors by using quotes on individual purchase orders.

An additional eight vendors were sampled that had purchasing volumes between \$9,999 and \$24,999 in aggregate that would require bids or formal quotes. **Exhibit 4-26** lists each of those vendors, the dollar volume of business with the district and the procurement method used.

Exhibit 4-26
GRISD Purchases Sampled for Quote/Bid Compliance
Dollar Volume Between \$9,999 and \$24,999
2000-01

Vendor Name	Dollar Volume	Verification Method
D&H Distributing	\$20,574	No quotes from multiple vendors.
Dealers Electric Supply	\$13,093	No quotes from multiple vendors.
East Texas Sports Center	\$10,764	No quotes from multiple vendors.
Follett Library Resource	\$19,737	Library book bid.
Glen Rose Auto Parts	\$10,404	No quotes from multiple vendors.
Global Roof Consultants	\$19,135	Construction bid.
Higginbothams Lumber	\$11,030	No quotes from multiple vendors.
Kimbrough Fire Extinguisher Co.	\$10,123	No quotes from multiple vendors.
Total	\$114,860	

Source: GRISD financial reports. Note: Amounts have been rounded to the nearest dollar.

Of the eight vendors tested, six did not comply with state bid laws and board policies because the total annual purchasing volume exceeded \$9,999, which requires formal quotes. Most of these items were multiple, low dollar-value purchases spread throughout the year, but the director of Finance is responsible for monitoring purchasing volumes for quote compliance.

Because GRISD does not track aggregate purchases, the district runs the risk of not consistently complying with the state requirements for bids and quotes. Some districts use commodity codes to track and monitor classes of items they purchase to ensure that they do not purchase more than is allowed without a bid. The group code feature in the district's TECS SchoolAssyst financial system software that allows the user to assign specific account codes to groups is not activated.

In September 2001, Fort Bend ISD (FBISD) implemented automated tracking of items using a five-digit commodity code. FBISD's financial system was modified to require the use of a commodity code when generating a requisition. The district's Materials Management Department provides users with a list of commodity codes sorted numerically and alphabetically to assist with generating the requisition properly. With the modification, FBISD can monitor groupings of items to determine if the aggregate amount requires competitive bidding.

Other districts analyze past expenditures to identify candidates for bidding and quotes and to monitor expenditures to ensure they don't exceed thresholds. Clear Creek ISD's Purchasing Department generates a monthly report called a non-contract blanket purchase-order report that identifies items not purchased using the pre-approved contract for certain items. With this report, the Purchasing Department staff analyzes expenditures to determine when a group of items is getting close to thresholds that require bidding.

Recommendation 39:

Track and analyze purchases to ensure compliance with state and local purchasing laws.

The director of Finance should analyze previous-year expenditures and work with other directors and principals during the budget process to identify candidates for bidding, the timetables when goods and services will be needed and the appropriate acquisition process, such as

competitive bid, cooperative purchasing or purchasing through an interlocal agreement. To assist with automated monitoring of expenditures, the director of Finance should also work with the financial system vendor, TECS, to enable the group code feature that allows the user to assign specific account codes to groups.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Finance prepares analyses of expenditures and distributes to applicable directors.	April 2002
2.	The director of Finance contacts the software vendor, TECS, to arrange for training related to assigning account codes to groups.	April 2002
3.	The director of Finance meets with principals and other directors to review their expenditures and to decide if bids or quotes will be needed for any goods or services.	May 2002
4.	The director of Finance submits a list of all goods or services requiring bids and the recommended acquisition methods to the superintendent for approval.	June-July 2002
5.	The director of Finance and Finance Department staff receive training and technical assistance in setting up groups to track account codes.	August 2002
6.	The director of Finance develops bids or uses other acquisition methods as applicable for those goods and services that meet procurement thresholds.	August-December 2002
7.	The director of Finance submits monthly reports to the superintendent indicating status of compliance and categories of goods or services that are approaching volumes that may require bids or quotes.	January 2003 and ongoing

FISCAL IMPACT

There would be a one-time cost of \$880 for training all Finance Department staff to implement the group-code feature that allows the district to assign account codes by group. The cost estimate is based on eight hours of training at \$80 an hour plus six hours of travel time at \$40 an hour ($\$80 \times 8 = \$640 + \$40 \times 6 = \240 ; $\$640 + \$240 = \$880$).

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Track and analyze purchases to ensure compliance with state	(\$880)	\$0	\$0	\$0	\$0

and local purchasing laws.					
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FINDING

The district financial system's appropriation control feature is not activated for requisitions. The TECS SchoolAssyst software has a control feature that can be set to prevent requisitions from being entered when there are not sufficient funds in the budget category to cover the expenditure. However, GRISD is not using this feature, and a requisition can be entered and approved at the department level with insufficient funds.

Instead of using the feature to automatically prohibit the requisition from being entered, the director of Finance holds the requisition in the approval queue. When a department or school secretary calls to find out why the requisition has not been processed, the director of Finance alerts them that there are insufficient funds and that the requisition will be held until a budget transfer has been completed. When the budget transfer has been received, the director of Finance can still generate a purchase order before the budget transfer has been posted to the system if the funds are available without creating a budget deficit, the purchase order is approved.

Since a purchase order represents a legal contract between the district and the vendor, it is critical that there be sufficient funds before a purchase order is generated. Without adequate appropriation control, a district could generate a purchase order that legally obligates the district to pay a vendor when it does not have sufficient funds to pay the obligation.

Effective school districts maintain an appropriation control structure that links the available budget to the encumbrance, or designating as not available, of funds and prohibits the district from contracting to pay for items for which it does not have sufficient funds.

Recommendation 40:

Activate the appropriation control feature of the district's financial software.

Enabling the appropriation control feature of the software will prohibit the district from improperly generating purchase orders when it has insufficient funds by requiring funding to be available before a requisition can be entered.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Finance works with the director of Technology and	Anril
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	TECS to enable the appropriation control feature.	2002
2.	The director of Finance notifies financial system users that the feature has been enabled and explains its effect on the requisition function.	April 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

GRISD does not routinely share contracts for goods and services through interlocal agreements as a way to reduce competitive procurement costs. While GRISD uses the QISV program for computer purchases and cooperatives for purchases such as food and paper, it does not bid or use cooperatives for items such as office supplies, janitorial supplies, athletic equipment and automotive supplies that are repeatedly purchased. The district said that cooperative purchasing, particularly through Region 11, was not heavily used because of concerns with quality. There were also concerns that most vendors would not provide service to Glen Rose because of its location. The district has not pursued interlocal agreements with local and regional entities such as Somervell County, the City of Glen Rose or Tarrant County to reduce its purchase costs and achieve compliance by sharing contracts for goods and services that have already been competitively bid by other government entities.

In 1999, the Office of the Attorney General issued Opinion JC-37, an opinion stating that school district procurement through an interlocal agreement or a cooperative purchasing arrangement satisfies competitive bidding requirements. Under an interlocal 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.

Tarrant County for example, offers the use of its competitively bid contracts through interlocal agreements with other governmental entities including counties, municipalities, school districts and the airport. A partial list of participants includes: the Dallas/Fort Worth airport, Hays, Travis, Bexar, Dallas, Harris, Fort Bend and Parker Counties; the Cities of Irving, Denton, Lewisville and Duncanville; and Fort Worth, Lake Worth and Keller Independent School Districts.

The Tarrant County Purchasing Agent said that the only provision to using the county's contracts was that an entity needed to sign an interlocal

agreement and it needed to provide the Tarrant County Purchasing Office with its estimated quantities of items when a contract is re-bid so the Purchasing Office could negotiate greater price discounts because of the increased volume. Once an interlocal agreement is signed, the Tarrant County Purchasing Office provides the entity with a contract-award sheet that includes pricing and notifies vendors that another entity is authorized to use its contract. The school district then orders items based on the contract-award sheet provided. Shipping and delivery is included in many contracts. **Exhibit 4-27** compares prices that Glen Rose ISD pays for items that are generally purchased using quotes with those of Tarrant County. As shown in **Exhibit 4-27**, Tarrant County pays significantly less for similar types of items than GRISD does.

Exhibit 4-27
GRISD Purchase Price Comparisons with Tarrant County Contracts

Item	Glen Rose Cost	Tarrant County Cost	Price Savings
Roll Paper Towels	\$12.25/case	\$11.12/case	9.2%
Toilet Paper	\$34.65/case	\$17.98/case	48.1%
Large Trash Liners	\$20.91/case	\$12.91/case	38.3%
Small Trash Liners	\$16.37/case	\$12.48/case	23.8%

Source: GRISD director of Support Services and Tarrant County Purchasing Office senior buyer.

Recommendation 41:

Establish interlocal agreements with Tarrant County and other governments in the Somervell County area to reduce purchase costs.

By establishing interlocal agreements, the district should be able to reduce its solicitation costs such as printing, advertising and postage. The district's purchase costs should decrease as well, with access to contracts that have greater price discounts because of the volume. The district will also achieve greater compliance for items that are bid using quotes for multiple smaller purchase orders, but that in the aggregate, require formal bids.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent authorizes the director of Finance to contact	April
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	purchasing representatives from Tarrant County, Somervell County, the City of Glen Rose and other local entities to determine interest in and feasibility of interlocal agreements.	2002
2.	The director of Finance prepares an analysis of findings and identifies entities that will participate and presents these findings to superintendent.	April 2002
3.	The superintendent presents findings to the board and requests authorization to negotiate interlocal agreements with interested entities.	May 2002
4.	The board authorizes the superintendent to negotiate interlocal agreements.	May 2002
5.	The superintendent negotiates interlocal agreements and submits them to the board for approval.	May-June 2002
6.	The director of Finance makes purchases through interlocal agreements.	July 2002
7.	The director of Finance analyzes district purchases using interlocal agreements and documents savings and compliance.	Ongoing

FISCAL IMPACT

Purchasing through an interlocal agreement with Tarrant County and other governments will save the district an estimated \$12,058 annually with its purchases. The savings are estimated by multiplying the total amount of GRISD purchases that were made using individual purchase-order quotes as shown in **Exhibit 4-25** and **Exhibit 4-26** by 5 percent ($\$241,163 \times .05 = \$12,058$). Five percent was used as a conservative savings factor based on the comparison of savings shown in **Exhibit 4-27**, which showed savings for individual items ranging from 9.2 percent to 48.1 percent.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Establish interlocal agreements with Tarrant County and other governments in the Somervell County area to reduce purchase costs.	\$12,058	\$12,058	\$12,058	\$12,058	\$12,058

Chapter 5

FACILITIES USE AND MANAGEMENT

This chapter examines Glen Rose Independent School District (GRISD) facilities operations in four sections:

- A. Facilities Planning
- B. Maintenance and Custodial Operations
- C. Security
- D. Safety

A comprehensive facility, maintenance and energy management program coordinates all of a district's physical resources. The program should effectively integrate facilities planning with all other aspects of school planning. The most effective and efficient operations and maintenance programs involve facilities managers in strategic planning, design and construction, not merely in advisory roles. In addition, facilities departments should operate under clearly defined policies and procedures.

Effective facilities managers ensure district facilities are designed and built to enhance the educational process. They should provide a clean school and working environment; ensure that facilities comply with state, local and federal regulations; and minimize the district's utility and maintenance costs.

Efficient facilities operations help districts by keeping pace with changing enrollment and the needs of instructional programs. They are essential to building public trust and confidence in district management.

Developing safe schools should be a community effort requiring cooperation among school districts, parents and municipal and county governments. Providing a safe school requires developing comprehensive policies, procedures and programs that include elements of prevention, intervention and enforcement.

BACKGROUND

GRISD covers approximately 200 square miles and includes five schools and seven auxiliary buildings. The district owns 11 of the 12 facilities, including four schools: one elementary school, one intermediate school, one junior high and one high school. A fifth school, the Alternative Campus for Education (A.C.E.) alternative school, is in a leased facility maintained by the district. **Exhibit 5-1** shows the square footage and the year each facility was built.

**Exhibit 5-1
Glen Rose ISD Facilities**

Facility	Year Built	Square Footage
Glen Rose Elementary	1985	88,457
Glen Rose Intermediate	1993	66,377
Glen Rose Junior High	1951	157,153
Glen Rose High School	1980	77,490
A.C.E. Building (rented space)	N/A	4,100
Vocational Building	1993	13,308
Administration Building	1986	4,917
Field House	1981	4,183
Bus Garage	1990	4,900
Bus Shop	1990	15,700
Maintenance Shop	1976	3,500
Auditorium	1993	26,473
Total		466,558

Source: GRISD director of Support Services.

Chapter 5

FACILITIES USE AND MANAGEMENT

A. Facilities Planning

School districts need a long-range comprehensive master plan to provide a basis for planning educational facilities to meet changing community needs. It should incorporate district policies, information and statistical data. The master plan becomes the district's policy statement for allocating resources and may present facility improvement alternatives.

Effective school facilities master planning incorporates the following elements:

Facility Capacity: Each school's capacity should be established by setting standards that govern student-to-teacher ratios and the required square feet of classroom space per student. These standards should also deal with the minimum size of core facilities such as gymnasiums, cafeterias and libraries.

Facility Inventory: An accurate and current facility inventory is an essential tool for managing school facilities use. Each school inventory should identify the use and size of every room. This practice enables planners to accurately judge each school's capacity. Modifications should be noted in the inventory so it can be kept up to date.

Enrollment Projections: Effective planning requires accurate enrollment projections. These projections should be made for at least five years into the future. Accurate projections require planners to examine neighborhood demographics and track new construction activity. Many school planners work with county and city planners to track growth patterns.

Attendance Zones: While the use of portable classrooms can temporarily alleviate overcrowding due to fluctuating enrollments, they can become detrimental to education if they are overused. For example, school cafeterias and libraries are designed to handle specific numbers of students. Adding students beyond that capacity can result in students eating lunch too early or not having routine access to libraries. Therefore, an effective enrollment management plan calls for attendance zone adjustments whenever they prove necessary. While such adjustments often prove unpopular with parents and students, they are necessary if all students are to have equal access to school facilities.

Capital Improvement Master Plan: Effective planning requires the district to anticipate future needs and balance them against resources. A

capital master plan charts future improvements to school facilities and identifies funding sources. The planning process, which should involve the community, should identify district goals and objectives and prioritize projects.

FINDING

GRISD does not have a long-range facilities master plan or a planning committee that sets priorities for capital improvement projects, determines a funding approach or ties the approach to future enrollment. A facilities master plan identifies each major repair or renovation needed at each school. The plan considers external factors such as community needs as well as internal factors such as financing alternatives. It establishes a priority for each project, a timeframe for the work and estimates for the cost of each project.

Current planning efforts are limited to informal needs developed by individual schools and do not take into account the gradually increasing enrollments at all levels and at most school locations or the costs of ongoing maintenance needs. In the absence of such a plan, facilities are often built with special amenities that are not suitable for multiple uses. Examples of GRISD special-use facilities include the dance studio and indoor practice field. The dance studio cannot be used as general space because of its special flooring, which is not designed to withstand regular classroom use. The indoor practice field is only used during inclement weather by the football team or by cheerleaders.

Effective school districts use plans to manage their ongoing facility maintenance and construction programs. Mount Pleasant ISD (MPISD), for example, effectively manages renovation by periodically evaluating facilities for maintenance and construction needs. By planning and evaluating its facilities, MPISD was able to identify potential code violations, ensure compliance with the Americans with Disabilities Act and establish educational space guidelines for classrooms and common areas such as cafeterias and libraries, using minimum state standards as a starting point.

MPISD used two contract sources to conduct its facilities needs assessments—a local architect and the Texas Association of School Boards. The district used the assessment data to prioritize renovation and maintenance schedules and develop budgets based on estimated cost by facility and project type.

Recommendation 42:

Create a permanent facilities planning committee and develop a long-range facilities master plan.

GRISD should create a permanent facilities planning committee with a rotating volunteer membership consisting of community members, district staff, board members and teachers to develop a long-range facilities master plan. The committee membership should be broad-based to provide multiple perspectives and skills for assisting the district with documenting facility needs. The committee should use district and campus improvement plans and enrollment projections to develop the master plan.

The plan should specifically address the number and location of future facilities based on multi-year enrollment projections. The continued use of facilities such as the activities building to house staff and special programs should also be addressed in the master plan. This plan should also include cost assessments for maintenance of existing facilities and provide a procedure for accepting donations, which should include a maintenance cost assessment component.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board formally establishes a facility-planning committee and nominates community members to prepare a long-range facilities master plan. The superintendent chairs the committee.	April 2002
2.	The superintendent contacts board nominees to serve on the committee.	May 2002
3.	The superintendent schedules the initial meeting. The director of Support Services and director of Finance provide support to the committee and the superintendent.	May - June 2002
4.	The committee establishes a meeting schedule, reviews the needs- assessment documents and conducts a tour of the facilities.	May - July 2002
5.	The committee prepares a priority list of facilities needs and holds meetings at the school district to gather feedback from parents and residents.	July - August 2002
6.	The committee includes the community input in its recommendations and combines the priorities into a recommended master plan.	September 2002
7.	The director of Support Services and the director of Finance provide cost estimates for each item and recommend a schedule for implementing the plan based on the district's projected financial resources.	October 2002

8.	The superintendent reviews the plan and recommends approval to the board.	October 2002
9.	The board reviews and approves the plan and directs the superintendent to include items for the first year of the plan in the budget.	November 2002
10.	The director of Support Services updates the plan, reviews the cost estimates and presents updated information to the superintendent.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

GRISD facilities are significantly underused with an overall 43 percent average use rate. In the past, the district overbuilt facilities in anticipation of losing a portion of its local revenue to state transfers of resources from property-wealthy districts to property-poor districts. As a property-wealthy district, GRISD must give other districts some of its tax revenues. Usage ranges from 35 percent at the junior high school to 62 percent at the elementary school. For example, the district has five classrooms in the junior high school that are not used. **Exhibit 5-2** compares classroom capacity, 2001-02 enrollment and classroom use rates.

Exhibit 5-2
GRISD Elementary Schools Capacity and Use Rates
2001-02

School	Number of permanent classrooms	Permanent classroom capacity*	Portable classroom capacity	Total classroom capacity	Current student enrollment	Permanent classroom use rate	Total classroom use rate
Elementary	43	946	0	946	582	62%	62%
Intermediate	39	858	0	858	359	42%	42%
Junior High	36	720	0	720	251	35%	35%
High	45	1260	56	1316	458	36%	35%
A.C.E.					16		
Total	163	3,784	56	3,840	1,666	44%	43%

Source: GRISD director of Support Services and October 26, 2001 GRISD enrollment report to TEA.

**GRISD calculates capacity for elementary and intermediate classrooms at 22 students per classroom at 20 students per classroom for junior high and 28 students per classroom for high school classrooms. Special purpose rooms were deducted to determine the number of available classrooms. These include one computer lab per school and special education rooms as designated by the director of Support Services.*

Part of this additional capacity has been used to provide customized classroom space. For example, science labs at the high school are combined with regular classrooms to provide science teachers with a classroom that is twice the size of a regular room. The district rents space in a commercial strip center at an annual cost of \$15,000 for the A.C.E., its alternative school. The district is also responsible for maintaining and cleaning this rented space at an annual cost of \$15,000, according to district estimates.

Recommendation 43:

Develop a strategy for more efficient use of buildings including relocating the A.C.E. School to the junior high school.

Relocating the A.C.E. school to the junior high school would save the district \$30,000 in annual rent and maintenance costs and improve the district's overall use of space.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Support Services meets with the A.C.E. principal and junior high principal to determine needs and identify issues.	April 2002
2.	The director of Support Services develops a plan for relocating the A.C.E. School to the junior high school and presents it to the superintendent for review and approval.	May 2002
3.	The superintendent presents plan to the board for approval.	June 2002
4.	The director of Finance does not renew the A.C.E. lease agreement.	July

		2002
5.	A.C.E. is relocated to the junior high school.	August 2002

FISCAL IMPACT

Relocating the A.C.E. school will save the district the \$15,000 cost of the lease and \$15,000 in maintenance and custodial costs. There will be one-time relocation cost estimated at \$5,000 to move equipment and refurbish the junior high space to accommodate the A.C.E. students.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Develop a strategy for more efficient use of buildings including relocating the A.C.E. School to the junior high school.	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
One time relocation costs	(\$5,000)	\$0	\$0	\$0	\$0
Net savings	\$25,000	\$30,000	\$30,000	\$30,000	\$30,000

FINDING

The district does not have a written policy that allows the district to charge fees for community use of its facilities. Without such agreements, the district absorbs all costs for community use of facilities. In addition, the district does not monitor community use and does not have the information necessary to develop a fee structure.

School districts must balance costs with promoting community goodwill when requests are made to use their facilities. Districts need policies that help achieve that balance. In developing a facility-use policy, school districts typically identify the organizations that can use district facilities and the types of activities allowed, outline the terms and responsibilities assumed by each party using the facility to protect the district if the facility is vandalized or other damage occurs, provide a scheduling process for the use of the facility and define the fee structure and payment process for recovering costs.

Fort Bend ISD (FBISD) has a facilities-use policy that promotes positive community relations, generates income for the district and governs the outside use of facilities. FBISD allows nonprofit organizations within district boundaries to use its facilities after school hours to promote positive community relations. Community members use 60 percent of the district's facilities after school hours.

Recommendation 44:

Develop a written policy and fee schedule for community use of district facilities.

The district should maintain a log of all community use and calculate the cost of each type of use to develop a facility-use fee structure. Organizations that use the district's facilities should pay a portion of the cost to maintain and operate the facilities. Costs for custodial services, routine maintenance and utilities should be included in the facility-use charges. The district should also develop terms, conditions and contracts for use of the facility. Once the policy is developed and implemented, the district should notify all community groups.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Support Services researches community use of district facilities and prepares a report for the superintendent and board that shows who has used the facility, for what purpose and the length and frequency of use as well as the custodial, maintenance and utilities costs.	March - September 2002
2.	The director of Support Services develops a facility-use policy, prepares a fee schedule and submits it to the superintendent, district staff, board members and community leaders for input and comment.	October - December 2002
3.	The director of Support Services revises the policy and fee schedule based on input received and submits a revised policy to superintendent for review and approval.	January 2003
4.	The superintendent presents the facility-use policy and fee schedule to the board for discussion and approval.	February 2003
5.	The board establishes procedures and policies and directs the superintendent to prepare public notices announcing the new policy and its effective date.	March 2003
6.	The superintendent implements the policy and notifies the public.	April 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 5

FACILITIES USE AND MANAGEMENT

B. Maintenance and Custodial Operations

GRISD's Maintenance and Custodial Departments have 37 full time equivalent (FTE) employees as shown in **Exhibit 5-3**. The director of Support Services manages all of the district's facilities. GRISD provides custodial services to all of its facilities. The 2000-01 budget is \$2,849,935 including labor and supplies.

Exhibit 5-3
GRISD Maintenance, Custodial and Groundskeeping Staff
2000-01

Position/Function	Number of Staff
Director	1
Secretary	1
Custodians*	2
Total Administrative Staff	4
Maintenance/Operations Foreman	6
Custodians	20
Total Maintenance Staff	26
Groundskeepers	7
Total Groundskeeping Staff	7
Total	37

Source: GRISD director of Support Services.

**Custodians in the Administrative Group are not assigned to schools, only administrative facilities.*

Custodial duties are handled more easily, safely and effectively when children are not in classrooms. There are many custodial tasks that need to be performed on a regular basis, including:

- regulating the heating and air conditioning equipment;

- unlocking doors, opening windows for ventilation and turning on lights;
- setting up rooms for special activities;
- cleaning restroom facilities, replacing all commodities and making sure dispensers work properly;
- cleaning classrooms, teachers' lounges and other areas;
- performing special tasks within the classrooms based on teacher requests;
- moving furniture;
- disposing of trash; and
- locking doors and gates, closing windows and turning off lights.

Duties of a weekly, monthly or quarterly nature should also be defined and scheduled. Tasks that may be included in this classification are:

- lubricating equipment;
- cleaning interior walls;
- indoor painting;
- waxing floors and cleaning carpeting;
- washing windows and blinds and arranging drapery cleaning; and
- resurfacing floors and refinishing furniture.

GRISD provides a daytime custodian at each elementary school, determines the work schedule at each facility, provides training and necessary equipment and purchases all supplies.

FINDING

GRISD's facilities are cleaned efficiently and well maintained by its custodians. The TSPR team inspected every school in the district as well as other facilities such as the administration building, the auditorium and the activity center. All facilities were remarkably clean and well maintained. Even minor repairs such as replacement of broken tiles in the high school cafeteria had been performed. All walls appeared to be clean and floors were cleaned and buffed. There was no buildup of dirt and wax in the corners or in the bathrooms.

Exhibit 5-4 shows that a significant majority of GRISD employees and parents believe the schools are clean.

**Exhibit 5-4
GRISD Survey - Cleanliness of Facilities
2001-02**

Schools are clean.	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
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Teachers	27.5%	52.9%	2.0%	15.7%	2.0%
District Administrators and staff	38.9%	40.7%	5.6%	9.3%	3.7%
Parents	52.6%	41.1%	2.1%	1.1%	1.1%
Principals	75.0%	25.0%	0.0%	0.0%	0.0%

Source: TSPR Surveys, September 2001. Note: Percentages may not add to 100 percent due to "no responses."

The custodial staff has maintained the facilities while exceeding industry standards for average square footage per custodian. The custodial staff maintains approximately 466,658 square feet of facilities with a staff of 22 full-time positions, or 21,208 square feet per custodian.

National best practice standards for custodial staffing allocate an average of 19,000 square feet per custodian. According to the American School and University Administrators December 2000 maintenance and operations costs study, the average square footage maintained by a custodian in the southern region is 18,393 square feet. The region includes Arkansas, Louisiana, New Mexico, Oklahoma and Texas. GRISD's average square footage maintained per custodian exceeds the average for the southern region and the national best practice standards.

COMMENDATION

GRISD achieves clean and well-maintained facilities while exceeding national custodial maintenance standards.

FINDING

GRISD commissioned an energy-management study to identify ways to reduce its energy management costs. In 1999-2000, the State Energy Conservation Office prepared an *Energy Efficient School Partnership Report* for GRISD. The study indicated that if recommendations were implemented, GRISD could save \$20,838 annually. The estimated costs of the recommended projects were \$33,500, which yields a payback in 1.6 years.

As a result of the study, GRISD installed energy-management systems in all facilities except the transportation facility, maintenance facility and administration building. A computer at each school controls each energy-management system. Each system can be controlled from a warehouse

computer located in the maintenance area. GRISD also changed to energy-efficient lamps and ballasts at the high school that use 31 percent less energy and changed out heating and cooling units for more energy-efficient units.

COMMENDATION

GRISD has implemented recommendations from its energy study to reduce energy costs.

Chapter 5

FACILITIES USE AND MANAGEMENT

C. Security

GRISD is located in Somervell County, a rural community approximately 45 minutes from

Dallas-Fort Worth. The review team obtained crime data from the Texas Department of Public Safety to gauge the level of crime and violence in the district's immediate area. As **Exhibit 5-5** shows, the crime rate in Somervell County is well below the state average.

Exhibit 5-5
Crime Rate Comparison: Somervell County to State Average
1997-2000

Crime Rate Per 100,000 Population	1997	1998	1999	2000
Somervell County	3,062.9	2,303.6	1,903.9	3,211.3
Texas	5,478.2	5,110.7	5,035.2	4,952.4

Source: Texas Department of Public Safety, Uniform Crime Reports, 1997-2000.

In its publication, *Keeping Texas Children Safe in School*, TSPR notes that the most effective districts have a safety plan that includes prevention, intervention and enforcement strategies. Effective programs include the steps shown in **Exhibit 5-6**. School districts applying these measures in a comprehensive system achieve significant results.

Exhibit 5-6
Keeping Texas Children Safe in School
January 2000

Strategy	Steps to Be Taken
Prevention	<ul style="list-style-type: none"> • Know your goals and objectives: where your district is going and what you want to accomplish. • Establish clear expectations for students, parents, teachers and administrators. • Address warning signs before they turn into trouble.
Intervention	<ul style="list-style-type: none"> • Look for trouble before it finds you.

	<ul style="list-style-type: none"> • Recognize trouble when you see it. • Have individuals in the right place and at the right time to intervene. • Have a plan of action appropriate for the occasion and practice it.
Enforcement	<ul style="list-style-type: none"> • Leave no room for double standards. • Ensure that discipline management extends inside and outside the classroom. • Alternative programs are not just a matter of compliance with the law; they are many students' last chance at success.

Source: TSPR, Keeping Texas Children Safe in School, January 2000.

Student and school employee safety is a major concern. A child's safety and security is a priority of parents, educators, taxpayers and the community. The Texas Legislature has assisted the safe-school effort by legislating a number of safety and accountability standards for Texas schools, as displayed in **Exhibit 5-7**.

Exhibit 5-7
Major School Safety Initiatives of the Texas Legislature
1993-2001

Legislation	Summary
1993 Legislature	
House Bill 23	Required information-sharing between law enforcement and schools on student arrests for serious offenses; required school principals to notify law enforcement if criminal activity occurs or is suspected on school grounds.
Senate Resolution 879	Encouraged collaboration between the Texas Education Agency and Department of Public Safety in the recording of criminal incidents in the schools.
House Bills 633 and 634	Outlined the commissioning and jurisdiction of peace officers for school districts.
House Bill 2332	Authorized the State Board of Education to establish special-purpose schools or districts for students whose needs are not met through regular schools.
Senate Bill 16	Defined drug-free zones for schools.

Senate Bill 213	Created the safe-schools checklist.
Senate Bill 155	Created the Texas Commission on Children and Youth.
1995 Legislature	
Senate Bill 1	Revamped the Education Code and laws on safety and security in schools, including the requirement for districts to establish alternative education programs and, in counties with populations of more than 125,000, to establish juvenile justice alternative education programs.
1997 Legislature	
Senate Bill 133	Rewrote the safe-schools provision of the Texas Education Code.
1999 Legislature	
Senate Bill 260	Allowed the expulsion of a student who assaults a school-district employee.
Senate Bill 1580	Created the Texas Violent Gang Task Force.
Senate Bill 1724	Required each school district to annually report (beginning with 1999-2000) the number, rate and type of violent and criminal incidents occurring on each school, and allowed them the option of including a violence prevention and intervention component in their annual school-improvement plans.
Senate Bill 1784	Allowed school districts to use private or public community-based dropout recovery education programs to provide alternative education programs.
House Bill 152	Made placing graffiti on school property a felony.
House Bill 1749	Encouraged school districts and juvenile probation departments to share information on juvenile offenders.
2001 Legislature	
Senate Bill 430	Funds the Texas School Safety Center, which will provide a resource for schools on safety training and school safety audits and sets training standards for school resource officers.
Senate Bill 1432	Defines the duties and powers of peace officers and attendance officers in enforcing truancy laws.
House Bill 1088	Adds additional categories of misbehavior, including false alarms or threats made by a student, as reasons for removal to an alternative education program.
House Bill 2204	Establishes the Safe Routes to School Program to provide funds for safety projects in and around schools.

Source: TSPR, 1999, and updated through Texas Legislature Online 2001.

These legislative changes require school districts to adopt a student code of conduct with advice from a district-level committee. Students who engage in serious misconduct must be removed from regular education settings and placed in disciplinary alternative education programs. Specific information about the arrest or criminal conduct of students must be shared between law enforcement and local school districts. In counties with a population of 125,000 or more, school districts, the juvenile board and juvenile justice systems must establish a Juvenile Justice Alternative Education Program (JJAEP). The JJAEP is under the jurisdiction of the Texas Juvenile Probation Commission and provides education for incarcerated youths and youths on probation.

The U.S. Department of Justice report, *Security Concepts and Operational Issues*, observes that security operations often require a balance among effectiveness, affordability and acceptability. Frequently, schools do not have the funding for an aggressive and complete security program. Many effective measures are too expensive. Schools can provide effective security operations without applying every security approach at every school. Effective security operations are designed upon a determination of who or what needs protection, the type of security threats and facility constraints.

FINDING

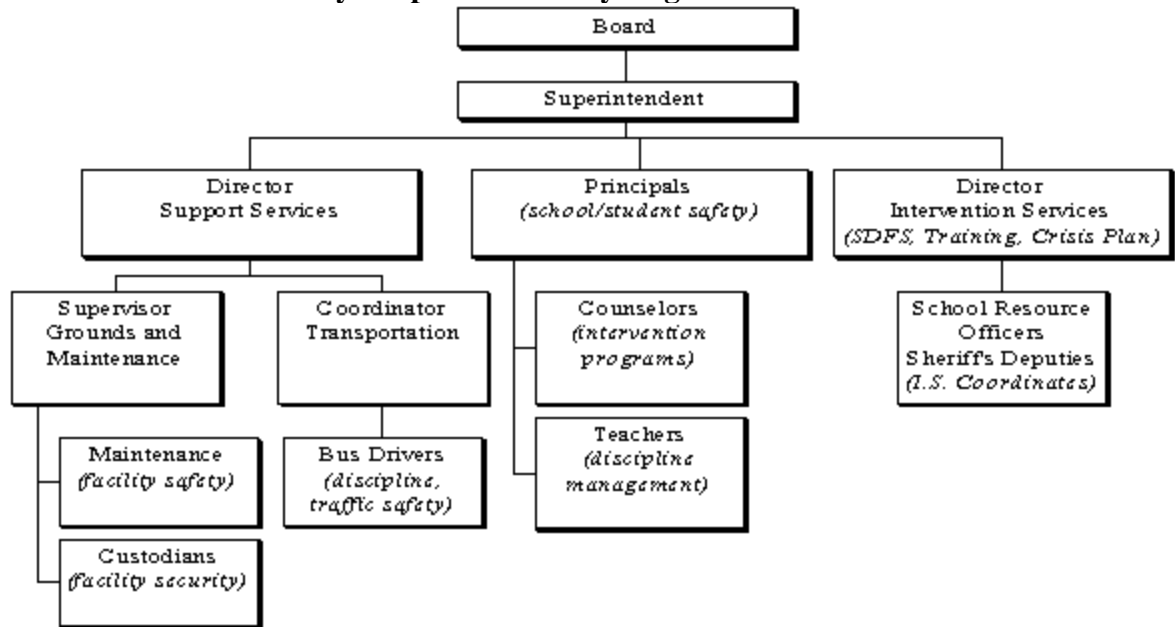
GRISD does not centralize the responsibility for planning and implementation of safety and security operations in a single administrative position. Instead, safety responsibilities are distributed throughout the district organization under the director of Support Services, school principals, the director of Intervention Services and the director of Technology. The director of Intervention Services is responsible for prevention and intervention programs, the crisis plan and also serves as the school resource officer coordinator. The director of Support Services is responsible for bus-driver safety training and for securing district facilities. The director of Support Services also oversees the alarm systems that are placed where high-theft items such as computers and televisions are located. The director of Technology is responsible for the installation and repair of the video camera system at the high school. Under the direction of both the district and the Somervell County Sheriff's Office, the high school resource officer monitors the camera system.

The district has a site-based decision-making (SBDM) committee with a safety subcommittee that researches and recommends solutions to security issues raised by the board. Department directors with safety responsibilities participate in the subcommittee as necessary. The SBDM

safety subcommittee produces a list of safety issues, but is not responsible for daily operational decisions.

As **Exhibit 5-8** shows, employees at all levels have roles in safeguarding district and student property, providing safe transportation, managing discipline, developing safety policies and procedures and executing the district's crisis-management plan. No single administrator is in charge of safety and security for GRISD.

Exhibit 5-8
GRISD Safety Responsibilities by Organization



Source: GRISD director of Personnel and Human Resources and staff interviews, October 2001.

Without a designated point of contact for safety and security, staff is uncertain who is responsible for safety and security issues. When asked who was in charge of the district's safety program, some individuals identified the director of Support Services. The director of Support Services suggested it was the director of Intervention Services. Both positions have important safety-related duties to perform that are naturally associated their positions, but neither is responsible for planning and prioritizing districtwide safety initiatives.

With no clear assignment of responsibility or authority to implement districtwide initiatives, individual departments focus on their own needs without considering districtwide efficiencies. Staff and technology cannot easily be redirected to meet changing needs. Related or overlapping safety responsibilities may be inefficiently assigned to several different

departments. Districtwide priorities for programs or resources may become secondary to the priorities of each individual department or school. As an example of differing departmental safety priorities, the athletic department received a new field house based in part on crowd control concerns. The junior high shop classroom, on the other hand, lacks emergency communication capabilities even though there was a significant health and safety incident at the shop.

While it is not unusual for smaller districts to have related responsibilities divided among available staff, safety and security issues are often considered districtwide rather than specifically for a school or department. Effective safety and security initiatives require coordinated planning that considers district goals and sets project priorities. As security issues increase in complexity, districts of many sizes have chosen to centralize security oversight in a single person responsible for making sure that necessary districtwide tasks, such as short- and long-range safety planning, are accomplished.

Recommendation 45:

Designate a single position that will be responsible for planning and implementing security initiatives.

The district should review its safety and security programs and designate a position to function as the safety coordinator to oversee the district's safety planning and implementation process. This is not a new position, but an assignment of oversight responsibility. This employee would not replace the SBDM safety subcommittee, but would work with the subcommittee and district administrators to ensure planning and priorities meet districtwide goals.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent designates an employee to accept the additional coordination responsibilities and instructs the director of Personnel and Human Resources to draft a revised position description.	June 2002
2.	The director of Personnel and Human Resources revises the selected position's job description to reflect the responsibility and authority to plan and coordinate districtwide safety and security initiatives.	July 2002
3.	The superintendent reviews and approves the revised job description and classification.	July 2002
4.	The superintendent places the revised job description and	August

	classification on the board agenda for public comment and approval.	2002
5.	The superintendent notifies all affected positions of any changes as a result of the centralized coordination assignment.	September 2002

FISCAL IMPACT

The fiscal impact is based on the district compensating the designated position with an annual stipend of \$1,000.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Designate a single position that will be responsible for planning and implementing security initiatives.	(\$1,000)	(\$1,000)	(\$1,000)	(\$1,000)	(\$1,000)

FINDING

GRISD does not have a comprehensive long-range safety and security plan that clearly outlines the district's safety goals, develops strategies for achievement, identifies costs for developing budget and implementation procedures and tracks performance. The SBDM safety committee develops improvement plans that focus on immediate concerns raised by the board, superintendent or committee. Different departments gather costs for implementing projects on the SBDM safety improvements list, but projects are not presented as part of a department budget unless approved by the board. Once approved and implemented, safety projects are not tracked to determine if they are cost-effective. For example, the director of Technology felt the use of video cameras had decreased school vandalism, but had no data to support his belief.

Each school develops its own budget but lacks budgetary control over the central support departments, such as facilities and technology. Centralizing a support budget does not create an unsafe school, but lack of access to funding for basic school security needs underscores the importance of a comprehensive plan. A school might have an identified safety need but cannot implement a solution because funding is under the control of another department. For example, principals want new locks for their schools, but the budget for locks and keys is in the Support Services Department.

School- and department-level plans are valuable, but without a coordinated safety plan important issues can remain unresolved through a lack of prioritization and access to funding. The Department of Justice

publication, *Security Concepts and Operational Issues*, states that a good security strategy includes a combination of technologies, personnel and procedures that do the best possible job within financial, logistical and political constraints. School boards may be more supportive of security measures and provide the requested funding if they are educated about the risks faced by students and teachers each year and the range of options available for ensuring safety.

An effective strategic safety plan includes the following elements: a mission statement; an assessment of strengths, weaknesses, opportunities and threats; long-term goals; clearly stated, measurable objectives that support achieving the goal; strategies that identify how objectives will be met; performance measures and output measures to track progress and effort; resource plans and budgets linked to each strategy; and funding sources and cost sharing roles and responsibilities. A well-drafted plan can provide the information needed for board approval and help identify the order and time frame in which individual school concerns will be addressed.

Recommendation 46:

Develop a districtwide strategic security plan that identifies costs and strategies for implementation.

A comprehensive plan should provide administrators with a measurement of performance.. The measures must be easy to use and understand, inexpensive to implement and they must link performance to cost.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Support Services solicits input from school administrators and department heads on safety or security concerns.	August 2002
2.	With assistance from the SBDM safety subcommittee, the director of Support Services drafts a strategic plan for safety issues that is tied to the budget.	October 2002
3.	The director of Support Services submits the final plan to the SBDM subcommittee, school principals and department heads for approval.	January 2003
4.	The director of Support Services makes any changes to the plan and submits it to the superintendent for approval.	February 2003
5.	The superintendent submits the plan to the board for adoption.	March 2003

6.	The director of Support Services distributes the adopted plan to principals, parents and business leaders.	April 2003
7.	The director of Support Services reviews and updates the plan annually with the SBDM safety subcommittee, school principals and department heads.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district does not have a formal plan for producing, assigning and tracking building keys. In interviews staff referred to a district policy regarding the assignment and use of master keys, but GRISD does not have a written policy that details who has the authority to assign or order replacement keys or the consequences of losing a key. Although the Support Services Department provides both master and other keys to the schools, principals decide which of their staff has access to different areas of the building. Custodians are responsible for opening and closing facilities and have keys for that purpose. The superintendent makes the final decision on whether a facility can be re-keyed when security is compromised through lost or borrowed keys.

No formal tracking process is in place to make sure that the keys open the right doors for the level of staff assigned the key. For example, when the new principal took office at the elementary school, the school master key did not open the music room. The Support Services Department has trained locksmiths on staff and has its own key-making machine that produces masters and other keys. This allows the department to make keys that cannot be easily copied, as well as replace the locks if keys are lost. The director of Support Services estimated the cost of re-keying exterior doors to be approximately \$300 per school but is waiting on superintendent approval.

When the district was smaller, master keys were not produced with the words "do not copy" on them, as are the master keys used by the district today. This process allows any individual who borrowed a master key for a legitimate purpose to make an unauthorized copy. To compound the problem, district employees historically gave community members building keys without any formal checkout or retrieval system. The district could not account for the exact number of keys or the names of people who have them. Sheriff's officers patrolling school grounds find citizens with old keys using school facilities for activities such as informal basketball games in the gymnasium.

The district has well-equipped facilities. Although the district has been fortunate that the unauthorized use has been without problems, there are no guarantees that property or equipment will not be damaged or stolen. In addition, the school may be increasing its liability by allowing unofficial facility use. The historic lending of keys to non-district employees does not recognize the growth of the Glen Rose community.

Combined with an assignment and replacement policy that determines who should have access to which doors, a system that can track and identify missing keys is also essential to controlling building security costs. A lost key requires replacement of the lock core. All doors that can be opened by a lost key must have the core replaced and new keys issued. In Waco ISD (WISD) the Maintenance Department locksmith implemented a computer software system for creating, storing, locating and accessing information on WISD keys. The system creates master keying details that follow stringent security requirements. The system is stored on disk and can be used to identify key codes. The system is combined with an automated, computer-coded key-cutting machine. The new process is quicker and allows the locksmith to immediately identify a lost key and produce a replacement.

Many school districts label keys, have employees sign a document when keys are issued and returned and have formal policies guiding assignment and fiscal responsibility for keys. In addition, periodic, physical key counts are conducted to identify lost, stolen and misplaced keys, and the storage locations of extra keys. If a key is missing, a new lock and keys are made to ensure the safety of students and staff.

Recommendation 47:

Develop a key control and building access program that includes a key assignment and responsibility policy.

Implementing a key control and tracking system is essential to the district's security. Missing keys are not easily identified without a tracking system. The district's program should determine which locks need replacing; assess the cost to change lock cores; identify the priority for key changes; and phase in the replacement of cores and keys based on a balance of security and funding concerns. The program should include building access plans that determine who needs after-hours access and strict key assignment and responsibility policies.

The key assignment policy should carefully consider who needs access to which area. The building access program should minimize the number of locks that will need to have cores changed if a key is lost. For example, if each teacher has a key to the front door and all common rooms such as the

cafeteria and auditorium, the loss of one key will require changing locks on several doors and all keys that fit those doors. If each teacher is given key access only to the front door and his or her own classroom, the loss of a key requires changing two locks plus the keys that open those locks. If a teacher does not have a classroom in the main building of a school, not providing key access to the main building limits the number of keys and cores that would need to be replaced if the teacher loses a key. The key assignment policy should provide notice to key holders of their responsibility to reimburse the costs of new keys and locks if a key is lost and state clearly that lending keys without permission is prohibited.

While keys can be tracked and costs assigned on standard spreadsheet software with existing district resources, specific key-tracking software is available that will help establish efficient access levels, track key assignments and determine the replacement cost of changing key cores should a key be lost.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Support Services surveys each facility to determine which locks need replacing.	April 2002
2.	The director of Support Services develops a cost analysis for the master key program to include tracking software as well as an option for creating an internal tracking program.	April 2002
3.	The director of Support Services works with school administrators and directors to develop a program plan including policies and procedures for assigning and recovering keys.	May 2002
4.	The director of Support Services submits the plan to the superintendent for approval.	May 2002
5.	The superintendent presents the plan to the board for consideration in the annual budget.	June 2002
6.	The director of Support Services implements and distributes the approved plan to all departments.	August 2002
7.	The director of Support Services evaluates the plan annually and presents the findings to the superintendent and the board for necessary changes and inclusion in the annual budget.	Ongoing

FISCAL IMPACT

The cost of implementing this recommendation assumes that the district will purchase tracking software rather than develop an in-house tracking

program. The one-time software cost is estimated at \$693 plus \$7 for shipping and handling, for a total cost of \$700.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Develop a key control and building access program that includes a key assignment and responsibility policy.	(\$700)	\$0	\$0	\$0	\$0

Chapter 5

FACILITIES USE AND MANAGEMENT

D. Safety

GRISD principals, administrators and supervisors are responsible for developing proper safety procedures for employees and students and educating all district personnel about safety rules and regulations. A safe school district effectively manages its resources and aggressively plans for potentially dangerous situations. Procedures must be in place for the timely reporting of threats and prompt response to dangerous situations.

Many of the safety programs in GRISD focus on student behavior and related challenges in secondary schools. School resource officers have offices at the secondary schools. The district also has a strong program that provides early prevention and intervention activities, including community supported safe and drug free schools initiatives.

In 2001 the district ended its contract with a private company to supply contraband-sniffing dogs for random use in the secondary schools as a prevention and intervention strategy. The contract was not renewed because of contract performance issues and budget constraints. While not a substitute for K-9 patrols, the district has a volunteer drug-testing program which tests students and staff. The drug prevention and intervention program has a 94 percent participation rate.

Comments made at the TSPR public forum show parents believe GRISD is a safe environment for their children. **Exhibit 5-9** shows the safety approaches adopted at the different schools.

Exhibit 5-9
Sample Security Measures at Secondary Schools
2000-01

Security Method	High School	Junior High	Intermediate School	Security Purpose
Identify Visitors	Yes	Yes	Yes	Intruder Alert
Identify Staff	Yes, ID card but not required to display	Yes, ID card but not required to display	Yes, ID card but not required to display	Intruder Alert
Identify	No	No	No	Intruder alert.

Students by ID or uniform				minimize gang association
Master Key Control	Yes, by policy No, by practice	Yes, by policy No, by practice	Yes, by policy No, by practice	Asset security
District Security Personnel	Yes, school resource officer	Yes, school resource officer	Yes, school resource officer	Truancy, incident management, trespassers
Single Point of Entry	No, facility design problems	No, but reduce points of entry to minimum	Yes	Intruder alert
Hall Lockers	Yes	No	Yes	Weapons, drugs
Clear Backpacks	No	No	No	Weapons, drugs
Security Alarms	Yes, high-risk areas	Yes, high-risk areas	Yes, high-risk areas	Asset security
Security Scanners	Yes, hand-held	Yes, hand-held	No	Weapons, contraband

Source: Interviews with GRISD principals and directors of Intervention Services and Support Services, October 2001.

FINDING

The Somervell County Sheriff's Office provides several safety and security-enhancing services to GRISD. Sheriff deputies are provided as school resource officers. Somervell County funds two of the officers and receives funding for the third officer through a three-year federal "Cops in Schools" grant available to law enforcement agencies. The officers have offices at the secondary schools but move around the district to provide coverage to all schools as well as the district as a whole. School resource officers provide prevention training to students through programs like Drug Awareness and Resistance Education (D.A.R.E.) and train district staff in safety procedures. The school resource officers recently trained district staff on hostage and critical incident procedures.

The Sheriff's Office also provides additional safety to schools by closely patrolling buildings at night. An electronic radar device that captures and

displays vehicle speeds monitors traffic around schools. The Sheriff's Office owns the device and allows the district to use it during the school year.

A close relationship between school districts and local law enforcement benefits both students and the community. Community crime affects schools, and school crime affects the community. The sheriff and Somervell County are committed to keeping the community safe by providing resources to school safety programs. The district has committed to keeping students safe by partnering with the Sheriff to provide these programs.

COMMENDATION

GRISD and the Somervell County Sheriff's Office have developed a partnership that improves community and school safety.

FINDING

The district's visitor identification policy is not clearly published or routinely enforced. Because the district and surrounding community are small, visitors to the schools are usually recognized and do not always sign the visitor's log. All schools have signs directing visitors to the office, and each principal interviewed had a policy requiring guests to sign a visitor's log. Contractors working or delivering goods are usually identified by uniform or personal recognition, although one principal suggested that a list of scheduled vendors would be helpful in determining if the contractor had Support Services authorization.

At a visit to the high school, no sign-in log was visible. Staff did not produce a log or request sign-in. While visiting other schools, the sign-in log was available but sign-in was not required. With the exception of one staff member at the junior high, district personnel passed unidentified TSPR review team members in hallways without mentioning the need to sign in or get a visitor's badge. A review of each school's handbook revealed that the policy is not always clearly expressed. The high school handbook requires visitors to report to the office, but does not mention the sign-in requirement. The elementary school handbook requires parents to sign students out at the office before removing them from school. The intermediate school handbook requires that visitors sign in before visiting other areas of the building.

A visitor identification policy that is published and enforced makes a district less vulnerable to persons being on school grounds who do not belong there.

Recommendation 48:

Clarify, publish and enforce the visitor identification policy at all schools.

Administrators should know who is on school grounds and for what purpose. Visitors should be aware that the school documents who they are as a prevention measure. Politely ensuring that an unidentified visitor goes to the office reinforces the policy and its importance.

Principals at each school should remind staff of the visitor identification policy and ensure strict adherence to district policy. Each school can stress its importance through assemblies or periodic morning announcements. Staff and students should be given tips on how to use the policy in a way that is friendly but safe. Training might include the use of skits or scenarios where visitors without identification tags refuse to go to the office.

The principals should also remind parents to follow the visitor identification policy through school newsletters and posting the information on the school's Web site. A clearly marked sign-in log should be visible in each office. Office workers and volunteers should monitor visitors to be sure each visitor signs the log and wears a visitor's tag.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The principal directs office personnel to review the sign-in log and supplies, making sure the log is visible and accessible.	May 2002
2.	The director of Technology posts information on the district Web site that the visitor sign-in policy will be enforced for the safety of GRISD students.	May 2002
3.	The principal develops age-appropriate procedures for following the policy when a visitor is at the school.	June 2002
4.	The principal prepares notices to be sent home with students, explaining the policy and asking for cooperation with its enforcement.	August 2002
5.	The principal and teachers provide training and reminders to students and staff through assemblies and announcements.	September 2002
6.	The principal periodically reviews the log and monitors hallways to ensure compliance.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Traffic signs around school premises are faded and some high-traffic areas do not have sufficient signs to alert drivers of traffic safety requirements. While the district is responsible for student safety, GRISD is not responsible for the city streets that provide access to its schools. GRISD has taken steps to reduce speeds around the school grounds by monitoring through traffic with a stationary speed detector. The city has marked crosswalks with small signs that warn drivers to stop for crossing pedestrians.

The high school student parking area is located at the end of a public street. Administrators expressed concern that the public considers the parking lot a shortcut between city streets since there are no markings to warn the public that through traffic is prohibited. Parking areas also do not have signs that caution drivers to drive slowly or watch for students.

Citizens using the parking lot and adjacent streets as a shortcut are not considering the effect of the shortcut on student and staff safety. Excess traffic in and around school parking lots can also make identifying unusual or unauthorized vehicles more difficult for administrators. House Bill 374 of the 2001 Texas Legislature removed a municipal population limitation, allowing cities to collect an additional \$25 court cost for traffic violations that occur in a school-crossing zone. Some school districts have teamed with their local cities to use funds collected in this manner to finance various child health and safety programs and projects.

Recommendation 49:

Upgrade traffic signs around schools.

The district should ask the city of Glen Rose to become a traffic safety partner by providing readable signs on adjacent city streets. If an agreement cannot be reached with the city, the director of Support Services should develop a proposal that allows the district to budget funds for placing cautionary signs on district property or funding other proposed traffic management solutions.

Placement of traffic signs for drivers on city streets is a responsibility of the city. Because of the legal liability for the city's streets and signs, GRISD will want to work with the city on traffic solutions, but should not place traffic signs for street traffic if the city does not want to join in this effort to improve student safety. GRISD should place warning signs in areas such as parking lots where drivers are on district property and an

unsafe condition exists. Those signs could be traditional metal traffic signs or as a cost-saving option, the high school shop class could make wooden signs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Support Services inventories signs to determine their condition.	April 2002
2.	The director of Support Services meets with school principals and school resource officers to discuss traffic concerns around each school and develops a plan for addressing sign needs at a minimal cost.	May 2002
3.	The superintendent reviews and submits to board for approval and authorization the plan to contact the city about placing signs along city streets adjacent to district property.	June 2002
4.	The director of Support Services implements the appropriate plan based on the city's response.	July - October 2002
5.	The director of Support Services monitors the condition of signs and reports to superintendent, board and city officials annually.	Ongoing

FISCAL IMPACT

A metal sign the size of a traffic sign costs an estimated \$100 if purchased from a sign fabrication company. Traffic signs can also be purchased off a state contract. The fiscal impact for this recommendation assumes the placement of six metal signs in or around the high school parking lot, at a total one-time cost of \$600 (\$100 cost per sign x 6 signs).

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Upgrade traffic signs around schools.	(\$600)	\$0	\$0	\$0	\$0

FINDING

Some classrooms do not have sufficient emergency communications equipment and the district has not adopted strategies to manage or correct the communications shortfall. The junior high gymnasium is not connected to the intercom system, making it difficult for students and teachers to receive crisis or emergency communication. The junior high science lab does not have a telephone to use to call for emergency medical personnel if an accident occurs.

At the junior high, the shop classroom has a stand-alone fire alarm system that is not connected to the main system. The shop building is also not connected to the school intercom system. Although shop students would be alerted if the shop caught fire, they would not be warned if the main buildings across the street were on fire. Students and teachers in the shop building cannot hear the alarms for emergency drills or for actual crisis events such as a weather warning or intruder alert.

In addition, the shop does not have telephone or intercom communication with the office should there be an accident or crisis in the shop. For fire drills, the junior high principal has to give advance notice to the shop teacher so the students can be brought to a part of the school where they can hear the alarm. For accidents, the teacher or a student must run across the street to the office to report the problem and call for emergency help.

The high school shop and agriculture classrooms are not connected to the main high school building, but these areas do have emergency fire alarms, telephones and can receive information from the office over the intercom. The high school chemistry lab does not have a telephone for emergency contacts and can only receive information over the intercom. The high school intercom system is not a two-way communication system.

The district has the alarm system tested annually and the testing company has noted the connection deficiencies in the junior high system. The separate fire alarm systems meet fire code standards even though alarms for other types of crisis events cannot be communicated to all school buildings. The district explored upgrading the intercom system to provide two-way communication services to outlying buildings. The district also tried to upgrade the existing intercom system to include the unconnected areas but could not find a vendor who would do the work. At \$30,000 per school, the board determined the cost of upgrading the intercom system to be prohibitive.

The secondary schools have their own radio frequency and radios that provide emergency communications. Although the number of radios varies at each school, the secondary schools each have two-way radios. The largest number of school-assigned radios is at the high school where they are used for safety communication during extracurricular activities. The district provides each School Resource Officer (SRO) with a radio programmed to all school frequencies as well as the Sheriff's Office. Radios are purchased for \$675, which is cheaper than the price paid by local law enforcement. **Exhibit 5-10** shows radio assignment by department and school.

Exhibit 5-10
GRISD Radio Assignment

High School	Junior High	Intermediate School	Elementary School	A.C.E. School	Support Services	School Resource Officers
10	5	5	2	1	45	3

Source: GRISD director of Technology, October 2001.

Two-way communication for critical safety areas such as the shop and chemistry lab is important for reducing the amount of time necessary to obtain emergency assistance. Being able to hear crisis event warnings is equally important. The Department of Justice publication, *Security Concepts and Operational Issues*, lists viable types of crisis communication as yelling or screaming, sending someone else for help, using the public address system, using a telephone or calling on a two-way radio. The method of communication during a crisis may be limited by the situation such as a need for discretion or confidentiality or a vulnerable location of the person needing help. A safe district is prepared to respond to emergencies, which would include strategies for safe communication.

Recommendation 50:

Evaluate emergency communications equipment and develop a long-term emergency communication plan and strategies.

The district needs a complete audit of emergency alarms and communication processes that identify high-risk safety areas that are not in compliance with law or that should have greater communication options. While GRISD has investigated one solution for increasing communication, the district should not leave the problem unresolved because the chosen solution is too costly.

GRISD should develop a long-range emergency communication plan that includes strategies and costs to provide emergency communications to high-risk areas such as the mechanics and shop areas, and should include interim and long-term solutions. For example, to address immediate emergency communication issues, the district should re-allocate existing radios to provide emergency communication in areas without two-way communication.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Support Services, the director of Technology and the school resource officer perform a safety audit of alarm and communications systems and identify all areas that do not have	April 2002
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	adequate emergency communications.	
2.	The director of Technology and the director of Support Services develop an emergency communications plan with interim and long-term strategies and present the plan to superintendent and board for approval.	May 2002
3.	The director of Technology inventories radio and cellular phone equipment and meets with school principals to consider redistributing radios and cellular phones as an interim communication strategy.	May 2002
4.	The director of Technology implements the interim strategy.	June 2002
5.	The superintendent submits to the board the funding request for strategies outlined in the emergency communication plan.	June 2002
6.	The director of Support Services implements funded strategies.	August 2002

FISCAL IMPACT

The district can reassign its radios at no cost. If the district purchases three cellular phones to cover high-risk rooms without telephone access, the annual cost would be \$1,080. Costs are based on a minimum calling plan of \$30 per month, or \$360 annually per phone (3 phones x \$360 annual cost = \$1,080).

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Evaluate emergency communications equipment and develop a long-term emergency communication plan and strategies.	(\$1,080)	(\$1,080)	(\$1,080)	(\$1,080)	(\$1,080)

Chapter 6 OPERATIONS

A. Food Services

Effective food service operations provide students and staff appealing and nutritious breakfasts and lunches at a reasonable cost in an environment that is safe, clean and accessible. These operations must comply with federal and state regulations and local board policy.

The district's food service operations are organized under the Child Nutrition Programs Department. The department operates four kitchens and serves 410,000 meals annually. The Child Nutrition Programs Department has been subsidized by the general fund for the past 20 years.

Exhibit 6-1 shows Child Nutrition Programs Department revenues and expenditures for 1999-2000 through 2000-01. The 2000-01 loss is subsidized by the general fund.

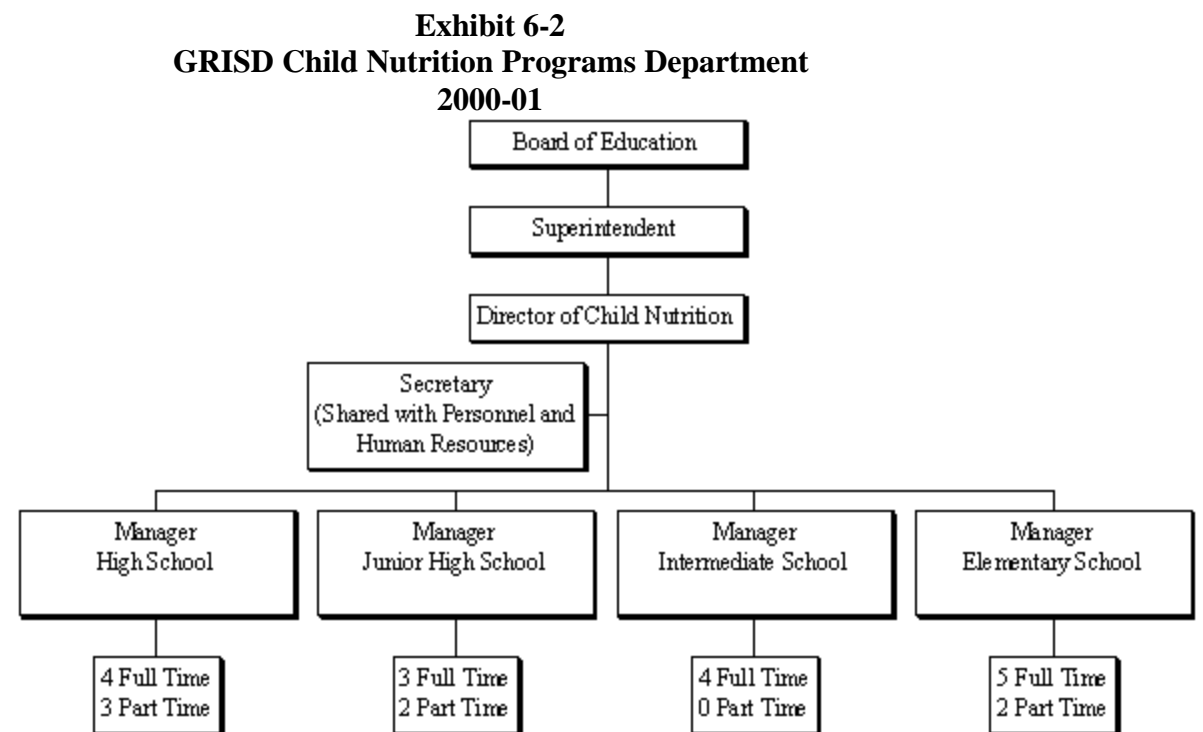
Exhibit 6-1
GRISD Child Nutrition Programs Department Actual Revenue and Expenditures
1999-2000 through 2000-01

Revenue Source	1999-2000	2000-01	Percent Change 1999-2000 to 2000-01
Local	\$308,036	\$306,845	(0.4%)
State	\$6,283	\$6,266	(0.3%)
Federal	\$285,952	\$286,812	(0.3%)
Total Revenues	\$600,271	\$599,923	0%
Expenditure Category			
Payroll	\$425,843	\$426,539	(0.2%)
Food and Supplies	\$326,152	\$305,956	(6.2%)
Other Costs	\$7,979	\$8,995	12.7%
Total Operating Costs	\$759,974	\$741,490	(2.4%)
Net Profit or (Loss)	(\$159,704)	(\$141,567)	11%

Source: GRISD Child Nutrition Programs Department.

As shown in **Exhibit 6-2**, the director of Child Nutrition heads the Child Nutrition Programs Department and reports to the superintendent. The director of Child Nutrition supervises one departmental secretary who is located in the administration building and four Child Nutrition Program Department managers who are located at the various school cafeterias. The four school kitchens are located at Glen Rose Elementary School, Glen Rose Intermediate School, Glen Rose Junior High School and Glen Rose High School.

The four Child Nutrition Programs Department managers supervise 23 food-service workers at the four school cafeterias for a total of 27 Child Nutrition Programs Department employees.



Source: GRISD Child Nutrition Programs Department.

GRISD has 1,615 students enrolled in its four schools. GRISD participates in the National School Lunch and Breakfast Programs and the federal Donated Commodities Program. Students who live in households in which the income is less than 130 percent of the federal poverty level are eligible to receive free Type A meals. A Type A breakfast consists of meat, bread, milk and fruit in specified amounts, while a Type A lunch consists of one meat, two fruits or vegetables, bread, and milk in specified amounts. Students are eligible to receive a reduced-price meal if the household income is less than 185 percent of the federal poverty level.

Exhibit 6-3 compares GRISD's breakfast and lunch participation rates with its peer districts. As shown in **Exhibit 6-3**, GRISD has the highest breakfast participation rate among its peers.

Exhibit 6-3
Peer District Average Type A Meal Participation
October 2001

District	Average Breakfast Participation	Average Lunch Participation
Glen Rose	35%	66%
Tatum	30%	77%
Palacios	29%	67%
Seminole	24%	60%
Groesbeck	24%	47%

Source: Texas Education Agency (TEA) and GRISD Child Nutrition Programs Department.

FINDING

All Child Nutrition Programs Department staff are able to rotate among the respective cafeteria locations. Upon entry into the department, new employees are assigned to a Child Nutrition Programs Department manager who designs a competency-based rotation that includes instruction and tasks relevant to: sanitation; safety; quantity food preparation; meats and main-dish preparation; proper produce handling; basic principles for using USDA buying guides; math concepts needed to calculate and adjust recipes; and teamwork. This training program ensures productivity remains high even when personnel are absent because of illness or vacation. Fully trained substitute workers fill vacant positions when needed.

COMMENDATION

The district has cross trained staff members at all cafeterias increasing productivity and morale.

FINDING

The director of Child Nutrition solicits feedback from students, teachers and parents about the food service program annually. The director of Child

Nutrition uses a survey, which asks questions concerning food presentation, temperature and taste, promotions and cafeteria environment. In the most recent survey results, the majority of respondents said that food quality, taste, time in serving line, and time allowed to eat meals met all expectations. The director of Child Nutrition uses the survey results to identify and implement necessary changes to improve food service operations. As shown in **Exhibit 6-4** teachers, parents and students agree that cafeteria food looks and tastes good and that the monthly promotions work to motivate participation.

Exhibit 6-4
GRISD Child Nutrition Programs Department Survey Results
2000-01

Survey Question	Strongly Agree/ Agree	No Opinion	Disagree/ Strongly Disagree	Did Not Answer
Cafeteria food looks and tastes good.				
Teachers	95%	1%	1%	3%
Parents	90%	2%	3%	5%
Students	93%	5%	2%	0%
Students have ample time to eat and relax.				
Teachers	89%	3%	6%	1%
Parents	85%	5%	8%	2%
Students	84%	6%	8%	2%
Food is served at the proper temperature for each menu item.				
Teachers	92%	2%	4%	2%
Parents	89%	2%	3%	6%
Students	94%	1%	3%	2%
Monthly promotions and special events motivate participation.				
Teachers	95%	1%	3%	1%
Parents	96%	2%	0%	2%

Students	94%	0%	3%	3%
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Source: GRISD Child Nutrition Programs Department Annual Survey 2000-01.

Note: Some totals may not equal 100 percent due to rounding.

COMMENDATION

The GRISD director of Child Nutrition uses annual survey information to monitor overall satisfaction and implement changes when necessary.

FINDING

GRISD's director of Child Nutrition developed a program to increase participation of eligible children who are identified and enrolled in the National School Lunch and Breakfast program. This program uses the procedures listed below to identify and enroll students into the National School Lunch and Breakfast programs:

- Mails media releases to the local publication and local cable company;
- Obtains direct certification of eligible students from the Department of Human Services;
- Distributes letters and applications to parents of all children enrolled at the beginning of the school year on the first day of school; and
- Mails letters and applications to parents of students who were enrolled in the previous school year and have not submitted a new application. The deadline for this mail-out is 30 calendar days before the start of school.

All student information is reviewed, verified and kept in a central computerized database.

Student participation is tracked daily using the Mississippi Applications for Public Schools (MAPS) computerized system. The MAPS system is a food service point-of-sale system that also tracks commodities and student participation in the free and reduced-price lunch program. All staff members are trained in the use of MAPS.

Approximately 36 percent of all GRISD students, or 637 students, are eligible for free or reduced-price lunches. The eligible students enter a unique identification code onto a keypad that is located at the cashier

station where the MAPS system electronically tracks their participation. A lunch participation rate of more than 80 percent and a breakfast participation rate of almost 50 percent were reported for students eligible for free or reduced-price lunches during October 2001 as shown in **Exhibit 6-5**.

Exhibit 6-5
GRISD Free and Reduced-Price Meal Participation Rate
October 2001

Meal	Number of Eligible Students	Free	Reduced-Price	Participation
Breakfast	637	260	46	48%
Lunch	637	437	89	83%

Source: GRISD Child Nutrition Programs Department.

COMMENDATION

GRISD combines technology with centralization to increase the number of students identified for free and reduced-price meals and track their participation.

FINDING

The GRISD Child Nutrition Programs Department offers special promotions to keep the students' interest and increase participation and customer satisfaction. The Child Nutrition Programs Department offers a number of theme meals and monthly promotions, such as Fajita Cookouts, Pasta Bars and Grandparents Day. As shown in **Exhibit 6-6**, these monthly promotions have generated a profit for as well as created goodwill and interest in the Child Nutrition Programs Department.

Exhibit 6-6
Revenue and Expenditures of Special Promotions

Event	School	Total Cost	Total Revenue	Profit (Loss)
Grandparents Day	Elementary	\$628	\$667	\$39
Pasta Bar	Junior High, High School	\$460	\$522	\$62

Fajita Cookout	Intermediate, High School	\$512	\$664	\$152
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Source: GRISD Child Nutrition Programs Department.

COMMENDATION

GRISD offers special promotions to increase student interest and meal participation.

FINDING

The Child Nutrition Programs Department effectively uses software that quickly and efficiently permits input and retrieval of meal participation and financial information.

The district's MAPS software provides immediate information concerning student participation in each cafeteria. It provides the information while ensuring the confidentiality of students participating in the free and reduced-price meal programs. The MAPS system also provides financial information such as sales by menu item, sales by school, volume of cash sales, prepaid sales, and sales to students versus sales to teachers and guests. MAPS is linked to the district's accounting system for financial reporting and analysis. This information is critical to the director of Child Nutrition as well as to Child Nutrition Programs Department managers for evaluating efficiency and for determining total cost.

The Child Nutrition Programs Department staff use several reports to monitor school performance. These reports include:

- An accountability report, which is prepared monthly by school and reports income and reimbursement;
- An income report, which is prepared monthly by the district and reports income by school and department;
- A Reimbursement report, which is prepared monthly by the district and reports the reimbursement by school and department;
- A labor report, which is prepared monthly and reports the number of meals served by school, including a la carte sales;
- A year-to-date profit and loss for the department; and
- A year-to-date income and expenditure by school by fund function and by object.

The key to operating profitability in the tight food service market is controlling costs. To control costs, managers need to know what their supplies and services cost, what those costs should be, and how to take corrective action if the prices are higher or lower than expected.

Controlling Costs in the Food Service Industry, 1998, authored by Dorothy Pannell-Martin, recommends schools distribute five financial and operating reports to cafeteria managers to enable them to monitor, evaluate and take corrective action when appropriate. These five reports are:

1. A budget, which spells out management's ideals, goals and objectives in financial terms.
2. A profit and loss statement, which is an accumulative report that shows how the operation has been doing financially over a period of time.
3. A balance sheet, which provides a snapshot of how the operation is doing at a point in time. It tells the operations value and describes the assets (facilities and equipment) of the operation.
4. A cash flow statement, which shows the cash flow for a period of time.
5. A report on performance ratios and trends, including:
 - a. Food cost as percentage of sales;
 - b. Labor cost as percentage of sales;
 - c. Break-even point;
 - d. Inventory turnover;
 - e. Participation rates; and
 - f. Average daily labor costs.

COMMENDATION

GRISD Child Nutrition Programs Department staff uses financial and performance reports to control costs.

FINDING

GRISD's Child Nutrition Programs Department uses an innovative technique to ensure parents are informed when their child's account is low on funds and needs to be replenished. The MAPS software system alerts cafeteria cashiers when a child's cash balance for meals is below that necessary to purchase two Type A meals. When alerted, the cafeteria cashier will place a stamp on the hand of the elementary school student. This stamp reminds parents to send funds to the Child Nutrition Programs Department. Parents are informed of this procedure by letter at the start of each school year. To improve safety, the department uses a food-grade ink for the hand stamps. This procedure reduces the risk of interrupted meal participation for elementary school students. By using the hand stamp, the Child Nutrition Programs Department no longer sends letters to notify parents that their student's account is low on funds. This technique

eliminates the staff time spent and paper supplies used in generating letters.

COMMENDATION

GRISD's Child Nutrition Program Department has developed a unique approach to efficiently notify parents to replenish their child's cash account for meal participation.

FINDING

GRISD's Child Nutrition Programs Department is within industry standards at two of the four school cafeterias for meals per labor hour (MPLH) as recommended in *Cost Control for School Food Service, 2nd Edition*. A variance of less than 1 percent from the recommended MPLH is acceptable because it is statistically insignificant.

MPLH is a standard performance measure of efficiency for school districts, hospitals, restaurants and other food services operations. MPLH is the number of meal equivalents served in a given period divided by the total hours worked during that period. Meal equivalents are lunches plus an equivalent number of breakfast and a la carte sales. GRISD uses the following conversion rates for meal equivalents:

Breakfast Meal Equivalents:	Total meals served divided by two. Breakfast a la carte income divided by two.
Lunch Meal Equivalents:	Total meals served. Lunch a la carte income divided by \$1.50.

The director of Child Nutrition calculates MPLH statistics at each school cafeteria every month to evaluate and manage the program. GRISD uses the conventional system for meal preparation and service at all locations. The conventional system includes the preparation of raw vegetables on the premises; the use of some bakery bread and prepared pizza; and the washing of dishes. In contrast, the convenience system maximizes the amount of processed food and disposable wares. However, TSPR is using the conventional system to evaluate food service productivity because it is a more conservative approach. **Exhibit 6-7** compares GRISD's MPLH for each school kitchen to the industry standard for conventional system use.

Exhibit 6-7 GRISD Meals per Labor Hour Comparison 2000-01

Schools	Total Meal	Total	MPLH	Industry	MPLH
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	Equivalents Served Daily	Hours Worked		MPLH Standard	Variance +/-(-)
Elementary	839	47.5	17.7	18	(0.3)
Intermediate	498	35.5	14.0	14	0.0
Junior High	366	34.5	10.6	14	(3.4)
High	655	44.5	14.7	16	(1.3)
District Total	2,358	162.0	14.6		

Source: GRISD Child Nutrition Programs Department. Industry standards from Cost Control for School Food Service, 2nd Edition.

The TSPR review team used the industry MPLH standards outlined in **Exhibit 6-8** to evaluate GRISD's staffing structure. If the MPLH rate is lower than the recommended rate, either the number of meals served is low or the number of hours worked is high. The number of hours worked is a function of two variables: the number of staff employed and the hours per worker. Both variables are controllable.

If the MPLH rate is lower than the recommended rate, to achieve the recommended MPLH, a school food service operation would have to increase the number of meals served or reduce the number of staff or the hours worked by each employee.

**Exhibit 6-8
Recommended Meals Per Labor Hour (MPLH)**

Number of Equivalents	Meals Per Labor Hour (MPLH)	
	Conventional System	Convenience System
	MPLH	MPLH
Up to 100	8	9
101 - 150	9	10
151 - 200	10-11	12
210 - 250	12	14
251 - 300	13	15
301 - 400	14	16

401 - 500	14	18
501 - 600	15	18
601 - 700	16	19
701 - 800	17	20
801 - 1,000	18	21
1,001 up	20	23+

Source: Cost Control for School Food Service, 2nd Edition.

Exhibit 6-9 shows the number of hours worked at each GRISD cafeteria compared to the industry recommended hours. When compared to industry standards, GRISD employs 1.7 excess full time equivalents (FTEs) for the number of meals served.

Exhibit 6-9
GRISD Child Nutrition Programs Department MPLH Comparison
Period Ending August 2001

Schools	Meal Equivalents Served Daily	Hours Worked Daily	Allowed Hours at Standard MPLH	Hours Above (Below) Standard	Equivalent FTEs at 7 Hours*
Elementary	839	47.5	46.6	0.9	0.1
Intermediate	498	35.5	35.6	(0.1)	(0.1)
Jr. High	366	34.5	26.1	8.4	1.2
High	655	44.5	40.9	3.6	0.5
Total	2,358	162.0	147.9	14.1	1.7

Source: GRISD Child Nutrition Programs Department and Cost Control for School Food Service, 2nd Edition.

** Standard Industry workday.*

MPLH can be increased to meet industry standards by reducing the number of staff, increasing their productivity, or increasing the number of meals served. Deficiencies in the physical cafeteria environment can reduce MPLH productivity. For example, a cafeteria with only one refrigeration unit is less efficient than one with additional refrigeration

along the serving line because additional staff time is necessary to replenish the refrigerated items on the serving line. Staggered work schedules linked to staggered meal service times may increase meal participation by reducing waiting times, but often only changes to the physical plant will allow a district to meet industry standards.

COMMENDATION

GRISD Child Nutrition Programs Department monitors and uses Meals Per Labor Hour statistics to evaluate staffing levels.

FINDING

None of the Child Nutrition Programs Department personnel are certified except for the director of Child Nutrition. The director of Child Nutrition is certified at Level 7 (Administrator) by the American School Food Services Association and the Texas School Food Services Association (TSFSA). Funds to pay for continuing education classes necessary to attain certification are not available locally. There is no pay incentive or paid time provided for staff to travel to classes to obtain certification.

The TSFSA recommends a career ladder for food service personnel and encourages all employees to take continuing education courses. There are seven levels of achievement that a school food-service employee can attain: Level 1-Apprentice; Level 2-Technician; Level 3-Specialist; Level 4-Manager; Level 5-Supervisor; Level 6-Coordinator; Level 7-Administrator.

The San Angelo ISD has offered monetary incentives to encourage employees to obtain advanced certification which increases their knowledge and the skills required to improve overall customer satisfaction and operational efficiency. Since San Angelo ISD implemented an incentive program customer and staff satisfaction have increased.

Recommendation 51:

Develop and implement an incentive plan to encourage cafeteria staff to complete certification classes.

The plan should provide for training costs as well as incentives and recognition upon completion of each certification level. The completion of TSFSA certification not only should improve employees' skills, but also promote pride and self esteem in Child Nutrition Programs Department staff. Creating a career leader also can increase employee morale and foster commitment to the district while developing a pool of candidates for promotion.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Child Nutrition, Child Nutrition Programs Department managers and the director of Personnel and Human Resources develop incentives to recognize cafeteria staff that complete certification training.	May 2002
2.	The directors present the plan to the superintendent for approval and inclusion in the budget process.	June 2002
3.	The director of Child Nutrition plans and hosts an employee appreciation breakfast, luncheon or dinner to recognize employees who have achieved certification.	September 2002
4.	The director of Child Nutrition meets annually with all employees to evaluate the effectiveness of the incentive program.	October 2002 Ongoing

FISCAL IMPACT

The fiscal impact of this recommendation will depend on the number of cafeteria staff completing annual certification programs. The estimated annual cost of providing certification classes to each employee is \$215. This cost includes \$115 for certification classes plus \$100 for travel. In 2002-03, the training will be offered to the four cafeteria managers at a cost of \$860 (\$215 cost per employee x 4 cafeteria managers). In subsequent years, all cafeteria managers and 12 cafeteria workers will be offered the training. Assuming all workers take advantage of the program, the cost to the district from 2003-07 will be \$3,440 per year (\$215 per employee x 16 employees). An additional \$400 per year is estimated to cover costs for incentives and recognition of employees that complete certification, for a total annual cost of \$3,840 (\$3,440 in training + \$400 in incentives), with the 2002-03 total cost of \$1,260 (\$860 in training + \$400 in incentives).

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Develop and implement an incentive plan to encourage cafeteria staff to complete certification classes.	(\$1,260)	(\$3,840)	(\$3,840)	(\$3,840)	(\$3,840)

FINDING

GRISD students have access to vending machines in the junior high and high school during lunch periods. All vending machines are located outside of the cafeterias, however, during the visit from the review team it

was noted that vending machines were operational during the lunch period at the High School and Junior High. Profit is often the motivation for some school administrators and groups that operate the machines because they are the major source of revenue for campus and student activity funds, and lunch is certainly a time when most sales will occur. But, with national reports showing a growing trend towards child obesity and diabetes, it is important to consider nutrition first and profits second.

The Child Nutrition Programs Department has the authority to control the sale of other types of foods sold in competition with its food service operations. Some Texas school districts use vending machines that incorporate internal timers. The timers are set by the vending companies to ensure that food items of minimal nutritional value do not compete with the nutritious meals served by the Child Nutrition Programs Department.

Recommendation 52:

Prohibit the sale of candy and other items of minimal nutritional value sold in competition with Child Nutrition Programs Department items.

The district should ensure that all vending machines are not operating during lunch periods. The director of Child Nutrition should work with the director of Personnel and Human Resources to obtain vending machines with internal timers. If machines with timers cannot be obtained from the vendor at no cost, the principals at each school should assign a staff person to turn machines off during the lunch period and turn them on after the lunch period is over.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Child Nutrition informs all school principals and Child Nutrition Programs Department managers that the sale of competing food items at all locations during the lunch period is prohibited.	April 2002
2.	The director of Child Nutrition works with principals to develop times to turn vending machines on and off until machines with timers are received.	Ongoing
3.	The director of Child Nutrition works with the director of Personnel and Human Resources to obtain vending machines with internal timers.	May-July 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

GRISD's Child Nutrition Programs Department requires an annual subsidy of more than \$140,000 from the general fund to operate and meal costs are not evaluated on a regular basis. The district strives to keep meal prices as low as possible, but financing the department's deficit by taking money from the general fund means taking monies away from educational programs. GRISD increased food prices for the 2001-02 school year by an average of \$0.30 as shown in **Exhibit 6-10**. It was the first price increase since 1992. Even with the price increases, the district budgeted \$200,000 from the General Fund to support food service operations.

Exhibit 6-10
GRISD Child Nutrition Programs Department Meal Prices
2000-01 and 2001-02

Category	2000-01 Prices		2001-02 Prices	
	Breakfast	Lunch	Breakfast	Lunch
Paid Elementary	\$0.00*	\$1.00	\$0.00*	\$1.20
Paid Intermediate	\$0.50	\$1.10	\$0.65	\$1.40
Paid Junior High	\$0.50	\$1.20	\$0.65	\$1.50
Paid High School	\$0.50	\$1.25	\$0.65	\$1.55
Reduced	\$0.30	\$0.40	\$0.30	\$0.40
Staff	\$0.90	\$1.75	\$1.05	\$2.05
Visitor	\$1.25	\$2.50	\$1.40	\$2.80

Source: GRISD Child Nutrition Programs Department.

** Note: Elementary School Breakfast for Staff and Students is Complimentary.*

Exhibit 6-11
GRISD Meal Price Comparison to Other Districts
GRISD Meal Prices Before Increase

School	Student Breakfast	Student Breakfast	Adult Breakfast	Visitor Breakfast	Student Lunch	Student Lunch	Student Lunch	Adult Lunch	Visitor Lunch
Alvarado	\$1.00	\$1.00	\$1.15	N/A	\$1.45	\$1.55	\$1.70	\$2.00	N/A
Bluff Dale	1.50	1.50	2.00	2.00	N/A	N/A	N/A	N/A	N/A

Blum	0.75	0.75	0.75	0.75	1.25	1.25	1.50	2.00	2.00
Burleson	1.00	1.00	1.25	1.25	2.00	2.25	2.25	3.50	N/A
De Soto	0.95	0.95	1.25	1.25	1.50	1.75	1.75	2.00	N/A
Dublin	1.00	1.25	2.75	2.25	1.75	2.25	2.25	2.75	3.25
Godley	1.00	1.00	1.00	1.00	1.50	2.00	2.00	2.00	N/A
Joshua	0.80	0.80	0.80	0.80	1.35	1.50	1.75	2.00	N/A
Mansfield	1.00	1.00	1.00	1.00	1.50	1.75	1.75	2.00	N/A
Midlothian	1.25	1.25	1.25	N/A	1.50	1.75	1.75	2.00	N/A
Stephenville	1.00	1.00	1.00	N/A	1.75	2.00	2.00	2.00	N/A
Weatherford	0.75	0.75	1.00	N/A	1.50	1.75	2.25	2.50	N/A
Average	\$1.00	\$1.02	\$1.27	\$1.29	\$1.55	\$1.80	\$1.90	\$2.25	\$2.63
Glen Rose	\$0.00	\$0.50	\$0.90	\$1.25	\$1.00	\$1.10	\$1.25	\$1.75	\$2.50
Variance +/-	(\$1.00)	\$0.52	(\$0.37)	\$0.04	(\$0.55)	(\$0.70)	(\$0.65)	(\$0.50)	\$0.13

Source: GRISD Meal price survey taken in May 2001.

Exhibit 6-11 shows that GRISD's meal prices are significantly below those of the other districts surveyed. Districts that operate on a breakeven basis annually assess meal prices as part of a comprehensive plan to manage costs. Self-supporting food service operations no longer require support from the district general funds to pay direct costs such as food or labor. These operations can also reimburse the district for indirect costs such as utilities.

Recommendation 53:

Analyze meal costs periodically and set prices to recover costs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Child Nutrition assesses actual cost per meal and reports findings to the superintendent.	April 2002
2.	The superintendent requests that the board adjusts school breakfast and lunch prices.	May 2002
3.	The board approves the new pricing.	June 2002
4.	The director of Child Nutrition implements the new pricing	July -

	structure and sends flyers to parents reflecting new price levels.	August 2002
5.	The director of Child Nutrition assesses meal prices on an annual basis.	Ongoing

FISCAL IMPACT

The price increases will help the Child Nutrition Programs Department become financially self-supporting. The subsidy required during 2000-01 was \$141,567.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Analyze meal costs periodically and set prices to recover full costs.	\$141,567	\$141,567	\$141,567	\$141,567	\$141,567

Chapter 6

OPERATIONS

B. Transportation

The Texas Education Code authorizes, but does not require Texas school districts to provide transportation for students between home and school, from school to career and technology training locations, and for extracurricular activities. The federal Individuals with Disabilities Education Act (IDEA) require districts to treat students with disabilities the same way it treats students in the general population. In addition, IDEA requires districts to provide transportation to students who must travel to receive special education services.

GRISD's Transportation Department serves an area approximately 200 square miles. GRISD's 1999-2000 annual mileage totals 266,799. The Transportation Department includes 21 regular bus drivers, 17 substitute bus drivers, a fleet of 31 buses and 17 other vehicles operated by other departments for functions such as facility maintenance and warehouse delivery. The Transportation Department absorbs all costs for transportation for athletic and field trips. According to interviews with transportation officials, all requests for bus use are honored. Schools and departments are not charged for these services.

Glen Rose ISD does not receive reimbursement from the state for its transportation costs for regular or special education as the district is classified as chapter 41. The state transportation reimbursement is a part of state foundation funding which does not reimburse districts that have reached chapter 41 status.

Transportation Department uses a staggered time route schedule for the convenience of the students, but operates one round trip per route per day. Students in grade levels from K through 12 are present on the same bus. The Transportation Department absorbs all transportation costs for athletic and field trips. According to interviews with transportation officials, all requests for bus use are honored. Schools and departments are not charged for these services.

As shown in **Exhibit 6-12**, GRISD had the third highest transportation expenditures in 1999-2000 when compared to its peers. It also had the highest cost per mile, \$4.42, almost one and a half times greater than the peer average. Costs can vary greatly, however, due to the size of the district, natural barriers such as lakes or rivers, the number of students transported and transportation policies of the districts.

Exhibit 6-12
GRISD Transportation Expenditures
Comparison to Peer Districts
1999-2000

School District	Total Operating Costs	Total Annual Mileage	Annual Riders	Cost Per Mile	Cost Per Rider
Seminole	\$584,560	410,101	85,140	\$2.37	\$6.87
Groesbeck	\$563,871	375,648	103,860	\$2.15	\$5.43
Glen Rose	\$475,321	266,799	122,940	\$4.42	\$3.87
Palacios	\$446,310	173,544	93,780	\$3.88	\$4.76
Tatum	\$240,135	145,964	115,740	\$3.42	\$2.07
Peer Average	\$458,719	276,315	99,630	\$2.96	\$4.60

Source: TEA School Transportation Operational Reports, 1999-2000.

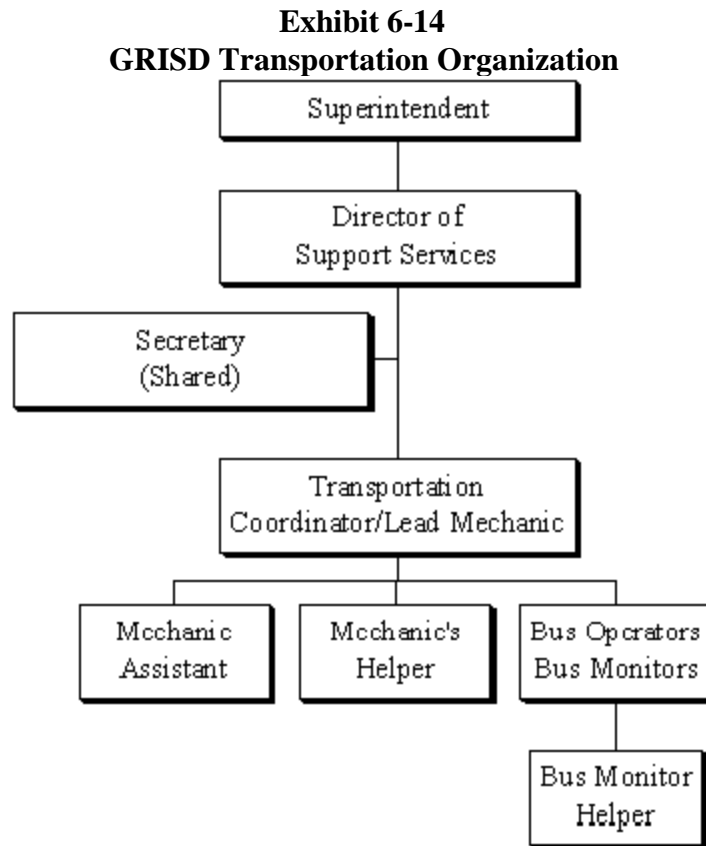
Exhibit 6-13 shows the comparative linear density for GRISD and the peer districts. Linear density is the ratio of the average number of regular education students transported daily to number of miles traveled daily with students on board. As shown in **Exhibit 6-13**, GRISD ranks third out of five districts in linear density.

Exhibit 6-13
Comparison of GRISD and Peer District Linear Density Schedule
2000-01

School District	Annual Riders	Annual Miles	Linear Density	State Allotment Per Mile
Tatum*	99,900	99,026	1.086	\$0.97
Palacios*	89,820	98,819	0.909	\$0.97
Glen Rose*	99,360	141,645	0.701	\$0.79
Seminole	83,340	258,243	0.323	\$0.68
Groesbeck*	70,020	222,678	0.314	\$0.68
Peer Average	88,488	164,082	0.667	\$0.82

Source: TEA 2000-01 School Transportation Route Services Status. Note:
* Indicates Chapter 41 school district that does not receive state reimbursement.

As shown in **Exhibit 6-14**, GRISD's transportation organization is headed by the director of Support Services, who reports directly to the superintendent. The staff includes one secretary that is shared with the Maintenance Department, four maintenance employees, 21 regular drivers, 17 substitute drivers and four bus monitors, all supervised by the director of Support Services. Bus monitors are responsible for aiding special education students on and off the bus and maintaining order during rides. Some monitors are placed on pre-kindergarten routes to assist the younger students.'



Source: GRISD director of Support Services.

Exhibit 6-15 shows GRISD's transportation staffing compared to its peers. GRISD ranks second among the five districts for full-time and part-time drivers and ranks first in clerical/technical staff. GRISD has three mechanics, which is more than any of its peer districts.

Exhibit 6-15
GRISD and Peer Districts Staffing Comparisons
2000-01

School District	Professional	Clerical/ Technical	Drivers (F/T)	Auxiliary
Glen Rose	1 Director*	1 Secretary* 1 Lead Mechanic/ Transportation Coordinator 1 Assistant Mechanic	21	17 Substitute Drivers 4 F/T Aides 1 Mechanic Helper
Groesbeck	1 Director	1 Secretary 2 Mechanics	23	7 Substitute Drivers 3 F/T Aides
Palacios	1 Director	None	13	3 Substitute Drivers (49 Employees have license to drive)
Seminole	1 Director 1 Supervisor	1 Secretary 1 Mechanic	18	18 Substitute Drivers
Tatum	1 Director	1 Secretary 1 Mechanic	14	1 Aide

*Source: Peer District Telephone Interviews, November 16, 2001. *Shared with Maintenance Department*

According to Transportation Department records, GRISD runs 21 buses daily, using 19 regular routes and 2 special needs routes to serve its ridership. As shown in **Exhibit 6-16**, GRISD has the highest number of daily riders and ties Groesbeck ISD for the second highest number of bus routes. GRISD has the most mechanics with more than twice the peer average. GRISD also has the lowest annual mileage per bus in its fleet.

Exhibit 6-16
GRISD and Peer District Comparison
2000-01

School District	Total Daily Ridership	Annual Route Mileage	Number of Bus Routes	Daily Ridership per Bus	Number of Mechanics	Annual Mileage Per Bus
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						in Fleet
Glen Rose	683	168,256	21	32.5	3	8,012
Tatum	643	120,430	12	53.6	1	10,036
Groesbeck	577	299,833	21	27.5	2	14,278
Palacios	521	117,225	14	37.2	2	8,373
Seminole	473	289,749	28	24.9	1	10,348
Peer Average	554	206,809	19	33.8	1.4	10,759

Source: TEA Academic Excellence Indicator System (AEIS) and Public Education Information Management

System (PEIMS) 1999-2000, TEA School Transportation Route Services Status, 2000-01 and Peer District Telephone Interviews.

As shown in **Exhibit 6-17**, when compared with its peer districts, More than 56 percent of GRISD's buses are 10 years old or older, the second highest percentage and just slightly less than Palacios ISD, which has 56.7 percent. Of the 18 buses that are 10 years or older, 17 are regular buses and one is a special needs bus.

Exhibit 6-17
GRISD and Peer District Comparison of Age of Buses
1999-2000

School District	Number of Buses 1-5 years old	Number of Buses 5-10 years old	Number of Buses 10 Years or Greater	Total Number of Buses	Percentage of Buses Greater than 10 Years
Palacios	10	3	17	30	56.7%
Glen Rose	11	3	18	32	56.3%
Tatum	5	4	8	17	47.1%
Groesbeck	7	11	14	32	43.8%
Seminole	12	14	0	26	0.0%
Peer Average	9	8	10	26	36.9%

Source: TEA School Transportation Operations Reports, 1999-2000.

FINDING

GRISD's school bus to mechanic ratio is lower than industry standards. The GRISD ratio is 11 buses per mechanic. Industry standards typically recommend between 20 and 30 buses per mechanic, depending on the fleet mix and the number of miles each bus is operating.

The Transportation Department mechanic staff consists of one transportation coordinator/lead mechanic, one assistant mechanic and a part time mechanic's helper. The mechanics are also responsible for maintaining 17 other vehicles used by maintenance staff. By having an inefficient ratio GRISD is using excess labor hours to maintain the district's fleet.

Recommendation 54:

Establish a policy with a target of 20 buses and other vehicles per mechanic.

The director of Support Services should establish a target ratio of 20 buses and other vehicles per mechanic. This ratio is at the lower end of the standard industry range and is recommended due to the size of the office and the need to provide coverage during absences due to illnesses or vacations. To achieve this ratio, one mechanic position can be eliminated.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Support Services recommends eliminating one mechanic position to the superintendent and the board.	May 2002
2.	The board approves the elimination of the position.	June 2002
3.	The director of Personnel and Human Resources eliminates the position and does not include funding in the 2002-03 budget.	July 2002

FISCAL IMPACT

The estimated annual savings of eliminating of one mechanic position is \$33,316 (\$30,048 is the midpoint annual salary for a mechanic II in Pay Grade 4 and \$3,268 in benefits).

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Establish a target of 20 buses and other vehicles per mechanic.	\$33,316	\$33,316	\$33,316	\$33,316	\$33,316

FINDING

GRISD designs its bus routes manually. The Transportation Department's routing data consists of bus logs with stops, turns and distances. The director of Support Services prepares the routing and reviews it annually. The district's philosophy of transporting students, according to the director of Support Services, is to keep students on buses no longer than 30-45 minutes each way. Routes are not reorganized on any periodic basis. This type of planning limits the efficiency of the routes and can result in bus overcrowding or underutilization. **Exhibit 6-18** shows that GRISD's overall average ridership for all morning routes is only 44.6 percent and for afternoon ridership is 52.7 percent. \

Exhibit 6-18
GRISD Ridership by Bus, Run and Capacity
2001-02

Route Number	School Bus Number	Type of Bus (Special or Regular)	Bus Capacity	A.M. No. Of Students	Percent of Capacity Used Per Run*	P.M. No. Of Students	Percent of Capacity Used Per Run*
1	69	Regular	78	38	48.7%	64	82.1%
2	55	Regular	72	34	47.2%	33	45.8%
3	62	Regular	54	12	22.2%	14	25.9%
4	52	Regular	72	40	55.6%	46	64.8%
5	68	Regular	78	44	56.4%	51	71.8%
6	72	Regular	78	36	46.2%	33	42.3%
7	71	Regular	78	44	56.4%	46	59.0%
8	51	Regular	54	49	90.7%	49	90.7%
9	58	Regular	71	21	29.6%	23	32.4%
10	60	Regular	54	14	25.9%	19	35.9%
11	54	Regular	71	47	66.2%	49	69.0%
12	70	Regular	78	22	28.2%	62	79.5%
14	65	Regular	78	39	50.0%	49	62.8%
15	53	Regular	72	29	40.3%	46	59.0%
16	63	Regular	54	35	64.8%	37	68.5%

17	56	Regular	72	42	58.3%	43	59.7%
18	73	Regular	56	40	71.4%	35	53.0%
19A	32	Special	35	6	17.1%	0	0%
19B	32	Special	35	1	2.9%	0	0%
19C	32	Special	35	0	22.9%	8	22.9%
20	59	Regular	54	15	22.7%	20	30.3%
21	64	Regular	78	28	35.9%	28	35.9%
22	75	Special	54	16	29.6%	15	27.8%
		Total GRISD Ridership		652		770	
		Average Ridership		28.3	44.6%	33.5	52.7%

Source: GRISD Department of Transportation, January 2002. Bus Route and Bus Numbers from GRISD District Vehicles 2001-02 School Year.

**Percent of Capacity Used Per Run is calculated as number of students divided by bus capacity.*

Although manual routing has not previously been a problem, it does not ensure fully-efficient routes. Using software that automates route design, a district can design bus routes and schedules more efficiently and more cost effectively than with manual methods because less staff time is necessary to produce bus routes. Route optimization is especially critical in building bus runs.

Building bus runs efficiently allows districts to automatically build multiple bus routes to a specific school or cluster of schools. An automated system can maximize vehicle capacity, while minimizing time, distances traveled and wait time.

Other school districts are using automated routing systems improve their transportation systems, For example, Wimberly ISD's Special Projects Coordinator is working with Hays County Planning and Geographic Information System (GIS) to help plan bus routes. Hays County, in cooperation with the Capital Area Planning Council, is working with Analytical Surveys, Inc. and Information Delivery Services to conduct a pilot project for the access of Hays County GIS data. The primary product

of the pilot will be 100 CD-ROMs, each containing names, addresses zip codes for Hays County residents, as well as street center lines and point data for locating buildings.

Recommendation 55:

Purchase automated bus routing software to design a more efficient and cost effective route scheduling system.

GRISD should purchase a computer software bus routing and scheduling system. Transportation staff will require training to implement and use a computer-based route scheduling software system.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Support Services contacts all routing software vendors to obtain detailed product information.	April 2002
2.	The director of Support Services develops software routing bid specifications and submits specifications to the director of Finance.	April 2002
3.	The director of Support Services works with the director of Finance to solicit bids for bus routing software and submits an estimated budget for the upcoming fiscal year.	May 2002
4.	The director of Support Services and the director of Finance evaluate bids.	June 2002
5.	The director of Support Services presents a recommendation for award to the superintendent and board for approval.	July 2002
6.	The director of Finance issues a purchase order for the bus routing software.	September 2002
7.	The director of Support Services schedules training for the new software.	September 2002
8.	The director of Support Services implements the bus routing software.	October 2002

FISCAL IMPACT

With the automated routing software, the district should be able to eliminate one bus route. Eliminating one bus route would save \$16,000 from salary cost of one driver, fuel and maintenance costs and the replacement of one bus in the future. Bus routing software should cost between \$500 and \$3,000 depending on the program feature devised. Additional savings will result from on-going maintenance.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
One-time investment to purchase automated bus routing software and training for staff.	(\$3,000)	\$0	\$0	\$0	\$0
Use automated system to develop routes that are more efficient.	\$16,000	\$16,000	\$16,000	\$16,000	\$16,000
Net Savings	\$13,000	\$16,000	\$16,000	\$16,000	\$16,000

FINDING

GRISD 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.

The state required certification course includes instruction in each of the 10 units of the Course Guide for School Bus Driver Training in Texas developed by Southwest Texas Quality Institute (SWTQI). **Exhibit 6-19** describes the training and recommended hourly allocations for each unit of training outlined in the Texas Administrative Code.

Exhibit 6-19 Texas Administrative Code Bus Driver Training

Training Unit Description	Hourly Allocation
Introduction	0.5
The School Bus Driver's Image	1.5
Preventive Maintenance	3.0
Traffic Regulations and Driving Procedures	1.5
Defensive Driving	3.0
Safety and Emergency Procedures	3.0
First Aid	1.5
Procedures for Loading and Unloading Students	3.0
The Special Education/Handicapped Child	1.5
Awareness of the Effects of Alcohol and Other Drugs	1.5
Total Hours	20.0

Source: Texas Administrative Code. Title 37, Part 1, Chapter 14, Subchapter C, Rule 14.32.

This level of driver training is similar to other small districts. Providing additional training or annual retraining is a good safety prevention measure, but in small districts it is difficult due to limited financial resources. Grape Creek ISD (GCISD) recently contracted with a San Angelo service provider to supply eight hours of driver safety training to drivers. Based on Grape Creek ISD's contract, the additional eight hours of training can be provided at \$15 per hour, or \$120 per year for the instructor.

The Small Schools cooperative has provided additional training for bus drivers and bus aides for the past three years. Several GCISD drivers have participated in the training, including crisis intervention, managing behavior issues and student safety. In 2000-01 the drivers were trained on blood pathogen kits, CPR and confidentiality.

Coordinating with other districts in the area can provide additional training at a reduced cost and improve service to GRISD students while protecting their safety.

Recommendation 56:

Expand driver safety training and work with other nearby districts to form a cooperative for driver training to reduce costs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Support Services meets with area officials to assess the costs of training.	April 2002
2.	The director of Support Services contacts neighboring districts to determine interest in forming a cooperative agreement for training.	May 2002
3.	The director of Support Services develops a plan including cooperative agreements and presents to superintendent for review and approval.	June 2002
4.	The superintendent presents plan to the board for approval.	July 2002
5.	The director of Support Services works with the director of Finance to solicit and purchase training from vendor.	August 2002
6.	The director of Finance issues purchase order for GRISD portion of training costs.	September 2002

7.	The selected vendor provides training to GRISD and area districts.	October 2002
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FISCAL IMPACT

The estimated annual cost to provide expanded driver safety training is \$120 a year for the cost of the instructor. The cost is based on Grape Creek ISD's contract cost for eight hours of instructor training time provided at \$15 per hour (8 hours x \$15 = \$120).

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Expand driver safety training and work with other nearby districts to form a cooperative for driver training to reduce costs.	(\$120)	(\$120)	(\$120)	(\$120)	(\$120)

FINDING

GRISD does not have a phased capital replacement plan for its buses that contains replacement criteria to identify when buses should be replaced and the numbers and sizes of buses needed to meet ridership requirements. The unwritten board procedure, until recently, replaced buses every 10 years. The district's bus inventory is shown by model year in **Exhibit 6-20**.

**Exhibit 6-20
GRISD Transportation Bus Inventory by Model Year
October 2001**

Number of Buses				
School Bus Model Year	Regular	Trip	Sub	Special
1985		1		1
1987	3			
1988	2			
1989	3		1	
1990	4	1	1	
1991	2			
1992	1			

1997	3		1	1
1998	1	5		
Total	19	7	3	2

Source: GRISD director of Support Services.

Because buses were replaced without an analysis of bus ridership, GRISD has larger buses than it needs for daily operations. The district has a fleet of 31 buses, but only uses 19 of them for its regular routes. The regular fleet consists largely of 71, 72 or 78-passenger capacity buses.

School buses typically have a useful life cycle between 10 and 15 years. TEA recommends a six-year procurement cycle; however, districts with good maintenance programs can extend bus life for 10, 12 or even 15 years before they need replacement.

Districts that establish replacement plans based on an analysis of the fleet's age and condition, as well as the district's capacity needs, gain maximum use from their buses. Replacement plans also allow districts to set procurement amounts for budgeting purposes and to plan the timing of debt or other types of financing.

Recommendation 57:

Develop a school bus replacement plan with criteria that consider bus age, condition and capacity requirements.

The plan should be based on an analysis of the age and condition of each bus, and appropriate capacity. A scheduled replacement plan will enable GRISD to develop a program to ensure that buses wear evenly. This goal can be achieved in a variety of ways. Some districts develop mileage targets for regular and special education buses as a tool to assign buses so that mileage can be accumulated evenly among buses. Others rotate buses, using mileage targets to identify which route combinations most evenly accrue mileage.

The plan will allow for the district to purchase buses with the appropriate capacity and begin to replace the 72 and 78-passenger buses that now make up a large part of GRISD's fleet with smaller capacity (55-passenger) buses.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Support Services meets with transportation staff	May 2002
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	to analyze the age and condition of buses and determine ridership requirements.	
2.	The director of Support Services develops formal, replacement criteria to be used to replace buses.	June 2002
3.	The director of Support Services develops a phased replacement plan using the replacement criteria that includes planned retirement of existing buses and presents it to superintendent for review and approval.	July 2002
4.	The superintendent presents replacement plan including criteria to the board for approval.	August 2002
5.	The director of Support Services implements the approved plan.	September 2002

FISCAL IMPACT

The savings shown in this recommendation are recognized elsewhere in this report.

FINDING

Currently, there is no written policy for school or community groups using transportation owned by the district. Although the schools and outside community groups are charged for field trips, the Silver Tigers use buses without charge. GRISD does not routinely review the rates or compare them to actual cost of service to ensure adequate reimbursement.

Recommendation 58:

Develop a written policy and fee schedule for outside use of buses that reimburses the district for cost of services.

The district's policy should outline the types of outings for which the district will provide transportation. The policy should also clearly outline the responsibilities assumed by the district and the outside party in the use of the district's transportation. The policy should include procedures that outline who should be contacted to arrange for transportation and examples of forms that will be required to use district buses. The fee schedule should include calculations for the cost of driver time, maintenance and fuel to ensure that the district will receive full reimbursement of costs. The policy and fee schedule should be analyzed and updated annually.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Support Services analyzes costs and develops policy and fee schedule and presents to superintendent for review and approval.	May 2002
2.	The superintendent presents the policy and fee schedule to the board for approval.	June 2002
3.	The board approves the policy and fee schedule for implementation in the 2002-03 school year.	July 2002
4.	The director of Support Services implements the approved plan.	August 2002
5.	The director of Support Services analyzes costs and updates fee schedule annually.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

GRISD maintains more vehicles than necessary for operations. As shown in **Exhibit 6-21**, GRISD maintains 10 buses, 17 other vehicles and a livestock trailer in addition to the 21 buses used in daily bus runs. The other vehicles include 11 trucks used for maintenance and six general use vans.

The industry accepted range for a spare buses held by a district is 10 to 20 percent of the regularly scheduled peak buses. Factors affecting the spare bus ratio are fleet age, effectiveness of the maintenance program, climate, operating conditions and fleet mix. GRISD does an excellent job of maintaining its buses, which should result in a reduced need for spares.

The peak requirement for GRISD in 2001-02 is 25 buses: 19 regular routes, two special needs routes and four field trip buses per day. The district's total bus fleet is 31 buses. Using the industry standard of 10 to 20 percent, GRISD could has an excess of two buses.

The district also maintains 17 other vehicles for the maintenance department or general use. While there are no industry standards addressing the number of vehicles recommended per maintenance worker, GRISD's ratio of 17 vehicles for 37 Support Services Department staff appears high.

**Exhibit 6-21
Other GRISD Vehicles
2000-01**

Vehicle Number	Transport Type	Vehicle Type	Year	Vehicle Make/Model
33	Trip	Bus	1985	International
61	Sub	Bus	1989	Ford
66	Trip	Bus	1990	Blue Bird
67	Sub	Bus	1990	Ford
74	Sub	Bus	1997	Blue Bird
76	Trip	Bus	1998	Blue Bird
77	Trip	Bus	1998	Blue Bird
78	Trip	Bus	1998	Blue Bird
79	Trip	Bus	1998	Blue Bird
80	Trip	Bus	1998	Blue Bird
41	Maintenance	Truck	1986	Ford
48	General	Van	1983	Ford
500	Maintenance	Truck	1991	Ford
501	Maintenance	Truck	1991	Ford
502	Maintenance	Truck	1982	Chevrolet
503	General	Van	1992	GMC
504	Maintenance	Truck	1985	GMC Dump Truck
505	General	Van	1996	Ford Aerostar
506	Maintenance	Truck	1996	Ford 4 door diesel
507	Maintenance	Truck	1989	Chevrolet
508	Maintenance	Truck	1987	Chevrolet
509	Maintenance	Truck	1986	Ford Bucket Truck
510	General	Van	1987	Ford Aerostar
511	Maintenance	Trailer	1997	Sooner Livestock
512	General	Van	1998	Chevrolet
513	General	Van	1998	Chevrolet
514	Maintenance	Truck	1996	Chevrolet
515	Maintenance	Truck	1998	Chevrolet

Source: GRISD Support Services Department, September 2001 revised January 2002.

Recommendation 59:

Establish a spare bus and vehicle ratio and sell those buses and vehicles that are in excess of those ratios.

The district should reduce the fleet size by two buses. The district should identify the two buses to be sold based on age, condition and underused capacity. The district should also examine the use of its maintenance and general use vehicles to determine overall mileage and purpose. Based on the analysis, the district should identify low use vehicles that could be sold to reduce overall fleet.

FISCAL IMPACT

By reducing the overall fleet by two buses, the district will realize one-time revenue of \$4,000 by selling the two buses for \$2,000 per bus (\$2,000 x 2 buses = \$4,000).

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Establish a spare bus and vehicle ratio and sell those buses and vehicles that are in excess of those ratios.	\$4,000	\$0	\$0	\$0	\$0

Chapter 7

COMPUTERS AND TECHNOLOGY

This chapter examines the computer and technology services provided by the Glen Rose Independent School District (GRISD) in the following three areas:

- A. Organization, Staffing and Budgeting
- B. Policies, Procedures, Planning and Support
- C. Infrastructure, Software, Hardware and Operations

A technology-rich educational environment requires hardware, software, training and administrative support. Balance among these areas is crucial. The responsibilities of technology services operations vary in Texas public school districts. Some offices support administrative functions only while others, like GRISD, are responsible for supporting both administration and instruction. To achieve its technology-related goals, a school district must have an organizational structure that encourages using and supporting new technologies. A well-managed technology and information services department is guided by a clearly defined plan. This plan is based on appropriate goals and organization; clearly assigned responsibilities; well defined procedures for developing new applications; and a customer service orientation to meet and anticipate user needs.

BACKGROUND

A school district's information technology department must be familiar with both administrative and instructional operations. The technology department should be part of the instructional technology planning process to ensure that new technology initiatives support the learning process and are integrated into the curriculum. The department should also support existing and new applications with technology training.

Important technology service elements include network support services, which support the district's information technology infrastructure. This infrastructure includes a wide area network (WAN) connecting district facilities, local area networks (LANs) in schools and administrative offices and, in some cases, the telephone system. The technology staff typically supports administrative and student information systems, including application purchases and development, database administration, software maintenance and computer operations. Instructional technology helps integrate technology into the curriculum.

Planning for the use of new technologies is particularly important to ensure schools within a district receive equitable levels of technology

resources; planning timeframes are sufficient to incorporate the rapid pace of technological change; funding is identified and available to support technology use in the classroom; and taxpayers are assured that the district is spending tax dollars for technology effectively.

Chapter 7

COMPUTERS AND TECHNOLOGY

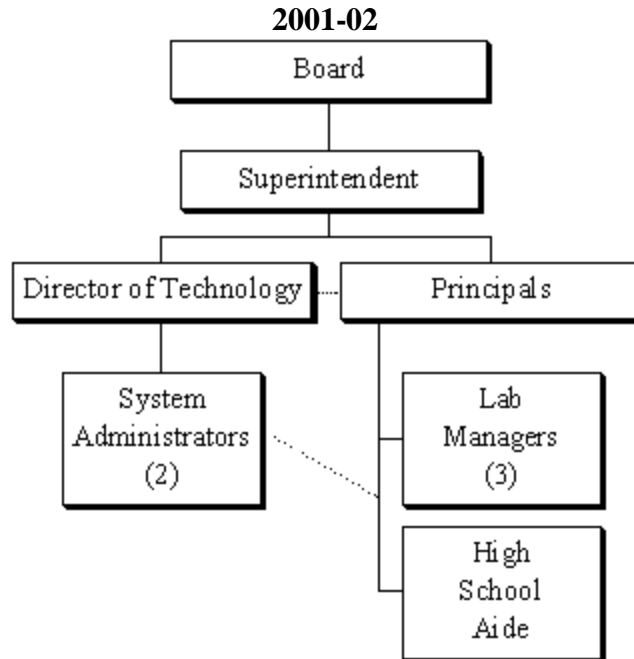
A. Organization, Staffing and Budgeting

GRISD's Technology Department consists of one director and two system administrators to handle districtwide hardware, software and telecommunications support. The director of Technology is responsible for supervising technology staff, technology planning, technology grant and budget development and inventory management. The director also functions as the backup to the system administrators. The system administrators are responsible for server, personal computer, software and network support. One system administrator also functions as the Public Education Information Management System (PEIMS) data coordinator, the position that coordinates the student demographic and academic performance, personnel, financial and organizational information that is reported by the district to the Texas Education Agency (TEA) and reported in the PEIMS database. Each system administrator is assigned to specific schools. One system administrator provides overall support to the elementary and high schools and the Alternative Campus for Education (A.C.E.) school. The second administrator provides overall support to the intermediate and junior high schools and the administration building.

In addition to the Technology Department staff, GRISD uses certified teachers who are lab managers in the elementary, intermediate and junior high schools and an aide in the high school to coordinate instructional technology for their respective schools; provide diagnostic support; and handle routine problems such as printer paper jams and replacement of toner and printer cartridges. The lab managers and the high school aide coordinate with the system administrator assigned to their respective school. As shown in **Exhibit 7-1**, the district's technology organization is composed of the Technology Department, consisting of the director of Technology, who reports to the superintendent, the system administrators and the certified teachers who function as lab managers and report to their respective principals. The Technology director coordinates specific technology planning issues with principals as necessary.

Exhibit 7-1

GRISD Technology Organization



Source: GRISD Technology director.

The district applies for and receives several types of state and federal technology grants including the Telecommunications Infrastructure Fund (TIF) grant, the Technology Integration in Education (TIE) grant and a federal E-Rate discount. E-Rate, the federal Universal Service Fund for Schools and Libraries, provides discounts to schools and libraries for telecommunications services. These services can include local telephone service, high-speed data communications lines, Internet access and internal connections.

TIF grants help schools integrate the Internet into their curriculum. To receive this grant, schools are required to submit an approved technology plan; create a technology task force; provide 10 percent matching funds; purchase items from the TIF-suggested configuration list; participate in the TIF Tech training program; and build a home page on the World Wide Web. TIE grants provide for state-of-the-art LAN and WAN links so that improved instructional and technological resources will be available to teachers and students. The federal E-Rate discount provides 20 to 90 percent of the cost of purchasing telecommunications services, Internet access and internal connections. The discount level is based upon the percent of students in the district eligible for participation in the federal free and reduced price school lunch program.

Exhibit 7-2 lists the grant funds obtained for 1997-98 through 2000-01 and describes their use.

Exhibit 7-2
Use of Technology Grant funds received by GRISD 1997-98 through
2000-01

Year	Grant Type	Amount	Use
1997-98	TIE	\$97,000	Purchased V-Tel distance learning equipment located at the junior high.
1998-99	E-Rate	\$265,000	Purchased and installed the LAN fiber optic and category 5 cabling, network equipment, servers and the network operating system at a discount.
1999-2000	TIF	\$80,000	Added 72 desktop computers to the elementary and high schools. Added the graphic arts lab at the high school and expanded the elementary lab. Purchased two servers and two data projectors.
1999-2000	E-Rate	\$83,386	Purchased new phone system, servers and additional network equipment at a discount.
2000-01	TIF	\$110,366	Purchased a 16-24 station wireless laptop cart with 12 workstations, 18 multimedia teacher presentation stations, digital cameras, printers and 30 additional desktop computers.
2000-01	E-Rate	\$35,000	E-Rate provided discounts for all district telecommunication services. No 'internal connections' were approved because funds were depleted prior to the district's funding level.
Totals		\$670,752	

Source: GRISD Technology director.

With the grant funds, the director of Technology said that the district has been able to fund new technology and equipment upgrades without using district funds.

FINDING

GRISD purchased technology to reduce computer lab space. Using 2001 TIF funds, the district purchased a 16-24 station wireless laptop cart with 12 workstations that can be used in multiple spaces. The cart is used at the intermediate school in language arts classes for writing, Internet research and the Accelerated Reader program. With this technology, GRISD is bringing the computer lab to the classroom instead of the traditional model of sending students to the computer lab, which provides additional

instruction time. With this purchase, the district is also pilot-testing wireless technology. Wireless technology will allow the district flexibility in its future space requirements because the district will no longer need to configure fixed, computer lab spaces.

COMMENDATION

GRISD's use of wireless technology reduces its reliance on fixed, computer lab space.

FINDING

GRISD has an effective program for integrating technology into the curriculum. GRISD is in its first year participating in the Intel Teach to the Future program, a program taught by a certified master teacher that enables teachers to more effectively use technology in developing extended lesson plans. To comply with program requirements, the master teacher must train 20 teachers a year for three years. The master teacher receives a stipend of \$3,250 in increments of \$750, \$1,000 and \$1,500 during the three-year period for training the additional teachers. The Bill and Melinda Gates Foundation provides a \$5,000 grant to equip the master teacher's classroom to a minimum standard.

In the 40-hour training program, teachers are required to design plans for a unit that will last several weeks. Teachers are to break down and map out the entire unit including special requirements such as covering Texas Essential Knowledge and Skills (TEKS) and Texas Assessment of Academic Skills (TAAS) objectives. The teachers are also required to use many types of technology in presenting the materials. For example, teachers are required to design and implement a Power Point presentation; create a student publication such as a newsletter or brochure in Microsoft Publisher; and create a Web page.

COMMENDATION

GRISD improves teachers' use of technology by participating in the Intel Teach to the Future program.

FINDING

GRISD teachers and staff are not effectively using training offered by the Technology Department. The district has a technical training program for both staff and teachers; however, not all training is mandatory. Mandatory training for all district employees does include the use of the district's e-mail, an overview of Microsoft Windows and Office products and some Microsoft Windows basic training. Teachers are required to learn

Excelsior Pinnacle System Gradebook and Attendance software. Business and administrative training in areas such as food service, finance or PEIMS data reporting is provided on an as-needed basis and is conducted by the Technology Department staff as one-on-one training or just-in-time training.

Extensive curriculum-related application training is coordinated with the Curriculum Department and is conducted during the summer. The training offered is based on responses from district staff to an informal Technology Department questionnaire. **Exhibit 7-3** shows the 2001 training calendar.

**Exhibit 7-3
GRISD 2001 Training Calendar**

Date	Attendance	Class
June 8, 2001	10	Dewey Never Had It So Good
June 11, 2001	11	Excelsior Pinnacle System Gradebook Software
July 2, 2001	60 58	Overview of Word 2000 (3 sessions) Intermediate Word 2000 (3 sessions)
July 3, 2001	40	Web Building Basics (2 sessions)
July 16, 2001	27	Introduction to MS Excel 2000 (2 sessions)
July 17, 2001	45	Power Point in the Classroom (3 sessions)
July 18, 2001	34	PC Basic Training - Windows Survival (2 sessions)
July 19, 2001	18 16	Overview of Office 2000 (2 sessions) What are we going to do with the Internet?
July 26, 2001	18	GroupWise (e-mail)
August 15, 2001	8	New Staff In-service: GroupWise, Microsoft Windows and Office Overviews, Excelsior Pinnacle System Gradebook Software (teachers)

Source: GRISD Technology director.

The Technology director said that although training was offered, it was not well attended. To encourage teachers to attend technology training, the district recently implemented two initiatives. Teachers who attend training can earn exchange days that may be taken during the school year. The district added a third exchange day exclusively for technology training. The Technology Department also recently began requiring certain training before staff can receive new technology equipment.

Without appropriate training, teachers will be uncomfortable with instructional technology equipment and will not incorporate it in their teaching. Administrative staff in food service, finance, purchasing and other areas who are not trained in the use of technology will work less efficiently and will not be able to use their system's full capabilities.

TEA's *Long Range Plan for Technology, 1996 - 2010* recommends that training educators to use technology tools to teach and learn be identified as a priority. The plan also recommends continuing education for administrators, curriculum coordinators, librarians and other education professionals. The plan recognizes that to improve student learning, teachers must be competent with technology applications.

Smithville ISD (SISD) increased the use of technology in instructional programs by establishing definite standards and deadlines for teacher proficiency in technology and for the integration of technology into the curriculum. In 1998-99, SISD developed and adopted standards for teacher technology skills. The required competencies were organized into three domain areas: Basic Technology Operation, Personal/Professional Use of Technology Tools and Social, Ethical and Human Issues. Teachers were required to demonstrate competencies in each domain area by the district's deadline of December 2000.

SISD provided ample staff development opportunities to assist teachers in meeting the standards by the deadline. SISD central office curriculum staff and school principals monitored the integration of technology into the curriculum. School principals reviewed staff technology skills forms to ensure that teachers were either competent or obtaining training to demonstrate competency in the basic teacher technology requirements.

Recommendation 60:

Develop a districtwide technology training plan that includes mandatory proficiency standards and deadlines for completion.

To increase the use of technology in instructional programs, GRISD should develop a technology training plan that establishes definite standards and deadlines for teacher proficiency in technology and for the integration of technology into the curriculum. The technology training plan should identify the tasks, schedule and staff development materials needed to achieve the standards. The plan should also define how staff performance will be measured to demonstrate that standards have been met. Performance should be tied to compensation and be reflected in district job descriptions.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent establishes a technology task force consisting of all district directors and principals and names the director of Technology as the chair.	May 2002
2.	The director of Technology works with task force members to develop standards for staff technology proficiency and integration of technology into the classroom.	May - June 2002
3.	The director of Technology submits task force standards to the superintendent and board for review and approval.	July 2002
4.	The board adopts the standards and specifies a deadline by which staff must demonstrate proficiency as required by the standards.	July 2002
5.	The director of Personnel and Human Resources incorporates standards into job descriptions and annual appraisal forms and distributes to directors and principals.	September 2002
6.	The director of Technology works with the task force to develop training programs to assist staff with meeting standards.	October 2002
7.	The director of Personnel and Human Resources and the director of Technology develop and distribute forms to assist principals and directors in measuring technology skills for their respective staff.	November 2002
8.	Principals and directors monitor staff compliance with standards and deadlines.	Ongoing
9.	The director of Curriculum and Instruction and Communication Services (CICS) monitors progress toward integrating technology into instruction at district schools.	Ongoing
10.	The director of Technology and the CICS director adjust staff development and technology integration programs as necessary.	Ongoing
11.	The director of Technology and the CICS director prepare status report documenting progress toward teacher proficiency and technology integration into instruction.	Annually

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 7

COMPUTERS AND TECHNOLOGY

B. Policies, Procedures, Planning and Support

The Texas Education Code requires each school district to include provisions for the integration of technology into instructional and administrative programs in its improvement plan. Some districts compile these plans with only a few of the elements required to guide a district's efforts to use and improve its technology effectively. For example, many technology plans contain goals and strategies for instructional technology but contain little about the effective use of technology to automate or streamline administration. Improved automation and integration of administration can streamline operations and eliminate excessive paper shuffling that drains district resources from the classroom.

The best plans contain clear goals, objectives and action plans for technology projects, assign individual responsibility for implementation steps and identify milestone dates for completion.

FINDING

GRISD has a collaborative technology planning process that involves district staff, parents and community members. The district established a Technology Advisory Committee (TAC) to provide planning and guidance to determine technology requirements that are incorporated in the district's technology plan. The committee has broad-based representation including the director of Technology and Technology Department staff, the director of Finance, the director of Curriculum and Instruction and Communication Services and the district's technology specialists. The TAC reviews the status of technology, establishes new technology goals and objectives and develops a plan for integrating technology into the curriculum.

The TAC discusses and recommends technology on a school and district level. The committee looks at initiatives and makes recommendations to the Technology director who analyzes the recommendations for feasibility before implementation. To gain input from a different perspective, the TAC solicits input from the site-based decision-making (SBDM) committee composed of community members and parents. The TAC also encourages teachers and principals to provide their input through their respective computer lab manager. The TAC also supports presentations of the technology plan to the board.

Initially meeting monthly, the TAC now meets quarterly. In the spring, the TAC discusses technology changes and initiatives for the upcoming

school year and plans their implementation for the summer. In the fall and winter, these changes and initiatives are monitored and any problems or issues with implementation are resolved.

Successful technology planning requires the input and support of multiple stakeholders. The Texas School Performance Review's *Helping Schools Make Technology Work: Managing Information Technology From Classrooms to Lunchrooms* recommends that a technology plan be a joint effort with input from the board, administration, teachers and business leaders with expertise in the field.

COMMENDATION

GRISD's use of the Technology Advisory Committee provides broad-based input and support for the district's technology plan.

FINDING

GRISD developed and implemented a technology strategy to improve computer access districtwide. In developing the technology plan, the district's Technology Advisory Committee (TAC) identified that an obstacle to implementing educational technologies was the limitation of computer resources to specific classrooms, libraries or computer labs. Therefore, the TAC recommended that the district implement the concept of a 'Virtual Desktop.' This concept would allow staff or students to securely login at a computer or desktop anywhere in the district and have access to their assigned applications, user files and system policies.

The district implemented the concept using Novell Netware with ZenWorks software. With this software, the district can deliver applications assigned to a user at any computer in the district. The software contains management features that allow the Technology Department staff to set approved computer access based on the user, the particular computer or a combination of both. The software also provides central management of the computer environment and policies and the ability to update software districtwide.

COMMENDATION

GRISD's Virtual Desktop concept gives students and staff access to their files from anywhere in the district.

FINDING

GRISD developed a standardized method for creating and maintaining portfolios of student work throughout junior high and high school. The

Technology Department staff uses Novell Netware software to create and organize student portfolios. As an example, a student entering the seventh grade in 2001-02 would graduate in 2007. The student's profile is created in the organizational unit called Students and in a container called 2007, the year of the student's graduation. With this setup, a Technology Department system administrator can easily move student files from junior high to high school. Students can use the same login structure until graduation.

Files may be kept from one year to the next, or the administrator may choose to archive student files for future use. This setup also allows easy retrieval of archived records. The Technology director said that a student who had graduated from GRISD contacted the district to obtain some of his high school work for a college project. The system administrator was able to retrieve the archived information based on the student's graduation year, write it to a CD-ROM and provide it to the student for the cost of the CD-ROM.

COMMENDATION

GRISD technology staff efficiently creates and maintains electronic portfolios of students' work.

FINDING

GRISD has developed a comprehensive disaster recovery plan for handling the loss of its information systems. The district's disaster recovery plan includes emergency contacts for the Technology Department staff, the district and software and hardware vendors. The plan is complete with protocols for both partial and complete recoveries to ensure that the technology staff is knowledgeable in every aspect of recovery and restoration. The plan outlines designated alternate sites dependent upon the type of outage that occurs. The plan also includes system redundancy and fault protection protocols as well as a tape backup plan. **Exhibit 7-4** displays the district's System Restoration Plan.

**Exhibit 7-4
GRISD Disaster Recovery Plan**

System	Restoration
Servers: Operating System	<ul style="list-style-type: none"> • Attempt restoration using PowerQuest image. • Restore operating system using tape backup. • Re-install operating system from CD.
Servers: Data	<ul style="list-style-type: none"> • Verify loss of data. If RAID drive is lost, attempt

Recovery	<p>recovery with a hot spare.</p> <ul style="list-style-type: none"> • Restore data using tape backup of alternate server backup.
Servers: Hardware Recovery	<ul style="list-style-type: none"> • Replace failed part - if not in stock, determine availability. • Evaluate repair time of failed server. • Move application and data to secondary server.
Network: Primary LAN Router - Cisco 5500	<ul style="list-style-type: none"> • Cisco 5500 Route Switch Module may be replaced with Cisco 3810 to provide routing between Internet subnets.
Network: Primary WAN Router - Cisco 3810	<ul style="list-style-type: none"> • Cisco 3810 Switch may be replaced with a Cisco 2500 router from the Cisco lab and used with a CSU (Channel Service Unit) from the Distance Learning Lab.
Network: Backbone Switches	<ul style="list-style-type: none"> • Since the chassis is equipped with redundant power supplies, if one fails, the other may be plugged in. • To restore Fiber Module connectivity, a MM or SM to UTP converter may be used. (However, this is a temporary fix and will only operate at 10Mbps.) • Replace individual switch modules with either a spare or a stand-alone switch. • Combine steps 2 and 3 in the event of total chassis failure. This will only achieve a minimum level of service.
Network: IDF Switch	<ul style="list-style-type: none"> • Individual Cisco 1924 or 2924 switches may be swapped with spare units.
Alternate Site	<ul style="list-style-type: none"> • Staff is prepared to move all necessary servers and equipment to the Administration building server room in cases where a primary site loses power, HVAC or sustains damage that prevents service restoration in that area. • Alternatively, fiber patch cables may be configured to route network traffic to the new location.

Source: GRISD Disaster Recovery Plan.

Exhibit 7-5 shows the district's Network/Internet Attack Recovery Plan.

**Exhibit 7-5
GRISD's Network/Internet Attack Recovery Plan**

Source	Protocol
External	<ul style="list-style-type: none"> • Unplug T1 cable from Cisco 3810 router. • Save all 3810 configurations, ARP and IP route information (if possible). • Telnet to router and type "show config, show IP route and show ARP." • Select all and copy to Word or Wordpad.
Internal	<ul style="list-style-type: none"> • Telnet to the RSM. • Disable VLAN0 and VLAN1. • Disable 213 route if attack continues.

Source: GRISD Disaster Recovery Plan.

The district has actually used these recovery plans in real situations due to power loss and system failures.

COMMENDATION

GRISD's Disaster Recovery Plan is comprehensive and provides protocols for a quick recovery in the event of a system failure.

FINDING

GRISD's Technology Plan does not include budgets, detailed strategies or implementation schedules. The director of Technology, with the TAC, updated the district's initial technology plan with the Technology Plan for 2001-04. The plan includes a technology assessment, mission statement, vision, goals and objectives. The timeline for meeting the outlined goals uses ranges of time periods rather than specific dates. A definitive implementation plan to meet these goals and objectives has not been developed. **Exhibit 7-6** describes the plan's goals and objectives.

**Exhibit 7-6
GRISD Technology Plan Goals and Objectives
2001-04**

State Goal	District Goal	Objective
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<p>1 - Provide an infrastructure to ensure, acquire and maintain the hardware, software and other services that will be needed to implement the strategy for improved education services.</p>	<p>1 - Build the necessary infrastructure to support advances in future technology.</p>	<p>1.1 Design and implement a network that will support current and future networking protocols and standards. 1.2 Maximize today's dollar for tomorrow's technology. 1.3 Provide student and teacher access to school information resources from home. 1.4 Implement a system that is homogeneous to business standards. 1.5 Make telephone access more readily available.</p>
<p>2 - Provide a Professional Development strategy to ensure the district staff is knowledgeable on how to use new technologies to improve education or library services.</p>	<p>2 - Develop and implement programs to train the staff in the use of hardware, operating systems, application software, Internet and Instructional software. Train and support teachers in the integration of technology into the curriculum and daily classroom activities.</p>	<p>2.1 Develop training calendar to provide classes and workshop opportunities for district staff. 2.2 Train and support teachers in the integration of technology into the curriculum and daily classroom activities. 2.3 Develop program to facilitate the acquisition of the necessary skills to operate and utilize the new computer hardware and software. 2.4 Develop "Train-the-Trainer" to offer frequent training to supplement formal training. 2.5 Develop self-</p>

		directed staff.
3 - Focus on the instructional needs of teachers and the learning needs of students in meeting the vision of technology in education.	3 - Teach clients to use technology as a tool for research and learning. Develop self-directed clients of technology.	3.1 Foster the development and integration of TEKS into the curriculum, classroom activities and electronic instructional material. 3.2 Post "Acceptable Use Policy" for computers, network and Internet usage.
4 - Utilize telecommunications and information technology to improve education services.	4 - Provide advanced education and productivity tools and information resources to teachers, students and staff.	4.1 Provide user-friendly teaching tools. 4.2 Develop internal resources and provide on line access. 4.3 Promote collaboration between teachers, staff and administration. 4.4 Remove the boundaries of the physical classroom. 4.5 Provide teachers with state-of-the-art tools to minimize tasks and preparation work.
5 - Provide administrative and support staff access to both tools and professional development needed to effectively and efficiently learn the use of technology.	5 - Provide the necessary technology tools to administrative and service departments to assist personnel and streamline tasks.	5.1 Develop internal resources for administrative purposes. 5.2 Provide community access to school resources and information. 5.3 Update Administrative technology.

<p>6 - Provide an evaluation process to monitor progress towards specified goals and make mid-course corrections in response to new developments and opportunities as they arise.</p>	<p>6 - Maintain state of the art technology to meet the need of the district.</p>	<p>6.1 Maintain technology to meet or exceed current standards and best practices. (Review Process objective) 6.2 Acquire funds to maintain technology to meet current and future technologies. (Budget objective)</p>
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Source: GRISD Technology Plan, 2001-04.

The most effective technology plans contain clear goals, objectives and action plans for technology projects. They assign individual responsibility for implementation steps, set deadlines and include measurements to evaluate progress. The Veribest ISD technology plan contains specific strategies for achieving each objective. Each strategy has a person assigned to it, a timeline, a cost estimate and an evaluation component that includes references to source documents supporting the conclusion. As support documentation for teachers attending an orientation of the district's NT LAN and IBM Token Ring Network, the Veribest ISD technology coordinator maintains files containing sign-in sheets with teachers' names and the training handout.

Recommendation 61:

Revise the technology plan to add detailed strategies, schedules and costs.

The director of Technology should modify the plan to include specific strategies for achieving district objectives. Each strategy should identify the individual responsible for the strategy, a schedule for completion, a cost estimate and measures to track the plan's implementation.

The director of Technology should provide quarterly reports to the superintendent and board on the progress of the plan's implementation and post the reports on the Web site to inform the board, district employees and community members about the district's progress in achieving its goals and objectives.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Technology works with the Technology Advisory	April
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	Committee (TAC), staff and representatives from the schools and administration to identify specific tasks and strategies for the technology plan.	2002
2.	The director of Technology works with the TAC, staff and representatives from the schools and administration to identify cost, funding sources, responsibilities and deadlines for completion.	May 2002
3.	The director of Technology updates the plan and presents it to the superintendent and board.	June 2002
4.	The director of Technology submits first progress report to superintendent and the board.	August 2002
5.	The director of Technology submits quarterly progress reports to superintendent and board and posts reports to the district Web site.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

GRISD does not store its backup tapes in fireproof storage containers. The district's disaster recovery plan requires tape backup with storage at an offsite location. The district stores its backup tapes in the administration building. However, the district's implementation of its disaster recovery plan falls short because the tapes are not stored in fireproof containers.

Unless the backup tapes are properly stored, fire or toxic chemicals could easily destroy the magnetic media on which the data are stored, rendering the backup tapes useless. Although the tapes are stored at an alternate location, they are not protected from fire.

Recommendation 62:

Store backup tapes in fireproof storage units built specifically for computer data.

The district should purchase fireproof storage units designed specifically for computer data and install them in the administration building, which is designated as the alternate site in the district's disaster recovery plan.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Technology develops specifications for	July - August
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	fireproof storage units and provides to director of Finance for review and approval.	2002
2.	The director of Technology works with director of Finance to obtain bids for fireproof storage units and the director of Finance issues a purchase order.	September 2002
3.	The director of Technology arranges vendor delivery and installation of the fireproof storage units.	October 2002
4.	The Technology Department staff stores backup tapes in the fireproof storage units.	Weekly

FISCAL IMPACT

There will be a one-time cost to the district of \$600 for the purchase and installation of fireproof storage units. The estimated cost per unit is \$300. At a minimum, the district should purchase two fireproof storage units (\$300 X 2 units = \$600).

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Store backup tapes in fireproof storage units built specifically for computer data.	(\$600)	\$0	\$0	\$0	\$0

Chapter 7

COMPUTERS AND TECHNOLOGY

C. Infrastructure, Software, Hardware and Operations

Technology infrastructure is the underlying system of cabling, telephone lines, hubs, switches, routers and other devices that connect the various parts of an organization through a wide area network (WAN). This infrastructure allows users to access people and information throughout their organization and beyond, facilitating their ability to perform their job.

A school district's WAN provides its users with electronic mail and Internet access, and connects its local area networks (LANs). A LAN connects all users within a single building. LAN users are connected to other district users through a WAN connection. A LAN also provides a bridge to the Internet through a Tier1 (T1) line connected to an internet service provider. A T1 line is a dedicated phone line supporting data rates of 1.544 Mbits per second. This gives anyone connected to the WAN access to information and people inside and outside the district. A WAN is usually protected by a firewall that prevents unauthorized users outside the district from accessing information or people inside the district. Districts with this type of networked system have established the infrastructure to use present and future telecommunications capabilities.

In GRISD, each school has its own dedicated application server supplying network-based applications to the users in that school. A dedicated server, centrally located in the Technology Department at the high school, stores all user files. Novell Netware 5 servers are used for academic, e-mail and Intranet applications. Microsoft NT/ 2000 servers are used for finance, student accounting and Internet applications. Intranet applications are used exclusively within the district's network such as the Excelsior Pinnacle System Gradebook software, PowerPoint and Excel. Internet applications are those applications such as Internet Explorer and Netscape Navigator that are used to obtain information outside of the district's network.

FINDING

GRISD Technology Department staff developed a process to quickly and efficiently establish their computer labs. In summer 2000, the district purchased 72 desktop computers that had no software loaded. To efficiently and quickly configure the computers, the system administrators created a custom image of the types of software to be loaded for each brand and configuration of computer. Before being installed, each image was developed in the technology lab and rigorously tested to ensure stability and application compatibility. If an upgrade occurs, a new image with the upgrade is created and restored to the computer. Using these images, one system administrator configured a 50-station computer lab in one hour.

COMMENDATION

GRISD's imaging process reduces system administrator time spent configuring district computers.

FINDING

The district has a system plan and a disk storage set up that reduces system down time by operating server storage arrays in either a Redundant Array of Independent Disks (RAID) 1 or RAID 5 configuration. A RAID configuration is desirable because the individual disks are arranged in a group or array and treated by the system as one disk. With this configuration even if a single disk within the array fails, the data will still be available and the system will continue to function. The data are also protected with this configuration.

Also, with the RAID configuration, if data on any individual disk drive are lost, the system recreates the lost data using built-in algorithms. **Exhibit 7-7** describes the district's System Redundancy and Fault Protection Plan.

Exhibit 7-7
GRISD System Redundancy/Fault Protection Plan

Item	Protection
Servers	<ul style="list-style-type: none"> • Secondary backups - identically or similarly configured. • Designated server redundancy plan exists.
Server Storage Arrays	<ul style="list-style-type: none"> • RAID 1 or RAID 5 hard drive configuration. • Separate volumes minimize the impact of failures. • Hot swap hard drive spares kept on site.
Power Supply	<ul style="list-style-type: none"> • All equipment powered through Uninterruptible Power Supply (UPS) systems.
Virus Protection	<ul style="list-style-type: none"> • InocuLan virus protection software package is used on all servers with user files stored on them.
Firewalls	<ul style="list-style-type: none"> • 3810 router with access lists to filter TCP ports. • Private addressing and a Proxy server for security. • Novell Bordermanager.
NT/2000 Servers Tape Backup Plan	<ul style="list-style-type: none"> • ARCSERVE and a DLT 20/40 GB tape drive on a single server. • Cross volume and cross server backups daily. • Daily full system backup using Grandfather-Father-Son scheme. • Monthly full system backups include system volume, NT registry and ARCSERVE database. • Weekly full system backups include system volume, NT registry and ARCSERVE database. • Daily differential backups include all changes since last Weekly or Monthly backup.
Financial Data	<ul style="list-style-type: none"> • Frequent daily backups made prior to performing several functions.

	<ul style="list-style-type: none"> • Backups made to desktop PCs.
Netware Servers Tape Backup Plan	<ul style="list-style-type: none"> • ARCSERVE and two DLT 20/40 GB tape drive on a single server. • Cross volume and cross server backups daily. • Monthly full system backups include system volume. • Weekly full system backups include system volume. • Daily differential backups include all changes since last Weekly or Monthly backup.
Tape System	<ul style="list-style-type: none"> • Tapes stored offsite in a closet of the Administration Building. • Failure of tape backup system requires sending hard drives to a data recovery vendor. • Offsite tapes are rotated weekly.
Personal Computers	<ul style="list-style-type: none"> • Hard drives partitioned to create a C:\ drive reserved exclusively for system files and a D:\ drive reserved for user files. In the event of an operating system failure, files on C:\ can be restored without affecting files on D:\. • Users are encouraged to save files to network storage server and to the local hard drive.
Internet Service	<ul style="list-style-type: none"> • T1 connection to ESC11. • Backup Integrated Services Digital Network (ISDN) line for minimal service restoration.

Source: GRISD Information Systems Disaster Recovery Plan and interviews with GRISD Technology director.

Exhibit 7-8 describes the Designated Server Redundancy Plan.

**Exhibit 7-8
Designated Server Redundancy Plan**

Application	Primary Server	Secondary Server
Skyward/School Assyst	PEIM2	EDZILLA
Pinnacle Gradebook	Campus App Server	Alt. Campus App Server
CCC/Application	Campus App Server	Alt. Campus App Server
CCC/History	Carno	Camara
Office 2000	Campus App Server	Alt. Campus App Server

MAPS-POS	Campus App Server	Alt. Campus App Server
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Source: GRISD Information Systems Disaster Recovery Plan.

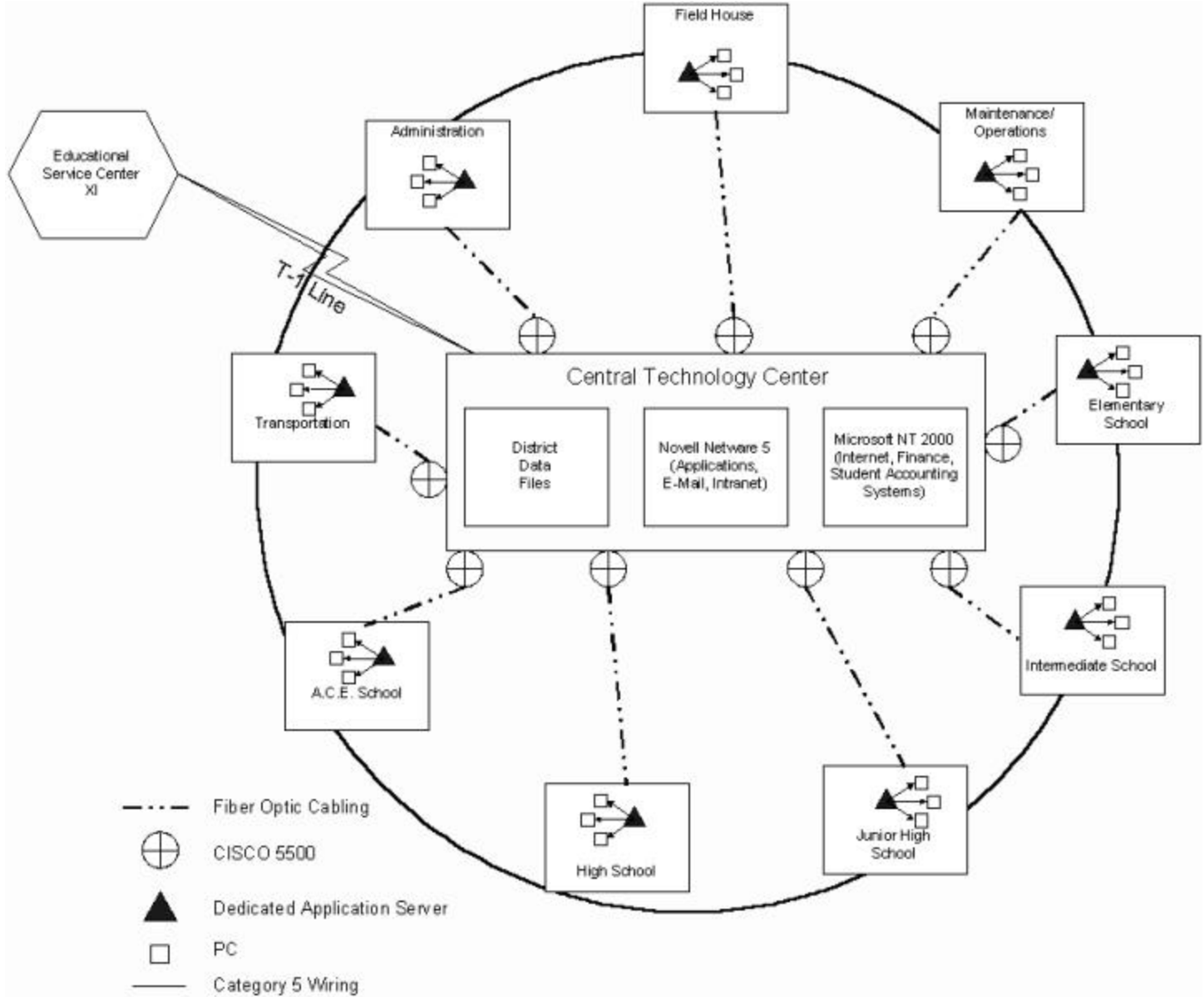
COMMENDATION

GRISD's system plan and disk storage set up with built-in redundancy minimize the risk of system failure and downtime.

FINDING

The district's fiber optic network has more capacity than the district needs. A sophisticated, multi- and single-mode fiber optic network that was installed in 1998 serves the district. The network, operating as a LAN at each school and a WAN between schools, is configured both as a physical star and a logical ring as shown in **Exhibit 7-9**. All classrooms and computer labs have Internet access through the network. Internet service is provided through a T1 connection from the district's network to the Regional Education Service Center XI (Region 11). The Region 11 connection is also used to provide distance-learning services. At its peak usage, the Technology director estimates that 5 percent of the network is used at any one time.

**Exhibit 7-9
GRISD Network Configuration**



Source: GRISD Technology director.

The district has already invested significant funds in its infrastructure. Although there is excess capacity, the district has not explored options to sell off the excess capacity or share the infrastructure with other local governments, businesses or non-profit entities to reduce its maintenance costs and recover a portion of its investment. The fiber optic cable is close to the public library and the Central Appraisal District building.

Entities with excess capacities have allowed local businesses, nonprofit entities or government agencies to share their server for a monthly fee. These servers are integrated into the infrastructure without compromising the existing configuration. Firewalls are easily used to separate data from that of their clients. Maintenance services on the servers are often provided for an additional fee.

Recommendation 63:

Explore options for recovering network infrastructure investment costs.

The director of Technology should develop a feasibility study identifying possible options and partners that could use and would pay to share GRISD's network infrastructure. The feasibility study should also include an evaluation of each option's feasibility in terms of network capacity and risk to data security. As part of the feasibility study, the director of Technology should get a legal opinion to outline the parameters under which the district can contract with other governments or local businesses to recover network costs. Once the feasibility study is completed, the superintendent and the board should review and select the best options. The board president and superintendent should contact selected potential partners and set up meetings to determine if there is interest in sharing services.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Technology develops a feasibility study outlining potential partners and legal and technical options to share network infrastructure costs.	April 2002
2.	The director of Technology submits the feasibility study to superintendent and board for review and action.	May 2002
3.	The board president and superintendent contact potential partners to determine interest in sharing costs of network services.	June - August 2002
4.	The director of Technology develops proposals for interested partners outlining services, requirements and costs.	September 2002
5.	The board directs superintendent to develop necessary agreements for interested partners.	October 2002
6.	The board enters into agreements as applicable.	Ongoing

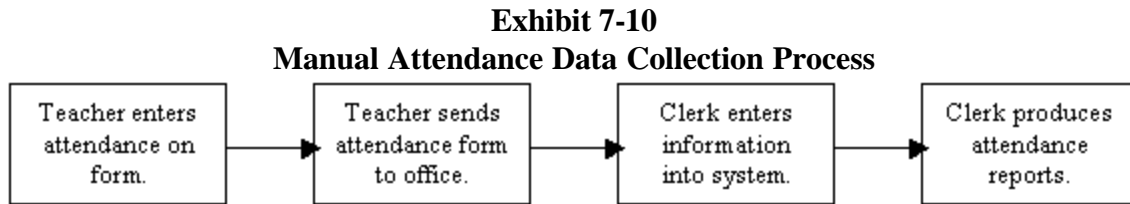
FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

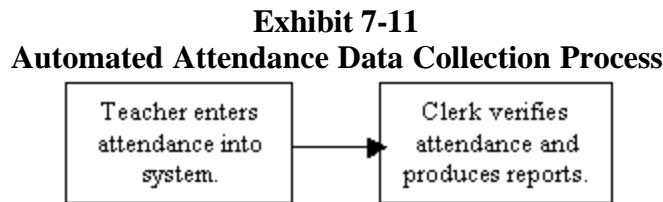
The district's student attendance data collection is not fully automated at all schools. GRISD purchased TECS SchoolAssyst software that has automated student attendance capability, but the high school is the only school that has automated its student attendance data collection. Manual data collection is inefficient and could lead to errors in data entry. Automated data collection is not required.

Exhibit 7-10 displays the manual process used by the elementary, intermediate, junior high and the A.C.E. schools. The high school, A.C.E. and junior high school take attendance each period. The elementary and intermediate schools take attendance once a day at 10:00 a.m. The teachers send an attendance card to the office if a student is absent.



Source: Interviews with PEIMS System Administrator.

Exhibit 7-11 shows the automated attendance data collection process used by the high school.



Source: Interviews with PEIMS System Administrator.

The SchoolAssyst module allows teachers to enter attendance information from the classroom, eliminating the need for clerical staff to enter data.

Recommendation 64:

Use automated attendance software in all schools.

The superintendent should require the use of the automated attendance software feature. The director of Technology and the system administrator assigned as the PEIMS data coordinator should work with lab managers to develop training materials and conduct a training workshop to assist teachers and PEIMS clerks in using the SchoolAssyst module. The Technology Department staff should also develop Web-based training to provide online assistance to teachers and PEIMS clerks.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent requires the use of the automated attendance software by the beginning of the new fiscal year and directs principals to work with Technology director to implement.	April 2002
2.	The directory of Technology, PEIMS data coordinator and lab managers develop training materials.	April 2002
3.	The PEIMS data coordinator conducts training for teachers and PEIMS clerks.	May - July

		2002
4.	The Technology Department staff develops Web-based training materials and post to Web site.	June 2002
5.	The PEIMS data coordinator documents training attendance and proficiency.	July 2002
6.	The director of Technology presents progress report to superintendent and principals on attendance software automation.	August 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Appendix A

PUBLIC FORUM COMMENTS

District Organization and Management / Educational Service Delivery

As part of the Glen Rose Independent School District (GRISD) performance review, a public forum was held at the Glen Rose High School Cafeteria on October 2, 2001. Members of the public were invited to record any comments they have regarding the GRISD education system. Community members and school staff who participated in the public forums gave their comments about the 12 areas under review. These comments illustrated community perceptions of GRISD and do not reflect the findings or opinions of the Comptroller or review team. The following is a summary of comments received by focus area.

District Organization and Management

- Keep the present superintendent. (He is great.)
- The Site-Based Decision-Making Committees are not very effective. I have served on these committees and did a lot of work and then never saw any action or results. It seems like a waste of time to serve on these committees.
- I think we have too many people in Central administration. It seems that if someone doesn't do his job well, then they are promoted up to Central administration.
- The main focus should always be on providing the best education to children. Dollars should be spent in the classroom, not on administrators.
- I serve on a site-based decision-making committee. There is positive and active participation. The district needs to work on a cooperative spirit between the board, superintendent and educators. There have been too many underlying battles that need to be brought to the open table, so an understanding can be reached for the best interest of the students of GRISD.
- Board needs to have a much closer watch over the superintendent.
- I don't feel the public is well enough informed by the board!
- Unfortunately, a small vocal minority of community members has provided a forum, both public and private, for anyone to become an expert in any area of the educational field. Because of past conflict between this group and the former superintendent, it appeared to be a power struggle at times at board meetings. Therefore, those hired in areas of expertise are constantly questioned and criticized to the point of harassment. This is done by anyone who disagrees or doesn't understand (because they are

not educators), including board members. It is causing a "Big Brother" type of attitude which causes a lack of trust by all involved. It also causes a low morale for those who really want to teach and try to do what is right. We're not perfect, but disagreement shouldn't extend to destroying people, families and careers.

- Our district is one of the most organized and efficiently run. All who work here are always willing to help and usually go above and beyond the call of duty. Our school board has been very supportive in the past; however, over the past few years our board has been led down a negative path. This has spurred a negative faction to arise within our community and this faction is beginning to spread its venom. The damage that is being done is very sad and almost feels like it is out of control.
- Do other ISDs pay for day care for the children of the staff? Do other ISDs pay for the 'Silver Tiger' or similar programs? Do other ISDs fund YMCAs? Is GRISD 'top heavy' with 'directors?' There is a significant need to audit the expense accounts of the superintendent, the Personnel director, and frankly, the remainder of the administration. What percentage of the time do our teachers spend in the classroom as compared to their peers in other ISDs? Are the teachers on 'hall monitor' duty really even on campus? How big should a campus be before it requires two administrators? Do any of GRISD campuses need two administrators? Was the meeting held with teachers staged to the point that they are trying to protect their jobs? Are the technology people competent?
- The school district has no long-term strategic planning.
- The school board is not the problem. They are trying to get things back on track from the previous superintendent, yet we heard the board being blamed for many things.
- I think our board does a good job 80 percent of the time. Other times I think they get snowballed into believing things from just one source; particularly true of our last superintendent.
- We have too many directors for the size school we are. Isn't there a ratio that needs to be followed?
- We have been asked to cut our budgets and it seems we cut things and people that directly affect our students, not a director or two. So I think we could save a lot by having fewer high-dollar directors and spend the money where kids benefit. Anyone can hand out birthday cards.
- I would like to mention that this is a small town. The circle of board members, the superintendent and school management are very well kept. The parents/public only hear what the administration wants them to hear. Please help this town by finding justice with our recent "super" issue.

- I think the board is divided and that there are a lot of negative influences from people who like to cause trouble in the community. Only positive people with the good of the community need to serve.
- This request for help is very long overdue. The board hears from the community and raises concerns that have been ignored by the GRISD administration. We need a priority scheme and a way to consistently provide input to a long-term plan for the schools. This needs to be open to the public and, in most cases, published and marketed all the time, not just when someone wants a day care center or a swimming pool.
- We need a way for all GRISD employees to provide anonymous input or feedback.
- We just lost a superintendent that I really liked. He was very involved in the organization of this school in all areas. He will be missed. I think our school board tries real hard to do the right things, but sometimes gets a little out of control, such as when they have a grievance with something, they just keep going at it without listening to both sides.
- District administrators and others in leadership positions encourage hostility toward the board.
- Board of Governance: Several members seem to have specific agendas, i. e., conflicts with administration instead of focusing on our budget, teacher quality, etc. Some members don't seem to have a clue regarding finance, budget, etc., instead they only seem interested in how a teacher has treated a certain student or in demeaning other board members in public meetings.
- There does not seem to be confidentiality. The morning after a meeting it is always possible, even at the local auto parts store for example, to find out what went on during the meeting.
- Superintendent: The district needs to move on and quickly bring new blood into the system to face the major challenges ahead.
- School management: I'm not certain we need two administrators on each campus, perhaps only at high school.
- There is a lack of long-range planning. The superintendent and some board members 'scoff' at planning. Three or four board members have personal agendas; the president takes orders from the ex-president.
- We had a strong, solid superintendent the past six years. We had a strong, solid school board until two to three years ago. There appears to be a huge question mark about our current direction where the school board is concerned. The future of GRISD hinges on the new superintendent selection and the willingness of the school board to work with the administration and attempt to 'strong arm' the superintendent.

- Hopefully we are now working through changes brought by the superintendent changes. The board was highly ineffective as they broke into several factions, amid much derisive prodding by a defeated board member and that member's group. Best decision ever was appointment of interim superintendent-our stabilizing force for years.
- What site-based decision making? !! Just go through the motions-'approve this!' The turnovers in campus-level administration leave us with many questions and the primary one is "when will one know the meaning of 'leadership' and 'accountability.'" New faces bring new hope.
- I believe this is our biggest weakness. It is obvious that our school board and administrative group are not equipped to manage the budget at our disposal. I think the days of ex-school teachers and average citizens running schools is over. The budgets are too big, business-focused individuals are required. Educating our children has become more of a business due to the expense. You can rest assured business people are running our colleges and that is what we need. We have no vision as to what GRISD will be in five years, 10 years, 15 years. We need to plan and manage not just for today but for tomorrow and 50,000 tomorrows.
- We have got to have a tighter reign on the spending of the superintendent and other administrators. They should always have to keep a detailed account of their spending.
- A true budget should have been put in place and followed long before this year.
- At present, we have an acting superintendent only. Are there plans to limit the new superintendent to a shorter contract? Five years appears extreme. The school board does not follow same chain of command demanded by them. They have friends that persuade them against sound educational decisions for personal vendettas. Decisions made should always be for the betterment of the child. GRISD needs to get a superintendent quickly. Interim superintendent micro-manages and is not physically able to handle this position long-term.

Educational Service Delivery

- Our elementary school is wonderful, but with our growing numbers in Hispanics, we could use a translator. There is no one to translate all the letters that go home and parents feel frustrated. They should consider giving stipends to the Spanish speaking personnel they have on campus who would be interested in doing the job. It is not easy to translate!
- TAAS is everything! I wish school, could be more creative. Unless you are in G/T, everything you learn is geared to the TAAS. The

administration and principals grill it into their teachers. It is ridiculous for Pre-K, Special Education or Bilingual teachers to be evaluated according to the TAAS scores. I've never seen a Pre-K kid take a TAAS test!! Have you? Kudos to the Pre-K inclusion program and ESL. The alternative school also works hard to avoid losing the kids. 'Dropout' students feel that they are too structured to the TAAS and it is all important to get their degree. I have heard teachers lament that they wish they could vary their curriculum more. Our dropout rates are low-TAAS scores above the median, but we have to strive harder and harder to meet the highest TAAS score possible. Who wins?

- High school: varied curriculum. We need more vocational classes for non-college bound. G/T is not really being served except through AP (other G/T besides academic).
- Alternative: Curriculum is entirely too simplistic. Eleventh graders can graduate in a short time. A.C.E. is great for those at risk of not graduating because of pregnancy, sickness, family trauma, etc.
- High School/Junior High: We have one of the best theater stages in the state, but we have been unable to hire a trained theater teacher/director to put the building to greater use and provide quality theater training for kids! This person could also better maintain the stage equipment and pursue school and community programs. Band director and English teacher who are in charge of auditorium are not trained and have other classroom responsibilities that are a priority. We moved to GRISD because of what the school could provide for our child, not just because of jobs.
- Our district is required to have a Gifted Education Coordinator, with our status of "Recognized", according to the State Plan for Gifted Education. A person who has 30 hours of staff development in gifted/talented education as required in 19 TAC 89. 2(1) is assigned to coordinate district level services for gifted/talented students in kindergarten through grade 12. How does our district meet this requirement?
- I think the Inclusive Programs for Special Education are wonderful! I am concerned that there is no bilingual program. I know some teachers have had good ideas on ways to begin and implement a bilingual program here and the administration has been willing to listen. High school G/T needs lots of work.
- GRISD has improved TAAS scores the past six years. I know the curriculum is reviewed and approved appropriately each year and I feel good about our current status. I hope we continue to improve in this area.
- Glen Rose ISD has been lauded for their preparation of graduates for college and as a parent I can attest to this. Having lived in another district, my children have been more challenged

academically. The TAAS results speak for themselves. Scores have continued to rise each year. In addition, each year, our attendance/enrollment has increased. It should also be noted that Glen Rose has a substantial Hispanic enrollment and many come from totally Spanish-speaking environments. Special Education is a department which works very diligently to assist all students, not just those in their program.

- Drug and Alcohol Program is not what it was built up to be.
- I feel this district needs to have a greater push for Fine Arts (Orchestra, etc.) education; less on sports.
- Student performance is above average.
- Special Ed. Coop. We need to get out of this immediately. This also created more jobs, which takes away from our local budget and money that could be spent on the GRISD students and employees.
- ACE needs to be part of the high school campus for the alternative graduates and to deal only with the discipline students. It is not cost worthy for the number of personnel units per student. The discipline side is not effective-it should be a place kids don't want to go!
- Great Programs! Great TAAS curriculum! Great G/T curriculum! Great Special Ed curriculum! Great ESL curriculum! Excellent! Students learn! In order to have great programs, it costs money to do this.
- We teach the TAAS because funding is based on it. It seems to me our curriculum should center on those skills tested on the TAAS. Once those skills are at or above what is required on the TAAS, then we add others. There really should be three tiers or paths for students: college-bound, technical/military-bound and service/vocational bound. All need to graduate from this school with hope of a productive and fruitful life. I really believe students identified as those that excel need to have different instruction than those that do not. There is room for everyone at the table, but one table is not big or diverse enough to help everyone. Keep the programs that work like G/T and alternative and evaluate if someone is being left behind because we have not done all that we can do.
- I believe this is the heart of what our children go to school for. My child was in the G/T program from Kindergarten through second grade, but in her third grade year she was taken out. She did not "qualify." This was hard for me to explain to her. She felt belittled and unsure of herself. Well, when she started her third grade year she was put in a class with all the G/T kids she had been with the previous years. She had already accepted the fact she was not in G/T, then she had to face all her friends. Well, they were not as comforting to her as we thought. They called her stupid, dumb and

other things. This could definitely have been prevented if she was looked at more closely as a student and what needs she had.

- Prepare the children for upcoming TAAS, weekly tests, etc. If they have problems, make sure the material is understood. Teachers ask for parents' help. Well it needs to be remembered that children need a family social life too, and they are at school eight hours of the day.
- The math program appears to be lacking in that students who go to college generally have problems in that area. What is being done to bring that program forward?
- I have two children in college who both feel their education here left them lacking. We hear the reason we are not "excellent" is that the Hispanic community is holding us back. We are focused on politics, not education.
- I would just like to say that my children have been in this school district since kindergarten. One is a senior and I think he has gotten the best education possible. This school has resources available for a learning institution. There are times as a parent that I may have been annoyed at something, but it was usually my ignorance of what was totally involved. I believe that to judge someone else, you would have to walk in their shoes. Since we don't do that, we do not have the right.
- The most important thing is that the kids get an education in the best environment possible-Glen Rose has that and I am thankful.
- I am quite impressed with the inclusive special education programs in our district. Children with disabilities learn so much from their non-disabled peers. In addition, non-disabled students learn from disabled students. Non-measurable skills such as acceptance, compassion, encouragement, and teamwork are invaluable benefits from the inclusion classroom. The deaf education program in the elementary school is a particularly productive inclusion program. Hearing peers have been taught sign language and have "looped" up through grades 1 through 3 providing a deaf child with peers that he can communicate with. Inclusive Pre-K is another very innovative and successful program. It is a wonderful thing to see children and families learn that we can all help each other be successful and productive citizens. Inclusion is a positive and proactive way to encourage the development of a healthy society.
- There has been a continuing problem for more than five years regarding the lack of curriculum alignment between the grades and the campuses.
- An outstanding amount of interest has been given to alternative education, but does the money really need to be spent on an administrator for six to 10 people-two secretaries, two instructors?
- Please refer to school board minutes from last year about the Scottish Rite dyslexia program adoption. This is not being

implemented and no steps have been taken to ensure the program will be implemented.

- The curriculum is pretty good, although at high school, at most, offers too much.
- TAAS-We have done well but why can't the state see that? We are discouraging good innovative teachers by making them teach to what the state feels is important.
- Our G/T program is mediocre at best.
- We have well-rounded and equally emphasized curriculum programs. G/T program not as well-defined or developed as needed. Our AP course offerings are adequate, but not all taught on appropriate levels, plus testing is not emphasized nor required.
- Our campus has Spanish-speaking personnel that have specific duties, one of these duties is not translating for the Hispanic parents who do not speak English and want to be informed. We need a specific translator and feel one is greatly needed with comparable compensation in salary. A possible solution could be met with stipends.
- The A.C.E. campus is a good program if it is run properly.
- Special Education program needs to be looked at thoroughly. There are many areas for improvement.
- By the way I understand it, they've changed the GPA system in the middle of the stream. Any changes should always be done starting at the freshman level. My daughter is a senior with a GPA of 3.7 and is 14th in her class. Someone with a GPA of 3.5 is ranked higher (top 10 percent), and one is ranked 5th with the same GPA of 3.7. My daughter is being penalized for taking a study hall her sophomore year. They have changed their system starting with her junior year. If she had known taking a study hall would be detrimental, she certainly would not have taken it. Because of this we're worried about her getting in to college. If she were ranked in the top 10 percent like she should be, there would be no worries. I have to wonder if what they've done is legal?
- I appreciate that they have a G/T program in elementary school.
- It's time to cut back in Glen Rose. I think we should start eliminating some of the 'extra' elective classes. They're nice when a school system can afford it, but we're at that point where we really can't any more.
- ACE campus is known as a joke. Kids finish curriculum very quickly- maybe too quickly. We do have a need, but let's monitor this area.
- Educational service in GRISD is very good. TAAS seems to be emphasized strongly on elementary and intermediate campuses.

Appendix A

PUBLIC FORUM COMMENTS

Community Involvement / Personnel Management

Community Involvement

- Parents are encouraged to participate in their child's education. There is a variety of activities for children during school and after school. Teachers care; that is something money can't buy. Communications could be improved between campuses and administration/teachers so that goals and activities are better communicated. TXU and Glen Rose have an intern program. I wish alternative/technical students had advocates or a cooperative type of program so that they could step into jobs, trained upon graduation.
- This area is one of the best I have seen or experienced. There is a positive spirit to support the students, GRISD staff and schools.
- Excellent parental involvement. Community relations have been strained by a handful of troublemakers. If the administration doesn't tell them what they want to hear, they try to 'get someone's job.'
- In the past, the district has been very good in keeping the community informed. Community newsletters and spots in the local newspaper have been very helpful and informative. Parents are encouraged to be a part of the school life and there is even a senior citizen organization partnered with the school. There is also a mentor program.
- I believe our community and school work hard and well together. We have strong PTA's in the lower grades. However, the district trying to raise taxes has caused a division of the two.
- I don't believe our directors at the administration building communicate with all others-school and community-as well as the campus principals.
- The GRISD teachers are very active and involved in all aspects of our community and are very appreciated.
- The mentoring program has been in place for a year and appears to be working well and the people in the community are helping to make a difference to deserving children.
- The community loves and supports the school system here. They are very protective of it and at the same time they can't get reliable information in any consistent basis.
- I am a teacher at the elementary school. We have an incredible PTA and Parent Volunteer Program. I am most grateful for their help.

- TXU is a wonderful support system to our school system. They have done many volunteer projects for the schools. Also, TXU employees have visited classrooms to discuss career options (chemistry and science).
- Great! Some of the best I have seen.
- Outside of the TXU issues, the relationships are great! Parental involvement is good. Community relations suffer due to (1) TXU public relations and (2) a few persons who wanted to fire the superintendent and who stopped at nothing, including lies and violations of open meeting act communication.
- We are overtaxing our business community with too many demands. We are at the mercy of the state and TXU.
- I don't believe the school board or the administration wants true partners. They want involvement on their terms and are unwilling to examine and identify their own weaknesses. That is a sure formula for disaster. We as a community have much to offer but are seldom called upon. School board meetings do not allow open discussion because our board and administration are not willing to address issues unless they are addressed on their terms. Both groups have forgotten that this is not their private club. This is a public school and all issues the public is interested in are valid.
- They don't give enough notice for events, or publicize them well. We don't even have any type of open house to meet the teachers in high school!
- There are so many great businesses that help out financially. They're always being 'hit up' for money! Hooray for them and a big thank you.
- They don't relay information to the kids well. I realize sometimes it's the kids' fault, but not all kids get the information. I've had to beg to get information on ordering senior pictures!
- Parents are willing to help with student activities, but not willing to commit to long-term activities such as being an officer in PTA.

Personnel Management

- We have too many administrators for a school district of this size; some duties should be combined. Too many coaches are on the field at a varsity game. Teachers should still have reward for accomplishments: ESL/dual certification. It would be nice to allow teachers to pick from a varied menu for development. Reimbursement for college courses would be wonderful. Currently, teacher pay has been frozen and dental benefits have been taken; some fear job cuts as well as more benefits being taken away. They love the kids and work their hearts and duffs off for the students and should be rewarded for their efforts. There is too much spread between teacher and administrator pay!

- The staff is easy to work with.
- The GRISD school board established a Hiring Policy and Recruitment Policy. The past five years the Hiring Policy has been manipulated by previous superintendent. People have been interviewed and offered jobs before published to the public. Rumors start about job openings and personnel from outside the district are interviewed before district personnel know there is an opening. There was an incident that a teacher was given a contract-offered a job by the superintendent himself. Then he tells the administrator to call this teacher and tells her she does not have a job because they have to find a position for existing staff. I wrote a letter requesting an explanation to the superintendent with copies to each school board member. I was told by the superintendent that it was a mistake, but only after applicant was told no job was there. The Personnel director only seems to shuffle papers rather than interview and make recommendations. People are hired that are from outside the district who are not qualified for administrative positions when the district has qualified people. Then the district pays for these people to go to graduate school to become certified. This is a waste of our money, money that could and should be used for the benefit of students' education. There were at least two people at high school who left during school hours to drive to graduate school. The district has many caring, dedicated and knowledgeable educators. The high school teachers need encouragement and support to build morale. There appears to have been many opportunities where the administrative office, i. e., superintendent and his staff, have pitted the teachers and school board against one another. There is not a good rapport between teachers and school board.
- Excellent personnel management. Quality staff.
- Licensed nurses are not paid according to their duties.
- I think we should recruit teachers more from outside of this area (outside of Tarleton). I think teachers are paid well compared to other districts, but should receive some kind of a raise every year.
- I feel this district has a lot of positions that are unnecessary! The money should be focused more on education than inventing positions to keep favorites! Too many coaches, too many secretaries for secretaries, too many chiefs.
- Why are PEIMS clerks and secretarial staff not given a pay/experience ladder? Are PEIMS clerks with the same amount of experience or more getting paid equally?
- Salaries are not consistent with responsibilities in all areas. Overall, salaries are good. However, they have not stayed ahead of other districts as general public perceives it. Salaries for a number of positions (instructional) are high in neighboring districts. That's

not a gripe! I just wish the perception was not that instruction staff is paid high salaries.

- Salary schedules for all pay grades need to be studied and updated. Aides/paraprofessionals need to be paid above the poverty level, on a salary schedule that recognizes local experience and dedication to the school district. Many teachers make more money than campus administrators and they have less time requirements and responsibilities. Many central office personnel are OVERPAID based on what they really do and they have been placed in these positions because they weren't successful in their previous positions. Many positions were created by the past superintendent just to keep these people, or so a 'friend' could be hired. There is no rhyme nor reason to pay raises that have been awarded over the last two years. We were all told (last year) that \$500 was ALL the district could afford, but now we find out that several large pay raises were awarded. It takes a major effort to get salary information. NO CHECK and BALANCE system in place to insure consistency on salaries. Too many teachers/staff are on 11 month contracts, used as a means of increasing select people's salary without have to tell anyone, especially the board.
- Hiring people into the district into positions when they do not meet the qualifications for the position. Then paying them while they attend classes at our expense instead of being on campus teaching. This when we have had people in the district who already have the qualifications for the positions.
- It is my understanding that our teachers are paid about the middle of the state average. My opinion is that, based on the salaries of the administrative office, there are too many employees there and they are paid too much. I came to this conclusion from the information I learned in the budget workshops that I attended. We now have managers or department heads in areas that five or six years ago were handled without a department head or manager.
- TOO MANY DIRECTORS. We are a small school district and we have directors that have no contact with students. Due to this many directors, things never get done or basics are not covered. In most schools of our size, many of these duties belong to the campus principal and assistant principal and the district runs much more efficiently and effectively.
- Some of the aides are paid at poverty level.
- I love to work at the Junior High because everyone does their job.
- For the first time in the seven years I have lived here, I hear teachers talking about leaving the school district. The uncertainty of the direction we are heading seems to be a huge concern to several GRISD employees. I would like to see a true comparative of how we spend our money and structure salaries compared to similar and successful school districts. I've seen some reports with

the 'spin' of what some groups or individuals want to portray. I would like to see a true and realistic evaluation performed.

- It has been one of this district's benefits to attract veteran teachers and for them to have a long employment with the district. The district has had the luxury of being able to pay their staff a nice salary. With the foreseeable changes in budget, this could prove to be a challenge, but one I am sure the district will conquer.
- Recruitment for our district should be minimal. Going out and recruiting should not be a big thing. People want jobs. They will find this district, trust me.
- Salary is what average districts pay. We do have long time employees, which makes pay/salary more, but these are quality teachers. You get what you pay for. I believe we should hire more employees with less years' experience. These people are usually great employees and eager and fresh to do great work.
- Well, the salary structure is very poor. We have some teachers making more than assistant principals and principals. Pay should be a higher priority and not last on the list. No stipend or incentive or salary raise is given for proven teachers. It seems only new teachers and those who know the right people get the raises. Across the board pay raises in the past have been \$500 for some and \$6,000 to others (mostly directors).
- We have too many coaches on staff for a district of this size. How many 3A schools have 11-12 coaches on the sidelines at a football game? Too many coaches and money spent on non-academic programs.
- It seems to have been a policy for a while that if you did not do your job, then they (administration) would move you to a better job with more money. Strange concept-one way we got so many directors.
- I feel the issue needs to be raised about our school superintendent that just left with no questions asked and nothing shared other than he has left/moved on. What exactly or who exactly are our tax dollars supporting. And why was it such a 'hush, hush' issue. Who is really being protected? Help us find the answers.
- I would like to add that a lot of the aides at our elementary schools need to be carefully evaluated and recognized. There are some that are overlooked and their accomplishments go unnoticed. On the other hand, there are those who are severely burned-out and need to move on. These aides are examples and it is upsetting when the children sense the frustration and hostility.
- My main concern is over-staffing, especially in the administrative area. I know of a former coach and a former principal who were allowed to stay on the payroll rather than having to look elsewhere for work after they were relieved of their former jobs. "Director"

positions were created for them at a very large salary. This is wrong and needs to be corrected.

- We have programs which surrounding districts would be proud to have. We could afford them the past several years, but I don't know if we can now, since the incoming funds are going to be less. This has to be a top priority. We have had too many liberals making decisions. Now it is time to get conservative and get spending for programs and staffing back under control.
- Some teachers get additional pay for being grade level chairperson when everyone on the team is responsible for taking a turn at running meetings.
- There appears to be a lack of uniformity in the salary structure. Is there a comprehensive plan in place and do they get a documented review based on goals and performance?
- Our classroom teachers are wonderful and give a large part of themselves to the students and school.
- I have watched for years as we transferred people to newly created positions rather than address issues. If a teacher is not in the clique, they are ostracized and unfortunately the past superintendent's style supported this. We have quite a few talented people but they do not step out because to be recognized as striving for excellence shines a light on those who are not. You need to talk to the principals and teachers individually and not in groups.
- Staff development has helped me immensely, especially as: computer training, leadership training, food classes, cashier training with TEA. I have learned lots of new skills that have made me a better employee.
- I am currently in my 25th year as an educator. I feel that I am doing some of my best teaching now because of my experience. It greatly saddens me that I cannot receive a step-level salary because I 'topped out' at 20 years. I am not here for the money-I am here because I want to make a positive difference in the lives of children. I would like to know that I am valued and appreciated for my efforts and dedication. A cost-of-living raise would be greatly beneficial. I have received \$00.00 from last year. That is not right.
- Certifications and qualifications have not always been in place at the time of hiring for administrators.
- The director of Personnel has been unable at times to provide documentation of certifications.
- The hiring and interviewing process for new employees has been used as personal kingdom building and deprives the district of the best available employees.
- Please interview principals individually without separation.
- Salaries are good but not out of line.
- Staff Development-The district does a good job of encouraging teachers to expand and grow.

- The ex-superintendent did a marvelous job- if anything he 'spoiled' our employees. Current interim superintendent is destroying many facets of personnel management.
- There is no value placed on experienced teachers or staff. Those above 20 years experience are often penalized as beginning salaries are raised. Aides, secretaries and staff salaries are pitiful! We rely heavily on these people and they make little more than minimum salaries. In a past regime, positions were filled without appropriate posting or interviews.
- We seem to have a low turnover of teachers-which is a good thing. I'm sure it's because of the pay scale. I, for one, would like to see all teachers make more money. But, they knew the pay scale when they decided to go to college. Quit whining about not getting paid enough. We have too many teachers for a 3-A school, and WAY too many overpaid administrators! The coaching staff is enormous.
- Overall I love the Glen Rose school system. It's a great place to be. But there's obvious room for much improvement. I'm tired of office employees acting like they hate their job and the kids. I feel they've only taken the job for two reasons-June and July. I realize public school employees have a tough job. But some of them are so disrespectful to the kids. How can the kids respect them?
- The Personnel director attends job fairs around the state when there is a hiring freeze.
- Higher salaries do not seem to be translating into students that are achieving at a higher level. If the newspaper is accurate, we are spending over \$9,000 per year per student, while the state average is just over \$5,000. I don't think anyone minds spending more if we are getting more. GRISD should be among the best at language and math skills and we are not. Go out and get the best teachers but don't keep those that are not performing. None of us privately would keep putting money in a losing game so why should our school system?
- Personnel management needs vast improvement. This position (Personnel director) might be a position that could be consolidated with another position. This position is needed, but is not effective at this time.

Appendix A

PUBLIC FORUM COMMENTS

Facilities Use and Management / Asset and Risk Management

Facilities Use and Management

- The facilities are well used-however, the high school needs more classrooms so teachers do not have to share rooms and have to have a planning period (required) and a "duty period. "
- Slightly ahead on building capacity.
- I feel that dollars and cents are not communicated at all to those who set the goals of the facilities. I have understood that there was an Olympic-sized pool with a refreshment facility that was to be built. I think that's great-I like Mercedes, but can only afford to drive a Chevy. Let's build what we can afford, but first let's maintain what we have and keep our faculty and staff informed and happy. As a community member, lots of the time I feel blind-sided because strategic planning is done on the administrative level with little teacher or community involvement until there is a presentation on a proposal. A proposal from Who? Where? Why? Wish it was explained.
- We need more classrooms at the high school. We have a new high school Algebra teacher who had in her class last year more than half of the 15 or so band students who were failing at week three of the first six weeks. We called four times requesting a conference about our son. On the fourth call, we happened to catch her in the office and were able to set up a conference. Her comment was that even though she had two non-teaching periods, she didn't have time to call us because 'she has two small children and her husband is a fireman and she is working on her masters also. ' By the time we were able to speak with her, we were into the fifth week of the six week grading period. By the way, the first six weeks of 2001, there are some 17 band students failing Algebra at three weeks; I have heard that 13 of them are in her class.
- Is it necessary for the air conditioner to run all summer in the auditorium?
- When visitors drive into our town and see our facilities, they are impressed at how well they are maintained. Our staff, who work so hard in keeping the yards, buildings, equipment, etc. , in good order, are to be commended.
- All campuses need working PA/bell systems to all buildings. This is a safety concern.
- Excellent facilities-We are proud of them! High school is crowded; several teachers have to roam, but we know this is not unusual.

High school custodial work is not up to standards of other campuses. For energy conservation, many high school students and faculty wouldn't mind bringing the temperature up a few degrees. There are some, though, that would lower it even more!

- Some one has done a good job in building larger facilities. There is some extra room on the intermediate campus that could handle the extra growth they are sure to get.
- We have a director of Maintenance and Grounds who receives a salary of over \$67,000 yearly. Why? Each department has a supervisor they answer to. This is a job that seems unnecessary.
- Do we shut off all unnecessary electrical appliances (lights, etc.) when the school is closed? A lot of money could be saved with careful planning.
- Maintenance has always come and fixed things in our kitchen promptly which is real important when the meal has to go out on time. Our schools are clean on the inside and the grounds are kept immaculate.
- Repeated requests from campus to ensure communication ability between buildings have been ignored.
- The elementary school is full to capacity and 'runneth over.' Intermediate has room to grow, although some classrooms are small. Classes such as science should have the larger rooms. At the junior high there is lots of space and it is used well. In the high school there are too many classes of 5, 6, 8, 14-while some teachers don't even have a room and must move around.
- There are no future plans in place-nearing capacity at the high school and elementary school. But maintenance, custodial, and energy use are doing a good job.
- We desperately need more classrooms, library space, cafeteria area, and common areas increased at GRHS. Classes are being held in closets for three years now and rows of books on top of shelves. The 'legwork' has been done several times, the bond money is ready, and still no action!
- Our custodial service is wonderful across the district-except at high school! Only two of six janitors do anything. There have been repeated warnings and no action.
- I think that the school system planned for growth but that some projects-the stadium field house for example-are extravagant for a 3-A school system. We have wonderful buildings with some growth potential and they are well kept.
- We have great facilities, minimal staff. Regarding energy use-couldn't we use one campus for summer school programs?
- We need to look at making significant capital improvements now while the budget is still fed from the power plant. Once the plant is depreciated, the income from tax will significantly drop. I believe if business professionals were hired to run the school system, they

could plan this out and not run short due to indecision. The people on the school board are in the administration are ill-equipped to control an \$18 million budget. Average citizens and ex-school teachers are not the appropriate people to guide this effort.

Throwing more money on a situation does not always make it better. There must be a coordinated short and long term plan with what is at stake.

- The football coaches will only allow the pee-wee football players to use the field if it's not wet from rain. Our tax dollars help pay for that field. I'm not really sure what damages could actually be done by a bunch of little kids.
- The custodians seem to do a pretty good job, but I wish they could do something with the dead bugs. I know dealing with the live ones is tough, but come on, it's not hard to keep up with the dead ones!
- We don't have a long term plan that is based on any valid data. For years we have been asking and getting with no need to prioritize or even validate requests.
- GRISD needs to plan for future growth. We need to build new facilities and raise property taxes. Our facilities are very well maintained and one of the cleanest campuses in the state. This district has a wonderful maintenance department and quickly makes repairs. Energy use is hard to gauge since our facilities are used by not only the district, but by many community events. The grounds always look splendid!

Asset and Risk Management

- In a time when money is tight, it is understandable that benefits will be cut. Hopefully, the community will realize the need to support a tax increase in order to avoid further reductions in benefits.
- Our teachers received only a \$500 raise last year, and NO pay raise this year, in addition to the dental insurance premiums being canceled. Yet, teachers are required to work 8 hours and 20 minutes each day. Could the district save by cutting the required amount of time for teachers to an 8 hour day?
- Staff and teachers in GRISD are very dedicated. Dental insurance was recently cut and health insurance benefits were cut also. Employees deserve and need to be rewarded by providing good health and dental insurance.
- I'm worried teachers will lose their health insurance benefit when the state steps in to pay for it. Teachers lost their dental this year, and I'm afraid we will get a cut in pay if the state funds our insurance.

- How can citizens find out where the GRISD money is invested and how much the general fund actually is? The amount we are told does not match the amount on the TEA website.
- Health insurance is a complex issue and very hard to obtain good service. What is GRISD and the state doing to help this situation?
- The GRISD board opted to discontinue dental coverage because of the current loss in revenue from TXU's devaluation. Will this be looked at again for coverage next year?
- As for health insurance, I haven't been impressed with that at any place I have ever been. I don't think that is the school's fault.
- Asset and risk management has been lousy. Our teachers have a struggle providing decent insurance for their families. The dental coverage is gone due to cuts. I would hate to see anything else taken.
- Teachers are not given a broad range of information to help them with their retirement investments. They are told that the district goes with a certain investment and they assume that is all they can do. Give them more of a choice and information and this could be an added benefit to their long range planning.
- Doing a good job on investments. Health insurance is a challenge because of escalating costs and minimal incidents.
- GRISD has profited greatly from expertise and sound management of our surplus funds by Mr. Bohach. Health insurance looms as a major concern of teachers/staff with advent of state insurance next school year. Morale is dampened by loss of dental program and increased co-pays.
- School district personnel deserve good medical and dental insurance at no cost. They work so hard and give so much. It is one way the district can be supportive of their efforts.
- Insurance benefits have been excellent except dependent coverage costs are too high for them. I feel like a professional educator should get dental insurance. It says I value you when you get benefits. There have been no pay raises this year, also. I feel that we have been on a spending spree and have not looked prudently for investments for future return.
- It's a shame that employees were cut on their dental insurance and that the cost of the health insurance rose so much. Employees are the main ones being affected by the budget cuts.
- I believe that benefits are an issue across the nation, but we seem to view acknowledging reality as picking on people. I believe we need to gain credibility in this area and align ourselves with the rest of the country.
- Teachers, administrators and support staff work with our most valuable asset-our children. They should be rewarded with great health benefits and compensation. Not giving a raise to faculty and staff is unfair and asking for turnover.

Appendix A

PUBLIC FORUM COMMENTS

Financial Management / Purchasing and Textbooks

Financial Management

- We are fortunate to have Mr. Bohach and his wisdom in the financial areas.
- After attending the board meetings the past three years, during budget workshops and budget meetings, it is disheartening to see the district money dwindling and yet to see the salaries of too many in the administrative office and too many coaches not being cut or lowered so classroom teachers, aides, books can see the benefit of moneys-there needs to be strong detail auditing by outside sources as to why we do not have enough books at elementary level, the loss of aides at these levels, while 23 coaches in district, many of whom are not teaching, have higher salaries than many teachers, and when the administration has been requested to give accounts of "miscellaneous spending," travel expenses (hotels at \$150-200 a night). These requests have been expressed verbally and in writing. It has not been accountable to the board when asked. The response is "we are checking in to it."
- Based on information presented to the local newspaper and information I gathered from several school board meetings I attended, I have some questions about our financial management and planning. Cost-per-student vs. test scores. Cost-per-student vs. similar schools' cost-per-student, when we are sometimes short some textbooks. Cost-per-student when many high school teachers have two non-teaching periods because there are not enough classrooms
- We have a very low tax rate. I don't want to pay more taxes, but I would be willing to do so in order to keep the good programs and quality of education we now have. I do think teachers should be more involved in budgeting process.
- This area is one to be reviewed with scrutiny. At board meetings, when the financial secretary gives reports, she has difficulty giving answers without help from prior superintendent.
- To maintain the quality of education GRISD is accustomed to may/will required higher taxes. We are spoiled! The tax issue needs to be based on what's best for kids, not on a power struggle.
- This community has enjoyed the benefits of low taxes and a great district for many years. The reality is we are all going to need to be willing to help support the school financially. The district has been

forthcoming with information regarding the budget and has provided our children with wonderful opportunities and facilities.

- I personally feel like the current budget (2001-02) is much too inflated and out of control. We have been a very rich school district for the past several years, thanks to the power plant money. If future spending is not brought under control we may be in for a lot of hurt. With deregulation coming-2002 (we have known this was coming at least for the last few years), moneys from TXU will continue to be somewhat less. But I feel like as long as TXU is here and the spending is brought under control, we will continue to be a very good school district for our children. Too much has been spent for jobs and positions being created because certain people wanted to keep spending. I feel like the waste lies in the administrative part of the system. Too many so-called positions which are not needed. My feeling is that raising taxes at this time is not the answer, but trimming the budget in certain areas is. I know this can and will take a lot of very careful planning, but it has to be accomplished. We are very blessed and will continue to be. I look for this school district to be one of the best in the state forever. Let's only spend what is there to spend and still be great.
- I think the school has been very good about budgeting fiscal operations. Everyone seems to have what they need to keep it going smoothly.
- The methods of accounting and the lack of reconciliation of travel vouchers for administrators is questionable. Copies of this information were provided to me under an Open Records request.
- The administration has failed to provide a detailed financial analysis of the cost-benefit for the district regarding special education coop.
- School taxes are too low. This was great before devaluation, but there is a need to raise the taxes so that we can still provide teachers and staff for our students.
- We need a person skilled in finance to oversee and report, not an educator that has taken that position.
- Regarding investments, what expertise does an ex-high school principal bring to investments?
- The audits are always perfect. Budgeting is a process problem. Rising costs, nearing facility overload are straining our system. A major public relations problems exists with major taxpayer, TXU. They stand in the way of progress in order to reduce their taxes. Facts are misrepresented to invoke citizens to fight tax raises. They hold corporate meeting at TXU for GRISD taxpaying employees to coerce employees to fight taxes. Financial reporting needs to 'raise the bar'-executive type reports rather than individual lists of checks paid.

- There is a need for more true site-based management of the budget at high school level. Hold those responsible to the budgeted amounts. Some are repeatedly over their account limits. school taxes must be raised; but spend wisely. We are paying the high cost of public scrutiny because of past, poor decisions made by former superintendent in the way of job creations and postings.
- GRISD school board and/or superintendent have had a difficult time in the past two or three years working out an appropriate budget for current or future years. This was not a problem four, five, six years ago. There are a lot of theories on how we got where we are. All I know is that many parents are concerned about the current direction of the board and the district.
- I do not understand why our district and community do not support a tax increase to insure the fine quality of education at GRISD. As I am aware, our county pays one of the lowest rates in Texas. It disappoints me greatly that our state still takes our tax revenue for 'Robin Hood. ' Our children are our future and their education is an investment.
- I believe this school district is financially irresponsible. It has a larger budget than most 3-A schools in the country and we are not getting a good return on our investment. With the money available, we do not send enough kids on to large, four-year schools. Our test scores should be outstanding and they are not. Our high school is undersized. We have too many people on the school payroll that are not involved in instruction of our kids. If a business operated like this school district, it would not last long. We should look at doing what Cincinnati did, hire a business group to run our school system. They cut their cost and improved their performance.
- I don't know where the money goes; teachers, administrators, directors don't really know. School board members seem to be in the dark, fed only the information the administration wants to tell them. We have had a tremendous amount of wealth; where is it and why are there no public disclosures?
- GRISD has been used to having a lot of money, but now that the spending needs to lessen, administration doesn't seem to know how. We have way too many people in administrative positions, principals, etc., for just a 3-A school. To top it all off, they're overpaid too.
- There's way too much waste. When superintendents and wives use a limo and stay in four star hotels-that's a problem!! I, as a taxpayer, do not want my money spent that way.
- Bond money needs to be released to purchase buses and needed facilities.

Purchasing and Textbooks

- I don't know how competitive we have been in bidding in the past as budget has not been a problem. I know that it seems to take a long time for supplies to reach the teachers and their budgets for classroom supplies are small.
- Purchasing: On competitive bids, it appears in the past five years that it has been a "political selection" made by the superintendent to the board, especially in areas of building and repairs. Textbook purchasing appears to be a lower priority compared to sports equipment.
- We are appreciative to high school administration for purchasing workbooks for ACT/SAT classes. No real textbook maintenance is visible at high school except in the English Department (it may be there and just not be as visible).
- A lot of time supplies are purchased in haste because the money has to be spent before a certain date or you lose it. Also, a great deal could be purchased cheaper at Wal Mart.
- The supplies that are provided are often of very poor quality. It appears it would be more cost effective to give the teachers a budgeted amount and have them shop for better supplies.
- The purchasing in my department is very competent. We take bids and get the best price possible as long as it is good. The warehouse for food service has helped so much.
- A super job is being done by all groups.
- There has been very little trouble obtaining needed materials or equipment when request procedures are followed. Too often we have seen the assistant superintendent/Finance director take the blame for cutting items when in actuality it was the building principal's responsibility to act.
- Although I've not experienced this problem, I've heard several complaints about the lack of enough books for some high school classes and students, i. e. , math and physics. I would like to think this problem is isolated or non-existent and would like the report to verify the status of 'where we are. '
- I would like all schools to have enough textbooks to allow each child to have a book at home and one left at every desk. No need to carry heavy back packs and it would possibly eliminate the need for lockers.

Appendix A

PUBLIC FORUM COMMENTS

Food Services / Transportation

Food Services

- Great job! Breakfast program may be something we can do without. We have many low income families. We need to keep lunch programs.
- Food Service is well organized and serves students balanced meals for a low cost compared to other districts.
- The free breakfast program at the elementary school is wonderful! Children are able to learn better when they are not hungry. Lots of students would not eat breakfast if not for this program.
- Having lived in another district, it is wonderful for my children to have meals at school that are cooked, not just heated up. The food is wonderful and the children are given a great variety.
- Children need more food on their plate per serving.
- The food is not good. The servings are too small for the price and all the servings are the same whether for a student or staff. The staff is not friendly.
- At the junior high I have many concerns. First, why do they wrap breakfast items in paper and put them in paper bags? This can't be cost efficient besides killing more trees? !? I would like to see the food before I purchase it. Also, why are lunches at the junior high served so often on styrofoam plates when we have a dishwasher and employees? The food is below the standard of all other schools I have been. They throw away a lot that some kids could be eating.
- My experience is with the elementary schools. The selection of food is not the problem; it's how it is prepared. In several instances, I have visited the lunch room and the fries are not done, apples and fruit are not prepared for quick, easy access for the children to eat.
- Another problem is how much time the children have to eat. They allow them 30 minutes for lunch. I have witnessed children only having 10 minutes by the time they get to a table. These are children from four to nine years of age. We need more and proper organization in the lunch room.
- The Food Service does a great job. They spice up lunches with occasional themes. The kids really enjoy those special meals.
- I cannot say enough nice things about our Food Service Department at the elementary level. All children are provided with a free breakfast. This enables more successful learning. In addition, the cafeteria staff really seem to care. They are much appreciated.

- I work in Food Service and know the time, care and hard work that each one of them does. The rolls are homemade, as are soups, spaghettis and desserts. Most of the ladies that work in it are there because they like to be around children and love to cook.
- I don't feel that our meals are always balanced and well rounded, but they taste good.
- Exceptional! Period!
- There is competent management of nutritional needs and financial responsibility; meals at high school are often incohesive-snack bar offerings, old, limited and repetitive. I do appreciate efforts of the workers who work long and hard for far too little compensation. Also, I appreciate attempt, by management to entice/reward with specials: i. e. , hamburger cookouts, pasta bars, etc.
- How do we compare and is it reasonable and realistic to want to make sure that we are taking care of the kids in the community who need us to support their meals?
- More often than not there's not enough time for the kids to eat. The system at the intermediate school has got to be changed! The kids all gather in the lunch room (sitting at tables) before they eat. They get dismissed to get in line by who is being quiet. If you're one of the last tables to get food, there's not enough time to finish- especially when the troublemaker insists on sitting at my daughter's table (even after asked not to)!! There should always be enough time to eat and at least do a little 'socializing. ' We're humans and social beings. For the kids to go all day without food isn't right.
- Cafeterias are always clean. Staff is friendly. High school does not serve large enough portions.

Transportation

- Great! Safe! Well kept/maintained/serviced.
- The transportation program is run extremely well and efficiently.
- It is great to know that when my children get on one of the GRISD buses, they are on a safe and well-maintained bus. The staff go above and beyond in helping students in their daily ride to and from school.
- We/our district have the minimum buses for safety and cost for our district.
- Bus monitors and bus safety are a concern. Monitors were not paid fairly and some monitors quit.
- The children need to be assured the buses are in good working order. We had an instance this year where our children's bus was stranded for a 20 minute delay because it ran out of gas. This is not appropriate, especially when the buses are supposed to be serviced

daily. If a bus can run out of gas, what else is not being maintained?

- The buses need to be sprayed for bugs, spiders and mosquitoes. Children need to have a comfortable and safe experience on their bus ride. Some children have no other means of transportation.
- I have always been concerned about safety on our buses for all students and have heard our program is 'spotty. ' All buses should have monitors and my question is what guidelines are in place to insure safety for all?
- I feel the district should provide air-conditioned buses for any school-related function that involves significant travel. Boys varsity football and basketball should not be the only groups that get to travel in air conditioning. Girls sports, band, FFA, FCCLA, JV sports should not be expected to travel in any less comfort than the varsity boys. Even regular bus routes should have air conditioning in Texas. Most people would not transport their family in a car without air conditioning.
- Bus drivers have been good to my children. One even stopped the bus when my son was in kindergarten because he was crying and called the school to find out what was wrong.
- Discipline on buses is a problem-money does not allow it, but we need a monitor on each bus.
- Do we have and/or need regulations concerning how many extra trips a driver can make-i. e., drive until 1:00 a. m. on Friday night and be at school at 7:00 a. m. for a Saturday trip?
- Superb manager! If anything we have too few riders for buses. Love the bus monitor program.
- The Transportation Department provides excellent cooperation in providing needed vehicles for school activities. There is terrific maintenance and preventive maintenance by the staff.
- Please give us some feedback on how we compare with other top performers in this area. I hear requests for new buses periodically and I wonder why we need them.
- The transportation services are the best I've ever seen. The buses are Cadillacs of the industry. I don't know if we need to buy the most expensive equipment available. Kids are picked up and delivered on time, safely.
- I appreciate the fact that the bus driver really takes care of my daughter and sees her on and off the bus safely.
- When buses are used for extra-curricular activities-that's another matter. Who decides what athletes get the buses that are air-conditioned? I'm tired of certain teams (football) always getting the best. I guess what would eliminate that problem is to have ALL buses air-conditioned. For heavens sake, you wouldn't have a car in Texas without air conditioning-why is it okay to pile a bunch of

kids on a bus that's not equipped with air conditioning!! Some of these kids are on a bus for quite a while.

- Transportation of students on our buses is great. Our buses look new, even though they are not. Our bus drivers are caring and compassionate. Support services does a great job of scheduling the many extra-curricular events. Buses are maintained well.

Appendix A

PUBLIC FORUM COMMENTS

Computers and Technology/ Safety and Security

Computers and Technology

- Wonderful computer lab and lab manager at elementary school. There is only one computer in some classrooms, though (such as Pre-K). There needs to be more computers in each classroom.
- Great administrative technology programs. It's our future.
- We have great on-campus support at the elementary level, but when problems come up, the Technology Department seems slow to respond. One possible solution is an on-campus representative.
- We need to keep up the work in technology.
- Computer and Technology is above average in both administration and student classes offered, especially the CISCO Program. The students have ample access to use of computers.
- This area appears to have the least concerns.
- Excellent computer program.
- We are very fortunate to have the latest state-of-the-art equipment and I appreciate the district for providing this.
- I believe we have a strong technology program.
- The computer lab at the intermediate campus is excellent. The practice the students get on reading and math skills is excellent. The instructor is so very valuable and willing to help teachers with problems on their classroom computers.
- We have a website for GRISD that was not updated (at least until recently). If we are to have that website, it should be current and monitored daily.
- There is a rumor that a former employee took a lap top computer with him and was not asked to return it. Can you please identify this if there seems to be a missing lap top?
- Our computers are comparable with the whole U. S. My children are very computer literate and it is all because of our technology.
- We do well in this area but need more computers. In this world we must aptly prepare our students to face the challenges of the work place.
- We have excellent computer teachers on each campus, but they are limited by their time as well as the equipment.
- This is the single best area to improve if we really are preparing students to live and work in this new society.
- We are doing a great job. But I want us to do lots more-be on the true leading edge, even if that means a few 'failed' programs. Take more risks and more people!

- We very much appreciate the district's 'comeback'-though it's been slow-into providing students and teachers with upgraded and adequate computers. I am fearful that the district's inevitable cutbacks, our technical staffing and commitment to state-of-the art equipment will suffer. The efforts of technical coordinator who brought lots of money into classrooms and libraries via grants and this is appreciated. District and community support for technology and its contributions to education will hopefully continue.
- I feel GRISD has a good computer and technical program with a solid director. My concern is staying current on new programs and getting 'ahead of the curve. ' Strong leadership and school board support is critical to a strong technology program. The unknown of the next superintendent and current school board performance is my main concern.
- We seem to be on track getting equipment, but our ISD website is woefully lacking. It seems like we are missing an opportunity to educate the kids by improving performance on this area. The computer portion of our system appears to be overly controlled and based on who your friends are rather than on clearly identified functions or needs.
- I would just say that processes need to be implemented that ensure our technology/computer instruction, hardware and software are effective in accomplishing a pre-determined goal. It is very easy to get caught up in the new technology without keeping an eye on the goal of preparing our kids to compete in the business world.
- I think our equipment and facilities are great, we just need to ensure we are getting the most out of them.
- The Technology Department does not always respond as quickly as they should. Many times you have to call again to get assistance. Overall our district has good, up-to-date technology and students have access to computers whenever necessary.

Safety and Security

- Excellent relations with local law enforcement.
- Great job! We/our district, with the help of local enforcement, have great security. Law enforcement on every campus. This is great. Cameras are minimal. New Focus/DARE Programs. Great low drug use in district. The educational programs are great.
- Junior high principal does an excellent job of dealing with children with discipline problems.
- We need security in our schools. I agree with this. But their zero tolerance policies are 'zero common sense' policies. Students are suspended from school activities for minor offenses that in no way affect the other students or teachers. Some students have even been

suspended for minor offenses that happened during the summer when school was out.

- Dress code is not uniformly enforced.
- Discipline is not consistently enforced.
- Having uniformed police officers assigned to the high school and junior high school is a very good practice. I believe it prevents many problems and minimizes those that occur. The fact that an individual can immediately contact the sheriff makes the schools safer.
- An area that warrants investigation is removal of disruptive students from the mainstream and providing an alternative success path for those who can't interact responsibly. My child should not have to go to school under hostile conditions. Fourth graders should not be cursing their classmates and using obscene gestures.
- Our school has maintained and secured a safe environment for all children who attend these schools.
- I feel if there are any legal changes that could be made, that all teachers and students should be required to take random drug tests. The board and administration should be included.
- I'd have to give Glen Rose High School an A- in this area. I'm not sure how the school system could deal with kids in elementary and intermediate who are constantly disrupting classes and causing major problems, but something needs to be done. My child has a right to go to fourth grade without being harassed. Highschool has the A.C.E. program; we need something for the younger kids as well! I think the stricter rules at the high school seem to be working. One sees very few fights any more.
- In the area of Safety and Security I feel that GRISD is above average in the preparedness and preparation for almost any situation. The Student Discipline Policies are consistent from campus to campus, but there have been occasions where students have not been disciplined fairly according to discipline policies set. The Alternative Education Campus (ACE) is both an educational campus for students who have chosen to finish high school on the A.C.E. campus due to pregnancies, children, etc., as well as a separate room for disciplinary students. The local law enforcement has a great working relationship with GRISD and its students.
- Investigate the Drug Intervention Services and see if it is working.
- SRO's are good to have on campus, but much more visibility of SRO's and administration are needed at high school football activities (in GR). Unfortunately, too many students are left unsupervised by their parents and the school must provide a safe environment to protect all in attendance.
- I do have a concern about disruptive student behavior. Some students tend to be violent and show a great deal of hostility toward classmates and teachers. What can be done with students

who destroy the learning environment with their behavior? I like having police officers on each campus. I feel like that is a good way to stop potential problems.

- We have three officers permanently assigned to schools for which I am thankful.
- We have video monitoring security for hallways and yet high school teachers are assigned hall duty. Do they actually patrol the halls? If not, they actually have two free periods—a big waste of tax dollars. If so, why did we spend \$120,000 for a video system—big waste either way.
- I am so thankful that my children go to a school where I don't worry about someone hurting them. There are the worries of drugs, but I think as a parent I need to stay on top of that.
- Only kudos! I have only admiration for law enforcement, administrators, bus drivers and teachers. Our sheriff's department is visible and friendly on all campuses. There are proactive drug and alcohol prevention programs—closed campuses, DARE programs, a vehicle crash staged with EMS and Fire Department in front of the high school was filmed and shown as message that alcohol and speed can kill, even our local hospital and mortician were involved.
- Bus drivers look after children, report speeders and do not violate state laws. Teachers control boarding of the buses at the elementary school and I've never heard of a lost child.
- As with anywhere, discipline could be administered more fairly—at least to the outside viewer.
- Our campuses are too open—due to our small town, but I fear there is too much trust. Students and/or individuals can come and go in and out of numerous doors on any campus. Because there has never been an incident, there does not seem to be wise planning.
- We have token officers on campus.
- Our good relationships with law enforcement are getting even better. We have started a Crime Stoppers Program. Security might be questionable. As far as on-campus violence is concerned, there are no venues for prevention—it is too easy to walk on campus unchecked. A.C.E. is over staffed, over managed.
- At the high school there should be more enforcement of 'visitor' safeguards. Also more drills for bad weather are needed as well as an actual run-through for plant emergency evacuation.
- This definitely a strength of GRISD. Ronnie Whitehead (Facilities administrator) is very safety conscious and the addition of a second law enforcement officer to the district reinforces the student safety initiative. The A.C.E. campus is above and beyond state requirements and continues to improve each year. Ms. McCarty and her staff do a commendable job under sometimes difficult and limited conditions.

- My children came home and told me that the high school was not holding any fire drills and during that same time period I was told that portions of the alarm system at the high school were inoperative. All this took place after we hired a director of Maintenance and Grounds, a position that required a degree.
- Our policy for handling situations where firearms are found in vehicles in the parking lot is implemented inconsistently.
- Student discipline needs to be the same across the board.
- Student discipline is handled fairly and quickly. SRO's in our district are great, especially at high school and junior high level.
- Students need to feel safe and secure at school. Most of our students are great kids, but those 2 percent or so that are not-we need to watch. SRO's help with this immensely.

Appendix B

DISTRICT ADMINISTRATIVE AND SUPPORT STAFF SURVEY RESULTS

Demographics / Survey Questions

Demographics

The Texas School Performance Review (TSPR) selected a random sample of 125 district administrators and support staff. Ninety-five respondents completed questionnaires. Seventy percent of respondents were female, 19 percent were male and 11 percent did not identify gender. Of those who responded to the survey, 50 percent were support staff, 24 percent were clerical staff, 20 percent were administrators and 6 percent did not identify their position. Eighty-one percent were Anglo, 6 percent were Hispanic, 2 percent classified himself or herself as other and 11 percent did not identify their ethnicity. Thirty percent of administrators, support staffers and clerical staffers have been employed with GRISD in their current position for 1-5 years, 19 percent for 6-10 years, 28 percent have been with GRISD for 11-15 years and 22 percent have been with GRISD in their current position for 16-20 years or more years.

The survey questionnaire comprised two sections: a multiple-choice section and a comment section. The multiple-choice section asked employees their opinions about nine of the 12 areas under review. The nine areas covered in the survey were:

- District Organization and Management
- Educational Service Delivery and Performance Measurement
- Personnel
- Community Involvement
- Facilities Use and Management
- Financial Management
- Purchasing and Warehousing
- Safety and Security
- Computers and Technology

Exhibit B-1

Management Review of the Glen Rose Independent School District District Administrative and Support Staff Survey Results

(n=95

Demographics Data)

1. Gender (Optional)	Male	Female	No Response
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		18.5%	70.4%	11.1%			
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	No Response
		81.5%	0.0%	5.6%	0.0%	1.9%	11.1%
3.	How long have you been employed by Glen Rose ISD?	1-5 years	6-10 years	11-15 years	16-20 years	20+ years	No Response
		20.4%	16.7%	24.1%	22.2%	14.8%	1.9%
4.	Are you a(n):	Administrator	Clerical Staffer	Support Staffer	No Answer		
		20.4%	24.1%	50.0%	5.5%		
5.	How long have you been employed in this capacity by Glen Rose ISD	1-5 years	6-10 years	11-15 years	16-20 years	20+ years	No Response
		29.6%	18.5%	27.8%	11.1%	11.1%	1.9%

A. District Organization and Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
1.	The school board allows sufficient time for public input at meetings.	9.3%	63.0%	13.0%	7.4%	5.6%	1.9%
2.	School board members listen to the opinions and desires of others.	11.1%	42.6%	16.7%	20.4%	5.6%	3.7%
3.	The superintendent is a respected and effective instructional leader.	9.3%	25.9%	22.2%	24.1%	14.8%	3.7%
4.	The	16.7%	22.2%	16.7%	25.9%	13.0%	5.6%

	superintendent is a respected and effective business manager.						
5.	Central administration is efficient.	22.2%	40.7%	7.4%	22.2%	5.6%	1.9%
6.	Central administration supports the educational process.	33.3%	44.4%	3.7%	11.1%	5.6%	1.9%
7.	The morale of central administration staff is good.	7.4%	33.3%	11.1%	18.5%	27.8%	1.9%

B. Educational Service Delivery and Performance Measurement

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
8.	Education is the main priority in our school district.	35.2%	48.1%	3.7%	11.1%	0.0%	1.9%
9.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	25.9%	44.4%	18.5%	9.3%	0.0%	1.9%
10.	The needs of the college-bound student are being met.	20.4%	57.4%	11.1%	7.4%	1.9%	1.9%
11.	The needs of the work-	13.0%	53.7%	9.3%	18.5%	3.7%	1.9%

	bound student are being met.						
12.	The district has effective educational programs for the following:						
	a. Reading	27.8%	53.7%	7.4%	7.4%	1.9%	1.9%
	b. Writing	29.6%	55.6%	11.1%	1.9%	0.0%	1.9%
	c. Mathematics	20.4%	53.7%	14.8%	7.4%	1.9%	1.9%
	d. Science	27.8%	51.9%	9.3%	3.7%	0.0%	7.4%
	e. English or Language Arts	31.5%	48.1%	11.1%	3.7%	0.0%	5.6%
	f. Computer Instruction	29.6%	53.7%	7.4%	3.7%	0.0%	5.6%
	g. Social Studies (history or geography)	25.9%	44.4%	11.1%	11.1%	0.0%	7.4%
	h. Fine Arts	33.3%	48.1%	9.3%	1.9%	0.0%	7.4%
	i. Physical Education	31.5%	48.1%	9.3%	3.7%	0.0%	7.4%
	j. Business Education	25.9%	37.0%	16.7%	13.0%	0.0%	7.4%
	k Vocational (Career and Technology) Education	22.2%	35.2%	18.5%	14.8%	1.9%	7.4%
	l. Foreign Language	27.8%	48.1%	11.1%	5.6%	0.0%	7.4%
13.	The district has effective special programs for the following:						
	a. Library Service	31.5%	55.6%	9.3%	1.9%	0.0%	1.9%

b. Honors/Gifted and Talented Education	22.2%	46.3%	14.8%	11.1%	1.9%	3.7%
c. Special Education	24.1%	46.3%	9.3%	13.0%	3.7%	3.7%
d. Head Start and Even Start programs	13.0%	38.9%	37.0%	3.7%	0.0%	7.4%
e. Dyslexia program	7.4%	27.8%	29.6%	20.4%	9.3%	5.6%
f. Student mentoring program	9.3%	44.4%	27.8%	11.1%	3.7%	3.7%
g. Advanced placement program	18.5%	46.3%	25.9%	3.7%	0.0%	5.6%
h. Literacy program	9.3%	37.0%	31.5%	11.1%	3.7%	7.4%
i. Programs for students at risk of dropping out of school	16.7%	38.9%	25.9%	14.8%	0.0%	3.7%
j. Summer school programs	13.0%	48.1%	18.5%	13.0%	5.6%	1.9%
k. Alternative education programs	18.5%	42.6%	14.8%	16.7%	3.7%	3.7%
l. English as a Second Language program	14.8%	55.6%	14.8%	11.1%	1.9%	1.9%
m. Career counseling program	11.1%	37.0%	22.2%	24.1%	3.7%	1.9%
n. College counseling program	24.1%	38.9%	22.2%	11.1%	0.0%	3.7%

	o. Counseling the parents of students	18.5%	35.2%	14.8%	20.4%	5.6%	5.6%
	p. Dropout prevention program	14.8%	33.3%	29.6%	16.7%	0.0%	5.6%
14.	Parents are immediately notified if a child is absent from school.	11.1%	33.3%	24.1%	25.9%	3.7%	1.9%
15.	Teacher turnover is low.	24.1%	53.7%	13.0%	1.9%	0.0%	7.4%
16.	Highly qualified teachers fill job openings.	24.1%	38.9%	14.8%	18.5%	0.0%	3.7%
17.	Teacher openings are filled quickly.	24.1%	61.1%	9.3%	1.9%	1.9%	1.9%
18.	Teachers are rewarded for superior performance.	3.7%	18.5%	25.9%	33.3%	13.0%	5.6%
19.	Teachers are counseled about less than satisfactory performance.	1.9%	18.5%	42.6%	29.6%	1.9%	5.6%
20.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	24.1%	51.9%	11.1%	5.6%	5.6%	1.9%
21.	The student-	20.4%	53.7%	7.4%	13.0%	1.9%	3.7%

	teacher ratio is reasonable.						
22.	Students have access, when needed, to a school nurse.	24.1%	51.9%	5.6%	16.7%	0.0%	1.9%
23.	Classrooms are seldom left unattended.	25.9%	44.4%	18.5%	9.3%	0.0%	1.9%

C. Personnel Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
24.	District salaries are competitive with similar positions in the job market.	13.0%	22.2%	9.3%	37.0%	14.8%	3.7%
25.	The district has a good and timely program for orienting new employees.	16.7%	55.6%	7.4%	14.8%	3.7%	1.9%
26.	Temporary workers are rarely used.	9.3%	31.5%	27.8%	25.9%	1.9%	3.7%
27.	The district successfully projects future staffing needs.	7.4%	37.0%	16.7%	25.9%	9.3%	3.7%
28.	The district has an effective employee recruitment program.	5.6%	33.3%	27.8%	25.9%	1.9%	5.6%
29.	The district operates an	14.8%	48.1%	18.5%	11.1%	3.7%	3.7%

	effective staff development program.						
30.	District employees receive annual personnel evaluations.	13.0%	59.3%	7.4%	11.1%	7.4%	1.9%
31.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	1.9%	18.5%	22.2%	27.8%	25.9%	3.7%
32.	Employees who perform below the standard of expectation are counseled appropriately and timely.	1.9%	14.8%	29.6%	31.5%	18.5%	3.7%
33.	The district has a fair and timely grievance process.	7.4%	37.0%	29.6%	11.1%	9.3%	5.6%
34.	The district's health insurance package meets my needs.	13.0%	38.9%	11.1%	27.8%	7.4%	1.9%

D. Community Involvement

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
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35.	The district regularly communicates with parents.	18.5%	46.3%	16.7%	16.7%	0.0%	1.9%
36.	The local television and radio stations regularly report school news and menus.	3.7%	24.1%	35.2%	24.1%	7.4%	5.6%
37.	Schools have plenty of volunteers to help student and school programs.	7.4%	46.3%	16.7%	22.2%	3.7%	3.7%
38.	District facilities are open for community use.	14.8%	66.7%	7.4%	7.4%	1.9%	1.9%

E. Facilities Use And Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
39.	Parents, citizens, students, faculty, staff and the board provide input into facility planning.	9.3%	37.0%	22.2%	25.9%	1.9%	3.7%
40.	The architect and construction managers are selected objectively and	5.6%	29.6%	37.0%	13.0%	7.4%	7.4%

	impersonally.						
41.	Schools are clean.	38.9%	40.7%	5.6%	9.3%	3.7%	1.9%
42.	Buildings are properly maintained in a timely manner.	40.7%	48.1%	1.9%	5.6%	1.9%	1.9%
43.	Repairs are made in a timely manner.	35.2%	48.1%	1.9%	11.1%	1.9%	1.9%
44.	Emergency maintenance is handled promptly.	42.6%	53.7%	0.0%	1.9%	0.0%	1.9%

F. Financial Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
45.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	9.3%	33.3%	27.8%	18.5%	7.4%	3.7%
46.	Campus administrators are well trained in fiscal management techniques.	9.3%	31.5%	31.5%	22.2%	1.9%	3.7%
47.	The district's financial reports are easy to understand	9.3%	27.8%	27.8%	24.1%	7.4%	3.7%

	and read.						
48.	Financial reports are made available to community members when asked.	16.7%	35.2%	25.9%	13.0%	5.6%	3.7%

G. Purchasing and Warehousing

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
49.	Purchasing gets me what I need when I need it.	13.0%	46.3%	13.0%	18.5%	3.7%	5.6%
50.	Purchasing acquires the highest quality materials and equipment at the lowest cost.	9.3%	48.1%	18.5%	16.7%	3.7%	3.7%
51.	Purchasing processes are not cumbersome for the requestor.	7.4%	46.3%	20.4%	13.0%	9.3%	3.7%
52.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	3.7%	31.5%	31.5%	22.2%	5.6%	5.6%
53.	Students are issued textbooks in a timely manner.	18.5%	48.1%	20.4%	11.1%	0.0%	1.9%

54.	Textbooks are in good shape.	20.4%	59.3%	14.8%	3.7%	0.0%	1.9%
55.	The school library meets students' needs for books and other resources for students.	33.3%	57.4%	7.4%	0.0%	0.0%	1.9%

H. Safety and Security

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
56.	Gangs are not a problem in this district.	31.5%	59.3%	0.0%	5.6%	0.0%	3.7%
57.	Drugs are not a problem in this district.	3.7%	24.1%	7.4%	51.9%	11.1%	1.9%
58.	Vandalism is not a problem in this district.	7.4%	44.4%	9.3%	29.6%	7.4%	1.9%
59.	Security personnel have a good working relationship with principals and teachers.	24.1%	63.0%	5.6%	5.6%	0.0%	1.9%
60.	Security personnel are respected and liked by the students they serve.	27.8%	50.0%	14.8%	3.7%	0.0%	3.7%
61.	A good working arrangement exists between	37.0%	55.6%	3.7%	1.9%	0.0%	1.9%

	the local law enforcement and the district.						
62.	Students receive fair and equitable discipline for misconduct.	16.7%	40.7%	11.1%	27.8%	0.0%	3.7%

I. Computers and Technology

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
63.	Students regularly use computers.	46.3%	46.3%	3.7%	1.9%	0.0%	1.9%
64.	Students have regular access to computer equipment and software in the classroom.	42.6%	44.4%	5.6%	5.6%	0.0%	1.9%
65.	Teachers know how to use computers in the classroom.	35.2%	44.4%	13.0%	5.6%	0.0%	1.9%
66.	Computers are new enough to be useful for student instruction.	40.7%	51.9%	3.7%	0.0%	1.9%	1.9%
67.	The district meets students' needs in computer fundamentals.	40.7%	46.3%	9.3%	1.9%	0.0%	1.9%
68.	The district meets students' needs	29.6%	44.4%	16.7%	7.4%	0.0%	1.9%

	in advanced computer skills.						
69.	Teachers and students have easy access to the Internet.	42.6%	44.4%	9.3%	1.9%	0.0%	1.9%

Appendix B

DISTRICT ADMINISTRATIVE AND SUPPORT STAFF SURVEY RESULTS

Verbatim: District Administrative and Support Staff

- Too much of the money is being spent at the administration building, starting with the superintendent. His salary and expenses are too much. I feel jobs were created for some people that were not needed. They have too many employees at the central office. The big dollars are being spent at the administration building.
- The school district board and superintendent (he just retired) we had could not work together. It was all personal. Plus some outside people had a lot of influence on the board. We have a lot of dead weight staff that the district keeps on and I do not think we need them. They have been here too long and will not change. The board put on a temporary superintendent that has retired twice here and all he is here for is to get rid of people or they will quit. The board figures if he does it, it won't fall on them. Some board members seem to think you can educate the kids like they did in the sixties and seventies.
- Teaching assistants are not being paid for experience. All the other districts I have worked for do. Some teaching assistants can be sponsors and get stipends, others cannot. This is unfair. Portables are out of the way and do not hear bells or announcements. In my opinion, this is dangerous. Some teachers are very bad and need to retire and they are still employed. They are not good for the kids' education. The district seems scared to take action, even though they have complaints.
- I have been with GRISD almost 20 years. I have been a part of the growth process from a one-campus district to a five-campus district. Funds from the local power plant have enabled the school to attain state-of-the-art buildings facilities, technology and instruction. For the most part, GRISD staff members are truly dedicated to the students. However, we are facing a crisis at this time. Community and board members as well as representatives from Comanche Peak have allied against school personnel (especially administrators) by spreading untruths and assigning blame to the current financial status of the district. We have even lost our leader, the superintendent. The educational performance of Glen Rose students will ultimately be affected by this poison creeping into our schools. The community, school board and staff must begin now working together for the benefit of our children. If the community refuses to pay higher taxes for the quality of

education to continue, then we must all be prepared to return to the "yesteryears."

- The district has innovative programs for students and probably does more to meet the needs of students and families than other districts, regardless of size.
- Everyone is working diligently to coordinate and improve instruction.
- The junior high school has high TAAS scores because special education students were not allowed to take the test. The high school staff has two periods off and conference.
- Glen Rose ISD is an excellent district. We have been more or less "problem-free" until this past year. Glen Rose has always offered a good educational program because I graduated from here many years ago and I have had my children and husband graduate from here also. The main problems that the school and Mr. Zachary have encountered as of late are due to "move-ins" that moved here because of the community and the school system but after they moved here, they have decided to try to change things. They can go back from where they came from if they don't like it. I am very proud to say that I am from Glen Rose and I strongly support the school system.
- This school system is in trouble. It is too top heavy. Pay-scale is nonexistent. It depends on who you are as to whether Human Resources will help. Also, there is no pay-scale for your position. When asked for one, Human Resources could not produce one. It is time for this district to be fair!!! Get rid of the fluff at the top of the ladder. Stop making positions where they are not needed.
- The district needs a central purchasing and receiving department. Time frame is too lengthy to purchase materials. Process is too slow.
- Most of our teachers and staff are above average and they go above and beyond the call of duty. I only have a few areas of concern: 1) Special Education - very little communication with the director. Cannot get information about co-op board meetings, budget, where monies are spent. Not given straight answers about serving two year old student or student not enrolled in school. In ARDs, placement or IEP does not go along with the advice of Professional Specialist. 2) Health Occupation class at high school is not preparing students as set in guidelines - very little instruction given. 3) Intervention Services - I feel the Resource Officers are more effective with students. The major projects through GRIN could be done by parents alone (most of the projects are done by parents now). He has had personnel go through him to make CPS reports, which is against state law.
- Not only am I an employee, but a parent as well. My third child is in the seventh grade. Our older children graduated in 1992 and

1996. We moved here in 1985 from Dallas County in a job related move, but mainly because of the school district. This is a wonderful place to raise children and send them to school. I only wish the State of Texas would use as much money on their children as we have chosen to. Children are our most valuable natural resource. Most people spend more money on soda pop and dog food annually that they do on school taxes. We welcome you to come in and show us ways to wisely spend our money, but please don't start cutting programs and people just because they don't look efficient on paper.

- Well-meaning, well-intentioned workers and teachers; students, needs in classroom (academics) need to be of higher priority in time and funds; athletics are very important to community but have swallowed up too much of the academic pie through excessive personnel and funding; ongoing difficulty with financial services (budgeting, purchasing) in getting information, consistent handling, repetitious purchase order process, etc.
- The population explosion, the increase in the building of houses, the calls from people who are moving to Glen Rose because of the Glen Rose schools - that is a very good gauge of the exceptional education that is given to every child that comes through Glen Rose ISD. We give the same to all children, no matter what their needs are.
- The educational performance of GRISD is very good - I have had and still have many family members in our schools.
- I have been employed at the junior high school and elementary school for three years. The cafeteria manager has passed my promotion to full-time three times. The manager hasn't been fair in training me to excel. The manager has hired and promoted cafeteria workers with none or less seniority than me. I was hired in as part-time but still waiting for full-time status.
- Administration at Central Office is paid too much. Administration at Central Office is very rude to other school employees.
- Obviously, every school district has room for improvement, and Glen Rose ISD is no exception. We have suffered many setbacks-financial and otherwise-during the last decade. And we have made poor choices in many events.
- Last year, everyone was supposed to have received a \$500 raise. Several at Central Office received much more when others received much less. Too much favoritism at Central Office. Aides should be paid according to 10 years of experience and job ability - they are not allowed overtime - but Central Office personnel are allowed overtime. The high school has too many coaches. GRIN program needs new director. ACE school needs improvement.
- For the most part, learning was still the number one goal, though as time went by, the conscientious and accountable lost faith in

campus and district level leadership. Things now seem more positive with new leadership providing no new answers but, at least, new enthusiasm and purpose. Most of us have complete faith in the integrity of the new interim superintendent who has been the only stabilizing force in our district for many years.

- We are paying now for decisions (mostly staffing) made during times of affluence. Programs and positions are in danger. Facilities-once our pride-are in danger of cutbacks affecting maintenance and of failure to build when we now desperately need to build (high school).
- For the first time in 30 years, we have lost some of the confidence of the general public, and a major dispute over past leadership and their decisions have driven a stake through the very heart of the district. Faculty, long divided between the 'favored' and not, the responsible and not, the proficient and not, resorted to quietly sitting by teaching their classes and NOT becoming involved in the everyday running of the school. We did not feel our input was valued or wanted.
- Our district has fine students with great potential and, mostly, supportive parents. In a hurting economy, the local community has financially supported our school programs even though they could ill afford to. Our teachers and support staff personnel are among the best anywhere. Student needs and a total commitment to learning exists. Repeated excellence on state TAAS scores bears evidence of this as do efforts towards higher proficiencies of learning (AP courses, new CISCO Academy certification, SAT prep classes, etc.) for our advanced or college-bound students. We have an extremely high participation rate of students involved in a wide range of extracurricular activities-both athletic and academic-as well as a number of popular organizations all with great success records at local, district and state levels of competition.
- Our activities appeal to a diverse student population with many personal interests (i.e., Rodeo Club, VICA, FFCLA, band, UIL academic, Hep Kats, NHS, Japanese Club, etc.)
- In general, we have a lot more "rights" than "wrongs" in our district. While we have, without question, benefited financially from the property taxes generated by TU and its nuclear power plant in our district, we have also suffered great losses from this same "windfall": a gross public misconception across the state that GRISD has misspent money for frivolous items; a devastating state decision (Robin Hood); deregulation of the plant resulting in millions of tax valuation losses; and an aging nuclear power plant in our backyard that NO one else would accept.
- Since I have been in this school district, I have seen how money has been unwisely spent in many area: Project Graduation - over \$40,000 for one night. Very worthwhile - just doesn't have to be so

extravagant; Teachers' salaries - there is not a definite pay scale. Many teachers make more than administration; Directors - some are not needed for a district this size. It looks good on paper; Bus facilities- there's an unbelievable amount of buses for a district this size; Auditorium - state of the art! Beautiful, but was an orchestra pit really needed? Indoor practice field - I've heard the cheerleaders now use it; Curriculum directors - 5 for a 3A school who receive a very nice stipend; Resource officers - 3 very nice people who very little to do. Spend most of their time with MADD, SADD or DARE - very worthy organizations - currently very expensive to operate; Employees allowed to go to numerous workshops and stay at expensive hotels - given a meal allowance and if not all is spent asked to not return it. Easier to do books. I've heard other districts also have a meal allowance like this. It just seems wasteful to me, especially when no tickets are required to be turned in; Numerous employees have a very small workload and others are overwhelmed with responsibilities - needs leveling; Teachers are paid unbelievable stipends for extra duty instead of just being assigned; All budget cuts so far have greatly affected employees; Most austerity attrition committees made no cuts. It's hard to take away when you've had money for so long; Glen Rose ISD likes to be the "Big Dog on Campus"; The past superintendent wouldn't take a stand on any situation. He was a fence rider. It has greatly affected the moral of the district; Some education areas in the district have been slighted through the years with understaffing. The students, teachers and office staff are great to work with. There are always areas of improvement in every situation. It's a shame that this district is in the shape it's in financially; Many employees will have a difficult time with the necessary cuts that will have to be made. I hate it for the school and community.

- The facilities are open as much as they can be. If someone from the school district is not there to supervise, things are destroyed. Site-based management does not work to its full force because the school board over rules decisions that are made by these groups. The financial reports are not user friendly because they are government accounting not public accounting format. Our school district does not have a purchasing department. Glen Rose ISD has been through a tough several months of the public searching for someone to blame for problems that they are having. If they cannot, through open records, come up with the answer they are looking for, they make things up or use half truths to make the answers they want. Unfortunately, the school board has fallen into this mode too. It is very upsetting to attend school board meetings and board members are looking to persons in the audience for how they should vote. Good people have been hurt and made to leave the school district because of such actions.

- Look carefully, judge us by our intention to make this the best school district in the state of Texas. We can make do with less...just be sure your recommendations are informed ones...please.
- Great superintendent; Excellent administrators; excellent teachers; need to make spending cuts; classes/courses above average; setting/working areas (buildings) great; Alternative campus great idea.
- I have 2 children in this school district. My oldest is a senior and has been enrolled since kindergarten. He has learned a lot and all of his education was above and beyond. The youngest child is getting the same. I hope this Comptroller's office does nothing to change what to me and my family has been nothing but positive. I have been more disappointed in community members that have caused a lot of animosity without any reason but spite.
- For a district that has it so good, I hear more in-fighting and out-fighting than anywhere else I have worked, both in schools and in the private sector. If more people paid attention to all the good we have, perhaps the things they perceive to be wrong would fade away. The morale in GRISD and especially among administrators is lower than I have seen it in the years I have been working in GRISD. There is very little thanks or pat on the back around here. I would like to see a new superintendent who gives you a job to do, then gets out of the way, and lets you do it. If you mess up, then certainly step in and try to correct that, but don't brow beat people and expect them to have a good attitude. Superintendent was good at getting out of the way, but unfortunately, he had very little follow up. It takes a leader with both characteristics.
- I feel the performance of the teachers is top notch. I do believe that in the elementary school, there should be a lower teacher ratio-more so in 3rd grade with the types of children they are trying to teach.
- I think Glen Rose ISD is a school anyone could be proud of. I am so glad I can stand up and say I went to school here and so did my daughter. The employees of Glen Rose ISD are here for the kids, only the kids.
- As an employee, GRISD is a nice place to work. I enjoy all the people. Everyone is a hard worker and all have their focus on the students. Our school board and community leaders are not working together and some special interest groups are causing dissent. I believe we should all work together to overcome this challenge. Also, why don't those that want to play sports pay extra to do that - like a lab fee. For my son to participate, in band, I had to buy a \$2,300 instrument. Why not charge families for sports extras to help our budget problems.

- The school system appears to be top heavy. People that are in directors' positions and also a select few make an enormous yearly salary. There are other people that work with the children that make very little, considered at poverty level. The district does not reward for experience or competence nor are employees given an annual personnel evaluation or job description.
- My concerns have nothing to do with the educational performance of GRISD. My concerns are about how much money is spent at GRISD. How some people at the administration building get raises and no one else did. How the superintendent's salary could be justified for this small of a community. How he can retire from this school district for a month and then go to work at New Braunfels, TX. How Mr. Bohach can say he is retiring for the last three or four years but is still on payroll, now listed as part-time and making around \$50,000 a year. Jobs being created for people at administrative office for teachers' wives or husbands who are hired. They talked about letting us go to save money then changed their minds. If they would cut some of the big salaries up the hill, they could save money. They could combine some of the jobs up there and have money left over. People in the community are starting to wake up and ask questions. But you are told nothing. The last school board election there were seven votes from people who don't live in GRISD school district. They were from Chalk Mountain area which is known as a 3-way school district. There are dirty deeds done in this school district which are covered up. One citizen wrote in the paper once about the "good old boy" acts that are done by upper management. Well, all I can say is he was right. The school is great, it's just some of the people who work or run it.

Appendix C

PRINCIPAL SURVEY RESULTS

Demographics / Survey Questions

Demographics

Glen Rose Independent School District (GRISD) has five principals and four assistant principals. TSPR mailed questionnaires to all principals and assistant principals. Eight individuals completed and returned the questionnaires. Fifty percent of respondents were female and 50 percent were male. All were Anglo. Eighty-eight percent have been employed for one to five years, and 12 percent for 20 or more years. Principals and assistant principals represented grades pre-K to third, fourth to sixth, seventh to eighth and ninth to twelfth.

The survey questionnaire was comprised of two sections: a multiple-choice section and a comment section. The multiple-choice section asked employees their opinions on 11 of the 12 areas under review. The 11 areas covered in the survey were:

- District Organization and Management;
- Educational Service Delivery and Performance Measurement;
- Personnel;
- Community Involvement;
- Facilities Use and Management;
- Financial Management;
- Purchasing and Warehousing;
- Food Services;
- Transportation;
- Safety and Security; and
- Computers and Technology.

Their responses to multiple choice questions are shown below.

Exhibit C-1
Management Review of the Glen Rose Independent School District
Principal Survey Results
(n=8)
Demographic Data

1.	Gender (Optional)	Male	Female	No Response				
		50.0%	50.0%	0.0%				
2.	Ethnicity	Anglo	African-	Hispanic	Asian	Other	No	

	(Optional)	American					Response
	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
3.	How long have you been employed by Glen Rose ISD?	1-5 years	6-10 years	11-15 years	16-20 years	20+ years	No Response
		87.5%	0.0%	0.0%	0.0%	12.5%	0.0%
4.	What grades are taught in your school?	Pre K to 3rd		4th to 6th	7th to 8th	9th to 12th	
		22.2%		22.2%	22.2%	33.3%	

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.	0.0%	75.0%	25.0%	0.0%	0.0%
2.	School board members listen to the opinions and desires of others.	25.0%	0.0%	25.0%	50.0%	0.0%
3.	School board members understand their role as policymakers and stay out of the day-to-day management of the district.	0.0%	0.0%	0.0%	0.0%	100.0%
4.	The superintendent is a respected and effective instructional leader.	25.0%	25.0%	25.0%	25.0%	0.0%
5.	The superintendent is a respected and effective business manager.	25.0%	50.0%	25.0%	0.0%	0.0%
6.	Central administration is efficient.	50.0%	25.0%	25.0%	0.0%	0.0%
7.	Central administration supports the educational process.	75.0%	25.0%	0.0%	0.0%	0.0%
8.	The morale of central	0.0%	25.0%	0.0%	75.0%	0.0%

administration staff is good.					
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B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
9.	Education is the main priority in our school district.	50.0%	50.0%	0.0%	0.0%	0.0%
10.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	75.0%	25.0%	0.0%	0.0%	0.0%
11.	The needs of the college-bound student are being met.	75.0%	25.0%	0.0%	0.0%	0.0%
12.	The needs of the work-bound student are being met.	50.0%	0.0%	0.0%	50.0%	0.0%
13.	The district provides curriculum guides for all grades and subjects.	50.0%	50.0%	0.0%	0.0%	0.0%
14.	The curriculum guides are appropriately aligned and coordinated.	50.0%	25.0%	0.0%	25.0%	0.0%
15.	The district's curriculum guides clearly outline what to teach and how to teach it.	50.0%	50.0%	0.0%	0.0%	0.0%
16.	The district has effective educational programs for the following:					
	a. Reading	50.0%	25.0%	25.0%	0.0%	0.0%
	b. Writing	50.0%	50.0%	0.0%	0.0%	0.0%

	c. Mathematics	25.0%	50.0%	0.0%	25.0%	0.0%
	d. Science	75.0%	25.0%	0.0%	0.0%	0.0%
	e. English or Language Arts	75.0%	25.0%	0.0%	0.0%	0.0%
	f. Computer Instruction	50.0%	25.0%	0.0%	25.0%	0.0%
	g. Social Studies (history or geography)	50.0%	25.0%	0.0%	25.0%	0.0%
	h. Fine Arts	75.0%	0.0%	0.0%	25.0%	0.0%
	i. Physical Education	75.0%	25.0%	0.0%	0.0%	0.0%
	j. Business Education	50.0%	25.0%	0.0%	25.0%	0.0%
	k. Vocational (Career and Technology) Education	50.0%	0.0%	0.0%	50.0%	0.0%
	l. Foreign Language	75.0%	0.0%	0.0%	25.0%	0.0%
17.	The district has effective special programs for the following:					
	a. Library Service	75.0%	25.0%	0.0%	0.0%	0.0%
	b. Honors/Gifted and Talented Education	25.0%	50.0%	25.0%	0.0%	0.0%
	c. Special Education	50.0%	25.0%	0.0%	25.0%	0.0%
	d. Head Start and Even Start programs	0.0%	50.0%	50.0%	0.0%	0.0%
	e. Dyslexia program	0.0%	75.0%	0.0%	25.0%	0.0%
	f. Student mentoring program	25.0%	75.0%	0.0%	0.0%	0.0%
	g. Advanced placement program	75.0%	25.0%	0.0%	0.0%	0.0%
	h. Literacy program	25.0%	50.0%	0.0%	25.0%	0.0%
	i. Programs for students at risk of dropping out of school	25.0%	75.0%	0.0%	0.0%	0.0%
	j. Summer school programs	0.0%	50.0%	0.0%	25.0%	25.0%

	k. Alternative education programs	50.0%	25.0%	0.0%	25.0%	0.0%
	l. "English as a second language" program	0.0%	100.0%	0.0%	0.0%	0.0%
	m. Career counseling program	0.0%	75.0%	0.0%	25.0%	0.0%
	n. College counseling program	25.0%	75.0%	0.0%	0.0%	0.0%
	o. Counseling the parents of students	0.0%	100.0%	0.0%	0.0%	0.0%
	p. Drop out prevention program	25.0%	75.0%	0.0%	0.0%	0.0%
18.	Parents are immediately notified if a child is absent from school.	0.0%	50.0%	0.0%	50.0%	0.0%
19.	Teacher turnover is low.	100.0%	0.0%	0.0%	0.0%	0.0%
20.	Highly qualified teachers fill job openings.	50.0%	50.0%	0.0%	0.0%	0.0%
21.	Teachers are rewarded for superior performance.	0.0%	50.0%	0.0%	50.0%	0.0%
22.	Teachers are counseled about less than satisfactory performance.	25.0%	50.0%	0.0%	25.0%	0.0%
23.	All schools have equal access to educational materials such as computers, television monitors, science labs, and art classes.	75.0%	25.0%	0.0%	0.0%	0.0%
24.	Students have access, when needed, to a school nurse.	50.0%	25.0%	0.0%	25.0%	0.0%
25.	Classrooms are seldom left unattended.	50.0%	50.0%	0.0%	0.0%	0.0%

C. Personnel Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
26.	District salaries are competitive with similar positions in the job market.	50.0%	50.0%	0.0%	0.0%	0.0%
27.	The district has a good and timely program for orienting new employees.	50.0%	50.0%	0.0%	0.0%	0.0%
28.	Temporary workers are rarely used.	50.0%	50.0%	0.0%	0.0%	0.0%
29.	The district successfully projects future staffing needs.	0.0%	75.0%	0.0%	25.0%	0.0%
30.	The district has an effective employee recruitment program.	25.0%	75.0%	0.0%	0.0%	0.0%
31.	The district operates an effective staff development program.	25.0%	75.0%	0.0%	0.0%	0.0%
32.	District employees receive annual personnel evaluations.	50.0%	50.0%	0.0%	0.0%	0.0%
33.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	25.0%	0.0%	25.0%	25.0%	25.0%
34.	Employees who perform below the standard of expectation are counseled appropriately and timely.	25.0%	25.0%	25.0%	25.0%	0.0%
35.	The district has a fair and timely grievance	50.0%	25.0%	25.0%	0.0%	0.0%

	process.					
36.	The district's health insurance package meets my needs.	75.0%	25.0%	0.0%	0.0%	0.0%

D. Community Involvement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
37.	The district regularly communicates with parents.	50.0%	50.0%	0.0%	0.0%	0.0%
38.	Schools have plenty of volunteers to help student and school programs.	25.0%	0.0%	25.0%	50.0%	0.0%
39.	District facilities are open for community use.	75.0%	25.0%	0.0%	0.0%	0.0%

E. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
40.	Parents, citizens, students, faculty, staff, and the board provide input into facility planning.	25.0%	75.0%	0.0%	0.0%	0.0%
41.	Schools are clean.	75.0%	25.0%	0.0%	0.0%	0.0%
42.	Buildings are properly maintained in a timely manner.	75.0%	25.0%	0.0%	0.0%	0.0%
43.	Repairs are made in a timely manner.	75.0%	25.0%	0.0%	0.0%	0.0%
44.	Emergency maintenance is handled promptly.	75.0%	25.0%	0.0%	0.0%	0.0%

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%	75.0%	25.0%	0.0%	0.0%
46.	Campus administrators are well trained in fiscal management techniques.	25.0%	50.0%	0.0%	25.0%	0.0%
47.	Financial resources are allocated fairly and equitably at my school.	50.0%	50.0%	0.0%	0.0%	0.0%

G. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
48.	Purchasing gets me what I need when I need it.	25.0%	75.0%	0.0%	0.0%	0.0%
49.	Purchasing acquires high quality materials and equipment at the lowest cost.	25.0%	50.0%	25.0%	0.0%	0.0%
50.	Purchasing processes are not cumbersome for the requestor.	50.0%	25.0%	25.0%	0.0%	0.0%
51.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	0.0%	50.0%	50.0%	0.0%	0.0%
52.	Students are issued textbooks in a timely manner.	50.0%	50.0%	0.0%	0.0%	0.0%
53.	Textbooks are in good shape.	50.0%	50.0%	0.0%	0.0%	0.0%
54.	The school library	75.0%	25.0%	0.0%	0.0%	0.0%

	meets students' needs for books and other resources.					
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H. Food Services

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
55.	The cafeteria's food looks and tastes good.	25.0%	75.0%	0.0%	0.0%	0.0%
56.	Food is served warm.	25.0%	75.0%	0.0%	0.0%	0.0%
57.	Students have enough time to eat.	25.0%	75.0%	0.0%	0.0%	0.0%
58.	Students eat lunch at the appropriate time of day.	25.0%	75.0%	0.0%	0.0%	0.0%
59.	Students wait in food lines no longer than 10 minutes	50.0%	50.0%	0.0%	0.0%	0.0%
60.	Discipline and order are maintained in the school cafeteria.	50.0%	50.0%	0.0%	0.0%	0.0%
61.	Cafeteria staff is helpful and friendly.	50.0%	50.0%	0.0%	0.0%	0.0%
62.	Cafeteria facilities are sanitary and neat.	50.0%	50.0%	0.0%	0.0%	0.0%

I. Transportation

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
63.	The drop-off zone at the school is safe.	75.0%	0.0%	0.0%	25.0%	0.0%
64.	The district has a simple method to request buses for special events.	100.0%	0.0%	0.0%	0.0%	0.0%
65.	Buses arrive and leave	100.0%	0.0%	0.0%	0.0%	0.0%

	on time.					
66.	Adding or modifying a route for a student is easy to accomplish.	75.0%	25.0%	0.0%	0.0%	0.0%

J. Safety and Security

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
67.	Students feel safe and secure at school.	100.0%	0.0%	0.0%	0.0%	0.0%
68.	School disturbances are infrequent.	100.0%	0.0%	0.0%	0.0%	0.0%
69.	Gangs are not a problem in this district.	100.0%	0.0%	0.0%	0.0%	0.0%
70.	Drugs are not a problem in this district.	0.0%	75.0%	25.0%	0.0%	0.0%
71.	Vandalism is not a problem in this district.	75.0%	25.0%	0.0%	0.0%	0.0%
72.	Security personnel have a good working relationship with principals and teachers.	100.0%	0.0%	0.0%	0.0%	0.0%
73.	Security personnel are respected and liked by the students they serve.	100.0%	0.0%	0.0%	0.0%	0.0%
74.	A good working arrangement exists between the local law enforcement and the district.	100.0%	0.0%	0.0%	0.0%	0.0%
75.	Students receive fair and equitable discipline for misconduct.	75.0%	25.0%	0.0%	0.0%	0.0%
76.	Safety hazards do not exist on school grounds.	25.0%	75.0%	0.0%	0.0%	0.0%

K. Computers and Technology

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
77.	Students regularly use computers.	75.0%	25.0%	0.0%	0.0%	0.0%
78.	Students have regular access to computer equipment and software in the classroom.	100.0%	0.0%	0.0%	0.0%	0.0%
79.	Computers are new enough to be useful for student instruction.	100.0%	0.0%	0.0%	0.0%	0.0%
80.	The district meets student needs in computer fundamentals.	100.0%	0.0%	0.0%	0.0%	0.0%
81.	The district meets student needs in advanced computer skills.	100.0%	0.0%	0.0%	0.0%	0.0%
82.	Teachers know how to use computers in the classroom.	50.0%	50.0%	0.0%	0.0%	0.0%
83.	Teachers and students have easy access to the Internet.	75.0%	25.0%	0.0%	0.0%	0.0%

Appendix C

PRINCIPAL SURVEY RESULTS

Verbatim Comments: Principals

- The school board is the policymaking body for the district, while the superintendent is responsible for managing the district on a day-to-day basis. Our local school board has confused those roles in the past few years. Board members have developed micromanagement to a fine art. They are contentious and divisive. Members demand respect but extend none to very honest, capable and loyal school people. Campus and district improvement plans have been developed each year but no long-term education plan has been proposed or discussed by past or present members. A facilities plan for growth of the district was presented two years ago. The plan was tabled and no action taken. Immediate past and present members have no vision for the district, just personal agendas. A personal battle with the newly retired superintendent has left a "rich" school district, its faculty and staff, uneasy and apprehensive about the future.
- I feel that GRISD has quality students and staff. The biggest problems are: (1) Poor planning and spending in the past. (2) Board members with their own agendas. (3) We have overstaffed ourselves in the past. It benefits us now, but has caught up with us. I love GRISD, however, our Board has made it almost impossible to enjoy our jobs.
- Glen Rose ISD employs high quality people in every aspect of operation. Everyone is committed to our students, their safety and their education. I feel very fortunate to be a part of such a strong, dedicated system.
- Glen Rose ISD is an outstanding school district for the most part. I feel education is a priority and I am proud for my children to attend school here. I am concerned, however, with an element in the community who seem more concerned with finding negatives than positives. I feel we have non-educators in the community who want to insist on dictating how we educate and operate our schools.
- Glen Rose students have always performed at a high level. I have always been impressed by the high level of commitment Glen Rose teachers, administrators and support personnel have. I am so glad that my own children get a chance to graduate from high school at Glen Rose. I know they are prepared for college. We realize that we will always have area to improve in but, this district has always accepted every challenge and will continue to do so.
- Overall, I believe that Glen Rose ISD staff members provide an excellent educational experience to students. Glen Rose has been

very fortunate in providing many programs for a district of this size. I am concerned that many community members are not supportive of our schools. It is much easier to gossip than to come to the schools and find out the truth. I am very concerned with the school board. I believe they try to micromanage the district. As a principal, I am never given credit for knowing what's best for my school. Most board members are not supportive of administrators - but they are of teachers. I want us to all work together.

Appendix D

TEACHER SURVEY RESULTS

Demographics / Survey Questions

Demographics

The Glen Rose Independent School District (GRISD) has approximately 160 teachers. Fifty-one teachers completed and returned the questionnaires. Seventy-one percent of the teachers who responded to the survey were female and 28 percent were male. Two percent did not indicate gender. Ninety-two percent of respondents were Anglo and 8 percent did not indicate ethnicity. Twenty-two percent of teachers have worked in the district for 1 to 5 years, 22 percent have been GRISD employees for 6-10 years and 56 percent have worked at GRISD more than 10 years. Twenty-six percent have worked at GRISD for 11-15 years, 16 percent for 16-20 years and 14 percent for 20 or more years. Teachers who responded to the survey represented all grades and school levels.

The survey questionnaire comprised two sections: a multiple-choice section and a comment section. The multiple-choice section asked employees their opinions about 10 of the 12 areas under review. The 10 areas covered in the survey were:

- District Organization and Management
- Educational Service Delivery and Performance Measurement
- Personnel Management
- Community Involvement
- Facilities Use and Management
- Financial Management
- Purchasing and Warehousing
- Food Services
- Safety and Security
- Computers and Technology

The comment section asked employees their opinions on the overall educational performance of the district. Responses for the multiple-choice questions are shown below.

Exhibit D-1
Management Review of the Glen Rose Independent School District
Teacher Survey Results
(n=51)
Demographic Data

1. Gender (Optional)	Male	Female	No Response
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		27.5%	70.6%	2.0%			
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	No Response
		92.2%	0.0%	0.0%	0.0%	0.09%	7.89%
3.	How long have you been employed by Glen Rose ISD?	1-5 years	6-10 years	11 -15 years	16-20 years	20+ years	No Response
		21.6%	21.6%	25.5%	15.7%	13.7%	2.0%
4.	What grades are taught in your school?	Pre-Kindergarten	Kindergarten	First	Second	Third	
		0.8%	2.42%	1.6%	3.9%	3.2%	
		Fourth	Fifth	Sixth	Seventh	Eighth	
		7.9%	5.5%	5.5%	7.1%	7.1%	
		Ninth	Tenth	Eleventh	Twelfth		
		13.4%	13.4%	14.2%	14.2%		

A. District Organization and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
1.	The school board allows sufficient time for public input at meetings.	9.8%	52.9%	17.6%	19.6%	0.0%	0.0%
2.	School board members listen to the opinions and desires of others.	11.8%	43.1%	17.6%	25.5%	2.0%	0.0%
3.	School board members work well with the superintendent.	3.9%	5.9%	19.6%	43.1%	27.5%	0.0%
4.	The school board has a	7.8%	21.6%	19.6%	45.1%	5.9%	0.0%

	good image in the community.						
5.	The superintendent is a respected and effective instructional leader.	9.8%	21.6%	19.6%	31.4%	13.7%	3.9%
6.	The superintendent is a respected and effective business manager.	9.8%	27.5%	17.6%	27.5%	13.7%	3.9%
7.	Central administration is efficient.	9.8%	33.3%	19.6%	25.5%	9.8%	2.0%
8.	Central administration supports the educational process.	15.7%	54.9%	5.9%	13.7%	3.9%	5.9%
9.	The moral of central administration staff is good.	7.8%	25.5%	31.4%	29.4%	3.9%	2.0%

B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
10.	Education is the main priority in our school district.	29.4%	43.1%	3.9%	19.6%	3.9%	0.0%
11.	Teachers are given an opportunity to suggest programs and materials that	13.7%	58.8%	3.9%	19.6%	3.9%	0.0%

	they believe are most effective.						
12.	The needs of the college-bound student are being met.	17.6%	64.7%	7.8%	5.9%	3.9%	0.0%
13.	The needs of the work-bound student are being met.	0.0%	58.8%	9.8%	27.5%	3.9%	0.0%
14.	The district provides curriculum guides for all grades and subjects.	15.7%	54.9%	5.9%	17.6%	3.9%	2.0%
15.	The curriculum guides are appropriately aligned and coordinated.	9.8%	52.9%	7.8%	21.6%	5.9%	2.0%
16.	The district's curriculum guides clearly outline what to teach and how to teach it.	9.8%	43.1%	13.7%	25.5%	5.9%	2.0%
17.	The district has effective educational programs for the following:						
	a. Reading	13.7%	74.5%	2.0%	7.8%	2.0%	0.0%
	b. Writing	15.7%	66.7%	7.8%	9.8%	0.0%	0.0%
	c. Mathematics	15.7%	70.6%	2.0%	9.8%	2.0%	0.0%
	d. Science	17.6%	68.6%	5.9%	5.9%	2.0%	0.0%
	e. English or Language Arts	17.6%	72.5%	2.0%	5.9%	2.0%	0.0%

	f. Computer Instruction	29.4%	66.7%	2.0%	0.0%	2.0%	0.0%
	g. Social Studies (history or geography)	15.7%	74.5%	2.0%	3.9%	3.9%	0.0%
	h. Fine Arts	25.5%	68.6%	2.0%	0.0%	3.9%	0.0%
	i. Physical Education	19.6%	72.5%	3.9%	2.0%	2.0%	0.0%
	j. Business Education	17.6%	51.0%	23.5%	5.9%	2.0%	0.0%
	k. Vocational (Career and Technology) Education	9.8%	56.9%	17.6%	11.8%	3.9%	0.0%
	l. Foreign Language	13.7%	66.7%	11.8%	3.9%	3.9%	0.0%
18.	The district has effective special programs for the following:						
	a. Library Service	17.6%	64.7%	9.8%	7.8%	0.0%	0.0%
	b. Honors/Gifted and Talented Education	7.8%	60.8%	9.8%	15.7%	5.9%	0.0%
	c. Special Education	21.6%	58.8%	3.9%	7.8%	7.8%	0.0%
	d. Head Start and Even Start programs	2.0%	35.3%	49.0%	3.9%	5.9%	3.9%
	e. Dyslexia program	2.0%	19.6%	29.4%	31.4%	15.7%	2.0%
	f. Student mentoring program	3.9%	27.5%	23.5%	35.3%	9.8%	0.0%

	g. Advanced placement program	9.8%	60.8%	17.6%	9.8%	0.0%	2.0%
	h. Literacy program	3.9%	47.1%	31.4%	11.8%	3.9%	2.0%
	i. Programs for students at risk of dropping out of school	5.9%	47.1%	25.5%	19.6%	2.0%	0.0%
	j. Summer school programs	7.8%	37.3%	15.7%	29.4%	7.8%	2.0%
	k. Alternative education programs	9.8%	56.9%	9.8%	13.7%	7.8%	2.0%
	l. "English as a Second Language" program	9.8%	54.9%	11.8%	15.7%	7.8%	0.0%
	m. Career counseling program	2.0%	33.3%	27.5%	33.3%	2.0%	2.0%
	n. College counseling program	3.9%	49.0%	17.6%	23.5%	5.9%	0.0%
	o. Counseling the parents of students	2.0%	31.4%	23.5%	33.3%	9.8%	0.0%
	p. Drop out prevention program	5.9%	29.4%	35.3%	25.5%	3.9%	0.0%
19.	Parents are immediately notified if a child is absent from school.	7.8%	43.1%	19.6%	25.5%	3.9%	0.0%
20.	Teacher turnover is low.	25.5%	64.7%	2.0%	5.9%	2.0%	0.0%

21.	Highly qualified teachers fill job openings.	15.7%	64.7%	9.8%	7.8%	0.0%	2.0%
22.	Teacher openings are filled quickly.	21.6%	62.7%	3.9%	7.8%	3.9%	0.0%
23.	Teachers are rewarded for superior performance.	0.0%	9.8%	13.7%	51.0%	25.5%	0.0%
24.	Teachers are counseled about less-than-satisfactory performance.	5.9%	29.4%	35.3%	27.5%	2.0%	0.0%
25.	Teachers are knowledgeable in the subject areas they teach.	27.5%	58.8%	7.8%	5.9%	0.0%	0.0%
26.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	27.5%	56.9%	3.9%	7.8%	3.9%	0.0%
27.	The students-to-teacher ratio is reasonable.	27.5%	56.9%	2.0%	9.8%	2.0%	2.0%
28.	Classrooms are seldom left unattended.	33.3%	56.9%	5.9%	0.0%	3.9%	0.0%

C. Personnel Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
29.	District salaries are competitive with similar positions in the job market.	7.8%	29.4%	9.8%	47.1%	5.9%	0.0%
30.	The district has a good and timely program for orienting new employees.	13.7%	72.5%	11.8%	2.0%	0.0%	0.0%
31.	Temporary workers are rarely used.	9.8%	62.7%	11.8%	13.7%	2.0%	0.0%
32.	The district successfully projects future staffing needs.	3.9%	33.3%	27.5%	25.5%	7.8%	2.0%
33.	The district has an effective employee recruitment program.	5.9%	35.3%	29.4%	19.6%	7.8%	2.0%
34.	The district operates an effective staff development program.	17.6%	54.9%	9.8%	11.8%	5.9%	0.0%
35.	District employees receive annual personnel evaluations.	19.6%	70.6%	3.9%	3.9%	2.0%	0.0%
36.	The district rewards competence and experience	0.0%	5.9%	17.6%	51.0%	25.5%	0.0%

	and spells out qualifications such as seniority and skill levels needed for promotion.						
37.	Employees who perform below the standard of expectation are counseled appropriately and timely.	2.0%	19.6%	52.9%	21.6%	3.9%	0.0%
38.	The district has a fair and timely grievance process.	2.0%	41.2%	45.1%	9.8%	2.0%	0.0%
39.	The district's health insurance package meets my needs.	9.8%	52.9%	11.8%	17.6%	7.8%	0.0%

D. Community Involvement

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
40. The district regularly communicates with parents.	11.8%	70.6%	7.8%	9.8%	0.0%	0.0%
41. The local television and radio stations regularly report school news and menus.	3.9%	17.6%	56.9%	11.8%	5.9%	3.9%
42. Schools have	5.9%	54.9%	13.7%	19.6%	3.9%	2.0%

	plenty of volunteers to help student and school programs.						
43.	District facilities are open for community use.	7.8%	72.5%	13.7%	2.0%	3.9%	0.0%

E. Facilities Use and Management

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
44. The district plans facilities far enough in the future to support enrollment growth.	7.8%	31.4%	15.7%	37.3%	7.8%	0.0%
45. Parents, citizens, students, faculty, staff and the board provide input into facility planning.	2.0%	47.1%	21.6%	23.5%	5.9%	0.0%
46. The architect and construction managers are selected objectively and impersonally.	5.9%	27.5%	51.0%	13.7%	2.0%	0.0%
47. The quality of new construction is excellent.	5.9%	54.9%	13.7%	19.6%	5.9%	0.0%

48.	Schools are clean.	27.5%	52.9%	2.0%	15.7%	2.0%	0.0%
49.	Buildings are properly maintained in a timely manner.	33.3%	62.7%	0.0%	3.9%	0.0%	0.0%
50.	Repairs are made in a timely manner.	33.3%	58.8%	0.0%	7.8%	0.0%	0.0%
51.	Emergency maintenance is handled promptly.	37.3%	56.9%	3.9%	2.0%	0.0%	0.0%

F. Financial Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
52.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	3.9%	37.3%	25.5%	25.5%	7.8%	0.0%
53.	Campus administrators are well trained in fiscal management techniques.	5.9%	35.3%	43.1%	13.7%	2.0%	0.0%
54.	Financial reports are allocated fairly and equitably at my school.	7.8%	37.3%	17.6%	29.4%	5.9%	2.0%

G. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
55.	Purchasing gets me what I need when I need it.	2.0%	54.9%	3.9%	35.3%	3.9%	0.0%
56.	Purchasing acquires the highest quality materials and equipment at the lowest cost.	3.9%	47.1%	21.6%	21.6%	5.9%	0.0%
57.	Purchasing processes are not cumbersome for the requestor.	3.9%	43.1%	11.8%	35.3%	5.9%	0.0%
58.	Vendors are selected competitively.	5.9%	39.2%	41.2%	11.8%	2.0%	0.0%
59.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	7.8%	56.9%	15.7%	17.6%	2.0%	0.0%
60.	Students are issued textbooks in a timely manner.	21.6%	62.7%	3.9%	9.8%	2.0%	0.0%
61.	Textbooks are in good shape.	11.8%	76.5%	5.9%	3.9%	2.0%	0.0%
62.	The school library meets students' needs for books and other	33.3%	58.8%	2.0%	2.0%	3.9%	0.0%

resources.						
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H. Food Services

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
63. The cafeteria's food looks and tastes good.	7.8%	41.2%	17.6%	25.5%	7.8%	0.0%
64. Food is served warm.	11.8%	60.8%	15.7%	9.8%	2.0%	0.0%
65. Students eat lunch at the appropriate time of day.	13.7%	78.4%	3.9%	2.0%	2.0%	0.0%
66. Students wait in food lines no longer than 10 minutes	7.8%	49.0%	11.8%	23.5%	7.8%	0.0%
67. Discipline and order are maintained in the school cafeteria.	15.7%	76.5%	3.9%	3.9%	0.0%	0.0%
68. Cafeteria staff is helpful and friendly.	23.5%	66.7%	3.9%	5.9%	0.0%	0.0%
69. Cafeteria facilities are sanitary and neat.	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%

I. Safety and Security

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
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70.	School disturbances are infrequent.	21.6%	68.6%	2.0%	5.9%	2.0%	0.0%
71.	Gangs are not a problem in this district.	37.3%	56.9%	5.9%	0.0%	0.0%	0.0%
72.	Drugs are not a problem in this district.	5.9%	25.5%	9.8%	51.0%	7.8%	0.0%
73.	Vandalism is not a problem in this district.	5.9%	49.0%	7.8%	35.3%	2.0%	0.0%
74.	Security personnel have a good working relationship with principals and teachers.	23.5%	70.6%	5.9%	0.0%	0.0%	0.0%
75.	Security personnel are respected and liked by the students they serve.	13.7%	70.6%	15.7%	0.0%	0.0%	0.0%
76.	A good working arrangement exists between the local law enforcement and the district.	35.3%	58.8%	5.9%	0.0%	0.0%	0.0%
77.	Students receive fair and equitable discipline for misconduct.	17.6%	54.9%	7.8%	13.7%	5.9%	0.0%
78.	Safety hazards do not exist	21.6%	54.9%	11.8%	9.8%	2.0%	0.0%

	on school grounds.						
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J. Computers and Technology

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
79.	Students regularly use computers.	58.8%	37.3%	3.9%	0.0%	0.0%	0.0%
80.	Students have regular access to computer equipment and software in the classroom.	45.1%	43.1%	0.0%	11.8%	0.0%	0.0%
81.	Teachers know how to use computers in the classroom.	31.4%	58.8%	5.9%	3.9%	0.0%	0.0%
82.	Computers are new enough to be useful for student instruction.	51.0%	45.1%	2.0%	0.0%	2.0%	0.0%
83.	The district meets students' needs in classes in computer fundamentals.	45.1%	49.0%	5.9%	0.0%	0.0%	0.0%
84.	The district meets students' needs in classes in advanced computer skills.	33.3%	52.9%	11.8%	2.0%	0.0%	0.0%
85.	Teachers and students have	47.1%	45.1%	2.0%	5.9%	0.0%	0.0%

	easy access to the Internet.						
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Appendix D

TEACHER SURVEY RESULTS

Verbatim: Teacher

- Many concerns by teachers are given the response, "We'll look into that" or "We'll see about doing that next year." Nothing gets done about the concerns. There are a large number of veteran teachers with 20+ years. Salary increases for this group seem to be non-existent. Morale is low among many teachers.
- The main problem that I see in this district is the lack of concern for the overall goals of the whole school system. I see administrators, teachers and board members in it for themselves and not for the kids. "Too many chiefs, not enough Indians," so to speak.
- I believe you are trying to gain some political footing by attempting to make GRISD a target. Certainly we had some fat, what wealthy district doesn't? Robin Hood has and will do the citizens of this county a great injustice. These people live a short distance from a nuclear power plant. Though the risks are small, there are risks, yet you give this county's money to someone living far away. You have and are picking a relatively defenseless, small school district for your political agenda. Shame on you for this. GRISD is a heaven on earth school for a small, poor community. Quit trying to bring it down.
- Glen Rose is an absolutely fabulous school district! If I said "no opinion" it is because I don't know or feel I can't comment. I feel our classes are "unbalanced" this year with the smaller class sizes in the upper grade levels while our elementary numbers are high. I am very happy and grateful to be a teacher here in Glen Rose.
- I feel that all campuses should have a full-time nurse on duty. There are members of this community that are very negative in everything they do and see. These people have decided they can make better decisions for the school than the administrators or teachers. These people are a minority - but loud and intimidating. They are not a positive influence in our schools or other community affairs. The teachers in this district are very caring and talented. There are many ways that they work to take care of students in all areas of their lives.
- It is of great concern to me the growth that Glen Rose ISD is experiencing. We are experiencing very large class sizes. Our classes are filled with students that have many needs. It is hard to teach them when they have so many physical and emotional needs. It is extremely difficult to reach these children when there are so many children in our classes.

- Glen Rose has excellent instructional personnel, but has been greatly frustrated by lack of leadership at the administrative level. Surveys of graduates to determine success of high school programs have not been conducted. Few career options are available to our graduates because the district has failed to do ANY long-range planning. Glen Rose had the resources to be one of the best schools in the state (I know - I have conducted Accreditation Visits around the state for TEA), but I fear we have not used resources effectively or efficiently.
- Incorporating the Co-op into the district has had a negative impact on our district. It has pushed classroom space to the maximum and stretched financial resources. It has not been for the betterment of the district. The school board does not work well with the superintendent. They are rude and arrogant and they show little respect. We need to look at emphasis on academics over athletics. Don't we have a few too many coaches? Classroom space is limited - we need to look and build for future growth. The high school classrooms are tiny for the size of classes they are holding.
- First year teachers get a large increase in pay. Twenty or more years - teachers get a very limited pay increase. This is causing a lot of problems. Also, this year is the first year no one is getting any money. Why? We always had provisions for this.
- I feel that way too much money is spent on administration in our district. We have too many people in the administration. More money should be put towards campuses and classrooms. I also think too much is spent on athletics (too many coaches) and other extracurricular activities. More money and help could be spent on enrichment classes - vocational, art, choir, etc. (certified teachers need to teach these - even in elementary).
- We have some excellent teachers. We have some average teachers. The fact that we are still here teaching after all that has gone on this past summer shows that we care about the kids - regardless of what some board members feel. We all take money out of our own pockets to ensure that we give the students a good education. We can be more thrifty with the money. But please, not at the expense of our kids' educations. They should always come first.
- The students always come first. Their needs are addressed competently. There is, however, a discrepancy at the high school in the way class ranking is figured. Last year's seniors were figured one way, this year's seniors and juniors another way and sophomore and freshman differently still. Seniors with GPA's, can be "ranked" lower!
- Teachers should be treated as professionals not as students. Many of these questions are too vague and do not reflect a need for understanding at a meaningful level. If teacher salaries are

compared with other small schools, then Glen Rose will not get to pick and choose the best.

- I will never be completely satisfied with less than "exemplary" TAAS rating. However, I know how hard I work every single day of the year. My fellow teachers are thorough and dedicated. I think it's a crime we are rated "recognized" when there are other factors that should be considered. I realize this management and performance review isn't just looking at TAAS. But when asked about "educational" performance, the TAAS rating is the only thing people look at. I think it is extremely unfair.
- Our past superintendent over the last 5 years has spent, spent, spent just about whatever he wanted. The school board until last election gave him green light and he spent us to where we are now. Best move is when he left, but the damage is already done. Our school district spent so much money wastefully as I hope you will find out. The joke in Glen Rose is that if you're incompetent you get rewarded and get a high paying central administrative job. Check our records, as I'm sure you will. Raises as high as \$12,500, \$6000. We've had poor principals get elevated to Central Administration; that's who gets rewarded. We have a good school but poor leadership.
- Money spent in positions and places could be better spent to help in classrooms and to help make classroom size smaller.
- We need to be looking for a new superintendent immediately! Morale is low because of benefit cuts and classroom budget cuts.
- The educational performance by GRISD, on the whole, is exemplary. It will be helpful if the discipline, especially in the secondary years was behaviorally controlled.
- Overall, Glen Rose does a great job of offering a wide variety of programs to meet the needs of students, in spite of desire by some to cut some of the staff responsible for operating these programs.
- I think that the special education program, especially the inclusion of special education students in the regular classroom in all subjects is lacking (especially at the Jr. High school). Too much funding goes towards the many coaches we have and the football program in particular. The G/T program gets no special funding and is not designed to challenge and develop but just gives more work (especially at the Jr. High school). Teachers are not encouraged to extend their education.
- I think we have a good school but there is always room for improvement. I hope you find a way to make us a better school.
- Education - not always a high priority; Money spent on facilities and administrative positions - could have used for teacher budgets; Often teachers must raise or beg for money to support their programs; excellent facilities for athletics, yet little or no budget for academics - in specific areas.

- Lunchroom - food doesn't taste that bad - but high in fat - not healthy as should be for overweight kids; high overhead - lunchroom administration; use of disposable goods costly; high costs - coaches with low class load; A/C in building during summer - unnecessary; summer school - high teacher student ratio; free - too costly for benefits gained; should charge a fee; teacher salaries not competitive as in past.
- ESL program is being weakened by ending the pull-out program of all ESL students at the elementary school; We have too many administrative positions; Administration does not make the educational needs of students a priority.
- I truly believe Glen Rose ISD does a good job in educating our children and preparing them for the future. My biggest problem with our district is how the alternative school is run. It is common knowledge here that if a student who is performing poorly in his/her grades because he/she is not trying very hard that he/she can withdraw from the high school and enroll in the alternative school and miraculously earns A's and B's and receive the credits necessary for graduation in an incredibly short time. Something is wrong up there at that school. I knew of one junior who withdrew from the high school and entered the alternative school and received enough credits to graduate in 6 months. That student was failing 3 courses in the high school and could barely read and write. It isn't fair that the alternative ed. student receives a diploma when he/she doesn't receive the same amount of education as the general high school student. The alternative school is a real joke here in Glen Rose. That is a shame.
- I feel that more emphasis is placed on sports and extracurricular activities than academic performance. There are some dedicated teachers who are trying to maintain our academic standards. Last year, we were told we were in a RIF situation until the high school basketball coach quit. The high school absorbed the loss of two teachers, but a new coach was hired to replace the head basketball coach who left. We were told that RIF didn't apply to athletics. Funds are always available for sports but academic teachers are told that they may get what they need if funds are "found." The removal of dental insurance has demoralized some teachers. The teachers need to feel good about their jobs to perform well in the classroom.
- Right now, I'm afraid for our school district. We have made wonderful progress in our educational performance within the past six years but our superintendent retired (or was actually run off) within the past few years. A few board members and community members absolutely made the lives of his family and him miserable. So, our superintendent is gone and we are left with those few board members and community members that have no

integrity. I personally am glad that my children will soon be out of the system. Up to now, we have planned for growth -- I'm not sure that soon we'll be behind. And yes, the school board members listen to the opinions and desires of others - perhaps too much. I believe that often the proper chain of command is not honored.

Appendix E

STUDENT SURVEY RESULTS

Demographics / Survey Questions

Demographics

The Texas School Performance Review (TSPR) student sample consisted of junior and senior high school students. TSPR obtained responses from 207 students: 58 percent were juniors, and 41 percent were seniors; 1 percent did not identify their grade. Fifty percent of the students were female, 47 percent male and 3 percent did not respond. Sixty-six percent of the students were Anglo, 16 percent were Hispanic, .5 percent were African American, .5 percent were Asian, 2 percent classified themselves as other and 15 percent did not respond.

The survey questionnaire was comprised of two sections: a multiple-choice section and a comment section. The multiple-choice section asked students their opinions about seven of the 12 functional areas under review. The seven areas covered in the survey were:

- Educational Service Delivery and Performance Measurement
- Facilities Use and Management
- Purchasing and Warehousing
- Food Services
- Transportation
- Safety and Security
- Computers and Technology

The comment section asked students their opinions on the overall educational performance of the district. Responses to the multiple-choice questions are shown below.

Exhibit E-1
Management Review of the Glen Rose Independent School District
Student Survey Results
(n=207)
Demographic Data

1.	Gender (Optional)	Male	Female	No Response			
		47.3%	49.8%	2.9%			
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	No Response
		65.7%	0.5%	15.9%	0.5%	1.9%	15.5%

3. What is your classification?	Junior	Senior	No Response
	58.5%	40.6%	1.0%

A. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
1.	The needs of the college-bound student are being met.	11.6%	60.4%	18.4%	5.3%	0.5%	3.9%
2.	The needs of the work-bound student are being met.	9.2%	52.2%	21.7%	12.6%	0.5%	3.9%
3.	The district has effective educational programs for the following:						
	a. Reading	22.2%	61.4%	6.8%	4.8%	1.0%	3.9%
	b. Writing	26.6%	62.8%	3.9%	1.9%	1.0%	3.9%
	c. Mathematics	24.2%	54.1%	4.8%	10.6%	2.4%	3.9%
	d. Science	30.0%	57.0%	5.3%	3.4%	0.0%	4.3%
	e. English or Language Arts	30.4%	59.9%	3.9%	2.4%	0.0%	3.4%
	f. Computer Instruction	22.7%	59.9%	10.6%	2.9%	0.5%	3.4%
	g. Social Studies (history or geography)	22.2%	62.3%	7.2%	4.3%	0.0%	3.9%
	h. Fine Arts	22.7%	58.9%	9.7%	3.4%	1.9%	3.4%
	i. Physical Education	22.2%	56.0%	15.0%	2.4%	1.0%	3.4%
	j. Business Education	4.3%	44.9%	31.9%	10.6%	3.4%	4.8%
	k. Vocational	11.6%	48.8%	26.6%	7.2%	1.4%	4.3%

	(Career and Technology) Education						
	1. Foreign Language	19.3%	62.8%	8.7%	3.9%	1.4%	3.9%
4.	The district has effective special programs for the following:						
	a. Library Service	23.7%	48.3%	19.3%	4.8%	0.5%	3.4%
	b. Honors/Gifted and Talented Education	16.4%	48.3%	21.3%	10.1%	0.0%	3.9%
	c. Special Education	16.4%	45.9%	31.9%	1.9%	0.0%	3.9%
	d. Student mentoring program	6.3%	32.4%	36.7%	16.9%	2.4%	5.3%
	e. Advanced placement program	23.2%	52.2%	18.8%	1.4%	0.5%	3.9%
	f. Career counseling program	11.1%	34.8%	34.3%	12.1%	3.9%	3.9%
	g. College counseling program	17.4%	43.5%	24.2%	10.1%	1.0%	3.9%
5.	Students have access, when needed, to a school nurse.	26.1%	54.1%	10.1%	8.2%	1.0%	0.5%
6.	Classrooms are seldom left unattended.	21.3%	49.8%	13.5%	12.1%	2.4%	1.0%
7.	The district provides a high	32.4%	49.8%	11.1%	3.9%	0.5%	2.4%

	quality education.						
8.	The district has a high quality of teachers.	24.2%	46.4%	15.9%	9.7%	1.9%	1.9%

B. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
9.	Schools are clean.	25.6%	53.6%	10.1%	7.7%	2.4%	0.5%
10.	Buildings are properly maintained in a timely manner.	23.7%	59.4%	12.1%	2.9%	1.4%	0.5%
11.	Repairs are made in a timely manner.	20.3%	54.1%	15.0%	8.2%	0.5%	1.9%
12.	Emergency maintenance is handled in a timely manner.	24.6%	54.1%	16.4%	3.9%	0.5%	0.5%

C. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
13.	There are enough textbooks in all my classes.	24.2%	51.7%	4.8%	15.5%	3.4%	0.5%
14.	Students are issued textbooks in a timely manner.	22.2%	60.4%	7.7%	6.3%	1.9%	1.4%

15.	Textbooks are in good shape.	10.1%	52.7%	15.5%	18.4%	1.9%	1.4%
16.	The school library meets student's needs for books and other resources.	32.9%	55.1%	8.2%	2.4%	0.5%	1.0%

D. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
17.	Schools are clean.	25.6%	53.6%	10.1%	7.7%	2.4%	0.5%
18.	Buildings are properly maintained in a timely manner.	23.7%	59.4%	12.1%	2.9%	1.4%	0.5%
19.	Repairs are made in a timely manner.	20.3%	54.1%	15.0%	8.2%	0.5%	1.9%
20.	Emergency maintenance is handled in a timely manner.	24.6%	54.1%	16.4%	3.9%	0.5%	0.5%

E. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
21.	There are enough textbooks in all my classes	24.2%	51.7%	4.8%	15.5%	3.4%	0.5%
22.	Students are	22.2%	60.4%	7.7%	6.3%	1.9%	1.4%

	issued textbooks in a timely manner.						
23.	Textbooks are in good shape.	10.1	52.7%	15.5%	18.4%	1.9%	1.4%
24.	The school library meets students' needs for books and other resources.	32.9	55.1%	8.2%	2.4%	0.5%	1.0%

F. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
25.	The school breakfast program is available to all children.	24.2%	58.0%	12.6%	3.9%	0.5%	1.0%
26.	The cafeteria's food looks and tastes good.	2.9%	23.7%	24.2%	32.9%	15.0%	1.4%
27.	Food is served warm.	6.3%	49.8%	18.4%	17.4%	6.3%	1.9%
28.	Students have enough time to eat.	1.9%	13.5%	3.4%	33.8%	44.9%	2.4%
29.	Students eat lunch at the appropriate time of day.	10.1%	71.5%	8.7%	5.8%	2.9%	1.0%
30.	Students wait in food lines no longer	6.8%	21.3%	10.6%	29.0%	28.5%	3.9%

	than 10 minutes.						
31.	Discipline and order are maintained in the schools cafeteria.	10.1%	57.0%	15.0%	9.7%	4.8%	3.4%
32.	Cafeteria staff is helpful and friendly.	22.2%	58.0%	8.7%	7.7%	0.0%	3.4%
33.	Cafeteria facilities are sanitary and neat.	15.5%	55.1%	14.5%	8.7%	2.9%	3.4%

G. Transportation

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
34.	I regularly ride the bus.	1.4%	10.6%	21.7%	19.8%	41.5%	4.8%
35.	The bus driver maintains discipline on the bus.	5.3%	17.4%	61.4%	8.2%	4.3%	3.4%
36.	The length of the bus ride is reasonable.	3.4%	16.4%	63.3%	8.2%	4.3%	4.3%
37.	The drop-off zone at the school is safe.	9.7%	21.3%	58.9%	4.3%	1.4%	4.3%
38.	The bus stop near my house is safe.	8.7%	17.4%	62.3%	4.8%	2.4%	4.3%
39.	The bus stop is within walking	9.7%	18.4%	61.4%	4.8%	1.4%	4.3%

	distance from our home.						
40.	Buses arrive and depart on time.	2.9%	16.4%	52.2%	19.3%	4.8%	4.3%
41.	Buses arrive early enough to eat breakfast at school.	3.4%	15.5%	63.8%	8.7%	4.3%	4.3%
42.	Buses seldom break down.	10.6%	14.0%	61.8%	7.2%	2.4%	3.9%
43.	Buses are clean.	8.7%	21.3%	54.6%	8.7%	2.9%	3.9%
44.	Bus drivers allow students to sit down before taking off.	8.2%	20.3%	58.0%	8.2%	1.4%	3.9%

H. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
45.	I feel safe and secure at school.	23.7%	61.8%	6.3%	4.8%	0.5%	2.9%
46.	School disturbances are infrequent.	15.0%	61.8%	14.5%	4.8%	0.0%	3.9%
47.	Gangs are not a problem in this district.	45.9%	40.1%	5.8%	2.9%	1.4%	3.9%
48.	Drugs are not a problem in this district.	12.1%	31.9%	21.7%	21.3%	12.6%	0.5%
49.	Vandalism is not a problem in this district.	7.7%	35.7%	24.2%	28.5%	3.4%	0.5%

50.	Security personnel have a good working relationship with principals and teachers.	22.7%	55.6%	18.8%	1.0%	1.0%	1.0%
51.	Security personnel are respected and liked by the students they serve.	15.9%	48.3%	22.7%	6.8%	5.3%	1.0%
52.	A good working arrangement exists between the local law enforcement and the district.	18.4%	51.7%	25.1%	2.9%	1.0%	1.0%
53.	Students receive fair and equitable discipline for misconduct.	7.7%	42.0%	17.9%	19.3%	12.1%	1.0%
54.	Safety hazards do not exist on school grounds.	11.1%	39.1%	30.0%	15.9%	2.4%	1.4%

I. Computers and Technology

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
55. Students have regular access to computer equipment and software in the classroom.	23.2%	56.5%	6.3%	9.2%	3.9%	1.0%

56.	Teachers know how to use computers in the classroom.	17.9%	60.4%	11.6%	7.2%	1.9%	1.0%
57.	Computers are new enough to be useful for student instruction.	29.5%	62.3%	3.4%	1.4%	1.9%	1.4%
58.	The district offers enough classes in computer fundamentals.	20.3%	58.9%	10.1%	5.8%	3.9%	1.0%
59.	The district meets student needs in classes in advanced computer skills.	19.3%	54.6%	18.4%	4.8%	1.9%	1.0%
60.	Teachers and students have easy access to the Internet.	30.9%	60.4%	3.9%	2.9%	1.0%	1.0%

Appendix E

STUDENT SURVEY RESULTS

Verbatim: Student

- I believe the office needs to work harder on keeping kids from being cruel to others. This is a big problem. Students don't respect other students.
- As a senior, I do not feel like I have been informed with enough college information. I don't have a good knowledge of career choices. Also, it is overwhelming to fill out SAT/ACT and college applications all at once.
- I think some of the math teachers are lacking in teaching skills.
- We have a problem with crickets. An exterminator is badly needed.
- I think that Glen Rose school district provides excellent opportunities. I have had the opportunity to take many college credit courses that will prepare me for further education.
- I think that the Glen Rose ISD is a wonderful school district. I love it. The buses are not always on time but it is not always their fault. Students get sick, fall asleep and other things. The food doesn't look good but most of the time it tastes good.
- Needs lots of improvement!!!! Teachers should not be allowed to assign English papers that have to be typed because not all kids are rich enough to have computers at home.
- The food taste bad and it's too expensive.
- It's a very good school district and I really like the teachers, but too much homework.
- The only problem I have is the classrooms are either too cold or too hot. I wish that the heaters would work in the classrooms. The rooms are way too cold during the winter.
- It is a good school and probably a school I would let my kid go to but the food taste bad and it's expensive.
- This school has a very bad drug problem. Our community just chooses to cover-up the frequent mishaps with some of the football players and basketball players. Also, our principals and some of the teachers spend too much time trying to catch innocent people making trouble.
- Well all that I can say is that I don't really care about the educational performance of GRISD. But, I do care that the food taste bad and is too expensive.
- I don't think there is enough college or career counseling offered to the students. A lot of students don't know anything about college or what they want in life.
- Students have to go to school for a full day if they need like two credits left and the school makes them take a lot of other classes.

- The food service in this school is terrible. We have the same food every other day and they raised the prices. The lunches are overcrowded and often have 5 to 10 minutes to eat. The workers are very kind and nice.
- If you apply yourself their great.
- This school is really great, but there are only a few problems like in any other school. You will always have the few who love to damage school property to fit in.
- It is a good school besides the cameras.
- If you really want to learn, Glen Rose is definitely a great school. The teachers are adequate and do a good job for those who really want to learn and for those like me who are just here, they push us enough to where we still learn something.
- There are teachers who truly earn their respect of the students are good teachers. There are too many teachers who simply demand and use scare tactics. There is no room for tactics as such in a place of "better" education.
- There are some teachers who give 2-3 hours of homework a night, if it was going to be like that, someone might as well pay me for doing so much work, because that is not enough time for my other work. We need teachers to realize that teaching one subject is their job and not ours. We have other jobs to do besides theirs. Someone needs to tell them that because their not listening to our parents. How am I going to get into college if I'm not given enough time to do all my work and I'm trying to the best of my ability.
- We need off campus eating for juniors and seniors. We need better coaching for football. We need more history teachers who actually teach. We need better food.
- I believe our school concentrates a little too much on being strict. They need to ease up on us and we would probably be more respectful.
- I'm a senior, I can't wait to get out of here.
- We need to be able to drink water during school and have off-campus lunch for juniors and seniors.
- It is pretty good. I enjoy going here.
- I think the teachers are great for the most part. Some people dislike some teachers but I believe that is only because the teacher teaches in a way some students don't pick up on easily.
- Glen Rose has one of the best Agriculture Science programs in the state. I believe the teachers are very educated and know exactly what they are talking about. They also help us with show animals for major live stock shows.
- Glen Rose is a very good district. Glen Rose has some of the best schools in Texas! I'm happy to be a part of that! There are a few problems that I have: we don't have enough time to eat, equal discipline and the time between passing periods.

- Passing periods need to be a little longer so that one could walk from one side of a building to another and make it to class on time. It would also be nice if 1st period did not begin until a little later because a lot of juniors and seniors have jobs or study until late night hours. If school began later, people wouldn't be absent as much and pay a little more attention.
- Lunchtime should be longer and there should be a different schedule. The boys athletics are during 5th period so we have C lunch when we get there the lines aren't crowded but a lot of times they run out of food and we are athletes who need just as much or more food as everyone else.
- The passing period is not long enough.
- Need more time for passing period and more time for lunch.
- I don't like the way some people get treated. Some people could get away with anything and some don't. The dress code is something that gets broken. Skirts and shorts are too short. I don't think there is anything wrong with having body piercing.
- Not enough time to eat; too short of a passing period; Math program lacks; Money not evenly distributed to organizations (band, golf, baseball); Teachers are friendly and fair; good equipment; good learning environment; equal discipline lacks.
- I believe that GRISD has an excellent program in education and athletics. I like it much better than my other larger previous school and feel that I get more attention in the classroom and on the court.
- Need cleaner school; mold and cockroaches everywhere.
- I feel we need more time between classes and during lunch. My lunch is really full and it takes time getting through the line. Also, I think having security cameras have helped through the past year with students acting up and wandering in the halls.
- I think that we come to school to learn and that's fine with (me), but I don't agree with homework. We have equal time in class each day to cover our materials. Once we leave school, I think it should be over with for the day. This would be easier on teachers and students who have extracurricular activities, jobs and spending time with their families. We could learn enough during school without homework to be well educated. Also, home work is a big reason people don't pass their grades because they don't finish their homework.
- We need more time to eat lunch.
- The boys' locker rooms are better than the girls. There are more girls than boys. They need to make a bigger locker room. We need more lunchtime.
- The lunch period should be just a little bit longer because there are a lot of people in lunch and if you don't get there early enough you're late for your next class. Some of the teachers (not a lot of

them) are not respectful to the students and only worry about themselves.

- I love Glen Rose High School - except for the drugs.
- Glen Rose rules! - except for waiting in lunch line forever.
- I think that there should be more classes for music.
- In decreasing budgets, you may take away programs that are needed: FIA, FCCIA. These are just a few of the classes I am concerned about. These classes allow us the skills that will be useful for us in years from now. In my personal point of view, these classes are just as important as math or science class.
- We spend too much money on things we could do without.
- As a whole, our school is in very good condition. In comparison to the Brazos River "charter" school, the Glen Rose High School and district is well equipped for every situation. We have more than twice the number of graduates they could ever have. Our budget might be tight, but it's not affecting our learning. GRISD believes in preparing their students for college and the real world.
- The Glen Rose math department is not that bad but it leaves a lot to be desired.
- The more popular sports such as football and volleyball seem to get better benefits and more money. They need to equal out all the expenses on extra curricular things. Your education is more important than sports. We also need off campus lunch badly. We need more food choices.
- Too many dead crickets.
- Homework on game days; too many crickets; excellent teaching staff; a little too strict with vehicle inspection like the empty shells found in vehicles. What will someone do with an empty shell? Off-campus lunch would be a great thing to have. It would lessen the amount of food for the school to buy. On-campus lunch could be used for those that want it and the students with free or reduced lunches.
- The education is fun but the administrators are very inconsistent in discipline.
- Me and my friends timed the lunch line one day, and we waited 15 minutes. I think lunchtime needs to be expanded.
- I think lunch should be longer or faster going through the line. I think we should go to school for 4 weeks then have 2 weeks off then back to school.
- You are supposed to be released from a sports team if you are caught drinking. Teams are supposed to be alcohol-free. I think under-age drinking is the biggest problem.
- Glen Rose School District has been awesome! I have lived in Glen Rose my whole life and have not had one time that I have said, "I don't feel safe, I don't like the school, it's not orderly and

organized, etc." The staff in all the schools are always nice and helpful. If I was asked if I ever wanted to move, I wouldn't go.

- Taking too much money away from Athletics. Longer lunch or shorter 5th period. Lunches are too expensive.
- First, I see no reason why the students can't park on the first two rows of the parking lot. The coaches that park there don't need that much room.
- Also, the no shotgun shell rule is stupid. I hunt often enough that it is impossible to never lose an empty shell behind or under the seat. It's not like you can shoot someone with an empty shell anyway. Last, students should be able to put their cell phones in their locker if they are turned off. Leaving them in the vehicles exposes them to extreme temperatures that ruin them.
- I think high school is nice but students need more days off because we get bored, then we start slacking off and teachers should try to make it fun for us not just makes us do boring things that make us reject that class.
- I feel that GRHS has a very good educational system. However, I feel that the school should be more clean and that the food in the cafeteria should be more monitored for safety and health. During lunch, I have experiences having mold on a hamburger bun and ants in the potato soup. I think that the students should also be allowed to have water in the classroom. I think that punishments should be equal for all and that students' side of the story should be heard before they are punished. Nevertheless, GRISD is a highly academic school.
- Lunch could be a whole lot better if students had more time to eat. Almost every time I wait in line, I wait for what seems like forever. Also, sometimes the cafeteria people run out of an entrée and I get stuck with something that I hate. This happens most likely because I am in the final lunch at my school. I am an athlete and when I get through practicing, I am ready to eat.
- Our gifted and talented program is just a title. We don't actually do anything or get benefits. Some food in the cafeteria is moldy (frequently). There are no fire alarms in the bathrooms. Some teachers know how to use the computers but others are computer illiterate. I wish we had more AP classes, like AP Spanish, because in foreign languages it is hard for good students to go slow when you are with students who are slow. I think we need to have more science classes that do not include dissections because I am a vegetarian and disagree with dissections, but my freshman year in Biology, I was told by teacher that I had to dissect things. I strongly disagree that students get punished equally. Many teachers play favorites with students based on if you do their UIL contest.

- There is not enough time for everyone in lunch to have adequate time to eat. Imagine - 150+ students having 30 minutes to get in line, get their food and eat it in a timely fashion. There is just not enough time to eat. We should maybe have more lunches with less people or more time to eat.
- As a junior, I have a few classes with the freshman. I don't believe the freshmen are mature enough to handle high school situations. Another year of Jr. High or a year by themselves to gain maturity would be helpful to them.
- GRISD Rules! Need water in the classrooms, we need longer passing periods.
- The educational performance of Glen Rose ISD is excellent except the lunches do not give us enough time to eat.
- I feel that the number of coaches that teach regular courses do not challenge their students enough. The coaches usually teach the lower level classes with some of their players who get off easy. However, most of the AP and advanced classes have wonderful, challenging and interesting people. There are some AP teachers that are lazy.
- Need water in classrooms and need longer passing periods.
- Students do not have enough time to eat because the bell rings almost before you are through the line. They train new employees during the busiest lunch. Students are punished based on who they are, not what they do. There are crickets all over the school, even in the cafeteria and food lines. Certain teachers force you to get to school early and stay late for extracurricular events. Then when the student fails because they cannot go get help, the teacher punishes the students when it is the teacher's fault. Required classes need to be divided. In one of my classes, nothing is learned because of four students who failed the class three times and are taking it because they have to. They distract from class and keep others from learning. We have certain teachers who don't teach and over half of their students are failing and they will not help the students. Our computer program (CISCO, BCIS Dual, web mastering, C++) is awesome and we have the best teacher in it. Also, the UIL program is wonderful.
- Several classes, even AP classes are taught to the slowest student in the class. These students who don't try, make the class a waste of time for other students who do care. This problem could possibly be solved by offering more AP classes or more remedial classes. Also, favoritism plays a large part in many classrooms. This includes extracurricular activities such as athletics and band.
- It is good.
- It's a great school.
- The school food is good but it could be better and not have chicken 3 times a week.

- The school doesn't allow enough time for lunch. It makes me mad.
- Glen Rose is pretty good and safe place to go to school! More lunchtime though.
- We need longer passing periods. We need to be able to go to the restroom when needed. Water in classrooms.
- We need a 45 min. break to leave and eat lunch.
- I believe we should have more time to eat. We also should have more space in the school. We need more funds for athletic meals.
- Longer lunches and passing periods.
- Everything seems fine. Personnel should be considered for Bond. Besides that, everything is great.
- Students need to be allowed to have water in the classrooms. We also need longer lunch periods and longer passing periods. There is not enough time to go to your locker, bathroom and get to class on time.
- I strongly believe that the Glen Rose ISD is one of the best schools in the state of Texas. I am very fortunate to be able to come to this great school.
- Sexual discrimination- girls are allowed to do some things and guys are not. For instance, girls wear earring and guys can't because the school board does not like guys wearing earrings.
- The school is excellent; there are a lot of educational benefits. However, there is favoritism towards the boys' sports teams. The girls receive the "leftover." It is obvious the boys' athletics are a favored organization. Also, the cheerleaders are not given the funds they need. Maybe if the boys' athletics were not given new locker rooms, weight room and activity center, the girls' athletics and cheerleading could receive better equipment too.
- Overall, the school here is pretty good. Some of the teachers here do not teach very well. Some teachers just don't teach. They just give busy work. We don't learn anything when teachers teach like that. Some teachers' teaching styles are so different that no one learns from them. A lot of teachers pick favorites depending on whether they participate in their contest or not. I think that lunch should be longer because we can't even hardly get through the line before the bell rings. I really think they should put a food court in so that food has a variety.
- Some teachers are very knowledgeable and helpful while others are not. I don't even think some teachers could pass a test on TEKS and I'm fairly sure they don't even cover the basics. Our ranking system is not effective because it's not weighted enough and a few AP classes are easier than regular. We should also be allowed to have water in the classroom. People do not get fair and equitable punishment. Crimes of equal problems are not solved with equal punishment at all. Punishment depends on who you are and who your parents are. The lunch quality must improve - we can't

stomach a lot of it so we eat in the snack bar, which isn't healthy. We receive plenty of college guidance but I don't feel that I've received any career guidance. The chemistry and physics does a very impressive job. The AP English teachers have also done a great job as well European History AP. I think that there should be more AP classes and that a trimester schedule would be better. Five minute passing periods and off campus lunch are also great ideas.

- The ranking system in this school is absolutely vicious. It creates unfair competition - those who want to be in the top 10% have to play to the rank rather than take the classes that benefit them the most. Also, because it is cumulative, it penalizes students like me who are graduating early. I am taking difficult, high level classes in order to graduate my junior year and make high grades, but I will be ranked near the bottom. This is unfair and should be changed! Not only that but students who transfer in from other schools suffer as well. This is unfair and should be changed.

PARENT SURVEY RESULTS

Demographics / Survey Questions

Demographics

The Texas School Performance Review (TSPR) distributed its survey of parents to a sample which consisted of parents of students in Glen Rose Independent School District (GRISD). Out of the 400 questionnaires mailed, TSPR obtained responses from 95 parents; 62 percent were female, and 31 percent were male.

About 80 percent of the respondents were Anglo, 6 percent were Hispanic, 4 percent were members of other groups and about 10 percent did not classify themselves. Forty-four percent of the parents have lived in Glen Rose for 11 years or more, 39 percent have lived there for 0-5 years, and 17 percent have lived there for 6-10 years. TSPR included parents of children in all grade levels in the survey.

The survey questionnaire contained two sections: a multiple-choice section and a comment section. The multiple-choice section asked employees their opinions about 11 of the 12 areas under review. The 11 areas covered in the survey were:

- District Organization & Management
- Educational Service Delivery and Performance Measurement
- Community Involvement
- Facilities Use and Management
- Asset and Risk Management
- Financial Management
- Purchasing and Warehousing
- Food Services
- Transportation
- Safety and Security
- Computers and Technology

The comment section asked parents their opinions on the overall educational performance of the district. Responses for the multiple-choice questions are shown below.

Exhibit F-1
Management Review of the Glen Rose Independent School District
Parent Survey Result
(n=95)
Demographic Data

1. Gender (Optional)	Male	Female	No response			
	30.5%	62.1%	7.4%			
2. Ethnicity (Optional)	Anglo	African American		Hispanic	Asian	Other
	80.0%	0.0%		6.3%	4.2%	9.5%
3. How long have you lived in Glen Rose ISD?	0-5 years	6-10 years	11 or more	No Answer	Total	Total Responses
	38.95%	16.84%	44.21%	0.00%	100.00%	95

A. District Organization and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
1.	The school board allows sufficient time for public input at meetings.	9.5%	34.7%	40.0%	10.5%	4.2%	1.1%
2.	School board members listen to the opinions and desires of others.	8.4%	38.9%	32.6%	12.6%	4.2%	3.2%
3.	The superintendent is a respected and effective instructional leader.	12.6%	25.3%	28.4%	13.7%	15.8%	4.2%
4.	The superintendent is a respected and effective business manager.	11.6%	22.1%	33.7%	10.5%	17.9%	4.2%

B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
5.	The district provides a high quality of services.	31.6%	57.9%	2.1%	7.4%	1.1%	0.0%
6.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	15.8%	48.4%	23.2%	9.5%	2.1%	1.1%
7.	The needs of the college-bound student are being met.	17.9%	47.4%	26.3%	6.3%	2.1%	0.0%
8.	The needs of the work-bound student are being met.	7.4%	45.3%	32.6%	11.6%	3.2%	0.0%
9.	The district has effective educational programs for the following:						
	a. Reading	33.7%	54.7%	4.2%	6.3%	0.0%	1.1%
	b. Writing	30.5%	52.6%	3.2%	12.6%	0.0%	1.1%
	c. Mathematics	31.6%	50.5%	1.1%	11.6%	4.2%	1.1%
	d. Science	31.6%	55.8%	5.3%	6.3%	0.0%	1.1%
	e. English or Language Arts	34.7%	54.7%	4.2%	5.3%	0.0%	1.1%
	f. Computer Instruction	34.7%	50.5%	4.2%	8.4%	1.1%	1.1%
	g. Social Studies (history or	28.4%	56.8%	7.4%	5.3%	1.1%	1.1%

	geography)						
	h. Fine Arts	25.3%	56.8%	8.4%	7.4%	1.1%	1.0%
	i. Physical Education	27.4%	65.3%	4.2%	1.1%	1.1%	1.1%
	j. Business Education	10.5%	35.8%	37.9%	10.5%	1.1%	4.2%
	k. Vocational (Career and Technology) Education	16.8%	30.5%	36.8%	10.5%	3.2%	2.1%
	l. Foreign Language	17.9%	49.5%	24.2%	6.3%	0.0%	2.1%
10.	The district has effective special programs for the following:						
	a. Library Service	33.7%	50.5%	9.5%	2.1%	3.2%	1.1%
	b. Honors/Gifted and Talented Education	24.2%	51.6%	8.4%	9.5%	5.3%	1.1%
	c. Special Education	25.3%	38.9%	24.2%	4.2%	5.3%	2.1%
	d. Head Start and Even Start programs	21.1%	34.7%	37.9%	1.1%	2.1%	3.2%
	e. Dyslexia program	9.5%	16.8%	52.6%	6.3%	11.6%	3.2%
	f. Student mentoring program	15.8%	35.8%	24.2%	14.7%	4.2%	5.3%
	g. Advanced placement program	15.8%	45.3%	28.4%	4.2%	3.2%	3.2%
	h. Literacy program	16.8%	38.9%	34.7%	6.3%	1.1%	2.1%

	i. Programs for students at risk of dropping out of school	20.0%	25.3%	36.8%	11.6%	3.2%	3.2%
	j. Summer school programs	18.9%	36.8%	25.3%	10.5%	6.3%	2.1%
	k. Alternative education programs	18.9%	37.9%	31.6%	5.3%	4.2%	2.1%
	l. "English as a second language" program	17.9%	37.9%	30.5%	9.5%	2.1%	2.1%
	m. Career counseling program	9.5%	28.4%	40.0%	12.6%	6.3%	3.2%
	n. College counseling program	14.7%	29.5%	35.8%	11.6%	5.3%	3.2%
	o. Counseling the parents of students	10.5%	35.8%	30.5%	12.6%	7.4%	3.2%
	p. Drop out prevention program	10.5%	25.3%	45.3%	12.6%	3.2%	3.2%
11.	Parents are immediately notified if a child is absent from school.	15.8%	30.5%	31.6%	17.9%	3.2%	1.1%
12.	Teacher turnover is low.	29.5%	49.5%	9.5%	7.4%	2.1%	2.1%
13.	Highly qualified teachers fill job openings.	20.0%	46.3%	8.4%	21.1%	2.1%	2.1%
14.	A substitute teacher rarely	10.5%	49.5%	12.6%	22.1%	2.1%	3.2%

	teaches my child.						
15.	Teachers are knowledgeable in the subject areas they teach.	22.1%	63.2%	8.4%	3.2%	2.1%	1.1%
16.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	23.2%	56.8%	13.7%	5.3%	0.0%	1.1%
17.	Students have access, when needed, to a school nurse.	27.4%	56.8%	3.2%	7.4%	4.2%	1.1%
18.	Classrooms are seldom left unattended.	27.4%	44.2%	22.1%	2.1%	3.2%	1.1%
19.	The district provides a high quality education.	36.8%	52.6%	2.1%	6.3%	1.1%	1.1%
20.	The district has a high quality of teachers.	33.7%	49.5%	6.3%	7.4%	2.1%	1.1%

C. Community Involvement

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
21. The district regularly communicates with parents.	26.3%	47.4%	8.4%	12.6%	4.2%	1.1%

22.	District facilities are open for community use.	14.7%	47.4%	23.2%	11.6%	2.1%	1.1%
23.	Schools have plenty of volunteers to help students and school programs.	17.9%	42.1%	20.0%	15.8%	3.2%	1.1%

D. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
24.	Parents, citizens, students, faculty, staff, and the board provide input into facility planning.	11.6%	33.7%	25.3%	17.9%	8.4%	3.2%
25.	Schools are clean.	52.6%	41.1%	2.1%	1.1%	1.1%	2.1%
26.	Buildings are properly maintained in a timely manner.	43.2%	47.4%	6.3%	0.0%	1.1%	2.1%
27.	Repairs are made in a timely manner.	36.8%	44.2%	13.7%	2.1%	1.1%	2.1%
28.	The district uses very few portable buildings.	44.2%	48.4%	2.1%	2.1%	1.1%	2.1%
29.	Emergency maintenance is	29.5%	43.2%	24.2%	1.1%	0.0%	2.1%

	handled expeditiously.						
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E. Asset and Risk Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
30.	My property tax bill is reasonable for the educational services delivered.	20.0%	49.5%	17.9%	8.4%	1.1%	3.2%
31.	Board members and administrators do a good job explaining the use of tax dollars.	7.4%	24.2%	31.6%	23.2%	11.6%	2.1%

F. Financial Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
32.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	6.3%	27.4%	40.0%	15.8%	7.4%	3.2%
33.	Campus administrators are well trained in fiscal management techniques.	10.5%	29.5%	35.8%	14.7%	6.3%	3.2%
34.	The district's	6.3%	28.4%	36.8%	16.8%	8.4%	3.2%

	financial reports are easy to understand and read.						
35.	Financial reports are made available to community members when asked.	7.4%	32.6%	33.7%	11.6%	11.6%	3.2%

G. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
36.	Students are issued textbooks in a timely manner.	29.5%	53.7%	7.4%	5.3%	3.2%	1.1%
37.	Textbooks are in good shape.	29.5%	55.8%	7.4%	6.3%	0.0%	1.1%
38.	The school library meets student needs for books and other resources.	32.6%	58.9%	5.3%	0.0%	2.1%	1.1%

H. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
39.	My child regularly purchases his/her meal from the cafeteria.	50.5%	2.1%	8.4%	2.1%	1.1%	0.0%

40.	The school breakfast program is available to all children.	46.3%	11.6%	2.1%	1.1%	1.1%	0.0%
41.	The cafeteria's food looks and tastes good.	47.4%	16.8%	15.8%	5.3%	1.1%	0.0%
42.	Food is served warm.	53.7%	13.7%	9.5%	0.0%	2.1%	0.0%
43.	Students have enough time to eat.	46.3%	8.4%	15.8%	14.7%	3.2%	0.0%
44.	Students eat lunch at the appropriate time of day.	60.0%	13.7%	6.3%	3.2%	1.1%	0.0%
45.	Students wait in food lines no longer than 10 minutes.	38.9%	25.3%	10.5%	8.4%	4.2%	0.0%
46.	Discipline and order are maintained in the school cafeteria.	66.3%	9.5%	3.2%	1.1%	1.1%	0.0%
47.	Cafeteria staff is helpful and friendly.	61.1%	10.5%	2.1%	2.1%	1.1%	0.0%
48.	Cafeteria facilities are sanitary and neat.	52.6%	9.5%	1.1%	0.0%	1.1%	0.0%

I. Transportation

Survey Questions	Strongly	Agree	No	Disagree	Strongly	No
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		Agree		Opinion		Disagree	Response
49.	My child regularly rides the bus.	17.9%	29.5%	20.0%	13.7%	15.8%	3.2%
50.	The bus driver maintains discipline on the bus.	12.6%	42.1%	33.7%	4.2%	3.2%	4.2%
51.	The length of the student's bus ride is reasonable.	9.5%	37.9%	35.8%	4.2%	3.2%	9.5%
52.	The drop-off zone at the school is safe.	26.3%	45.3%	18.9%	1.1%	2.1%	6.3%
53.	The bus stop near my house is safe.	23.2%	35.8%	26.3%	6.3%	6.3%	2.1%
54.	The bus stop is within walking distance from our home.	22.1%	42.1%	28.4%	3.2%	2.1%	2.1%
55.	Buses arrive and depart on time.	21.1%	44.2%	27.4%	4.2%	1.1%	2.1%
56.	Buses arrive early enough for students to eat breakfast at school.	18.9%	32.6%	40.0%	3.2%	2.1%	3.2%
57.	Buses seldom break down.	21.1%	40.0%	33.7%	2.1%	0.0%	3.2%
58.	Buses are clean.	17.9%	44.2%	34.7%	1.1%	0.0%	2.1%
59.	Bus drivers allow students to sit	18.9%	43.2%	33.7%	1.1%	0.0%	3.2%

	down before taking off.						
60.	The district has a simple method to request buses for special events.	14.7%	32.6%	45.3%	3.2%	0.0%	4.2%

J. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
61.	Students feel safe and secure at school.	28.4%	65.3%	2.1%	3.2%	0.0%	1.1%
62.	School disturbances are infrequent.	30.5%	57.9%	6.3%	4.2%	0.0%	1.1%
63.	Gangs are not a problem in this district.	33.7%	50.5%	8.4%	5.3%	1.1%	1.1%
64.	Drugs are not a problem in this district.	11.6%	32.6%	8.4%	32.6%	10.5%	4.2%
65.	Vandalism is not a problem in this district.	14.7%	45.3%	7.4%	23.2%	7.4%	2.1%
66.	Security personnel have a good working relationship with principals and teachers.	26.3%	50.5%	20.0%	1.1%	1.1%	1.1%
67.	Security personnel are respected and liked by the	27.4%	48.4%	18.9%	2.1%	2.1%	1.1%

	students they serve.						
68.	A good working arrangement exists between the local law enforcement and the district.	37.9%	47.4%	10.5%	3.2%	0.0%	1.1%
69.	Students receive fair and equitable discipline for misconduct.	15.8%	52.6%	9.5%	11.6%	9.5%	1.1%
70.	Safety hazards do not exist on school grounds.	13.7%	61.1%	13.7%	7.4%	3.2%	1.1%

K. Computers and Technology

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
71.	Teachers know how to use computers in the classroom.	23.2%	54.7%	14.7%	5.3%	1.1%	1.1%
72.	Computers are new enough to be useful to teach students.	30.5%	60.0%	8.4%	0.0%	0.0%	1.1%
73.	The district meets student needs in computer fundamentals.	29.5%	61.1%	6.3%	2.1%	0.0%	1.1%
74.	The district meets student needs in	28.4%	45.3%	20.0%	5.3%	0.0%	1.1%

	advanced computer skills						
75.	Students have easy access to the internet.	22.1%	56.8%	18.9%	0.0%	1.1%	1.1%

Appendix F

PARENT SURVEY RESULTS

Verbatim: Parents

- Glen Rose has fine schools, teachers and administrators. A handful of citizens are currently exercising personal grudges against certain GRISD faculty and ex-faculty. I am a 40+ year resident of Glen Rose and am proud of our schools and community. Newcomers have arrived in Glen Rose and have brought their prejudices and problems with them.
- Our district gives the appearance of constant internal conflict. We are so focused on athletics in high school that I will send my child to private schools from 7th grade on to allow him to see what else is important in the world.
- Too many friends employed with poor teaching skills. Administration and school board do not manage money well. Most school board members have "their" opinion, which may not be representative of community opinion.
- Here in Glen Rose most of our education dollars collected in taxes go to other districts via "Robin Hood." This program or any other should never allow more than 50% of our tax dollars to go somewhere other than here in our own backyard. It is my understanding that less than 15 cents of every dollar stays in our school system.
- I just wish that our school cared as much about debate and scholastic teams as they do about sports. My son has done debate for 3 years now - this year the team budget was cut to \$1,000. Now the kids are going to have to take care of trips themselves. This is not fair to the kids who are interested in challenging their minds and not just their bodies.
- The overspending has to stop! Spending thousands of dollars for the basketball team, who lost in the first round, to spend the whole weekend out of town is outrageous! Teacher turnover is low, which is good in a sense, but it's because they are paid very well. School funds have been misspent, some even illegally. Employees are going to school on GRISD time. We have WAY too many administrators for an AAA school and they are over-paid.
- I think the teacher aides should have a college education. No Spanish should be spoken between aide and student if student knows English and the other students do not understand the language. All students in special classes should not have their grade levels told in front of other students. Teachers should not be able to ask a student if they took their medicine in front of other students.

- I commend the teachers at GRISD and the district for providing the best education the system can offer. My son has excelled tremendously in all aspects of education. I am proud to have my son in GRISD.
- There should be more parking at the schools. The streets get too crowded with all the parents that bring their children to school and pick them up.
- We have attended GRISD for 2 1/2 years and are very pleased with it.
- The school board has not done a good job of preparing for the future. The tax rate is too low and will not meet the needs of the district. Too many board members are members of a special interest group and do not have the guts to do what is right for the district. They have not prepared to maintain the high standards that Glen Rose is accustomed to. The teachers have not been given raises in two years and we will lose some very good teachers and administrators if this continues.
- I feel we have too many people at the administration level. Also, they create jobs at the administration level for staff that do not have contracts renewed. We really have great people who work in our district and I applaud those who do not get the raise. They should have, but their raise was given to someone at the administration level.
- Please keep Pre-K in GRISD.
- Over all, I think Glen Rose has a lot to offer to its students academically for the size school it is. However, they tend to focus too much on the football program as evidenced by the abundance of coaches we have and the salary paid to the head football coach who doesn't teach any classes. Also, their special programs such as special education and particularly the inclusion program are quite understaffed to serve the number of students we have effectively. The junior high school does not offer inclusion as a service at all.
- Glen Rose ISD is a good school district. The teachers here are wonderful - willing to teach the kids. Good people. Good school.
- Need more funding spent on special education and gifted and talented programs and less on football, equipment, coaches, and their salaries. Our emphasis should be academics.
- New positions are created for teachers or others, rather than refusing to renew contracts when performance is unsatisfactory. Maintenance and grounds keepers are routinely seen purchasing alcohol at lunch break while in uniform. I have seen it myself more than once. I fear for my child's safety as they operate GRISD vehicles, mowers and power equipment.
- Overall, I believe we have a wonderful school district but it has been mismanaged.

- I strongly believe in the quality of education for my children they have and are receiving from the Glen Rose school district. Our experience with the teachers has been positive through the years, thus my child has such a desire for learning. Thank goodness for them. My personal opinion is that teachers everywhere are most definitely underpaid and have too much paperwork that they are required to fill out. They need to use that time for "molding a child's mind."
- I think GRISD does a great job educating my children. I have a concern about a gap that I see developing between high school required math skills and college math requirements. Having taught Algebra 101 at Tarrelton State University for two semesters, I am greatly concerned about this "Math Gap."
- I feel GRISD is one of the best schools in Texas. I agree with most everything. As far as the drugs and vandalism goes, most of that is high school students who are troublemakers and just don't care. But with the new law enforcement we are getting, maybe most of that will stop.
- I feel the teachers should not give so much homework, or give them more time to complete it. My child studied until 1 o'clock last night and she is an A student.
- Grading system and credits are not done equal to students. SAT tests are a joke. Some students who have higher SAT scores are ranked higher than honor students in their class. It's who you know. One city - one county.
- I think GRISD is a very good, safe school. I feel at ease with this school. All the teachers and principals are very helpful with all my children. I went to this school growing up and I would not have my children go to any other school.
- I feel my son is receiving a quality education at GRISD. The teachers are always available to discuss problems or any other subject concerning my son.
- There needs to be Spanish textbooks in each classroom, so teachers can teach their class to those students. It is very difficult now to do that and those students suffer! There has been no computer lab in 7th grade yet! Those students need that, as most of them will be using computers in their lifetime. Study halls need to be made available (with teachers) before or after school for those students who need extra help.
- Money is wasted on overlapping bus routes. We see students waiting as a 1/2 empty bus passes. Students that live within six blocks of the schools are picked up and taken home. They do not live across major highways or roads. Also, there are too many "administrators" at the central office. They all have secretaries that do most of their work anyway!

- Board members micro-manage the school district excessively. The mathematic program seems weak, as students' test scores are low. The intermediate school needs a full-time nurse on campus at all times. Our district has few parents that want to be involved in volunteer programs. Alcohol is the biggest problem in this district, although drug use is also present. GRISD is an excellent school district all in all. This is the reason my family moved to Glen Rose. As a parent, I would hate to see programs dissolved and facilities not built (as needed) with the tax rate being so low. I was in support of the tax increase and support the educational growth of the district. I do believe there are ways to reduce spending of the district. Our children have been spoiled and some things could be cut. Teachers, administrators and other school staff should be rewarded for a job well done, as they should be in any other career field.
- I think bus stops should be closer to the home. My child walks down the road and crosses another just to have a way to school. I think it is dangerous.
- Glen Rose has the best teachers and education to offer. I am very proud of Glen Rose ISD. The breakfast program has been wonderful for the elementary students. The sign language program is awesome. It proves just how much everyone is willing to help for those in need. A deaf child is able to attend public school and have a fairly normal life.
- I am glad that we moved here to Glen Rose. My kids love it here in the schools. So far, they have been very supportive of helping with my children because of a family death in July. You all are doing a great job of keeping these schools safe.
- There is a need for improvement in the Math department. I also feel that there are a lot of directors that the district could do without or at least for a lesser salary. GRISD is a great school district. Just too much money for some and not enough for others.
- There is way too much spending at the top. The central administration is overstaffed. There should not be a director for every position that you can think of. We need more Indians (teachers) and less chiefs (administrators). Way too much emphasis placed on athletics instead of other programs. Way too many coaches for a district our size. Dyslexia program is virtually nonexistent. The ACE campus needs major revamping, especially on the discipline side. The kids want to go there. They see it as a quick way out.
- We cannot figure out where most of our dollars went (although we are a debt free district). I don't feel like I am kept informed by the district of its meetings and results (unless you subscribe to the local paper). I feel we have a lot of teachers who are not qualified to be where they are because they were moved to different grades

or subject (not by their choice). When you have taught or specialized in a particular grade or subject, you don't move them to something they are unfamiliar with, as they have done in the elementary school here. You just don't mess with a good thing!

- I have worked in GRISD cafeteria and seen first hand students do not have enough time to eat. There is no discipline for students who are rude and obnoxious during lunch. School buses drive too fast -our bus route driver doesn't turn on caution or stop light - we live on a major highway in Glen Rose. Traffic does not stop. Glen Rose has an excellent educational program, they are highly rated but there are other issues that need to be addressed that are also important such as bus drivers and cafeteria issues. Shouldn't our children be protected outside our educational programs such as our bus rides to and from school? Why does the concern and caring stop when the dismissal bell rings at the end of the day? There have been no tragedies in our district that involve buses so far, but that doesn't mean it's safe.
- My daughter is picked up at 6:35 a.m. which is the first stop and is always dropped off last at 4:30. She is on this bus sometimes 3-4 hours daily. First one on should be the first one off.
- I have always felt that for a small community there are excellent programs offered. However, I have also observed that there is a disparity in the amount of extra curricular work being done by the teachers - there seems to be a lack of enthusiasm in being a sponsor for many of these programs. Also, appears that the school district has taken the money spent on something as an appropriate fix for problems. When the problems with our budget surfaced and I went to the TEA's web site to compare our expense reports with other school districts in Texas, I was shocked to see how much money was being spent across the board (especially on "maintenance"), and how there are many districts that manage to keep their budgets in line and still provide excellent programs and activities. After noting certain "exemplary" districts, I checked their web sites. We seem to be misusing out teachers. We should not be so over staffed. We also have certain "administrative" positions being paid nearly \$70,000 a year which could be handled by staff we already have. There are some teachers whose dedication to the students is unequaled anywhere.
- I was not pleased with past superintendents. He was by-passing the school board by promising jobs before they were voted on by the school board members
- Our school board is divided 60/40. We recently lost the superintendent probably due to public dislike and distrust. I hope this will unify our board. Overall, I believe we have a wonderful school district, but it has been mismanaged. I am optimistic about the future and appreciate your involvement.

- Overall, very pleased with the district.
- The problem with this school is budget management and administration. The district spends approximately 7 million dollars a year that is not necessary. According to reports and the local newspaper we spend approximately \$9,600 per year per child when the state average is \$5,400. In my opinion the excess spending is on special program, athletics and administrators. I hope and pray that you can give the school board some guidance.
- Elementary reading program does not follow Texas requirements - phonemic through 2nd grade; Special Ed. does not follow laws and provide programs for students. Students who could benefit from the use and training of technology are not provided it; District did not have a dyslexic program until October of 2000. They did not research program they implemented. It was just the cheapest and a quick fix. Testing methods for this area is poor and students' needs are not being met on each campus. Some campuses are not even implementing the program; Special Ed. Director is also 504 and Dyslexic coordinator. She wears too many hats. Special Ed. is in a coop program with 2 other districts. How can the money she is paid with through the coop which is federal money be used if dyslexia is a regular education program?
- It is difficult to understand why preschool children are not given an opportunity to ride the bus both ways especially when economically disadvantaged children need preschool the most. We don't seem to see much benefit to students when twice as much (compared to average) is spent on them.
- We have a meddling school board, majoring in minors. They listen to a very vocal minority in the community, sometime out of fear to what the consequences will be if they don't vote to their demands.
- District needs more computer technology classes and more business courses for high school.
- My kids were going to Dallas ISD and believe me the school district here in Glen Rose is wonderful compared to Dallas. So, I am very satisfied with this school district.
- I am concerned about some of the bus drivers - that they drive a little too fast.
- Real pleased with the counselors and principals this year. They have been very helpful.
- Administrative staff is top heavy and over-paid.
- It is really good. But one thing this school does is cater to the people on welfare and let them get away with too much missing school days.
- I would like to see the slower students that need extra time and extra help put in a class with the same type of students rather than lumping the fast quick learners and the slower students together. This is not fair to either student. They both suffer.

- My child has improved every year. She has a couple of teachers that have really worked hard with her and my husband and the only problem I have is the year long practice TAAS test. They need to teach what is on the TAAS test. My child gets very upset about TAAS because of the pressure.
- Glen Rose ISD is a wonderful school district overall.
- I feel that Glen Rose schools have done a great job as far as the kids' needs. I've not been to a board meeting. The reason I have stayed in GR after my divorce is mainly the schools - my three kids love it here.
- The school year should start after September 1st. There are too many days when the students are not in school for what should be in service days for the teachers. But, too often are just schedule disruptions. Fewer of these "days off" for the students would make it possible to start the school year after Labor Day instead of at the end of July.
- No promotion of parent involvement. I feel that the no touch policy and consequence is too extreme and doesn't promote compassion and normal child's play. How can 1st grader sexually harass. How come students who are in Gifted and Talented or LEAP sit in the classroom and do worksheet after worksheet when students in the regular classroom may be doing things that are more entertaining (especially at the kindergarten and 1st grade level) I would expect more of an environment of project learning or hands-on or fun learning. Any student can sit in a classroom and do worksheet upon worksheet.
- I feel some of the staff are only hired because they are family of administration or athletic staff - not the most qualified. Advanced computer instruction left to student, not given enough help with projects. Needs better instruction and preparation. Bullying by other students and peers is everywhere. Not much staff or administration or security intervention.
- I am very satisfied with the education of my children. I do not want this to suffer due to our current financial problems. This survey did not mention sports. In my opinion, sports can be cut. We do not need 4 coaches for Junior High football or 7 coaches for high school football. I think sports are a part of education due to fitness. But one or two coaches and equal pay for other extra-curricular activities is only fair.
- The gifted program at elementary needs improvement and a new teacher.
- The special education programs at all schools could NOT be improved if they tried. They are EXCELLENT. The Intermediate "needs" a full time nurse. Office personnel can only administer crackers, peppermints, Vaseline and band-aids. I would like to see every school everywhere have a random alcohol and drug test for

all teachers, aides, coaches, faculty, cafeteria workers, maintenance and even substitutes on a regular basis. You would be surprised how many adults in schools use drugs. These are the people we entrust our precious children with each day. Is it worth the risk?

- Overall I feel we have an excellent school district. I think there should be more and more available tutoring for the students. Teachers should spend more time with students who have difficulty in a subject. The tutorials need to be mandatory but with someone effective in helping them to encourage not discourage a student who is failing.
- My children have experienced chaos in the art of reading, writing and language arts. Phonics were not taught to them in elementary. They are now in 5th and 6th grades and have problems with spelling and some reading. Word associations are not taught - suffix and prefix extensions are not taught or explained. The elementary curriculum was very poor. We have a curriculum director, however, she does not direct the curriculum - not sure what she does. Each campus is responsible for their own curriculum. However, there seems to be a lack of cooperation among teachers in planning smooth transition for students from one grade to the next. This, again, is most noticeable in the elementary school. During elementary teacher conferences, the topic of curriculum was difficult to discuss with teachers. Perhaps, they did not have a say so in the matter. Too much emphasis on TAAS.
- I think that I speak for all district residents when I say that what we all want from our school system is high quality education for our sons and daughters at a reasonable cost and one in which we have some manner of input in the decision making process when it comes to our own kids. During the tenure of the past superintendent and the last several boards of trustees, this has not been the case. The cost of educating a child in Glen Rose has been at times almost twice the state average. Efforts to work with school officials when it came to meeting a child's educational needs or trying to carry out a family discipline plan were met with rigidity, anger and at times the violation of federal laws. The quality of education is more dependent upon what happens at homes and in children's lives than what happens in the boardroom. Knowing this, the school should embrace a friendly relationship with the family of each student and seek to strengthen their participation in the educational process rather than try to thwart it. There have been times when students did not have the books and resources needed for a class. At the same time, we were spending hundreds of thousands of dollars for unneeded administrative or extracurricular salaries, travel, entertainment and other purchases that have very questionable value in improving the quality of classroom

instruction. The citizens of this district need to know that their tax dollars are being spent wisely. Each decision must be made with the goal of fulfilling the mission of this school district. That mission should be to provide the best education available at a reasonable cost to meet each student's career goals and to meet the need of our society for productive and functional graduates. This I hope would entail putting more emphasis in the classroom and in keeping and hiring quality teachers and administrators as well as working with families in a cooperative effort to reach this community's goals for our schools. Teachers and administrators have been hired (in the last administration) for reasons that seem more to fit the superintendent's need to build a support base than for educational reasons. The site based decision process was sometimes carried out in vain when the superintendent would have an administrator under him make the selection as he directed. At one time about three years ago, Glen Rose had approximately thirteen million dollars in savings. That has all but disappeared. Just the earnings from that savings could have eventually reduced our tax rate by ten to twenty cents. It just seems foolish to have spent that money when we could have planned to gradually raise that tax rate enough to compensate for the lower valuation of the power plant. I think that the value of the plant and how the Somervell Central Appraisal District caved into the utilities should be looked at more closely, but that's another matter.