

San Elizario Independent School District



LEGISLATIVE BUDGET BOARD

MAY 2006



LEGISLATIVE BUDGET BOARD

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May 31, 2006

Dr. Michael Quatrini
Superintendent, San Elizario Independent School District

Dear Dr. Quatrini:

The attached report reviews the management and performance of the San Elizario Independent School District's (SEISD's) educational, financial, and operational functions.

The report's recommendations will help SEISD improve its overall performance as it provides services to students, staff, and community members. The report also highlights model practices and programs being provided by SEISD.

The staff of the Legislative Budget Board appreciates the cooperation and assistance that your staff provided during the preparation of this report.

The report is available on the LBB website at <http://www.lbb.state.tx.us>.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "John O'Brien", written over a horizontal line.

John O'Brien
Deputy Director
Legislative Budget Board

cc: Antonio Araujo
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EXECUTIVE SUMMARY

San Elizario Independent School District's (SEISD's) school review report noted 34 commendable practices and made 38 recommendations for improvement. The following is an Executive Summary of the significant accomplishments, findings, and recommendations that resulted from the review. A copy of the full report is available at www.lbb.state.tx.us.

SIGNIFICANT ACCOMPLISHMENTS

- SEISD developed an active Health Advisory Council that provides health information to the community and recommends programs to support a safe and healthy lifestyle for students, parents, educators, and community members.
- SEISD made its libraries primary focal points for community involvement and outreach.
- SEISD implemented an automated package tracking and delivery warehouse management system that streamlines the receiving process and provides efficient documentation.
- SEISD effectively uses an online maintenance work order system to identify and document maintenance repairs.
- SEISD developed the foundation for a technology professional development program, including a four-tier matrix outlining the levels of understanding for technology use, a technology determinant survey to identify a teacher's individual level of technology understanding, and an individual technology plan that details the training required to address a teacher's specific technology weakness.
- SEISD provides ongoing professional development opportunities for classroom teachers that focuses on increasing levels of technology integration into the instructional program.
- SEISD developed business partners beyond its immediate area through its Partners in Education (PIE) program.
- SEISD established an initiative to increase parental and community participation in schools by providing involvement opportunities that engage participants in program activities to enhance student learning, bridge

native language communication barriers, and foster an inviting atmosphere at school.

SIGNIFICANT FINDINGS

- While SEISD implemented several initiatives focused on improved student performance, it lacks an adequate and consistent approach to support continuous improvement in student performance.
- SEISD does not have scope and sequence documents for all grade levels in all core subject areas to provide teachers with guidance for teaching the Texas Essential Knowledge and Skills (TEKS), the state-required standards.
- SEISD lacks an adequate process for evaluating its bilingual/English as a second language (ESL) program.
- SEISD lacks an effective procedure for ensuring board approval of purchases exceeding \$25,000 before the issuance of a district purchase order.
- SEISD does not prepare a cash flow projection to use for investment purposes.
- SEISD does not present budget information to the public for residents to be involved effectively in the budget process.
- SEISD did not conduct a cost-benefit analysis of its self-funded health plan and the Teacher Retirement System's (TRS) Active Care Health Plan.
- SEISD does not have staffing formulas to guide allocation of non-instructional positions to campuses.
- SEISD's Human Resources (HR) Department lacks a staffing guideline for determining the appropriate number of paraprofessional positions it needs to support the department and is overstaffed by three clerical positions.
- SEISD does not follow its custodial staffing formula nor does this formula adequately reflect the amount of staff necessary to fulfill custodial needs of the district.
- SEISD's policy of using bus drivers as part-time grounds maintenance personnel is inefficient and increases the total cost for grounds maintenance.

- SEISD lacks a method to ensure meals per labor hour (MPLH) are consistent with industry-recommended standards.

SIGNIFICANT RECOMMENDATIONS

Recommendation: Implement a systemic approach to instructional delivery that requires central office instructional support staff, principals, and teachers to work collaboratively to develop and achieve goals. While SEISD implemented several initiatives focused on improved student performance, it lacks an adequate and consistent approach to support continuous improvement in student performance. The district has used a decentralized approach that gives principals significant autonomy in determining what curriculum to use, and in monitoring and modifying instructional delivery to ensure student success on their particular campuses. Until 2005–06, under the direction of a new assistant superintendent for Planning and Instruction, central administration did not provide much direction or support to campus principals. This approach contributed to inconsistent student performance across subject areas and grade levels as measured by the Texas Assessment of Knowledge and Skills (TAKS).

At the elementary grades, more than 90 percent of the third grade students passed the reading and math exams in 2002–03, 2003–04, and 2004–05, with the exception of math with a 68 percent passing rate in 2004–05. In fourth grade, reading passing rates decreased almost 10 percentage points from 2002–03 to 2004–05; while math passing rates remained stable; and writing passing rates increased by eight percentage points. In the fifth grade, the reading scores dropped from 82.5 percent in 2002–03 to 76 percent in 2003–04, then improved to a 90 percent passing rate in 2004–05.

The passing rates at the middle school (sixth through eighth grades) from 2002–03 through 2004–05 were significantly lower than the rates at the elementary schools. In the sixth grade, math scores declined from 77.8 percent in 2002–03 to 40.0 percent in 2004–05. In seventh grade reading and math, the passing rates of 63 percent and 41 percent in 2004–05 were below the 2002–03 scores of 69.9 (reading) percent and 53.8 percent (math). In grade 8, there was a steady decline in passing rates for reading, math, and science, with significant declines in reading and math. In reading, scores dropped from 74.9 percent to 65.0 percent and in math, scores dropped from 51.9 percent to 24.0 percent.

In high school, ninth grade reading TAKS scores increased from 58.9 percent in 2002–03 to 63.0 percent in 2004–05 and the math scores declined from 34.1 percent in 2002–03 to 26.0 percent in 2004–05. In tenth grade English/language arts, the overall increase was slight, but the drops in math and science scores were significant. The scores in math decreased from 65.8 percent in 2002–03 to 35.0 percent in 2004–05 and in science, the scores decreased from 59.4 percent in 2002–03 to 25.0 percent in 2004–05.

Overall, passing rates in the core content areas are significantly higher at the elementary schools than at the secondary schools. The superintendent, assistant superintendent for Planning and Instruction, instructional facilitators, principals, counselors, and teachers attributed the inconsistency in student performance to several factors including the following:

- A decentralized curriculum management process that gave each principal extensive autonomy to implement a curriculum at their school.
- No systemic process to monitor accomplishment of TEKS objectives. While the district had purchased curricula, it was not consistently used, and test data was not provided to teachers to enable them to analyze student deficiencies.
- Significant turnover of principals, which contributed to constant changes in curriculum initiatives. District administrators said that student assessment data guided changes in curricula at the schools.

SEISD should implement a systemic approach to instructional delivery that requires central office instructional support staff, principals and teachers to work collaboratively to develop and achieve goals. The systemic approach should include data disaggregation, district benchmarks aligned to district curriculum, instructional focus, assessment, remediation or enrichment, and monitoring.

Recommendation: Develop scope and sequence documents, pacing calendars, and benchmark assessments for all SEISD courses and subject areas. SEISD lacks curriculum scope and sequence documents for all grade levels in all core subject areas to provide teachers with guidance and strategies for teaching the TEKS, the state-required standards. With the exception of the pre-K through grade 8 reading curriculum, SEISD has no consistent curriculum for teaching courses.

SEISD also lacks pacing calendars and benchmarks for defined instructional periods. Pacing calendars help teachers determine when to teach specific objectives and benchmarks assess student mastery of the objectives for each defined period. The district does conduct a district-wide mock TAKS.

The assistant superintendent said the district plans to follow the design model used to develop the pre-K–8 reading guide to develop curriculum documents for all content areas and grades. The next step is for the instructional facilitators to work with the math teachers to develop a comprehensive scope and sequence guide; however, this step has not yet occurred.

SEISD should develop scope and sequence documents, pacing calendars, and benchmarks for all SEISD core courses. Completed scope and sequence documents with pacing calendars will provide consistent guidelines for instructional delivery. Benchmarks will help teachers and principals monitor how well students are learning the TEKS objectives and make adjustments to instruction as necessary. The district should also implement a process for updating the scope and sequence documents based on changes in the statewide TEKS and SEISD student performance.

Recommendation: Establish and implement a process for continuous evaluation of the bilingual/ESL program to ensure that the instructional delivery model effectively meets student needs. SEISD does not have an adequate process for evaluating its bilingual/ESL program. Since implementing the current bilingual/ESL program in 1996, the district has not conducted a comprehensive evaluation of the program. As a result, the district has not determined the effectiveness of the program’s instructional design or gained direction for program improvements.

In 2004–05, 53 percent of the district students were identified as English Language Learners (ELL) and 21.6 percent were in bilingual/ESL programs. In grades pre-K–6, the district serves its ELL students through a bilingual immersion program. The immersion program is anchored on thematic instruction, which uses a sheltered English-language approach and includes a native language development component. According to the district plan for bilingual education, the program is for students to acquire sufficient comprehension, fluency, and literacy skills in English within four to six years to succeed in the general English curriculum. In this instructional design, English is used as the language of instruction with Spanish used to mediate when necessary. The students’ first language is used daily and strengthened

through a rigorous native language component (Spanish language arts). Specific time allotments are established in the district plan to meet individual student needs during the Spanish language arts component: 120 minutes for beginners, 90 minutes for intermediate, and 60 minutes for advanced students. The sheltered English instructional component groups students for instruction and uses special strategies to facilitate cognitive development using English as the delivery medium.

District administrators and bilingual/ESL teachers expressed concerns that students who remained in the bilingual program through elementary school and took the Spanish version of the TAKS test were not prepared to enter middle school, which permits only the English TAKS.

Texas Administrative Code (TAC) 89.1201 states, “The goal of bilingual education programs shall be to enable limited English proficient students to become competent in the comprehension, speaking, reading and composition of the English language through the development of literacy and academic skills in the primary language and English. Such programs shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies as integral parts of the academic goals for all students to enable limited English proficient students to participate equitably in school. The goal of ESL programs shall be to enable LEP students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods.”

Regular and comprehensive evaluation is an important part of strengthening educational programs: it measures quality and provides direction for improvement. Programs should have measurable objectives and adequately define expected program outcomes. The Joint Committee on Standards for Educational Evaluation developed standards to guide the design, use, and critique of evaluations of educational programs, projects, and materials. Using these recommended standards, Spring ISD (SISD) created a five-year curriculum evaluation program. It includes two parts: an evaluation for improving the implementation of programs in progress and another for measuring the merit of programs. SISD reviews a select number of programs each year. These program evaluations identify strengths and concerns. Instructional and district administrative staff and the school board use evaluation results as the basis for program planning and revision.

SEISD should establish and implement a process for continuous evaluation of the bilingual/ESL program to ensure that it effectively meets student needs. The bilingual/ESL program should be modified, as needed, to ensure that students are learning the TEKS and acquiring proficiency in English. The director of bilingual/ESL should work with central office staff and campus principals to determine an appropriate process for evaluating the district's bilingual/ESL program. The evaluation process should be comprehensive and identify both strengths and areas for improvement. Specific attention should be given to how the district's bilingual immersion instructional model is delivered across classrooms and schools and the extent to which ELL students are learning the core subjects and English.

Recommendation: Develop procedures for approval of purchases over \$25,000 that includes board approval before the issuance of a purchase order. SEISD lacks an effective procedure for ensuring board approval of purchases exceeding \$25,000 before the issuance of a district purchase order. SEISD policy CH (Local) delegates to the superintendent or designee the authority to determine the method of purchasing and to make budgeted purchases in accordance with legal policy. However, any purchase that costs or aggregates to a cost of \$25,000 or more shall require board approval before a transaction may take place. The issuance of a district purchase order obligates the district to complete the purchase from the vendor.

The district's Board of Trustees reviews and approves expenditures from the prior month at each meeting. The board receives a schedule of checks already written and a schedule of checks to be written. The schedule of checks to be written includes checks that exceed the \$25,000 threshold per check. Although the schedule of checks to be written is presented to the board, this actually occurs after the district has made the purchase, received the merchandise and invoices, and written and signed the checks. At the time the board approves the purchase, they are actually approving the payment, not the placement of the order or the purchase. Although there may not be a single check that exceeds the \$25,000 threshold, several vendors exceeded the aggregate threshold for the year. For example, the district purchased office supplies from one vendor for \$136,593 and band instruments from another vendor for \$106,394 without receiving board approval for the over \$25,000 aggregate purchase. Creating a listing of purchases over \$25,000 at the beginning of the year and receiving board approval for all will streamline the payment of these purchases.

Recommendation: Prepare cash flow projections using historical bank data and trends related to cash receipts and disbursements. SEISD does not prepare a cash flow projection to use for investment purposes. The director of Finance has served in the current capacity for several years. He uses his specific knowledge of the district's needs to allocate funds for expenses. The appraisal district communicates information regarding local tax revenue as funds are collected. The director accesses the Texas Education Agency's (TEA) website to determine the amounts and timing of revenue from the state. The state directly deposits state funding according to a legislatively approved timetable to the district's bank account. Federal and state grant reimbursements are also deposited to the district's bank account upon receipt of an expense reimbursement request. The cash flow forecast should reflect fluctuations in the receipt of state and local funding based upon historical experience and changes in disbursement schedules. Payroll estimations should reflect the individual pay periods and include adjustments for salary increases or anticipated overtime as appropriate. Estimations of accounts payable should reflect the historical patterns of the district.

Recommendation: Develop a budget process to encourage the inclusion of the public in the budget development process. SEISD does not present budget information to the public for residents to be involved effectively in the budget process. SEISD begins their fiscal year on September 1 and the district must pass its budget prior to August 31. The district is required to hold at least one public hearing prior to passing the budget. The hearing must be advertised in the newspaper that is designated by the district as its official record, at least 10 days, but not more than 30 days, in advance of the public hearing. In 2004–05, SEISD presented the budget to the board on August 28, 2004 and adopted it two days later on August 30, 2004. In 2005–06, the district had a budget workshop on August 13, 2005 with the public hearing and adoption 16 days later on August 29, 2005. Minutes from budget presentations for both years revealed that only administrative staff or board members attended. In both instances the budget was presented and then adopted within a short timeframe, not allowing sufficient time for district administration to receive public input. The budget process should include meetings with community groups and public forums to ensure communication of the district's budget and the inclusion of community concerns and goals for board consideration in the budget adoption.

Recommendation: Prepare a cost-benefit analysis of its self-funded health plan with the TRS Active Care Health Plan. The district did not conduct a cost-benefit analysis of its self-funded health plan and the Teacher Retirement System's (TRS) Active Care Health Plan. SEISD operates a self-funded health plan, which exposes the district to the risk of financial loss. The health insurance claim costs for 2003–04 were 7 percent of the SEISD's total operating expenditures and 6.5 percent in 2002–03. SEISD limits their exposure to individual loss through individual stop loss insurance that reimburses the plan for medical costs that exceed \$100,000 per individual. Certain individual stop loss deductibles for existing catastrophic claims as of September 1, 2004 have been set at \$125,000 in an effort to control cost. The plan also has additional aggregate loss insurance when total claims exceed \$2 million. At the time of the on-site review, the district had seven large outstanding claims totaling \$869,328, which are potentially subject to reimbursement under the individual stop loss policy. Membership in TRS Active Care would allow SEISD to share the risk of large claim volumes with participating districts throughout the state and may reduce the district's overall long-term cost for health insurance.

Recommendation: Develop staffing standards for non-instructional positions to serve as the basis for assigning non-instructional staff to each school. SEISD does not have staffing formulas to guide allocation of non-instructional positions to campuses. Currently, the central office makes staffing decisions based on requests from campuses with no consistent guide for making decisions. SEISD exceeds the staffing standard established by the Southern Association of Colleges and Schools, Council on Accreditation and School Improvement (SACS/CASI), by 21.5 positions including assistant principals (3.5), guidance counselors (2) and support staff (16). According to the HR director, the district regularly conducts comparison studies with surrounding districts to make its staffing decisions. At the campus level, the district compiles and retains student enrollment and class size information to guide staffing needs.

Staffing formulas provide a standard for determining whether campus staffing for non-instructional support positions is being monitored and resources spent appropriately. SACS, an accreditation association for an 11-state region, including Texas, developed a set of staffing standards. The standards represent a common core of expectations that help develop and maintain quality schools. SACS accreditation for public K–12 schools in Texas is voluntary.

SEISD should develop staffing standards for non-instructional positions to serve as the basis for assigning non-instructional staff to each school. Non-instructional staffing formulas give schools the staff deemed necessary to perform basic responsibilities. Additional staff beyond base staffing formulas should be provided based on the unique characteristics of a particular school, including for example, the number/percentage of children who qualify for free and reduced-price meals, the number of discipline incidents, and/or the results of student achievement assessments. Additional staff positions should be tied to an accountability requirement to measure the effective use of those additional staff. For example, those schools that currently have more non-instructional staff than is recommended as the minimum by SACS should justify how that staff is being used, or how such staff should be reallocated to positively impact student achievement.

Recommendation: Develop staffing standards and reduce paraprofessional staffing in the Human Resources (HR) Department by three positions. The HR Department lacks a staffing guideline for determining the appropriate number of paraprofessional positions needed to support the department and is overstaffed by three clerical positions. Current staffing levels include one administrator and nine paraprofessionals. The nine paraprofessional positions include a secretary, secretary/receptionist, file clerk, three specialists and three assistants. The three specialist positions are a certification officer, application specialist, and processing specialist. Each of the specialist positions is supported by an assistant.

Even though the assistants support different functions, there is no distinction in the primary duties of these positions, as described in the job descriptions. In addition, of the 17 responsibilities noted in the job description, 10 are duplicative of functions assigned to other HR Department support staff positions, that is, secretary and file clerk. These functions include general clerical support, filing, receptionist duties, and ordering supplies. The district was unable to provide any workload data demonstrating the need for the assistant positions. The national staffing standard set by the Society of Human Resource Management is 1:100. SEISD staffing for the HR Department is well above the national standard.

SEISD should consolidate similar responsibilities and reduce paraprofessional staffing in the HR Department by three positions. To create a more efficient operation, the director of Human Resources should review the job responsibilities of the three specialists in the department and develop a plan

that enables the specialists to perform their own clerical responsibilities with the assistance of one file clerk.

Recommendation: Amend the district’s current custodial staffing formula to be based on industry standards, and staff to that standard. SEISD does not follow its custodial staffing formula nor does this formula adequately reflect the amount of staff needed to fulfill custodial needs for the district. The district uses a formula that averages the following five ratios: the number of teachers divided by 12; the student enrollment divided by 250; the number of classrooms divided by 12; the number of square feet divided by 20,000; and the number of acres divided by two. However, when applying the formula the district provided to the current staffing structure, the review team determined the custodial staff is overstaffed by four custodians. The assistant superintendent for Support Services and the Custodial supervisor should revise the custodial staffing plan and present it to the superintendent for approval. The assistant superintendent should also explore alternative methods of custodial staffing, such as custodial teams cleaning multiple buildings, as potential components in a custodial staffing plan.

Recommendation: Adopt a policy for hiring drivers and grounds maintenance personnel that more closely follows industry standards and more efficiently uses the district’s financial resources. SEISD’s policy of using bus drivers as part-time grounds maintenance personnel is inefficient and increases the total cost for grounds maintenance. The district uses its crew of 26 bus drivers to perform grounds maintenance duties during the time they are not driving routes. The district’s reason for this staffing method was to give the drivers enough hours to qualify for benefits which serve as a recruiting tool. The bus driver pay is an average of \$9.61 per hour and the average non-SEISD grounds worker pay is about \$7 per hour. The district pays the drivers/grounds workers an average of \$9.61 per hour to perform both job functions for 235 days per year, while school is in session only 180 days per year. The district continues to pay some of the staff at the bus driver rate for routine summer maintenance, like painting. This practice, of keeping these staff members on full-time duty for an excessive number of days per year, results in an excess of grounds maintenance personnel compensation, at an above-market pay rate. The district’s grounds maintenance function will operate more efficiently if the district shifts the driver/grounds personnel to part-time driver duties exclusively, reduce the grounds work pay to a more typical rate, and reduce the number of paid workdays.

Recommendation: Monitor and adjust the meals served per labor hour to meet industry standards by reducing staff, increasing meals served, or both. The district lacks a method to ensure meals per labor hour (MPLH) are consistent with industry-recommended standards. The number of SEISD cafeteria meals served per labor hour is currently below the industry standards. In addition, the district is not maximizing methods to monitor its breakfast participation, and SEISD currently has a low 50 percent breakfast participation rate. Overall, SEISD averages 13.4 MPLH, with a low of 10.2 MPLH at Sambrano Elementary School and a high of 15.8 at Borrego Elementary School. Compared to the industry standard for meals served per labor hour, no SEISD school meets the standard. As a result, the district daily incurs an extra 82.6 hours of labor in the cafeterias, or the equivalent of 10 full-time equivalent (FTE) positions.

An average of 1,844 SEISD students do not eat breakfast each day, which is less than 50 percent of the students. SEISD serves most breakfast meals in the school cafeteria lines, but many students do not get to school in time to get to the cafeteria for breakfast. The Child Nutrition coordinator established some pilot programs to try to increase breakfast participation, such as a “grab-and-go” at the high school, where students can pick up a breakfast meal in a sack in the patio area without having to go to the cafeteria. The district should analyze its operation and reduce staff or increase breakfast meal participation.

GENERAL INFORMATION

- San Elizario ISD is in El Paso County, 15 miles southeast of the City of El Paso. The district encompasses a small unincorporated area of about 16 square miles and is adjacent to the Rio Grande River.
- SEISD has a property value of \$25,166 per student, which is approximately one-tenth of the state average, and it ranks 1,030th in the state.
- As a property poor district, SEISD receives 86.2 and 6.5 percent of its revenues from the state and local funding respectively, compared to the state averages of 43.5 and 55 percent.
- SEISD serves 3,780 students in 7 schools. The district is slowly but steadily growing at about 1 percent per year.
- Enrollment is almost entirely Hispanic, comprising 99 percent of the total student enrollment in 2004–05.

- According to district data, 96.2 percent of the students are economically disadvantaged, and 52.6 percent are classified as Limited English Proficient (LEP).
- The 2005 Adequate Yearly Progress (AYP) data shows that the primary school campuses all meet AYP, while the middle school and the high school do not.
- Fifty percent of SEISD students pass all TAKS tests they take, which places the district 18 percent below the state average of 68 percent.
- In 2003–04, TEA rated the district as Academically Acceptable, with one school receiving a Recognized rating, four receiving an Academically Acceptable rating, and two not rated.
- The district has 614 employees, of which 240 are teachers.
- The superintendent is Dr. Michael Quatrini, who has served the district in that capacity for over 10 years.
- Senator Frank Madla and Representative Chente Quintanilla represent SEISD.

SCHOOLS

- Loya Primary
- Alarcon Elementary
- Borrego Elementary
- Sambrano Elementary
- Garcia-Enriquez Middle School (renamed in August 2005)
- San Elizario High School
- Excell Academy (Alternative School)

FINANCIAL DATA

- Total 2003–04 actual expenditures: \$32,368,134, or \$8,727 per student.
- Fund balance: 9.4 percent or \$2,599,339 of 2003–04 total budgeted expenditures.
- 2004 Adopted Tax Rate: \$1.572 (\$1.500 Maintenance and Operations and \$0.072 Interest and Sinking).
- Total Property Wealth was \$101,785,692, and the Property Wealth per Student was \$27,078.
- SEISD spends 52.1 percent of its actual operating expenditures on instruction, which is below the state average of 57.9 percent.

The chapters that follow contain a summary of the district’s accomplishments, findings, and numbered recommendations. Detailed explanations for accomplishments and findings/recommendations follow the summary and include fiscal impacts. Each recommendation also lists the page number that corresponds to its detailed explanation.

At the end of the chapters, a page number reference identifies where additional general information for that chapter’s topic is available. Each chapter concludes with a fiscal impact chart listing the chapter’s recommendations and associated savings or costs for 2006–07 through 2010–11.

Following the chapters are the appendices that contain general information, comments from the Community Open House and the results from the district surveys conducted by the review team.

The table below summarizes the fiscal implications of all 38 recommendations contained in the report.

FISCAL IMPACT

	2006–07	2007–08	2008–09	2009–10	2010–11	TOTAL 5-YEAR (COSTS) SAVINGS	ONE TIME (COSTS) SAVINGS
Gross Savings	\$734,148	\$734,148	\$734,148	\$734,148	\$734,148	\$3,670,740	\$0
Gross Costs	(\$113,864)	(\$369,933)	(\$305,327)	(\$44,039)	(\$240,005)	(\$1,073,168)	(\$3,471)
Total	\$620,284	\$364,215	\$428,821	\$690,109	\$494,143	\$2,597,572	(\$3,471)



Chapter 1

Educational Service Delivery

San Elizario Independent School District

CHAPTER 1. EDUCATIONAL SERVICE DELIVERY

A district's instructional program along with its allocation of resources determines the extent to which it meets the educational needs of its students. A well designed and managed process for directing instruction, collecting assessment data to evaluate and monitor programs, and providing the resources needed to support educational efforts is essential if a district is to meet the needs of its students.

The San Elizario Independent School District (SEISD) is located in El Paso County approximately 15 miles southeast of the city of El Paso near the U.S./Mexico border. In 2004–05, SEISD served 3,759 students in seven schools. Students are predominantly Hispanic, comprising 99.0 percent of the total student enrollment in 2004–05. More than 95 percent are economically disadvantaged and 52.6 percent have limited English proficiency (ELL). The district is part of Regional Education Service Center XIX (Region 19), located in El Paso.

SEISD received an *Academically Acceptable* rating for 2005 from the Texas Education Agency (TEA). Five schools received an *Academically Acceptable* rating, and two schools were not rated. Under the accountability provisions in the No Child Left Behind (NCLB) Act, the federal government evaluates all public school campuses, school districts, and the state for Adequate Yearly Progress (AYP). The 2005 AYP data shows that the district and all the elementary schools met AYP. The high school and middle school did not meet AYP.

ACCOMPLISHMENTS

- SEISD used an effective process to develop a comprehensive scope and sequence guide for reading pre-kindergarten through eighth grade to guide consistent instruction and provide a tool for principals to monitor instruction.
- SEISD's Department of Planning and Instruction aligned district professional development programs to support district initiatives and academic priorities.
- SEISD developed partnerships with Region 19 and the University of Texas at El Paso to provide professional development opportunities specifically designed to enhance student performance.

- SEISD provides enrichment opportunities for Career and Technology Education (CTE) students to compete at the district, state, and national levels.
- SEISD developed an active Health Advisory Council that provides health information to the community and recommends programs to support a safe and healthy lifestyle for students, parents, educators, and community members.
- SEISD made its libraries primary focal points for community involvement and outreach.

FINDINGS

- While SEISD implemented several initiatives focused on improved student performance, it lacks an adequate and consistent approach to support continuous improvement in student performance.
- SEISD does not have scope and sequence documents for all grade levels in all core subject areas to provide teachers with guidance for teaching the Texas Essential Knowledge and Skills (TEKS), the state-required standards.
- SEISD lacks an adequate process for evaluating its bilingual/English as a second language (ESL) program.
- SEISD has a weak process to evaluate the state compensatory education (SCE) and federal Title I programs that target students at risk of failure to complete school.
- SEISD has not maximized its ability to prepare students for taking Advanced Placement (AP) courses and tests that can result in college credit.
- The SEISD counseling and guidance program does not have a process to ensure that it assigns instructional units vertically and horizontally so that all students benefit from the curriculum and that it reduces redundancies.

RECOMMENDATIONS

- **Recommendation 1: Implement a systemic approach to instructional delivery that requires central office instructional support staff, principals,**

and teachers to work collaboratively to develop and achieve goals. While SEISD implemented several initiatives focused on improved student performance, it lacks a systemic approach to support continuous improvement in student performance. The systemic approach should include data disaggregation, district benchmarks aligned to district curriculum, instructional focus, assessment, remediation or enrichment, and monitoring. Additionally, central administration should provide principals ongoing professional development to help them be effective instructional leaders.

- **Recommendation 2: Develop scope and sequence documents, pacing calendars, and frequent formative assessments for all SEISD core courses.** Completed scope and sequence documents with pacing calendars will provide consistent guidelines for instructional delivery. Frequent formative assessments will help teachers and principals monitor how well students are learning the TEKS objectives and make adjustments to instruction as necessary. The district should also implement a process for updating the scope and sequence documents based on changes in state TEKS and SEISD student performance.
- **Recommendation 3: Establish and implement a process for continuous evaluation of the bilingual/ESL program to ensure that the instructional delivery model effectively meets student needs.** The bilingual/ESL program should be modified, as needed, to ensure that students are learning the TEKS and acquiring proficiency in English. The director of bilingual/ESL should work with central office staff and campus principals to determine an appropriate process for evaluating the district's bilingual/ESL program. The evaluation process should be comprehensive and identify both strengths and areas for improvement.
- **Recommendation 4: Strengthen the process used to evaluate the district's state compensatory education and Title I funded programs.** Comprehensive program evaluation of these programs will provide the district with data for making program improvements to better meet the needs of students who are at risk of failure to complete school.
- **Recommendation 5: Implement a Pre-Advanced Placement program for secondary students beginning in the seventh grade.** The assistant superintendent of Planning and Instruction should work

with middle school and high school to establish a plan for implementing Pre-AP courses in the middle school for 2006–07. The district should ensure that teachers attend Pre-AP training in order to acquire necessary knowledge and skills for teaching advanced courses.

- **Recommendation 6: Develop curriculum guides for elementary and secondary counselors to use in defining and directing instruction for the guidance and counseling program.** The district should follow *A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools* as a guide to develop the scope and sequence of instructional objectives for all grades. Counselors should develop student competencies as the basic framework for curriculum development and define student expectations and counseling objectives for students in SEISD.

DETAILED ACCOMPLISHMENTS

SCOPE AND SEQUENCE GUIDES FOR READING

SEISD used an effective process to develop a comprehensive scope and sequence guide for pre-kindergarten through eighth grade reading to guide consistent instruction and provide a tool for principals to monitor instruction. In 2004, the instructional facilitator for reading worked with groups of reading teachers from pre-K through eighth grade to develop a comprehensive scope and sequence guide that includes strategies for teaching the curriculum.

The scope and sequence guide is aligned to the Texas Essential Knowledge and Skills (TEKS), the state-defined learning objectives. Approximately 20 SEISD teachers representing all elementary and middle school campuses worked on this project. They met over the course of a year, including the summer, to develop the reading curriculum. The resulting document provides reading teachers from pre-K through eighth grade direction as to when to teach each objective. The instructional facilitator developed training to familiarize all reading teachers with the scope and sequence document and strategies for delivering instruction. Teachers receive CDs containing the scope and sequence document as well as the research on which it is based.

The reading scope and sequence document assures that students are taught skills in a consistent manner and allows the district to confirm that instruction is aligned to state standards. Additionally, it provides a standard for principals to use in monitoring instruction.

PROFESSIONAL DEVELOPMENT FRAMEWORK

SEISD's department of Planning and Instruction aligned district professional development programs to support district initiatives and academic priorities. This comprehensive plan centers professional development on student learning goals and is geared to improve teacher practice and student achievement. For 2005–06, the department of Planning and Instruction developed a process for aligning professional development activities to support district curriculum initiatives. Through identification of a district focus and academic priorities, program directors and coordinators worked collaboratively to create a framework to coordinate all district-designed professional development activities.

The assistant superintendent for Planning and Instruction, who assumed the position in April 2005, said that a challenge faced in the new position was a lack of focus by department staff in providing professional development. Student performance data was not used consistently in designing teacher training programs. The assistant superintendent is working to align professional development programs with curriculum initiatives related to student performance. As a first step, program directors and coordinators of Planning and Instruction worked collaboratively to identify district priorities and determine needed professional development for each program area for 2005–06. Their goal is to align trainings to support the district focus and identified needs related to low student performance. They created a month-by-month framework to align professional development activities for all content areas and to schedule sessions based on what staff felt could be accomplished each month.

The assistant superintendent for Planning and Instruction said that the process was the first step in developing a district plan for professional development. Principals reviewed the framework and provided feedback to the department. The department made revisions and the framework is serving as a work in progress for 2005–06.

PROFESSIONAL DEVELOPMENT PARTNERSHIPS

SEISD developed partnerships with Region 19 and the University of Texas at El Paso (UTEP) to provide professional development opportunities specifically designed to enhance student performance.

Through collaborative efforts with outside agencies, the district has been able to provide teachers extensive training in several academic areas with a focus on the academic needs of district students.

The district collaborated with UTEP to support a reading initiative at one elementary school. The initiative involved the implementation of a special reading program and included ongoing professional development with university professors. To address math and science needs, SEISD collaborates with UTEP in a Math and Science Collaborative. For 2004–05, the program focused on math and science instruction at the high school. SEISD and UTEP implemented the math/science collaboration in the middle school in 2005–06.

In 2005–06, SEISD collaborated with Region 19, UTEP, and other local school districts, to write a grant through the Texas Regional Collaborative for Excellence in Science Teaching. The collaborative effort was successful in obtaining the two-year grant, which is in effect from September 1, 2005 through July 31, 2007. The grant provides the Region 19 area school districts with \$500,000 over the next two years to establish a sustainable system of professional development for teachers of science, which will capitalize on community partnerships in order to meet the diverse learning needs of students.

Through collaboration with educational entities, SEISD supports continuous learning for teachers that focuses on improved student performance. Teachers receive extended learning opportunities designed to enhance instruction and impact student learning.

CAREER AND TECHNOLOGY EDUCATION (CTE) COMPETITION OPPORTUNITIES

SEISD provides enrichment opportunities for CTE students to compete at the district, state, and national levels. It provides CTE students with quality educational experiences in leadership, teamwork, citizenship, and character development, and promotes the understanding of the free enterprise system and involvement in community service activities through participation in SkillsUSA. The opportunity to participate in this organization builds and reinforces self-confidence, work attitudes, and communication skills.

SkillsUSA is a national organization serving high school and college students and professional members enrolled in training programs in technical, skilled, and service occupations, including health occupations. The organization sponsors local, state, and national competitions in which students demonstrate occupational and leadership skills.

In 2004–2005, SEISD had 78 entries in district competition with this organization. Of those 78 entries, 45 qualified for state competition. At state competition, three students qualified for national competition. Two of those students

competed through the Health Occupations Students of America (HOSA). It was only the third year for the SEISD HOSA program competition.

HEALTH ADVISORY COUNCIL

SEISD developed an active Health Advisory Council that provides health information to the community and recommends programs to support a safe and healthy lifestyle for students, parents, educators, and community members.

Its primary responsibility is to inform itself on health issues and communicate strategies for integrating school health services, guidance and counseling services, school and employee wellness, and safe and healthy school environments. The Health Advisory Council is a state-mandated initiative established in 1996. The group meets monthly and its membership includes parents, district representatives, community members, Region 19 staff, local businesses, local health agencies, and law enforcement.

District administrators said that SEISD’s Health Advisory Council is one of the most active in their region of the state. SEISD administrative staff develops meeting agendas with input from committee members, community agencies, and district employees and includes information relevant to the student and community population as well as legislative updates. The council then makes informed decisions about what health information to disseminate to the community at large and determines if new programs should be implemented. If new programs are recommended, campus representatives on the council work with teachers and staff to develop and implement the programs. **Exhibit 1–1** lists some of the topics and programs that have been presented at various campuses.

SEISD membership on the council includes a representative from every campus, school administrators, counselors, a social worker, parent liaisons, the athletic director, and the child nutrition coordinator. A review of attendance rosters indicates that the council has approximately 40 members with an average attendance of 15–20 members each month.

Through its Health Advisory Council, SEISD promotes a healthy lifestyle in a community that might not otherwise have access to health information.

LIBRARIES OPEN TO THE COMMUNITY

SEISD made its libraries primary focal points for community involvement and outreach. Since there are no public libraries in San Elizario, SEISD opened its libraries to the community. All libraries provide extended hours of operation for public access and include resource materials for parents. The hours

**EXHIBIT 1–1
SEISD HEALTH ADVISORY COUNCIL PROGRAMS
2004–05**

PROGRAM CLASSIFICATION	PROGRAM /TOPIC
Character Education	• Character Counts
Sexual Health	• Sex Can Wait (Abstinence) • Change Makers (Adolescents) • Two Should Know (Adolescents)
Health and Nutrition	• Elementary Nutrition Policy • The Great Body Shop • CATCH • Paso Del Norte Foundation Regional Reports - Effects of Smoking, Youth At Risk • Que Sabrosa Vida • Local Wellness Policy
Guidance and Counseling	• Connect With Kids • Bullying Prevention
Title IV Safe and Drug Free Schools	• District and Campus Activities • Drug Awareness and Violence Education
Regional Conference Information/Program	• Participation at Healthy Kids Conference

SOURCE: SEISD At-Risk coordinator.

of operation for the high school library are 7:30AM to 4:30PM, with all other libraries operating from 7:00AM to 4:00PM. Staffing is accomplished through staggered workday hours for librarians and library assistants. According to the high school principal, a library currently under construction will serve as the high school/community library. The new library will have extended hours and be open on Saturdays as well. Staffing for Saturday hours will be worked out through the flexible scheduling of all librarians. The new library will include computers, wireless support and online access, meeting rooms, resources for student graduates, and services for the community.

Current library programs are designed to provide appropriate learning activities for students and simultaneously promote community outreach and involvement. For example, the district-wide Dr. Seuss celebration provided an opportunity for students to collect socks for the battered women’s shelter. The primary school collected money during 2004–05 to purchase books for donation to a community shelter. The middle school sponsors student projects commemorating events such as El Día de Los Muertos (The Day of The Dead) that are dependent upon parent and community involvement.

District librarians design activities for the specific purpose of involving parents in the activities of the school. Many of

the libraries provide free parenting materials and collaborate with teachers to plan for parenting sessions. The primary school conducts parenting sessions that are library specific and provides an introduction to the library. Parents are then welcome to access library resources including the use of the Internet and other available technology once an internet use agreement is completed.

According to librarian interviews, librarians across the district work collaboratively as a cohesive group to share ideas and develop projects targeting community involvement. All librarians serve on their respective site-based decision-making committees. They meet with grade level teams and the campus technology committee to collaboratively design programs to increase parental and community participation.

By opening its libraries to the general public, the district provides a needed community service and promotes community involvement.

DETAILED FINDINGS

APPROACH TO INSTRUCTION (REC. 1)

While SEISD implemented several initiatives focused on improved student performance, it lacks an adequate and consistent approach to support continuous improvement in student performance. The district has used a decentralized approach that gives principals significant autonomy in determining what curriculum to use, and in monitoring and modifying instructional delivery to ensure student success on their particular campuses. Until 2005–06, under the direction of a new assistant superintendent for Planning and

Instruction, central administration had not provided much direction or support to campus principals. This approach has contributed to inconsistent student performance across subject areas and grade levels as measured by the Texas Assessment of Knowledge and Skills (TAKS).

Exhibits 1–2 through **1–4** show student performance on TAKS by grade level and subject area from 2002–03 through 2004–05. School districts have the option of administering the TAKS to English Language Learner students in either English or Spanish up through the fifth grade. (The passing rates for students who took the test in Spanish are included in another finding.) **Exhibit 1–2** compares the TAKS (English version) passing rates for the elementary grades in reading, math, writing and science from 2002–03 through 2004–05. In the third grade, more than 90 percent of the students passed the reading and math exams for all three years, with the exception of math with a 68 percent passing rate in 2004–05. In fourth grade, reading passing rates decreased almost 10 percentage points; math passing rates remained stable; and writing passing rates increased by eight percentage points. In the fifth grade, the reading scores dropped from 82.5 percent to 76 percent, then improved to a 90 percent passing rate. The fifth grade math scores also dropped in 2003–04 and then increased in 2004–05. The science scores stayed relatively low for the three years with a 65 percent passing rate in 2004–05. The district’s science scores are well below the reading, math and writing scores as is reflective of the state as a whole.

EXHIBIT 1-2 TAKS FOR GRADES 3 THROUGH 5 READING, MATH, WRITING, AND SCIENCE PERCENTAGE MEETING STANDARDS (ENGLISH VERSION) 2002-03 THROUGH 2004-05

GRADE LEVEL	READING			MATH		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
3	93.3%	92.0%	94.0%	95.0%	94.0%	68.0%
4	88.8%	77.0%	79.0%	83.8%	86.0%	84.0%
5	82.5%	76.0%	90.0%	88.3%	82.0%	93.0%
GRADE LEVEL	WRITING			SCIENCE		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
3	N/A	N/A	N/A	N/A	N/A	N/A
4	80.9%	92.0%	89.0%	--	--	--
5	N/A	N/A	N/A	66.9%	67.0%	65.0%

NOTE: N/A means the subjects were not tested in these grades.

SOURCES: Texas Education Agency, Academic Excellence Indicator System (AEIS), 2002–03, 2003–04 and 2004–05.

Exhibit 1–3 shows the passing rates in the core subject areas for the middle school grades (6–8) from 2002–03 through 2004–05. In the sixth grade, math scores declined by 37.8 percentage points from 2002–03 to 2004–05. In seventh grade, passing rates in reading, math, and writing increased in 2003–04 and then decreased significantly in 2004–05. In reading and math, the passing rates of 63 percent and 41 percent were below the 2002–03 scores. In eighth grade, there was a steady decline in passing rates for reading, math, and science, with significant declines in reading and math. In reading, scores dropped from 74.9 percent to 65.0 percent and in math, scores dropped from 51.9 percent to 24.0 percent.

Exhibit 1–4 compares SEISD’s high school TAKS passing rates by grade level and subject area. From 2002–03 to 2004–05, the ninth grade reading scores increased from 58.9 percent to 63.0 percent and the math scores declined from 34.1 percent to 26.0 percent. In tenth grade English/language arts, the overall increase was slight, but the drops in math and science scores are significant. The scores in math decreased from 65.8 percent to 35.0 percent and in science, the scores decreased from 59.4 percent to 25.0 percent. In the eleventh grade English/language arts there was a steady and significant increase in passing rates with an overall increase of 19.7 percentage points. There were also increases in math and science scores of 17.3 and 20.7 percentage points, respectively.

Overall, passing rates in the core content areas are significantly higher at the elementary schools than at the secondary

schools. The superintendent, assistant superintendent for Planning and Instruction, instructional facilitators, principals, counselors, and teachers attributed the inconsistency in student performance to several factors including the following:

- A decentralized curriculum management process in which each principal had extensive autonomy to implement a curriculum at their school.
- No systemic process to monitor accomplishment of TEKS objectives. While the district had purchased curricula, it was not consistently used, and test data was not provided to teachers to enable them to analyze student deficiencies.
- Significant turnover in principals, which contributed to constant changes in curriculum initiatives. District administrators said that student assessment data guided changes in curricula at the schools.

In sum, the district does not have scope and sequence guides for all content areas and grade levels, and it does not have a systemic process for helping principals develop as instructional leaders.

A systemic approach to student performance includes a district vision for student performance that requires central office instructional support staff and principals and teachers to work together to see that it is achieved. The components of a systemic approach to improving student performance include: data disaggregation, district benchmarks aligned to district curriculum, instructional focus, assessment,

**EXHIBIT 1–3
TAKS FOR GRADES 6 THROUGH 8
READING, MATH, WRITING, AND SCIENCE
PERCENTAGE MEETING STANDARDS
2002–03 THROUGH 2004–05**

GRADE LEVEL	READING			MATH		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
6	70.4%	72.0%	70.0%	77.8%	63.0%	40.0%
7	69.9%	75.0%	63.0%	53.8%	57.0%	41.0%
8	74.9%	72.0%	65.0%	51.9%	35.0%	24.0%
GRADE LEVEL	WRITING			SCIENCE		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
6	N/A	N/A	N/A	N/A	N/A	N/A
7	61.2%	88.0%	79.0%	--	--	--
8	N/A	N/A	N/A	87.4%	76.0%	77.0%

NOTE: N/A means the subjects were not tested in these grades.

SOURCES: Texas Education Agency, AEIS, 2002–03, 2003–04 and 2004–05.

**EXHIBIT 1-4
TAKS FOR GRADES 9 THROUGH 11
READING/ENGLISH/LANGUAGE ARTS, MATH, WRITING, SCIENCE, AND SOCIAL STUDIES
PERCENTAGE MEETING STANDARDS
2002-03 THROUGH 2004-05**

GRADE LEVEL	READING/ENGLISH/LANGUAGE ARTS			MATH		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
9	58.9%	63.0%	63.0%	34.1%	41.0%	26.0%
10	45.1%	57.0%	48.0%	65.8%	54.0%	35.0%
11	63.4%	77.0%	83.0%	58.7%	83.0%	76.0%

GRADE LEVEL	SCIENCE			SOCIAL STUDIES		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
9	N/A	N/A	N/A	N/A	N/A	N/A
10	59.4%	49.0%	25.0%	80.4%	75.0%	61.0%
11	46.1%	79.0%	67.0%	88.1%	90.0%	90.0%

NOTE: N/A means the subjects were not tested in these grades.

SOURCES: Texas Education Agency, AEIS, 2002-03, 2003-04 and 2004-05.

remediation or enrichment, and monitoring. **Exhibit 1-5** details such an approach.

Research suggests that instructional leadership is of the utmost importance as principals form the core of educational service leadership in school districts. Over the past two decades, the role of the principal has changed from that of a building manager who makes sure that schedules are met, the school is maintained, and that discipline is properly enforced to an education leader responsible for consistency of curriculum implementation on the campus, the quality of the instruction in the classroom, and student performance.

SEISD should implement a systemic approach to instructional delivery that requires central office instructional support staff, principals and teachers to work collaboratively to develop and achieve goals. The systemic approach should include data disaggregation, district benchmarks aligned to district curriculum, instructional focus, assessment, remediation or enrichment, and monitoring. Additionally, central administration should provide principals ongoing professional development to help them be effective instructional leaders. The district should explore partnerships with the University of Texas at El Paso to work with principals on leadership development. The cost of the program will vary depending on program design and the collaboration possible between the university and the district. The district can implement these programs by redirecting existing professional development expenditures or by using Title II funding.

SCOPE AND SEQUENCE DOCUMENTS (REC. 2)

SEISD does not have scope and sequence documents for all grade levels in all core subject areas to provide teachers with guidance for teaching the TEKS, the state-required standards. Scope and sequence documents provide a list of learning objectives for each subject arranged by six- or nine-week grade reporting periods. With the exception of the pre-K through eighth grade reading curriculum, SEISD has no consistent guide for teaching courses. According to the district administrators, each campus has run autonomously with little direction from the central office.

SEISD also lacks pacing calendars and benchmarks for defined instructional periods. Pacing calendars help teachers determine when to teach specific objectives and benchmarks assess student mastery of the objectives for each defined period. The district does conduct a district-wide mock TAKS.

According to the assistant superintendent of Planning and Instruction, the district purchased curriculum documents from Region IV during 2004-05, but the principals did not consistently implement this curriculum because it was not aligned with the district needs or materials.

The assistant superintendent said the district plans to follow the design model used to develop the pre-K-8 reading guide to develop curriculum documents for all content areas and grades. The next step is for the instructional facilitators to work with the math teachers to develop a comprehensive scope and sequence guide, however this has not yet occurred.

**EXHIBIT 1-5
ELEMENTS OF A SYSTEMIC APPROACH TO CONTINUOUS STUDENT ACHIEVEMENT**

SYSTEM ELEMENT	CENTRAL OFFICE ACCOUNTABLE FOR	PRINCIPAL ACCOUNTABLE FOR	SHARED RESPONSIBILITY	DESIRED OUTCOME
Instructional leadership	Provide curriculum aligned to TEKS objectives and strategies for teachers to use to accomplish those objectives	Serve as an instructional leader to assist teachers in implementing the curriculum and being able to monitor its implementation	Monitor application of curriculum, identify where teachers need assistance/staff development, and provide feedback	Teachers have tools to focus on student achievement, principals assume role of instructional leadership on campus, and central office provides needed support
Instructional focus	Develop district plan that reflects goals for instructional effectiveness	Teachers document test objectives; targeted and collaborative grade level planning occurs	Monitor implementation of campus instructional focus	Daily focus on TEKS integrated in all content areas
TAKS scores	Provide disaggregated test data to campuses	Review district and campus data, provide reports to campus departments and teachers, and review objectives ranking from weakest to strongest	Use test data in formulating district and campus plans, communicate these plans to parents and students, and align curriculum vertically and horizontally	Data drives decisions and district and campus plans focus on each sub-group with specific objectives
Instructional timeline	Develop district benchmark timelines, which correspond to district curriculum	Develop grade-level calendars in reading, math, and writing at the beginning of each grading period that identify weak/strong objectives	Provide staff development and necessary support materials	Instruction aligned with district assessment, benchmark Objectives, calendars, and schoolwide low-to-high objectives
Assessment	Prepare and disseminate benchmark tests and provide test results to campuses	Administer benchmark tests, use tests for planning for instruction, and conduct conferences with students based upon previous year results	Review benchmark results with teachers	Benchmark results discussed and plans and strategies revisited for effectiveness
Tutorials for non-mastery students and enrichment for mastery students	Allocate funds for tutorials	Design tutorials for non-mastery students, design enrichment for master students, and communicate plan to parents	Monitor implementation of tutorials and enrichment	Increase passing rate of non-mastery students and expand curriculum for mastery students
Maintenance and reteaching	Assist with gathering instructional resources	Document maintenance and reteaching lessons in lesson plans	Monitor implementation of maintenance and teaching instruction and activities	Improved performance on specific objectives
Monitoring	Visit classrooms and conduct benchmark conferences with principals	Visit classrooms and conduct focused meetings with teachers, teams, and departments	Monitor the implementation of the campus initiative	Discuss problems and successes in administrative workshops

SOURCES: Assistant superintendent for Curriculum and Instruction, Galveston ISD, and contracted vendor.

Some school districts pay teachers a stipend to work a few weeks during the summer to develop scope and sequence guides. For example, Rockwall ISD (RISD) used small teams of vertically aligned teachers (teachers assigned to consecutive grade levels such as 3, 4, and 5) to create complete sets of TEKS-aligned scope and sequence documents for the

different subject areas. Teachers worked after school and in the summer for extra-duty pay to complete the sequences. RISD spread the work project over several years to lighten the burden on the district’s annual budget. The scope and sequence documents ensure that objectives are not re-taught year after year, that students receive instruction in the

objectives in sequences that are meaningful, and that students in the same grades across campuses are learning the same objectives. The district gives each teacher a scope and sequence document for their grade level along with scope and sequences for the grade below and the grade above. It has also developed pacing calendars.

SEISD should develop scope and sequence documents, pacing calendars, and benchmarks for all SEISD core courses. Completed scope and sequence documents with pacing calendars will provide consistent guidelines for instructional delivery. Benchmarks will help teachers and principals monitor how well students are learning the TEKS objectives and make adjustments to instruction as necessary. The district should also implement a process for updating the scope and sequence documents based on changes in the statewide TEKS and SEISD student performance.

SEISD should first develop a schedule for completion of scope and sequence guides for all core content areas and all grades. Central and campus administrators should collaboratively select vertically aligned teams of teachers to work on each of the sequences. During 2005–06, SEISD should write scope and sequence documents and develop pacing calendars for math and science K–8; scope and sequence documents and pacing calendars for English/language arts, math, and science 9–12; benchmark assessments for K–12 reading, language arts, and math. In 2006–07, teams of teachers should develop K–12 social studies scope and sequence guides and pacing calendars and benchmark assessments for K–12 science and social studies. The total cost for the development of scope and sequence documents, pacing calendars, and assessments is estimated at \$27,600. Teams should use a paid professional development day to review and make adjustments to the documents annually.

The fiscal impact is based on the following:

- In 2006–07: Develop math and science curriculum, including pacing calendars for grades K–8. This would include two days of curriculum writing per subject with a total of 12 teachers for four days at \$115 per day (\$100 stipend x 15 percent in benefits) for a total of \$5,520 (12 teachers x 4 days x \$115 = \$5,520). The curriculum writing team would include one teacher from each grade of K–5 and two teachers from each of the grades 6–8.
- In 2006–07: Develop English/language arts, math, and science curriculum, including pacing calendars for grades 9–12. This would include four days of curriculum writing

with a total of 12 teachers. Each teacher would receive a stipend of \$115 per day (\$100 stipend x 15 percent in benefits) for a total of \$5,520 (12 teachers x 4 days x \$100 per day = \$5,520).

- In 2006–07: Develop benchmark assessments for reading, language arts, and math. Involve 12 teachers representing grades K–12 for four days at \$115 per day (\$100 stipend x 15 percent in benefits) for a total of \$5,520 (12 teachers x 4 days x \$115 per day = \$5,520).
- For 2007–08: Involve 12 teachers in the writing of social studies curriculum for grades K–12. This would include four days of curriculum writing with a total of 12 teachers. Each teacher would receive a stipend of \$115 per day (\$100 stipend x 15 percent in benefits) for a total of \$5,520 (12 teachers x 4 days x \$115 per day = \$5,520).
- For 2007–08: Develop benchmark assessments for science and social studies. Involve 12 teachers representing grades K–12 for four days at \$115 per day for a total of \$5,520 (12 teachers x 4 days x \$115 per day = \$5,520).

The total fiscal impact for this recommendation is estimated at \$27,600. The cost would be \$16,560 in 2006–07 and \$11,040 in 2007–08.

BILINGUAL/ESL PROGRAM EVALUATION (REC. 3)

SEISD lacks an adequate process for evaluating its bilingual/ESL program. Since implementing the current bilingual/ESL program in 1996, the district has not conducted a comprehensive evaluation of the program. As a result, the district has not determined the effectiveness of the program's instructional design or gained direction for program improvements.

The superintendent said that student performance on TAKS and the small number of students who were exiting the bilingual program led to an informal assessment of the bilingual program in fall 2003. According to the superintendent, students in the bilingual program who had attended SEISD schools from K–5 were identified for the evaluation. Data revealed that approximately 70 percent of the identified students in 2003 remained in the bilingual program at the end of fifth grade. In 2004–05, 53 percent of the district students were identified as limited English proficient (ELL) and 21.6 percent were in bilingual/ESL programs.

SEISD implemented a bilingual immersion program in 1996 as the instructional model to meet the needs of limited English proficient students in pre-kindergarten through sixth grade. The immersion program is anchored on thematic instruction, which incorporates a sheltered English-language approach and includes a native language development component. According to the district plan for bilingual education, the program is designed for students to acquire sufficient comprehension, fluency, and literacy skills in English within four to six years to succeed in the general English curriculum. In this instructional design, English is used as the language of instruction with Spanish used to mediate when necessary. The students’ first language is used daily and strengthened through a rigorous native language component (Spanish language arts). Specific time allotments are established in the district plan to meet individual student needs during the Spanish language arts component: 120 minutes for beginners, 90 minutes for intermediate, and 60 minutes for advanced students. The sheltered English instructional component groups students for instruction and uses special strategies to facilitate cognitive development using English as the delivery medium.

District administrators and bilingual/ESL teachers expressed concerns that students who remained in the bilingual program through elementary school and took the Spanish version of the TAKS test were not prepared to enter middle school where only the English TAKS was permitted.

Exhibit 1–6 shows that in 2005, SEISD’s ELL students had TAKS pass rates in writing and math that are lower than the state and the region. **Exhibit 1–7** shows that the district’s ELL students have TAKS passing rates that are significantly lower than those of the student population as a whole.

Texas Administrative Code (TAC) 89.1201 states, “The goal of bilingual education programs shall be to enable limited English proficient students to become competent in the comprehension, speaking, reading and composition of the English language through the development of literacy and academic skills in the primary language and English. Such programs shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies as integral parts of the academic goals for all students to enable limited English proficient students to participate equitably in school. The goal of ESL programs shall be to enable ELL students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods.”

Regular and comprehensive evaluation is an important part of strengthening educational programs: it measures quality and provides direction for improvement. Programs should have measurable objectives and adequately define expected program outcomes. The Joint Committee on Standards for Educational Evaluation developed standards to guide the design, use, and critique of evaluations of educational programs, projects, and materials. Using these recommended standards, Spring ISD (SISD) created a five-year curriculum evaluation program. It includes two parts: an evaluation designed to improve the implementation of programs in progress and another designed to measure the merit of programs. The program evaluation process in SISD measures the following items:

- Degree of Program Implementation;
- Student Performance;
- Quality of Teacher Preparation and Development;

**EXHIBIT 1–6
ENGLISH LANGUAGE LEARNER STUDENTS MEETING TAKS (SUM OF ALL GRADES TESTED)
SEISD, REGION 19 AND STATE
2003–04 AND 2004–05**

SUBJECT	SEISD		REGION 19		STATE	
	2004	2005	2004	2005	2004	2005
Reading/English/Language Arts	51%	56%	53%	58%	52%	58%
Math	47%	45%	48%	51%	49%	54%
Writing	77%	67%	75%	76%	72%	74%
Science	23%	26%	23%	27%	21%	28%
Social Studies	38%	45%	43%	48%	46%	52%
All Tests	33%	32%	35%	38%	35%	39%

SOURCE: Texas Education Agency, AEIS, 2003–04 and 2004–05.

**EXHIBIT 1-7
SEISD STUDENTS MEETING TAKS
(SUM OF ALL GRADES TESTED)
ALL DISTRICT STUDENTS AND
ENGLISH LANGUAGE LEARNER STUDENTS
2003-04 AND 2004-05**

SUBJECT	ALL SEISD STUDENTS		SEISD ELL STUDENTS	
	2004	2005	2004	2005
Reading/English/ LanguageArts	65%	70%	51%	56%
Math	52%	51%	47%	45%
Writing	86%	82%	77%	67%
Science	44%	45%	23%	26%
Social Studies	66%	75%	38%	45%
All Tests	40%	40%	33%	32%

SOURCE: Texas Education Agency, AEIS, 2003-04 and 2004-05.

- Teacher Satisfaction and Concern;
- Use, the Quantity, and the Quality of Materials and Resources;
- Unintended Effects;
- Student, Parent, and Community Satisfaction; and
- Adequacy of Staffing, Facilities, and Equipment.

SISD reviews a select number of programs each year. These program evaluations identify strengths and concerns. Instructional and district administrative staff and the school board use evaluation results as the basis for program planning and revision. In addition to these evaluations, SISD evaluates programs periodically through surveys of parents, teachers, and students.

Establish and implement a process for continuous evaluation of the bilingual/ESL program to ensure that the instructional delivery model effectively meets student needs. The bilingual/ESL program should be modified, as needed, to ensure that students are learning the TEKS and acquiring proficiency in English. The director of bilingual/ESL should work with central office staff and campus principals to determine an appropriate process for evaluating the district's bilingual/ESL program. The evaluation process should be comprehensive and identify both strengths and areas for improvement. Specific attention should be given to how the district's bilingual immersion instructional model is delivered across classrooms and schools and the extent to which ELL students are learning the core subjects and English.

STATE COMPENSATORY/FEDERAL TITLE PROGRAMS EVALUATION (REC. 4)

SEISD has a weak process to evaluate the state compensatory education (SCE) and federal Title I programs that target students at risk of failure to complete school. It has not developed, implemented, or approved a policy or procedure to measure the individual effectiveness of the supplemental programs to ensure that the programs effectively meet student needs.

According to the director of Research and Development, the district has not conducted formal program evaluations of its SCE or Title I programs. Instead, the campus principals have been responsible for overseeing the programs in place at their schools. Beginning in 2005-06, the assistant superintendent of Planning and Instruction initiated an evaluation of the Title I reading teacher positions at Loya Primary and Alarcon and Sambrano elementary schools. Every six weeks the reading teachers are evaluated in the following areas:

- methods used for identifying struggling readers;
- daily schedule (including number of students in each class);
- documentation to support activities;
- staff development (the number of staff development sessions they present each month, number of teachers in attendance, and assessment of how the campus will benefit from the staff development); and
- overall effectiveness.

The assistant superintendent for Planning and Instruction has initiated coordination between Planning and Instruction and Research and Development. Beginning in 2005-06, the instructional facilitators are helping monitor programs and staff development implemented with federal and state compensatory funds. According to the director of Research and Development, this is a positive change because the budgeting of program dollars is more tightly aligned with student performance goals. This is a step in the right direction, however without a strong plan for ongoing evaluation of the supplemental programs the district is still unable to fully monitor and make improvements to programs to ensure that they are meeting student needs.

By using a continuous, systematic approach to program evaluation, Spring Independent School District (SISD) determines program effectiveness and modifies programs to address concerns. The district uses both process and outcome

evaluations: the process evaluation is designed to improve the implementation of programs in progress, and the outcome evaluation measures the merits of programs based on results. The board and administrators use the evaluation results for program planning and revision.

SEISD should strengthen the process used to evaluate its state compensatory and Title I funded programs. Comprehensive program evaluation of the SCE and Title I programs will provide the district with data for making program improvements to better meet the needs of students who are at-risk of failure to complete school.

PRE-ADVANCED PLACEMENT PROGRAM EXPANSION (REC. 5)

SEISD has not maximized its ability to prepare students for taking Advanced Placement (AP) courses and tests that can result in college credit. The district offers four Pre-AP classes beginning in the ninth grade and both Pre-AP and AP classes in the tenth through twelfth grades.

Exhibit 1–8 lists the district’s Pre-AP and advanced placement courses (AP) courses.

Many school districts offer Pre-AP classes beginning in middle school, so that students are prepared to enroll in AP classes in the ninth grade. By beginning the AP offerings in the ninth grade, school districts expand the opportunity for academically advanced students to progress through a series of AP classes to prepare for taking AP exams. In the twelfth grade, students have the opportunity to take AP examinations to place out of college courses.

**EXHIBIT 1–8
SEISD HIGH SCHOOL PRE-AP AND AP COURSES
2004–05**

GRADE	PRE-AP COURSES OFFERED	AP COURSES OFFERED
Grade 9	Pre-AP English I Pre-AP Algebra I Pre-AP Geometry Pre-AP Biology I	
Grades 10–12	Pre-AP Geometry Pre-AP Algebra II Pre-AP Pre Calculus Pre-AP English II Pre-AP Integrated Physics and Chemistry (IPC) Pre-AP Chemistry	AP Biology II AP Calculus AB AP Physics AP English III and IV AP Spanish /Language and Composition AP U.S. History

SOURCE: SEISD High School Course Selection Guide.

Over the five past years in SEISD, student interest in taking the AP exams has significantly fluctuated as indicated by the percentage of students taking the AP exams (**Exhibit 1–9**). In 2002–03, 11.8 percent of the student body took the exams, placing the district at the bottom compared to the peer districts, Region 19 and the state. Results in 2003–04 reversed that rate, when at 19.3 percent, SEISD exceeded the state, Region 19, and all but one of its peers in the percentage of students taking Advanced Placement exams.

In 2003–04, the SEISD percentage of all AP scores exceeding criterion and the percentage of students who took the test and met criterion dropped significantly from the percentages in 2002–03. In 2003–04, 17.6 percent of the total number of AP scores met criterion representing a significant decrease from the 55.7 percent of scores that met criteria in 2002–03 (**Exhibit 1–10**). The percentage was also significantly lower than Region 19 (32.9) and the state average (49.3). Criterion is set at a score of 3 out of 5. This is the AP score many colleges uses to grant credit for courses.

Conceptually, Pre-AP is based on two important premises. The first is the expectation that all students can perform at rigorous academic levels. This expectation should be reflected in curriculum and instruction throughout the school such that all students are consistently being challenged to expand their knowledge and skill to the next level. The second premise is the belief that schools can prepare every student for higher intellectual engagement by starting the development of skills and acquisition of knowledge as early as possible. Addressed effectively, the middle and high school years can provide a powerful opportunity to help all students acquire the knowledge, concepts, and skills needed to engage in a higher level of learning.

Some districts have a well-developed Pre-AP program beginning in seventh grade. For example, Allen ISD offers Pre-AP courses in science, math, and English to all seventh and eighth graders. This allows students the opportunities they need to acquire the concepts and skills that they need to engage in a higher level of learning.

SEISD should implement a Pre-AP program for secondary students beginning with seventh grade. A Pre-AP program will help students develop the skills and concepts needed to succeed in college. The assistant superintendent of Planning and Instruction should work with the principals of the middle and high schools to establish a plan for implementing Pre-AP courses in 2006–07. Principals will need to coordinate and provide leadership for dialogue among teachers selected to teach these courses. Teachers will need to participate in

**EXHIBIT 1-9
PERCENT STUDENTS TAKING ADVANCED PLACEMENT EXAMS
SEISD, PEER DISTRICTS, REGION 19, AND STATE
1999-2000 THROUGH 2003-04**

ENTITY	1999-2000	2000-01	2001-02	2002-03	2003-04
Hidalgo	29.8%	35.1%	45.0%	40.3%	36.7%
Santa Rosa	3.8%	14.7%	20.8%	22.9%	17.8%
Fabens	12.8%	17.0%	16.6%	16.1%	16.0%
Mercedes	9.7%	10.0%	7.7%	13.8%	10.1%
SEISD	8.5%	9.5%	16.2%	11.8%	19.3%
REGION 19	13.5%	14.5%	14.6%	14.7%	14.6%
STATE	12.7%	14.3%	15.0%	16.1%	17.4%

SOURCE: Texas Education Agency, AEIS, 2000-01 through 2004-05.

**EXHIBIT 1-10
SEISD, REGION 19, AND STATE PERFORMANCE ON ADVANCED PLACEMENT EXAMINATIONS
1999-2000 THORUGH 2003-04**

	1999-2000	2000-01	2001-02	2002-03	2003-04
PERCENT OF ALL AP SCORES EXCEEDING CRITERION					
SEISD	73.9%	86.7%	52.7%	55.7%	17.6%
Region 19	35.6%	33.7%	32.3%	32.5%	32.9%
State	53.9%	50.1%	52.9%	51.4%	49.3%
PERCENT OF AP EXAMINEES WITH SCORES EXCEEDING CRITERION					
SEISD	73.9%	92.6%	54.9%	65.9%	30.6%
Region 19	44.3%	42.3%	39.7%	40.6%	39.8%
State	57.9%	54.0%	56.8%	56.0%	53.9%

SOURCE: Texas Education Agency, AEIS, 2000-01 through 2004-05.

Pre-AP training offered by the College Board in order to be equipped with the necessary strategies and tools that they will need to engage students in the high-level learning required by Pre-AP. The cost of a 1-day workshop offered through the College Board is \$175 per participant. In order to assist schools with the development of quality programs, the Texas Education Agency reimburses districts up to an amount of \$450 per teacher for expenses accrued for Pre-AP/AP training. An increase in the Pre-AP offerings to middle school students will eventually lead to an increase in student demand for AP offerings at the high school.

SEISD should initially train science, math, and English teachers at both seventh grade and eighth grade (a total of six teachers) in Pre-AP strategies. Total registration for six teachers will be \$1,050 (\$175 x 6 teachers = \$1,050). The state will reimburse the district to cover expenses, which should make this training revenue-neutral for the district.

***GUIDANCE AND COUNSELING
CURRICULUM GUIDES (REC. 6)***

The SEISD counseling and guidance program does not have a process to ensure that it assigns instructional units vertically and horizontally so that all students benefit from the curriculum and that it reduces redundancies. Guidance instruction is not consistently aligned to program standards, and counselors are expected to interpret broadly stated objectives.

According to campus principals and the lead counselor, who also serves as the CTE coordinator, each campus determines its own curriculum. Counselors follow the scope and sequence included in A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools published by the Texas Education Agency. The document serves as the district's curriculum guide and includes guidance curriculum strands and student competences aimed at creating program balance. From this, each campus determines its individual curriculum topics and develops guidance and

counseling units to meet the needs of students. **Exhibit 1-11** outlines the program topics and units of study at each campus in SEISD.

Some school districts create curriculum guides to support the delivery of guidance and counseling services to students. Brownsville Independent School District developed and

**EXHIBIT 1-11
GUIDANCE AND COUNSELING PROGRAMS AND UNITS OF STUDY
2004-05**

SCHOOL	PROGRAM/TOPICS/UNITS OF STUDY
Loya Primary School	<ul style="list-style-type: none"> • Drug Awareness and Violence Education (DAVE) • Character Counts • Health Awareness • Red Ribbon Week • Great Body Shop • Career Awareness • Bullying • Good Drugs/Bad Drugs • Fire Safety
Alarcon Elementary School	<ul style="list-style-type: none"> • DAVE • Character Counts • Drug Awareness and Resistance Education (DARE) • Sex Can Wait • Project VIP • You Can Choose • Just Imagine • Did You Ever Wonder • Shining Stars • Character Development • Grandma’s Wisdom • Kids with Character • No Put Downs • Bully Free Classroom • Strong Kids Life Skills Program • Social Skills • Kelly Bear • Coping with Conflict • Aggression and Violence
Borrego Elementary School	<ul style="list-style-type: none"> • DAVE • Character Counts • DARE • Sex Can Wait • Rainbow Days • Kids Connection • Ram Resolutions Peer Mediation • B.O.M.B.S. Book of the Month: Borrego Style (Bibliotherapy) • Ram Patrol Safety Patrol • Ram Readers 5th Grade Mentor Program

EXHIBIT 1-11 (CONTINUED)
GUIDANCE AND COUNSELING PROGRAMS AND UNITS OF STUDY
2004-05

SCHOOL	PROGRAM/TOPICS/UNITS OF STUDY
Sambrano Elementary School	<ul style="list-style-type: none"> • DAVE • Character Counts • DARE • Sex Can Wait • Conflict Resolution • Bus/Fire Safety • Grandma Mary's Stranger Danger Program • Character Begins at Home • Family Frameworks • Puberty Class Presentations • Terrific Kids Awards • Wildcats with Character Awards • Paw with Pride Awards • Career Awareness Week • Red Ribbon Week • H.O.P.E. Mentoring Program (Healthy Options Practiced Everyday) • Book of the Month
San Elizario Middle School	<ul style="list-style-type: none"> • DAVE • Sexual Harassment • HIV • Criminal Justice Policy Brief/Panel Discussion • Drug and Alcohol Abuse Awareness • Bullying • Mother/Daughter, Father/Son • PEP/PRS • Teen Outreach Project • Vision and Sight • Immunization Clinic • Blood Drive • Mammograms • Flu Clinic • Safe School Drug Prevention/Awareness (Parents) • STD Presentation (Parents) • Aerobics for Parents
San Elizario High School	<ul style="list-style-type: none"> • Making College Count • Career Day • College Fair • Sure Score/Visions Program • Covey's 7 Habits for Teen Success • Establishing Healthy Teen Relationships • Stalking • Sexual Harassment

(Continued on next page)

**EXHIBIT 1-11 (CONTINUED)
GUIDANCE AND COUNSELING PROGRAMS AND UNITS OF STUDY
2004-05**

SCHOOL	PROGRAM/TOPICS/UNITS OF STUDY
San Elizario High School (Cont.)	<ul style="list-style-type: none"> • Bullying • Academic Guidance Presentations • Tutoring to Prepare for SAT/PSAT/ACT • Drug and Alcohol Prevention • Dual Credit • Personal Graduation Plans • Career Pathways
Excell Academy	<ul style="list-style-type: none"> • Skill Building Classes (Study Skills, Note Taking, Test Taking, Organizational Skills) • Relationship Concerns • Physical/Sexual/Emotional Abuse • Grief and Loss • Substance Abuse • Tips for Teens Pamphlets • Red Ribbon Week • Character Counts • DAVE • Quest Curriculum • Boys Town Curriculum • Harassment (Bullying, Conflict Resolution, Problem Solving, Anger Management, Respect for Diversity) • Coping with Stress (Reduction, Eating Disorders) • Personal Social Development (Self-Esteem, Ethics, Safety)

SOURCE: SEISD Lead Counselor and Campus Counselors.

implemented comprehensive curriculum guides that define what specific topics the counselors will teach, when the topics will be included in the instructional calendar, and suggested activities. With this framework for instruction, counselors can then create lessons in the order defined in the curriculum document. Curriculum guides for each elementary and secondary guidance program help districts ensure that curriculum standards and district-developed objectives are consistently taught across all schools. This vertical and horizontal alignment reduces gaps and redundancies in the instructional content for school guidance and counseling programs.

SEISD should develop curriculum guides for elementary and secondary counselors to use in defining and directing instruction for the guidance and counseling program. Guidance curriculum guides should include planned lessons including self-confidence development, motivation to achieve, decision-making and problem-solving skills, and

responsible behavior, which are cited in A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools. School counselors can teach all or some of the curriculum through direct instruction or can consult with teachers who integrate the curriculum into the classroom.

The assistant superintendent for Planning and Instruction should guide the process for developing curriculum guides for the elementary and secondary guidance and counseling program. A committee comprised of the CTE coordinator/lead counselor, the coordinator of At-Risk Programs, and elementary and secondary counselors should be appointed to develop the scope and sequence of instructional objectives for all levels of students. Using A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools as a guide, counselors can develop student competencies as the basic framework for curriculum development and define student expectations and counseling objectives for students in SEISD.

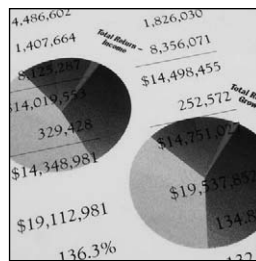
Using a committee of approximately four campus counselors, appointed by the assistant superintendent for Planning and Instruction, the district can use campus counselors and the CTE coordinator/Lead counselor to develop the curriculum guides. Counselors would be paid for work done throughout summer months until development is completed. Four counselors would be paid \$100 per day for five days of work provided during the summer. Based on this recommendation,

the cost for developing the curriculum guides is estimated at \$2,300: \$2,000 for stipends plus \$300 for benefits (\$100 per day x 15 percent x 5 days x 4 counselors = \$2,300).

For background information on Educational Service Delivery, see p. 107 in the General Information section of the appendices.

FISCAL IMPACT

RECOMMENDATION	2006-07	2007-08	2008-09	2009-10	2010-11	TOTAL 5-YEAR (COSTS) SAVINGS	ONE TIME (COSTS) SAVINGS
CHAPTER 1: EDUCATIONAL SERVICE DELIVERY							
1. Implement a systemic approach to instructional delivery that requires central office instructional support staff, principals, and teachers to work collaboratively to develop and achieve goals.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2. Develop scope and sequence documents, pacing calendars, and frequent formative assessments for all SEISD core courses.	(\$16,560)	(\$11,040)	\$0	\$0	\$0	(\$27,600)	\$0
3. Establish and implement a process for continuous evaluation of the bilingual/ESL program to ensure that the instructional delivery model effectively meets student needs.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4. Strengthen the process used to evaluate the district's state compensatory education and Title I funded programs.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5. Implement a Pre-AP program for secondary students beginning in seventh grade.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6. Develop curriculum guides for elementary and secondary counselors to use in defining and directing instruction for the guidance and counseling program.	\$0	\$0	\$0	\$0	\$0	\$0	(\$2,300)
TOTALS-CHAPTER 1	(\$16,560)	(\$11,040)	\$0	\$0	\$0	(\$27,600)	(\$2,300)



Chapter 2

Financial and Asset Management and Purchasing

CHAPTER 2. FINANCIAL AND ASSET MANAGEMENT AND PURCHASING

Texas school districts receive revenue from three primary sources: local sources (primarily property taxes), state funding, and federal program revenues. San Elizario Independent School District (SEISD) is a rural community about 20 miles east of the city of El Paso on the border of Mexico. The district derives 72 percent of its tax base from residential property. Compared to its peers, the district has the lowest percentage of business property values in its total taxable property pool – 9.8 percent.

The district is a property poor school district with a property value per student of \$25,166, which is approximately one-tenth of the state average, ranking them 1,030 out of 1,031 independent school districts in the state. As a property poor district, SEISD is the recipient of additional state funding under the current equalized system of funding and receives 86.2 and 6.5 percent of its revenues from the state and local funding respectively, compared to the state averages of 43.5 and 55 percent.

School districts adopt a tax rate each year for general operations and debt service. Calculation of this rate is dependent upon the certified tax roll the central appraisal district provides. According to state law, school districts are limited to a maintenance and operations tax rate of \$1.50. SEISD adopted the maximum tax rate allowed by law in 2002–03 and has not subsequently adopted a lower tax rate. SEISD has an overall tax collection rate of 96.9 percent.

SEISD's per student expenditures have increased 6.6 percent since 2000–01. The 2003–04 actual operating expenditure per student of \$6,896 is higher than the state average of \$6,002. During the same period, the federal funding per student has increased 230 percent, primarily due to changes at the federal level in the distribution of federal funds through the No Child Left Behind (NCLB) Act.

SEISD has a decentralized purchasing process with each district department administrator responsible for purchasing decisions. The director of Finance is responsible for approving purchase orders in the financial accounting system but has limited involvement in the procurement process prior to the purchase of goods. The department requesting the purchase develops and issues a Request for proposals (RFP), evaluates vendor responses to the RFP, and awards the contract to the winning vendor. There is no central bid process. SEISD operates a central warehouse for receiving

items the district orders for supply inventory. The warehouse supervisor also serves as the district textbook custodian and is responsible for ordering and coordinating the textbook inventory across the district.

ACCOMPLISHMENTS

- SEISD implemented an automated package tracking and delivery warehouse management system that streamlines the receiving process and provides efficient documentation.
- SEISD decreased its warehouse inventory over the last three years by \$38,825 with the implementation of Just-in-Time (JIT) Delivery.

FINDINGS

- SEISD lacks a process for ensuring that purchases of goods and services comply with board policies, district-purchasing procedures, and the Texas Education Code (TEC) competitive bid requirements.
- SEISD does not monitor the school Financial Integrity Rating System of Texas (FIRST) standards when developing the district's budget.
- SEISD lacks an effective procedure for ensuring board approval of purchases exceeding \$25,000 before issuing a district purchase order.
- SEISD has not established a fund balance goal in its budget process.
- SEISD does not prepare a cash flow projection to use for investment purposes.
- SEISD does not appropriately segregate duties in the cash management area, particularly with the petty cash and athletic game receipt functions.
- SEISD's accounts payable process lacks internal controls to ensure proper check and balance procedures are in place for paying invoices. There is no review of the accounts payable clerks' work by anyone other than the clerk responsible for the initial entry.
- SEISD does not use multi-year budget forecasts as part of the budget process. The district only shows the

current year and the proposed budget for the next year. There is no history of prior years nor are there any projections for the future.

- SEISD does not present budget information to the public for residents to be involved effectively in the budget process.
- SEISD lacks a summary analysis of the district's financial condition through its monthly financial report.
- SEISD has not developed an automatic link between the district's accounting software and its automated time, attendance, and extra duty help processes.
- SEISD lacks complete written policies and procedures to provide for staff awareness and training specific to the district's daily, weekly, monthly, and annual operation of duties for functions in accounting, payroll, accounts payable, and purchasing.
- SEISD business support staff lack training related to their jobs in public schools and in financial management.
- SEISD's business office does not have documented procedures for activity fund transactions and daily oversight of activity because each campus maintains their accounts.
- SEISD did not conduct a cost-benefit analysis of its self-funded health plan and the Teacher Retirement System's (TRS) Active Care Health Plan.
- SEISD does not require its health plan administrator to withhold confidential information as required by the Health Insurance Portability and Accountability Act (HIPPA).

RECOMMENDATIONS

- **Recommendation 7: Create a central Purchasing department and designate a purchasing agent to receive training in purchasing laws and policies to ensure that the districts purchasing practices comply with state law.** SEISD should integrate all district purchases into one department and designate one of its Finance department staff members to become the purchasing agent for the district.
- **Recommendation 8: Incorporate standards that meet or exceed the recommended percentages for FIRST standards for instruction.** The district should review staffing levels to analyze alignment with the peer district budgets and state averages.
- **Recommendation 9: Develop procedures for approval of purchases over \$25,000 that includes board approval before the issuance of a purchase order.** Creating an annual listing of purchases over \$25,000 at the beginning of the year and having the board review and approve them all will streamline the payment of these purchases.
- **Recommendation 10: Develop a fund balance goal.** The superintendent should consult with the director of Finance, the district's auditors, and the district's financial advisors on methods that they could use to achieve the optimum goal for the general fund. The superintendent should recommend one or more of those methods be used to achieve the optimum level over a two-to-three year period. The Board of Trustees should adopt this goal into policy by and it should become a part of the budget process.
- **Recommendation 11: Prepare cash flow projections using historical bank data and trends related to cash receipts and disbursements.** The cash flow forecast should reflect fluctuations in the receipt of state and local funding based upon historical experience and changes in disbursement schedules. Payroll estimations should reflect the individual pay periods and include adjustments for salary increases or anticipated overtime as appropriate. Estimations of accounts payable should reflect the historical patterns of the district.
- **Recommendation 12: Develop written procedures for the petty cash and athletic game receipt functions to improve internal controls and segregate duties.** The director of Finance should review job duties of Finance staff and determine the best way to separate the duties of the disbursement and receipt of the petty cash and athletic game receipts.
- **Recommendation 13: Develop procedures to segregate responsibilities in the purchasing, invoicing, accounts payable, and general ledger functions.** The director of Finance should review job descriptions of Finance staff and develop procedures to segregate responsibilities involving purchasing, invoicing, accounts payable, and general ledger functions.
- **Recommendation 14: Develop three-year projections of revenues, expenditures, and estimated fund balances for at least the general**

fund, food service fund and debt service fund. The district should present a budget forecasting worksheet to the board that includes the prior year budget information, the proposed information for the budget year under consideration and the estimated forecast for the three succeeding years.

- **Recommendation 15: Develop a budget process to encourage the inclusion of the public in the budget development process.** The process should include meetings with community groups and public forums to ensure communication of the districts budget and the inclusion of community concerns and goals for board consideration in the budget adoption.
- **Recommendation 16: Present the Board of Trustees with financial information in a meaningful manner to enable them to fulfill their duties.** The director of Finance should survey other districts and work with the external auditors to revamp the monthly financial report to include information necessary to determine the district's financial position while allowing the Board of Trustees to meet their statutory requirements.
- **Recommendation 17: Implement fully their automated time and attendance process so that district personnel can upload hours directly into the system and record the absence information correctly.** By automating the time system, the district can eliminate the manual attendance and compensatory time records and increase efficiencies.
- **Recommendation 18: Develop a written financial and purchasing procedures and processes manual and provide training to all relevant district staff.** The director of Finance should obtain copies of procedures manuals from other districts to use as a guide in preparing procedures for the organization. The district should hold staff meetings to discuss the procedures and train employees. Manuals should be updated as needed but at least on an annual basis with review and approval from district leadership.
- **Recommendation 19: Develop an annual training plan for finance staff members based on individual job responsibilities and employee needs.** The director of Finance should then present this training schedule to the superintendent along with budget implications as part of the annual budgeting process.

- **Recommendation 20: Centralize activity fund accounts to provide better financial oversight.** Centralizing activity funds would allow the district to improve internal control and provide consistency in procedures and policies related to activity funds.
- **Recommendation 21: Prepare a cost-benefit analysis of its self-funded health plan with the TRS Active Care health plan.** Membership in TRS Active Care would allow SEISD to share the risk of large claim volumes with participating districts throughout the state and may reduce the district's overall long-term cost for health insurance.
- **Recommendation 22: Require the health care provider to immediately remove confidential information from the check register log.** The HIPPA Act provides for an individual's privacy when seeking medical assistance. HIPPA protects an individual's protected health information from disclosure to those not specifically authorized under the plan.

DETAILED ACCOMPLISHMENTS

AUTOMATED PACKAGE TRACKING SYSTEM

SEISD implemented an automated package tracking and delivery warehouse management system that streamlines the receiving process and provides efficient documentation. This software allows the district to scan the barcodes on all packages received in the warehouse for distribution to the campuses. Staff uploads the information to a database and the warehouseman gets an electronic signature of the packages upon delivery. The benefits of this program include:

- use of barcode readers to identify and record the name of the carrier that delivered each item;
- electronic capture and storage of the signature of anyone who accepts delivery of a parcel or letter;
- tracking and reporting the receipt of damaged items;
- building custom delivery-manifest lists that prioritize deliveries by department, delivery routes, or mail stops;
- increasing employee accountability for package handling; and
- tracking each logged item's progress from receipt to delivery.

The cost of implementing this program was approximately \$49 per month or \$588 annually. This cost is in addition to the lease of the mailing system that SEISD uses.

By implementing this system, SEISD has increased the efficiency of the central receiving department. SEISD did receive three to four requests per week for information on signatures for deliveries to schools. Since the implementation of the package tracking system, the warehouse staff receives three to four item status requests per month rather than per week. With the manual system, staff would have to research these requests for several hours. With the automated system, tracking packages for schools or departments decreased from three or more hours of research to just a few minutes. The warehouse supervisor also reported that with the manual receiving log, legibility was often a problem and that the new system eliminated that issue. The system also tracks certified mail.

INVENTORY MANAGEMENT

SEISD decreased its warehouse inventory over the last three years by \$38,825 with the implementation of JIT Delivery. The value of inventory decreased over the last three years by JIT is shown in **Exhibit 2-1**.

**EXHIBIT 2-1
SEISD WAREHOUSE INVENTORY
2002-03 THROUGH 2004-05**

YEAR	WAREHOUSE INVENTORY	DECREASE FROM PRIOR YEAR
2002-03	\$126,044	
2003-04	\$118,153	(\$7,891)
2004-05	\$87,219	(\$30,934)
Total		(\$38,825)

SOURCE: SEISD Warehouse supervisor, 2005

JIT deliveries allow organizations to order items and have them delivered to the site as needed rather than stocking large quantities. The Warehouse supervisor is ordering based on history and using JIT for high volume supply items such as copy paper, paper towels, toilet paper, cleaning supplies, waxes, and office supplies. Cleaning supplies include bleach, disinfectant, odor eliminator, degreaser, and bowl cleaner. Warehouse staff determined normal usage by looking at history of items in the inventory system. These items are set up with minimum and maximum quantities and monitored

twice a week. The minimum and maximum are based on the time that it takes to receive an order. When the quantity of an item reaches a minimum, usage determines whether to reorder or hold for a future order. By using JIT, SEISD reduced the value of inventory that is idle on shelves.

DETAILED FINDINGS

DECENTRALIZED PURCHASING FUNCTION (REC. 7)

SEISD lacks a process for ensuring that purchases of goods and services comply with board policies, district-purchasing procedures, and the TEC competitive bid requirements. This noncompliance is due to a decentralized purchasing process and lack of training in purchasing laws for Finance department employees. The lack of a comprehensive, centralized purchasing process contributes to the district being non-compliant with Texas competitive bidding laws and may have kept SEISD from obtaining the best value for goods and services.

Board Policy CHD (Local) states that the district shall purchase items not subject to bidding requirements from local suppliers – if the goods or services are available at a reasonable cost in comparison to purchases outside the district. Policy CHD (Local) also requires that maintenance and operations projects costing between \$5,000 and \$25,000 must have at least three quotes from vendors, with the district awarding the contract to the lowest responsive bidder. All district purchases must be made through the online purchase order system. According to district policy, any purchase that costs or aggregates to a cost of \$25,000 or more shall require board approval before a transaction may take place.

The review team noted several factors that contribute to the violation of district policy and state purchasing requirements:

- SEISD lacks a central purchasing department to ensure purchasing compliance. The actual purchasing decision and approval is made at the school principal and department administrator levels with appropriate upper level administrator approval. The receipt of upper level district administrator approval verifies that sufficient funding is available for the items to be purchased.
- There is confusion regarding which positions are responsible for overseeing purchasing. While the job description for the director of Finance states the position should provide leadership and management for

purchasing, interviews with Finance department staff indicate the accountant monitors purchasing through cooperatives and ensures compliance with state law regarding bidding procurement.

- None of the Finance department staff received appropriate training for purchasing regulations and procedures. A review of training of the director of Finance and both accountants reveals that they did not take any purchasing classes during the last three years.
- Advertisements for bids and the development of requests are not in a central location. Each department is responsible for their own advertising and RFP development.
- Although SEISD's computer system can sort information by vendor category and produce a monthly listing by category to show whether cumulative spending per category is nearing bid limits, it has never been properly set up with vendor codes. According to the

accountant, this setup would be very time consuming and not efficient at this time, as the district is considering changing financial management systems.

In 1999, the Office of the Attorney General in Texas issued Opinion JC-37, stating that school district procurement through an inter-local agreement or a cooperative purchasing arrangement satisfies competitive bidding requirements. State law also allows school districts to participate in catalog purchasing programs from the Texas Building and Procurement Commission (TBPC) and Catalog Information Services Vendors (CISV). **Exhibit 2-2** shows the cooperative purchasing programs in which SEISD participates. SEISD does not use any other process to ensure that it is receiving the best price when using vendors on the cooperative list.

The review team reviewed all purchases above \$25,000 and selected a sample of purchases between \$10,000 and \$25,000. SEISD had 63 aggregate procurements that exceeded \$25,000, and 83 of the selected aggregate procurements equaled or exceeded \$10,000. According to provisions of TEC 44.033,

EXHIBIT 2-2 SEISD COOPERATIVE PURCHASING PROGRAMS 2005-06

COOPERATIVE PROGRAM	LOCATION	FEE	ITEMS PURCHASED
Regional Education Service Center XIX (Region 19)	El Paso, TX	\$500	Classroom, office janitorial, maintenance supplies; library books; various contracted services
Texas Building and Procurement Commission	Texas	\$100	Computer software/hardware; class room, office, and other supplies
Texas Cooperative Purchasing Network (TCPN)	Regional Education Service Center IV	\$0	Classroom, office, and other supplies; reading materials, and manipulatives
Texas Industries for the Blind and Handicapped OnLine	Austin, TX	\$0	Janitorial supplies
Buy Board	Texas Association of School Boards (TASB)	\$200	Buses; athletic equipment; band instruments; band uniforms; equipment; and furniture
Department of Information Resources (DIR)	Texas	Included in TBPC fee	Computer hardware; computer software; library books; and other media resources
U.S. Communities	California	\$0	Office supplies
West Texas Food Service Cooperative	Regional Education Service Center XVII	\$3,326	Food and non-food supplies for food service; and processing commodities

SOURCE: SEISD Finance director, August 2005

19 of the purchases between \$10,000 and \$25,000 did not follow competitive procurement procedures (**Exhibit 2-3**).

The review team found other purchasing procedure concerns in the proposals for construction manager at-risk, bids for food service supplies, and the band uniform purchase. In August 2004, SEISD requested proposals for a construction manager at-risk without proper advertising. According to TEC 44.031(g), the school district is required to publicly advertise the time and place where the proposals for construction manager-at-risk services will be received. The

district must publish this public notice in the county in which the school district’s central administrative office is located, once a week for at least two weeks before the deadline for receipt of proposals. The advertisement appeared in the newspaper on Saturday, August 14 and Tuesday, August 17, 2004 and the proposal opened on Monday, August 23, 2004. There were only nine days from the first advertisement until the proposal opening for proposers to prepare a response to the RFP.

**EXHIBIT 2-3
SEISD PURCHASES BETWEEN \$10,000 AND \$25,000
WITHOUT COMPETITIVE PROCUREMENT
2004-05**

VENDOR	DEPARTMENT RESPONSIBLE FOR PURCHASE	ITEMS PURCHASED	PURCHASES
Peoples Publishing Group	SEHS and Borrego Elementary School	Testing and Instructional Materials	\$21,694
Maria S. Valles DBA Rer Embroid	Migrant Program	Clothing for migrant education program	\$19,668
R.A.D. Insurance	Athletic Department	Student athletic insurance (2 quotes, no advertisement)	\$19,293
Scott Foresman Primary Schools	Alarcon Elementary and Loya	Books	\$18,653
Wright Group/McGraw Hill	Borrego Elementary	Books	\$18,124
The Great Books Foundation	All Schools	Books	\$18,113
Sam’s Club Direct	All Schools & Departments	Furniture and supplies	\$17,651
Classroom Direct	All Schools	Learning strategies	\$17,445
EAI	Sambrano Elementary	Math materials and resources	\$17,210
Hampton Brown Books	Borrego Elementary	Books	\$16,476
Perfection Learning Corp.	Borrego Elementary	Testing books and materials	\$15,306
Rio Grande Communication	Security Department	Radio repeater, repeater rental, tower work	\$14,770
Martha J. Moncada DBA Imagery Graphic System	Research & Development All Schools, Planning & Instruction	Tips for Parents booklets Laminating film, ribbons	\$14,709 \$14,466
Charthouse International	Loya Primary	Teacher packs - classroom management - single purchase	\$14,094
Heinemann	Alarcon Elementary	Library book sets	\$13,409
Show What You Know Publishing	Alarcon Elementary	Mock testing materials for science, reading & math	\$13,359
Great Source Education Source	Borrego & Alarcon Elementary Schools	Math and science materials & resources	\$11,241
Steps to Literacy LLC	Sambrano & Borrego Elementary Schools	Books and kits	\$11,212

SOURCE: SEISD director of Finance and accountant, September 2005.

Although the food service advertisements meet the legal requirements, the timeline may have been too short for vendors to prepare a proper bid response. SEISD gave vendors only 15 days notice in 2004 and only 16 days notice in 2005 to research and prepare food bids. In 2004, the district advertised Sunday, June 6 and Sunday, June 13, 2004 and accepted bids June 21, 2004. In 2004, all vendors awarded in 2004 were sole bidders. SEISD advertised on May 15 and May 22, 2005 and accepted bids on May 31, 2005. In 2005, two vendors bid on each product listed.

SEISD purchased band uniforms for \$62,710. Although the district initially reported that the purchase was from an approved cooperative vendor, upon further review, the review team found that this purchase did not appear on the listing of purchases recorded by the cooperative. The district received no quotes from other vendors to ensure that the district received the best price and value on this expense.

In purchasing personal property costing between \$10,000 and \$25,000 over an aggregate 12-month period, TEC 44.033 requires districts to solicit vendors to supply the particular item(s) through a formal newspaper advertisement. In the procurement of the items, the district must obtain price quotes from at least three applicable vendors (or every vendor if fewer than three respond to the advertisement for inclusion on the vendor list). SEISD had not published an advertisement for any categories, and the district had trouble finding quotes because the quotes were in separate departments and not in one central location.

As noted in the minutes, at the special board meeting held on December 18, 2001, the district's external auditor suggested the district hire a purchasing agent to be in charge of coordinating all quotes and bids for the district. The auditor stated that this person would be responsible for learning the laws and knowledge of handling quotes and bids. The suggestion was for a part-time position. However, the district did not create this position. Because the district lacks a centralized purchasing function, the following repercussions impede the district's efficiency:

- lack of coordination and consolidation results in multiple smaller purchases at a greater expense than bulk purchasing;
- no single central contact within the district for vendors and the business community; and
- increased difficulty for district compliance with state and federal laws and local board policies due to requiring

multiple personnel in district and campus departments to have up-to-date training in purchasing.

COMPETITIVE PROCUREMENT

The TEC Section 44.031 requires competitive bidding thresholds for procuring goods and services as shown in **Exhibit 2-4**. Generally, when districts purchase items valued at \$25,000 or more, or multiple like items with a cumulative value of \$25,000 or more in a 12-month period, they must follow one of the competitive procurement methods listed in the exhibit below.

Before school districts may accept bids for purchases, TEC 44.031 requires the district to advertise bids at least once weekly for two weeks in any newspaper published in the county in which the district is located, if the bid exceeds \$25,000. For purchases between \$10,000 and \$25,000, districts must advertise in two successive issues of any newspaper within their county (TEC 44.033). State law requires the advertisements to specify the anticipated purchase categories such as art supplies, duplicating paper, or electrical supplies to better target and attract vendors in a position to supply such goods.

CENTRALIZED PURCHASING

TEA's *Financial Accountability System Resource Guide (FASRG)* includes a partial list of related categories to guide the district when it determines the requirements under TEC's purchasing law. Districts add to this list as aggregate dollars of contracts exceed the threshold amount. Some categories TEA listed are athletic/trainer supplies; various sports supplies; uniforms; custodial supplies; food service supplies such as milk, dry goods, and poultry; equipment; instructional supplies; office equipment; office furniture; and duplicating paper.

TEA's FASRG recommends districts have a centralized purchasing function for maximum efficiency to ensure it complies with state laws and local policies concerning purchasing. Centralized purchasing is more efficient than decentralized purchasing because a district can coordinate the common purchase requirements of campuses and departments to obtain better prices. Centralizing the purchasing function also strengthens internal controls. A centralized purchasing department typically receives and coordinates purchasing requisitions/purchase orders from campuses or departments; communicates with vendors regarding prices and terms of purchases; processes and approves all purchase orders; issues purchase orders to vendors; receives purchases at central warehouse locations;

**EXHIBIT 2-4
COMPETITIVE PROCUREMENT METHODS FOR TEXAS SCHOOL DISTRICTS
FOR PURCHASES OVER \$25,000**

PURCHASING METHOD	DESCRIPTION
Competitive Bidding	Requires bids to be evaluated and awarded based solely upon bid specifications, terms and conditions contained in the request for bids; according to the bid prices offered by suppliers and pertinent factors affecting contract performance. This method also forbids negotiation of prices of goods and services after proposal opening.
Competitive Sealed Proposals	Requires the same terms and conditions as competitive bidding; but allows changes in the nature of a proposal and prices after proposal opening.
Request for Proposals	Generates competitive sealed proposals and involves several key elements, including newspaper advertisement; notice to proposers; standard terms and conditions; special terms and conditions; a scope-of-work statement; an acknowledgment form/response sheet; a felony conviction notice; and a contract clause.
Catalog Purchase	Districts may participate in catalog purchasing through the TBPC for the acquisition of computer equipment, software, and services only. This provides an alternative to other purchasing methods.
Inter-local Contract	Provides a mechanism for agreements with other local governments, the state, or a state agency to perform governmental functions and services.
Design/Build Contract	Outlines a method of project delivery in which the school district contracts with a single entity to both design and construct a project.
Job Order Contract	Provides for the award of a contract for jobs for minor repairs and alterations; typically used for jobs involving manual labor.
Reverse Auctions	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.
Construction Management Contract	Outlines the use of a contract to construct, rehabilitate, alter, or repair facilities using a professional construction manager.

SOURCE: Texas Education Code and Texas Education Agency, Financial Accountability System Resource Guide, September 2005.

coordinates competitive procurement processes; and distributes goods based on purchase requirements. Centralizing the purchasing function does not erode the principles of site-based management. Purchase requisitions still originate at the campus or department level where needs are identified. Centralized purchasing carries out the site-based requisitions and improves the internal controls within the purchasing function.

When districts exercise centralized purchasing practices, every purchase within a district is reviewed by the centralized purchasing department to prevent violations of state and federal law and local school board policies. By including varying levels of authority and a receipt and distribution process, a centralized purchasing function provides additional internal controls.

Many schools require that quotes be taken from cooperative vendors to ensure that the district receives the best value. Bastrop ISD requires that quotes be taken for any purchase over \$1,000 from cooperative vendors. The written quotes must be submitted with the purchase requisition before

purchasing approval. The TASB BuyBoard also has a feature that allows district to post items for quotes, and vendors respond to the posting with quotes for that purchase, ensuring that the district receives the best price when spending public funds.

SEISD should create a central purchasing department and designate a purchasing agent to receive training in purchasing laws and policies. This agent will also ensure that the districts purchasing practices comply with state law.

SEISD should designate one of its Finance department staff members to become the purchasing agent for the district. The purchasing agent should earn certification through the Texas Association of School Business Officials. This position should continue to report to the director of Finance and be responsible for the enforcement of local and state policies and laws. The purchasing agent should be the person to develop and issue proposals and bids as required by law. The purchasing agent and the director of Finance should develop a written process that includes the development of a bid calendar and the review of budgets to monitor bidding compliance. The purchasing agent should prepare a list of

goods and services purchased through a process that did not comply with purchasing laws to determine which categories to develop bid specifications and send out requests for bids. The purchasing agent should review budgets annually to determine which categories of purchases might exceed the \$10,000 or \$25,000 thresholds and prepare bids according to the law or district policy.

The fiscal impact of creating a central purchasing department is \$625 (\$115 fee + \$260 courses + \$250 travel) annually for training. This amount includes a member fee of \$115, two courses at \$260, and travel of \$250 annually for the designated purchasing agent. This training should be ongoing to ensure that the purchasing agent has the most recent information for making purchasing decisions for the district.

STANDARDS OF THE FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS – INSTRUCTIONAL EXPENDITURES (REC. 8)

SEISD does not monitor the school FIRST standards when developing the district's budget.

SEISD budgets a smaller percentage of total expenditures on classroom teaching in 2004–05 than all but one of its peers (**Exhibit 2–5**).

The instructional expenditures standard outlined in the TEC requires that districts expend 54 percent of their operating budget on direct classroom instruction each year. The expenditure standard is included as a component of the annual FIRST. SEISD did not meet the instructional percentage standard established by FIRST for the fiscal year 2003–04, the latest year for which ratings have been issued are illustrated in **Exhibit 2–6**. The district's instructional expenditures represented 51.82 percent of the budget.

**EXHIBIT 2–6
SELECTED 2003–04 SEISD AND PEER DISTRICT
FIRST RESULTS**

SCHOOL	PERCENT OF OPERATING EXPENDITURES FOR INSTRUCTION	ACCEPTABLE RANGE
Fabens	57.26%	Yes
Hidalgo	55.45%	Yes
Mercedes	54.42%	Yes
SAN ELIZARIO	51.82%	NO
Santa Rosa	48.18%	No

SOURCE: Texas Education Agency, 2003–04 Financial Integrity Rating System of Texas report.

A review of the 2004–05 budget as compared to the state averages indicates that SEISD budgeted a higher amount for instructional media services, instructional and school leadership, guidance and counseling, health services, food services, central administration, security and monitoring services, and data processing services as shown in **Exhibit 2–7**.

A further review of the Academic Excellence Indicator System (AEIS) staffing data for 2003–04 indicated that teachers comprised 39.2 percent of the total staff in SEISD as compared to 50.4 percent at the state level. SEISD had a lower percentage of teaching professionals per the AEIS report as compared to its peers as shown in **Exhibit 2–8**.

TEC 109.1001 establishes FIRST to hold school districts accountable for the quality of their financial management practices. The FIRST program encourages Texas public schools to manage their financial resources better in order to

**EXHIBIT 2–5
2004–05 BUDGETED CLASSROOM TEACHING EXPENDITURES
AS A PERCENTAGE OF TOTAL EXPENDITURES, ALL FUNDS**

ENTITY	CLASSROOM TEACHING EXPENDITURES AS A	TOTAL EXPENDITURES	CLASSROOM TEACHING EXPENDITURES PERCENTAGE OF TOTAL EXPENDITURES
Fabens	\$10,178,882	\$18,345,218	55.5%
Hidalgo	\$12,559,905	\$21,775,500	57.7%
Mercedes	\$19,689,713	\$37,008,092	53.2%
SAN ELIZARIO	\$13,663,340	\$26,730,371	51.1%
Santa Rosa	\$4,007,658	\$8,287,232	48.4%
STATE	\$16,118,450,371	\$28,607,396,924	56.3%

SOURCE: Texas Education Agency, Public Education Information Management System (PEIMS) 2004–05.

**EXHIBIT 2-7
2004-05 TOTAL OPERATING EXPENDITURES BY FUNCTION
AS A PERCENTAGE OF TOTAL EXPENDITURES**

FUNCTION	SEISD	PERCENT SPENT	STATE	PERCENT SPENT
Instruction (11,95)	\$13,663,340	51.1%	\$16,118,450,371	56.3%
Instructional-Media Services (12)	535,253	2.0%	525,318,107	1.8%
Instructional - Staff Development (13)	320,301	1.2%	310,860,548	1.1%
Instructional Leadership (21)	465,616	1.7%	371,395,976	1.3%
School Leadership (23)	1,979,636	7.4%	1,727,503,540	6.0%
Guidance and Counseling (31)	1,025,516	3.8%	937,725,775	3.3%
Social Work Services (32)	36,246	0.1%	63,285,165	0.2%
Health Services (33)	423,810	1.6%	287,602,279	1.0%
Student Transportation (34)	792,481	3.0%	855,072,756	3.0%
Food Services (35)	2,071,373	7.7%	1,633,707,456	5.7%
Co-curricular/ Extracurricular Activities (36)	476,034	1.8%	754,237,672	2.6%
Central Administration (41)	1,303,674	4.9%	1,149,010,142	4.0%
Plant Maintenance & Operations (51)	2,630,279	9.8%	3,266,349,808	11.4%
Security & Monitoring Services (52)	621,499	2.3%	222,924,019	0.8%
Data Processing Services (53)	385,313	1.4%	383,462,260	1.3%
Other			491,050	
Total Operating Expenditures	\$26,730,371		\$28,607,396,924	

SOURCE: Texas Education Agency, PEIMS, 2004-05.

**EXHIBIT 2-8
2003-04 SEISD AND PEER DISTRICT STAFFING PERCENTAGES**

SCHOOL	TEACHERS	PROFESSIONAL SUPPORT	CAMPUS ADMIN	CENTRAL ADMIN	EDUCATIONAL AIDES	AUXILIARY
Fabens	45.7%	7.4%	2.1%	2.3%	13.2%	29.4%
Hidalgo	46.9%	8.1%	1.8%	1.0%	12.8%	29.3%
Mercedes	41.5%	7.5%	2.5%	1.2%	15.8%	31.6%
SAN ELIZARIO	39.2%	7.6%	3.3%	1.3%	6.9%	41.7%
Santa Rosa	46.5%	9.1%	1.6%	2.1%	7.9%	32.7%
STATE	50.4%	7.8%	2.7%	1.0%	10.2%	27.8%

SOURCE: Texas Education Agency, AEIS, 2003-04.

provide the maximum allocation possible for direct instructional purposes along with disclosing the quality of local management and decision-making processes. The state program examines school financial records and PEIMS information to ensure that they meet established parameters for districts of comparable size. Districts earn ratings of superior, above standard achievement, standard achievement, and substandard achievement.

The Texas Association of School Business Officials has developed a Financial Analysis and Comparison of Texas

Schools (FACTS). FACTS is a desktop database containing district and campus information that can be utilized by districts' business offices to analyze the district's expenditure and staffing levels in comparison to its peers on an ongoing basis. Districts use this database to identify the areas for budget reduction so that more funds can be devoted to instruction.

When preparing future SEISD budgets, the Director of Finance should incorporate standards that meet or exceed the recommended percentages for FIRST standards for

instruction. The district should review staffing levels to analyze alignment with the peer district budgets and state averages.

PURCHASING LOCAL POLICY COMPLIANCE (REC. 9)

SEISD lacks an effective procedure for ensuring board approval of purchases exceeding \$25,000 before issuing a district purchase order. The issuance of a district purchase order obligates the district to complete the purchase from the vendor.

SEISD Policy CH (Local) delegates to the superintendent or designee the authority to determine the method of purchasing and to make budgeted purchases in accordance with legal policy. However, any purchase that costs or aggregates to a cost of \$25,000 or more shall require board approval before a transaction may take place. The issuance of a purchase order is a transaction.

According to SEISD's process for accounts payable, the Board of Trustees reviews and approves expenditures from the prior month at each meeting. The board receives a schedule of checks already written and a schedule of checks to be written. The schedule of checks to be written includes checks that exceed the \$25,000 threshold per check. However, the district has already made the purchase, received the merchandise and invoices, and written and signed the checks. At the time the board approves the purchase, they are actually approving the payment, not the placement of the order or the purchase. Although there may not be a single check that exceeds the \$25,000 threshold, several vendors exceeded the aggregate threshold for the year. For example, the district purchased office supplies from one vendor for \$136,593 and band instruments from another vendor for \$106,394 without receiving board approval for the over \$25,000 aggregate purchase.

Issuing a purchase order without board approval could result in the board refusing payment for goods or services that the district has already ordered and received.

Hays Consolidated ISD takes a listing of purchases that exceed the local purchasing threshold to the board annually. Some purchases included in this list are purchases from office and instructional supply stores that are cooperative vendors, food service purchases, and furniture.

The district should develop procedures for the approval of purchases over \$25,000 that includes board approval before

the issuance of a purchase order. The director of Finance should review the purchases over \$25,000 and develop an annual listing of these purchases. The board should review and approve the annual listing. The list should include the payments from bid items such as food service and payments to cooperatives for instructional and office supplies that exceed the \$25,000 aggregate threshold. As the director of Finance receives other requests for purchase, the director should present the requests to the board for review before the purchase order is approved and the order placed with the vendor. This step will streamline the purchasing process and keep SEISD in compliance with local policies.

FUND BALANCE POLICY (REC. 10)

SEISD has not established a fund balance goal in its budget process. SEISD's general fund balance has consistently been below the optimum level established by TEA. The general fund is the primary fund that a school district uses to fund programs and pay wages and salaries of employees. School districts typically reserve a percentage of this fund for unforeseen circumstances or events, such as natural disasters, changes in program requirements, delays in property tax payments, or changes mandated by the Texas Legislature. These funds are not earmarked, reserved, or designated for any specific use. TEA developed a formula to estimate a school district's "optimum" fund balance.

A district's fund balance can be an indicator of the district's overall financial condition. SEISD's operating fund balance per student decreased from 20.7 percent of the budget in 2000–01 to 11.1 percent in 2003–04, the latest year for which actual financial information is available (**Exhibit 2–9**). This decrease is attributed to the construction of district facilities using local funds in 2001–02 in anticipation of growth in the district and the continuing debt payments for long-term public facility lease agreements.

EXHIBIT 2–9 OPERATING FUND BALANCE 2000–01 THROUGH 2003–04

YEAR	ENDING FUND BALANCE	PERCENTAGE OF TOTAL EXPENDITURES
2000-01	\$5,467,885	20.7%
2001-02	\$1,665,252	5.9%
2002-03	\$2,828,523	10.9%
2003-04	\$2,945,996	11.1%

SOURCE: SEISD annual financial reports.

Exhibit 2–10 shows the annual shortfall in the undesignated, unreserved general fund balance by comparison to the optimum fund balance recommended by TEA. The optimum fund balance is an estimate of the district’s cash flow needs prior to the receipt of state funds by the district and a comparison of that total to the amount of fund balance reflected in the audit. The difference is the amount of excess or shortfall of fund balance.

Without the fund balance goal, it is difficult to achieve the optimum fund balance set by TEA. The detailed financial report does not provide the Board of Trustees with the information it needs to form an opinion of the financial status of the district. The monthly financial report is more than 500 pages and contains transactional rather than summary information.

Many districts adopt fund balance goals that they use in the budget development process. Clint ISD implemented a fund balance strategy in 2002 to reduce and reorganize staffing positions along with adopting a tax rate that allowed the district to maximize state funding. These strategies and an increase in state allotments and E-rate funding allowed the district to rebuild its fund balance to meet TEA’s recommended level.

The district should develop a fund balance goal. The superintendent should consult with the director of Finance, the district’s auditors, and the district’s financial advisors on methods that they could use to achieve the optimum goal for the general fund. The superintendent should recommend one or more of those methods be used to achieve the optimum level over a two-to-three year period. The Board of Trustees should adopt this goal into policy and it should become a part of the budget process.

CASH FORECASTING TOOL (REC. 11)

SEISD does not prepare a cash flow projection to use for investment purposes.

The director of Finance has served in the current capacity for several years. He uses his specific knowledge of the district’s needs to allocate funds for expenses. The appraisal district communicates information regarding local tax revenue as funds are collected. The director accesses the TEA website to determine the amounts and timing of revenue from the state. The state directly deposits state funding according to a legislatively approved timetable to the district’s bank account. Federal and state grant reimbursements are also deposited to the district’s bank account upon receipt of an expense reimbursement request.

A well-established base of financial activity linked to historical data enables the user to anticipate disbursements and receipts and invest excess available funds. The projection is updated, as the actual cash activity becomes known and the estimated data is replaced with actual transactions to increase the accuracy of future transactions. North East Independent School District prepared a cash flow projection guide that districts can use to develop cash flow forecasting models specific to their needs. The lack of a cash-forecasting tool can cause the district to miss investment opportunities and opportunities for increased interest earnings.

The Governmental Finance Officers Association recognizes that the cash flow forecast is an effective management tool that can lead to increased interest earnings while ensuring sufficient liquidity to meet liabilities. Districts typically use historical data such as deposits, disbursements, ledger balances, collected balances, and float to build a historical cash flow database that the district can use when preparing annual cash forecast.

**EXHIBIT 2–10
SEISD OPTIMUM FUND BALANCE AND CASH FLOW CALCULATION
2000–01 THROUGH 2003–04**

YEAR	SEISD GENERAL FUND FUND BALANCE	TEA GENERAL FUND OPTIMUM FUND BALANCE	SHORTFALL OF SEISD FUND BALANCE COMPARED TO TEA OPTIMUM
2000-01	\$5,467,885	\$6,744,469	(\$1,276,584)
2001-02	\$1,665,252	\$4,326,236	(\$2,660,984)
2002-03	\$2,828,523	\$4,368,066	(\$1,539,543)
2003-04	\$2,945,996	\$5,237,751	(\$2,291,755)

SOURCE: SEISD financial audit.

SEISD should prepare cash flow projections using historical bank data and trends related to cash receipts and disbursements. The cash flow forecast should reflect fluctuations in the receipt of state and local funding based upon historical experience and changes in disbursement schedules. Payroll estimations should reflect the individual pay periods and include adjustments for salary increases or anticipated overtime as appropriate. Estimations of accounts payable should reflect the historical patterns of the district.

A cash flow projection should be prepared for each month and adjusted with actual amounts as they become available. This information should also be available in graphically forms such as charts or graphs so that the director of Finance and other observers can quickly interpret financial data. SEISD should use the projections to identify potential cash shortfalls and opportunities for investment.

SEGREGATION OF DUTIES (REC. 12)

SEISD does not appropriately segregate duties in the cash management area, particularly with the petty cash and athletic game receipt functions. In addition, SEISD has no written procedures regarding these activities.

The athletic director is responsible for gate receipts in SEISD. The athletic director gives a starting cash box with petty cash for change to the ticket seller. The beginning ticket number is noted for both adult tickets and student tickets. As tickets are sold, the seller keeps the stub to verify a sale and gives the ticket to the customer. Once the seller stops selling tickets, the last ticket number is noted and all cash and ticket stubs are returned to the athletic director. The athletic director verifies the last ticket number and verifies the number of tickets sold. The following day, the game receipts and cash are turned into the finance office for deposit. The athletic director also pays expenses directly to officials, ticket takers, and clock operators at the game by the issuance of manual checks with only the athletic director's signature rather than having the accounts payable department issue checks later. The athletic director, using the cash from the game receipts, sometimes cashes the manual checks. The athletic director takes the athletic game receipt report and the cash to the accounts payable clerk for deposit. The accounts payable clerk does not receive the used and unused tickets for verification. The accountant, who at the same time enters the manual checks that were issued into the system, also posts the deposit.

SEISD has a petty cash fund for reimbursing employee transactions under \$25. The account is for reimbursement for snacks and small maintenance items. One employee is

responsible for the cash, issuing the receipt, processing the check, and reimbursing the account. The accounts payable clerk writes a manual check to reimburse the account by using the signature stamp to sign the check, using cash from a deposit that is waiting to go to the bank to cash the check, and putting the cash back in the petty cash fund.

The review team found that invoices do not always have names of vendors and or the signature of the employee making the purchase. The employee brings the receipt to the accounts payable clerk who gives the cash to the employee. The employee's immediate supervisor or the person responsible for the budget is not required to approve before the reimbursement request or payment. The employee signs the receipt when they receive the cash, and the director of Finance signs it after the cash is reimbursed to the employee. The review team requested a ledger of petty cash activity for a month and found that no ledger exists.

Although the review team did not find any errors or irregularities, having one person responsible for the entire process increases the district's potential risk. Segregation of duties provides primary internal controls in accounting and finance. Internal controls supply checks and balances to detect errors, misstatements, and wrongdoing. If one person or department controls a process from start to finish, the risk of errors and fraudulent activities increases.

TEA's FASRG recommends that the responsibilities for cash receipts functions be separate from those for cash disbursement functions. It also recommends that the practice of cashing checks should be discouraged from school sources as this practice can weaken internal controls. TEA recommendations for petty cash include that they operate under a system requiring a signed receipt for each payment. The receipts may be printed in pre-numbered form. Additionally, the district should maintain a ledger of the remaining cash in the fund. The petty cash fund should be reconciled at least monthly.

The district should develop written procedures for the petty cash and athletic game receipt functions to improve internal controls and segregate duties. The director of Finance should review job duties of Finance staff and determine the best way to separate the duties of the disbursement and receipt of the petty cash and athletic game receipts. Procedures should be developed that include the immediate supervisor's approval of petty cash before the request for reimbursement is made, the director of Finance's approval before the check is written, and proper documentation of receipts including a

written log of all activity. The procedures for game receipts should include all gate receipt information, including used and unused tickets, cash and checks be given to a staff member not involved in the preparation of the gate before the game.

INTERNAL CONTROL OF ACCOUNTS PAYABLE (REC. 13)

SEISD's accounts payable process lacks internal controls to ensure proper check and balance procedures are in place for the payment of invoices. There is no review of the accounts payable clerks' work by anyone other than the clerk responsible for the initial entry.

The accounts payable function does not have a process in place that allows for proper segregation of duties. Each accounts payable clerk is responsible for the processing of purchases, receiving invoices, paying the invoices, and mailing the checks to the vendors. No one else reviews the invoices before payment.

The accounts payable clerks process the accounts payable, providing all requirements are met. After the director of Finance signs the purchase orders, one clerk receives vendors A to R, and the clerk that handled the initial approval process for the purchase orders receives vendors S to Z. When the accounts payable clerks receive the receiving reports and invoices, they process them for payment. Each clerk processes and reviews their data entry. There is no additional review done by anyone other than the employee that entered the information.

The district generally uses system-generated checks, and only uses manual checks in case of emergency. If a manual check is issued, a *Request for Check Form* is available for emergencies only. A schedule of checks to be written is generated and the clerks verify payees and totals. Region 19 prints the checks using the district's signature plate. A runner from the warehouse picks up the checks, and returns them to the business office for pickup or mailing. The clerk that did all of the entry and checking receives the returned checks.

There are no limits on the dollar amount of a check that is automatically signed. The signatures appearing on the checks are the board president's and the superintendent's. The same accounts payable clerks also write manual checks for the district based on the same alphabetical division of vendors (A to R and S to Z). The accounts payable clerk responsible for the vendors A to R has the signature stamp in a locked cabinet.

Since each department does their own purchase orders, the accounts payable clerk may also enter purchase order for supplies for the department. Therefore, if it happens to be one of the clerk's vendors, one person completes almost the entire process.

The district's current practice could result in improper payments to vendors.

TEA recommends the segregation of responsibilities for the requisitioning, purchasing, and receiving functions from the invoice processing, accounts payable, and general ledger functions. Districts that function as TEA recommends ensure that a senior employee reviews invoices for completeness of supporting documents; that signature plates are in the custody of the person whose name appears on the plate or with an employee not responsible for the data entry required for writing the check; and that checks are not accessible to the persons who requested, prepared, or recorded them. According to TEA, if the accounts payable person is not independent of purchasing and the person signing the checks, there could be an internal control weakness.

The district should develop procedures to segregate responsibilities in the purchasing, invoicing, accounts payable, and general ledger functions. The director of Finance should review job descriptions of Finance staff and develop procedures to segregate responsibilities involving purchasing, invoicing, accounts payable, and general ledger functions. Written procedures should be developed that ensure proper controls for balancing accounts payable and for segregating duties in the Finance department. Someone other than the employee that prepared the data entry should complete the review of all data entry.

BUDGET FORECASTING (REC. 14)

SEISD does not use multi-year budget forecasts as a part of the budget process. The district only shows the current year and the proposed budget for the next year. There is no history of prior years nor are there any projections for the future.

The lack of forecasting hampers the decision-making ability of the administration and board is during the budget development time.

The Government Finance Officers Association (GFOA) recognizes the importance of combining the forecasting of revenues and the forecasting of expenditures into a single financial forecast. According to GFOA, a government should have a financial planning process that assesses long-term

financial implications of current and proposed policies, programs, and assumptions that develop appropriate strategies to achieve its goals. A key component in determining future options, potential problems, and opportunities is the forecast of revenues and expenditures. Revenue and expenditure forecasting does the following:

- provides an understanding of available funding;
- evaluates financial risk;
- assesses the likelihood that services can be sustained;
- assesses the level at which capital investment can be made;
- identifies future commitments and resource demands; and
- identifies the key variables that cause change in the level of revenue.

The GFOA recommends that governments at all levels forecast major revenues and expenditures. The forecast should extend at least three to five years beyond the budget period and should be regularly monitored and periodically updated. The forecast, along with its underlying assumptions and methodology, should be clearly stated and made available to participants in the budget process. The final budget document should also reference the forecast. To improve future forecasting, an analysis of the variances between previous forecast and actual amounts should occur. The variance analysis should identify the factors that influence revenue collections, expenditure levels, and forecast assumptions.

Bastrop ISD includes as a part of the budget process three-year budget projections. Included in the projections are student enrollment, property value, tax rates, revenues, expenditures by category, and fund balance projections.

The superintendent and business manager should develop three-year projections of revenues, expenditures, and estimated fund balances for at least the general fund, food service fund and debt service fund. A budget forecasting worksheet should be presented to the board that includes the prior year budget information, the proposed information for the budget year under consideration and the estimated forecast for the three succeeding years. This worksheet should be updated throughout the budgeting process and included in every budget work session with the board.

PUBLIC INVOLVEMENT IN BUDGET DEVELOPMENT (REC. 15)

SEISD does not present budget information to the public for residents to be involved effectively in the budget process. The budget is a plan of how district administration intends to spend money during the coming year. Without public review and input in the budget process, it is more difficult for the district to establish or confirm the priorities and concerns of the community.

The budget process for SEISD begins in mid-January. Campuses receive funding allocations based on enrollment projections and program needs. Principals work with campus staff to develop a campus improvement plan budget that is presented to the Superintendent's Budget Review Committee. The Superintendent's Budget Review Committee consists of the superintendent, assistant superintendents of Planning and Instruction and Support Services, directors of Finance, Human Resources, and Research and Development, and the coordinator of Technology. In April, the principals and department leaders present campus budgets to the Superintendent's Budget Review Committee. Department budgets use a zero-based budget approach and directors must present justification for all expenditures. The board meets in late July or early August for a workshop on the budget. The board approved the budget and tax rate in late August.

Texas school district fiscal years begin on either July 1 or September 1. Most school districts, including SEISD, begin their fiscal year on September 1. As a result, the district must pass its budget prior to August 31. Prior to passing the budget, the district must hold at least one public hearing, which must be advertised in a newspaper that is designated by the district as its official record, at least 10 days, but not more than 30 days, in advance of the public hearing.

The 2004–05 SEISD budget was presented to the board on Saturday, August 28, 2004 at 9:00 AM and adopted two days later on Monday, August 30, 2004 at 5:30 p.m. The process for adopting the 2005–06 budget included a budget workshop on Saturday, August 13, 2005 at 8:00 AM with the public hearing and adoption 16 days later on Monday, August 29, 2005 at 5:00 PM A review of the minutes of the board meetings found no other meetings that included budget discussions. The minutes from the 2004 and 2005 budget presentations do not reflect that anyone other than administrative staff or board members attended. After the budget adoption, SEISD included summary budget information on the Finance department's website including

the tax rate, general fund and debt service fund revenues, and expenditures.

Since the budget was presented to the public only once in August of both years and with such a short time before approval, there was little time for the administration to receive input from the public. In the TEA's *FASRG*, the budget calendar sample includes budget workshops in June and July, a public hearing on the budget in August with the adoption two weeks later in August.

Dripping Springs ISD (DSISD) has a comprehensive and inclusive budget process. The budget process begins in October with the planning and evaluation cycle. The board, which meets regularly on the budget starting in October, adopts the goals in December, and the district and school improvement plans are submitted to the board for approval in April. In addition to a budget review committee of district staff, DSISD presents the budget to community leaders. The community presentation includes a calendar of events related to the budget adoption process. The district uses community leader input to refine the budget presentation. After the presentation to community leaders, the district conducts a public forum on the budget. Based on the recommendations from the budget review committee, the community leaders, and the public, district administrators prepare the proposed budget for presentation to the board for adoption. DSISD then holds the required public hearing and the board adopts the budget.

SEISD should develop a budget process to encourage the inclusion of the public in the budget development process. The superintendent should develop an annual budget calendar that follows the budget development process. The board should approve the budget calendar in January. The district should modify their budget development timeline to include preliminary budget discussions with the board in May with follow-up discussions in June and July. The process should include meetings with community groups and public forums to ensure communication of the districts budget and the inclusion of community concerns and goals for board consideration in the budget adoption. All budget development information should be on the district's website for community review.

MONTHLY FINANCIAL REPORTING (REC. 16)

SEISD lacks a summary analysis of the district's financial condition through its monthly financial report. The detailed report is more than 500 pages, yet it does not provide the Board of Trustees with the information needed to form an

opinion of the financial status of the district. The monthly report contains many pages of transactional information. However, there is no summary financial report or accompanying analysis to assist the board members in understanding the financial condition of the district.

The monthly report includes the following elements:

- Tax Office Report – reflects the levy, interest, fees, and refunds.
- Bills and Expenditures – detail by line item of all checks written by vendor.
- Informational Reports
 - Travel Report – detail of out of district travel for the month
 - Telephone Report – monthly cell phone detail by individual
 - District Overtime Report – year to date report by budget line item
- Other Financial Reports
 - Investment Report – investments and interest earned by fund
 - Superintendent's Credit Card Report – report of superintendent credit card activity
 - Budget Amendment – detail of budget amendments by line item
 - Snack Bar Report – ala carte sales by campus

Budget amendments to the board show complete detail of accounting entries. The proposed budget amendment does not include a summary report, nor is there an explanation of the total budget impact after this amendment. Board members receive a copy of each individual budget amendment. The budget amendment forms include the complete detail including the entire 17-digit budget code used for school accounting. Because the board adopts the budget at the function and level, local procedures require that, if campuses move funds between function or object levels, the district must get board approval before the expenditure can occur. This practice provides the board with many pages of detailed information rather than a summarized report that would be easy to understand for both the board and the public.

The vendor check report includes detailed line item information from the purchase order, much of it

informational items such as instructions from the requestor on where to forward the purchase order and delivery information for the vendor. Summary purchase information by vendor is not available.

The director of Finance developed the current board packet several years earlier in response to requests by board members at that time. Interviews by the review team with current board members indicated that the amount of information was too large and no longer necessary. According to the director of Finance, he has previously attempted to reduce the size of the package and the amount of information in it, but board members have requested the additional information.

Bastrop ISD prepares monthly financial statements that include the following elements:

- Narrative – synopsis of items contained in the report
- Financial Report – budgeted and year to date results by function
- Investment Report – detail by investment
- Bank Balance Report – detail of ending and high balances by account
- Tax Assessor Collector Report – detail of levy and collection by type
- Salary Benefit Projection Report – summary of salary and benefit projections by function

The Board of Trustees has the legal authority and responsibility to govern and oversee the management of the school district. As such, board members should receive financial information in a clear and concise format to enable them to fulfill their duties. The director of Finance should survey other districts and work with the external auditors to revamp the monthly financial report to include information necessary to determine the district's financial position while allowing the Board of Trustees to meet their statutory requirements.

The director should provide examples of other district reports and present the board of trustees with financial information in a manner that will enable them to provide input and fulfill their duties. Future changes to the report should be coordinated with the board finance committee to ensure that the report continues to meet the statutory requirements and their needs without becoming too voluminous.

MANUAL PROCESSES (REC. 17)

SEISD has not developed an automatic link between the district's accounting software and its automated time, attendance, and extra duty help processes.

Non-exempt employees record their time on electronic time clocks located throughout the district. A timekeeping system records and stores the employee's time electronically and their individual supervisor approves the record.

Employees who work in excess of their regular work schedule have the option to elect to bank their time in a compensatory time bank to a maximum of 60 hours. Time is banked at 1.5 times the hours worked for time worked over 40 hours. Employees complete a manual request for compensatory time, which they submit to payroll. The payroll staff makes a notation on the automated form rather than automatically recording the banked hours in a compensatory time bank in the electronic time system. Staff manually key compensatory time into the district's payroll software system as a credit to the leave bank or as earned pay depending upon the employee's choice of options.

Employees record their absences in the electronic system. However, the payroll staff continues to maintain inefficient manual attendance cards for non-exempt employees that indicate the days worked and absences by month.

Integrating and streamlining payroll systems helps entities build efficiency. Companies have recognized significant performance gains when they link electronic time and attendance and payroll systems. Richardson ISD automatically uploads electronic data to the payroll system, which eliminates redundant data entry by payroll personnel.

SEISD should fully implement their automated time and attendance process so that district personnel can upload hours directly into the system and record the absence information correctly. By automating the time system, the district can eliminate the manual attendance and compensatory time records and increase efficiencies.

DOCUMENTATION OF OPERATING PROCEDURES (REC. 18)

SEISD lacks complete written policies and procedures to provide for staff awareness and training specific to the district's daily, weekly, monthly, and annual operation of duties for functions in accounting, payroll, accounts payable, and purchasing.

SEISD has some written policies and procedures related to financial reports and statements, activity funds management, fixed assets and accounts payable. Some of these procedures are in electronic format on the TASB website. For a large portion of operations, instead of having district specific written policies and procedures, SEISD uses TEA's FASRG for all accounting issues and reference.

The district uses the Purchasing co-op programs to process purchase requisitions. According to SEISD, previous users conducted training in this area for new employees. In August 2005, SEISD held a financial and budget training for campus employees. *A Campus Finance Desk Reference* for 2005–06 was given to campus staff. This book contains the General Guidelines Applicable to All Cost Principles and copies of some of the sections of TEA's FASRG. The only information concerning SEISD's local procedures were copies of the information on the purchasing cooperatives that the district belongs to and copies of sample purchase orders. No SEISD detailed practices were included nor were step-by-step instructions on ordering supplies or materials, or completing purchase orders.

Procedures manuals are vital to the organization for purposes of continuing critical functions in the event of staff absences. Written procedures manuals also provide a basis for periodic evaluations of processes and practices for purposes of continuous improvements. Written procedures manuals provide improved control environments. Without complete written policies and procedures, employees may inadvertently violate policies, procedures, and state laws.

The Government Finance Officer Association (GFOA) recommends that every government entity document its accounting policies and procedures. The documentation should be readily available to all employees that need it. The procedures should describe the authority and responsibility of all employees, especially those authorized to transact business for the district and those responsible for the safekeeping of assets and records. Updates to these procedures should occur periodically according to a predetermined schedule.

TEA's FASRG recommends that school districts have a written manual describing the district's purchasing policies and procedures. This manual assists campus-level and department level personnel in purchasing of supplies and services. The manual should contain rules and guidelines for purchases consistent with relevant statutes, regulations, and board policies. The manual can provide direction to district

staff at all levels and help train staff in the district's established policies. A purchasing manual promotes consistency in purchasing throughout the district.

According to TEA, a purchasing manual typically addresses the following items:

- purchasing goals and objectives;
- statutes, regulations, and board policies applicable to purchasing;
- purchasing authority;
- requisition and purchase order processing;
- competitive procurement requirements and procedures;
- vendor selection and relations;
- receiving, distribution, and disposal of property;
- bid or proposal form;
- purchase order;
- purchase requisition;
- receiving report;
- vendor performance evaluation form; and
- request for payment voucher.

The district should develop a written financial and purchasing procedures and processes manual and provide training to all relevant district staff. The director of Finance should review state laws and local policies in the development of a manual. The director of Finance should obtain copies of procedures manuals from other districts to use as a guide in preparing procedures for the organization. Many procedures manuals are on districts' websites or on the TEA website. Establishing an electronic procedures manual on SEISD's website provides a channel for continual updating and staff accessibility. The district should hold staff meetings to discuss the procedures and train employees. Manuals should be updated as needed but at least on an annual basis with review and approval from district leadership.

STAFF DEVELOPMENT (REC. 19)

SEISD business support staff lack training related to their jobs in public schools and in financial management. Without proper training, it is difficult to ensure the staff is carrying out the district's function appropriately.

The review team noted that employees did not fully understand the reasons behind their job functions. Rather, the employees were performing duties based upon a limited understanding of the requirements necessary for the job.

Since fiscal year 2003, the director of Finance and accountants have attended investment training required under the Public Funds Investment Act, Texas Association of School Business Officials (TASBO) Accounting and Auditing Update and Fraud workshops, and NCLB Requirements training. However, the staff has not received training in the areas of budget and financial planning, federal fund, and payroll accounting.

Staff training allows employees to expand their professional knowledge base and stay abreast of the ever-changing rules and regulations of state and federal laws. Training helps ensure that staff has the tools to do their jobs effectively.

TASBO provides on-site courses for a business management certification to districts with a minimum enrollment of 15 people at the cost of \$155 per person. SEISD should consider hosting the TASBO certification course including other districts in the area so that more staff members can receive training. If the district were to choose to host several classes per year by themselves or with other districts in the area, the effect on the budget would be minimal as compared to the travel costs associated with classes held in other parts of the state.

The Director of Finance should develop an annual training plan for staff members based on individual job responsibilities and employee needs. The director of Finance should then present this training schedule to the superintendent along with budget implications as part of the annual budgeting process. At a minimum, SEISD should attempt to ensure that the director of Finance and two accountants attend two training courses per year. If these courses are available in the El Paso area and each of the three individuals took two courses at \$155 per course for a total of \$310 per person, the total cost to the district would be \$930 annually (\$155 per course x 2 courses x 3 staff). This estimate is based on a minimum of 15 people attending the course.

ACTIVITY FUND ACCOUNTS (REC. 20)

SEISD's business office does not have documented procedures for activity fund transactions and daily oversight of activity because each campus maintains their accounts. Campuses forward their records annually to the central office for review and inclusion in the district's annual financial

statement. Campus secretaries maintain information relating to monthly expenditures on a spreadsheet. Annual reviews of information potentially miss purchasing violations, lack of timely deposit, and reconciliation and cash management issues.

The director of Finance indicated that there is limited central administrative oversight of expenditures from campus activity funds during the school year. The only time that the Finance personnel check activity fund accounting is during an annual desk audit while preparing for the annual external financial audit. Financial personnel notify campus principals of any procedural problems and suggest solutions to correct the problems during the desk audit.

Many districts throughout the state are realizing the benefits of centralizing activity fund accounts. Historically, smaller districts, such as Texas City ISD, have centralized activity funds. Recently, larger districts such as Dallas ISD have implemented centralized activity fund accounting procedures to streamline the activity fund process and provide oversight of activity fund transactions. Centralizing the funds allows districts to ensure the following benefits:

- Improved internal control over the activity fund accounts.
- Consistency in procedures and policies related to activity funds and in the application of district policy.
- Improved cash management policies and having monthly campus deposits reconciled by an independent party. This independent reconciliation will regularly monitor campus deposits so that the district can address any instance of non-deposit immediately.
- Inclusion of purchases in the online purchase order approval system. Requiring purchase approval online allows the campus to take advantage of any bids and receive the lowest possible price.
- Regular review of fund raising recaps to identify trends with respect to vendor and sponsor performance.
- Inclusion of activity fund disbursements in any fraud control accounts with the district's depository that will prevent the unauthorized use of funds.

SEISD should centralize the activity funds to provide better oversight to activity fund accounts. The district can create activity fund accounts in the current general ledger for each campus that uses a common general ledger account system.

The district should systematically move campuses to the centralized accounting system during 2005–06 beginning with the elementary campuses. It should move secondary campuses to the centralized system in September 2006. Centralizing activity funds would improve internal control and provide consistency in procedures and policies related to activity funds.

SELF-FUNDED HEALTH PLAN (REC. 21)

SEISD did not conduct a cost-benefit analysis of its self-funded health plan and the TRS Active Care Health Plan. SEISD operates a self-funded health plan, which exposes the district to the risk of financial loss. Volatile claim volume exposes SEISD to the risk of financial loss, which could have a negative effect on the overall financial condition of the district. A single catastrophic occurrence or a combination of occurrences, such as life-altering illnesses or serious disabling accidents, can significantly increase plan costs and create a financial scenario from which it would be difficult to recover.

The health insurance claim costs for fiscal year 2003–04 were 7 percent of the SEISD’s total operating expenditures and 6.5 percent in 2002–03. SEISD limits their exposure to individual loss through individual stop loss insurance that reimburses the plan for medical costs that exceed \$100,000 per individual. Certain individual stop loss deductibles for existing catastrophic claims as of September 1, 2004 have been set at \$125,000 in an effort to control cost. The plan also has additional aggregate loss insurance when total claims exceed \$2 million. Claim cost and fees have increased as shown in **Exhibit 2–11**.

The district currently has seven large outstanding claims totaling \$869,328, which are potentially subject to reimbursement under the individual stop loss policy.

The Texas Legislature authorized the creation of the TRS Active Care Health Plan. School districts with 500 or fewer employees as of January 1, 2001 were required to participate in the plan effective September 1, 2002. Other districts of varying sizes have since joined the plan. Currently, 1,044 districts and charter schools statewide, and 11 districts and charter schools in Region 19 participate in the plan along with three of SEISD’s peer districts. Of the district’s peers, only Mercedes ISD continues to provide insurance from a source other than TRS Active Care.

**EXHIBIT 2–11
HEALTH PLAN EXPENDITURES
2002 THROUGH 2004**

YEAR	TOTAL CLAIMS	PERCENTAGE INCREASE
2002	\$1,167,652	N/A
2003	\$1,677,117	43.63%
2004	\$1,915,931	14.23%

SOURCE: SEISD annual financial statements.

SEISD should prepare a cost-benefit analysis of its self-funded health plan with the TRS health plan. Securing health coverage through TRS Active Care may reduce the risk of financial loss. Membership in TRS Active Care would allow SEISD to share the risk of large claim volumes with participating districts throughout the state and may reduce the district’s overall long-term cost for health insurance.

CONFIDENTIALITY OF MEDICAL INFORMATION (REC. 22)

SEISD does not require its health plan administrator to withhold confidential information as required by the HIPPA.

The district’s health plan administrator includes confidential information such as member name, social security number, provider, and amount paid on the check register. HIPPA provides for an individual’s privacy when seeking medical assistance. A review of the bank reconciliations for the health insurance account shows a possible violation of the privacy provisions of this act as the employee’s name, provider, and cost of service appear on the register. Violating this federal law can result in significant fines and penalties to the district if someone files a complaint.

HIPPA protects an individual’s protected health information (PHI) from disclosure to individuals not specifically authorized under the plan. PHI is any information about a participant’s past, present, or future physical or mental health condition or payment for care that identifies or someone could use to identify the participant. Round Rock ISD limits the access to potentially identifying information to specifically authorized employees in the benefits area. Information regarding treatment and payments to providers is not available to other employees in the department. Outstanding checklists and other communications do not include the employee’s name or employee number.

SEISD should require their health care provider to immediately remove confidential information from the check register log.

For background information on Financial, and Asset Management and Purchasing, see p. 128 in the General Information section of the appendices.

FISCAL IMPACT

RECOMMENDATION	2006-07	2007-08	2008-09	2009-10	2010-11	TOTAL 5-YEAR (COSTS) SAVINGS	ONE TIME (COSTS) SAVINGS
CHAPTER 2: FINANCIAL, ASSET MANAGEMENT AND PURCHASING							
7. Create a central Purchasing department and designate a purchasing agent to receive training in purchasing laws and policies to ensure that the districts purchasing practices comply with state law.	(\$625)	(\$625)	(\$625)	(\$625)	(\$625)	(\$3,125)	\$0
8. Incorporate standards that meet or exceed the recommended percentages for FIRST standards for instruction.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
9. Develop procedures for approval of purchases over \$25,000 that includes board approval before the issuance of a purchase order.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10. Develop a fund balance goal.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
11. Prepare cash flow projections using historical bank data and trends related to cash receipts and disbursements.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
12. Develop written procedures for the petty cash and athletic game receipt functions to improve internal controls and segregate duties.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
13. Develop procedures to segregate responsibilities in the purchasing, invoicing, accounts payable, and general ledger functions.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
14. Develop three-year projections of revenues, expenditures, and estimated fund balances for at least the general fund, food service fund and debt service fund.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
15. Develop a budget process to encourage the inclusion of the public in the budget development process.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
16. Present the Board of Trustees with financial information in a meaningful manner to enable them to fulfill their duties.	\$0	\$0	\$0	\$0	\$0	\$0	\$0

(Continued on next page)

FISCAL IMPACT (CONTINUED)

RECOMMENDATION	2006-07	2007-08	2008-09	2009-10	2010-11	TOTAL 5-YEAR (COSTS) SAVINGS	ONE TIME (COSTS) SAVINGS
CHAPTER 2: FINANCIAL, ASSET MANAGEMENT AND PURCHASING							
17. Implement fully their automated time and attendance process so that district personnel can upload hours directly into the system and record the absence information correctly.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
18. Develop a written financial and purchasing procedures and processes manual and provide training to all relevant district staff.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
19. Develop an annual training plan for finance staff members based on individual job responsibilities and employee needs.	(\$930)	(\$930)	(\$930)	(\$930)	(\$930)	(\$4,650)	\$0
20. Centralize activity fund accounts to provide better financial oversight.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21. Prepare a cost-benefit analysis of its self-funded health plan with the TRS Active Care health plan.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
22. Require the health care provider to immediately remove confidential information from the check register log.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTALS-CHAPTER 2	(\$1,555)	(\$1,555)	(\$1,555)	(\$1,555)	(\$1,555)	(\$7,775)	\$0



Chapter 3

Human Resources Management

CHAPTER 3. HUMAN RESOURCES MANAGEMENT

Personnel costs typically represent the largest expense in school districts. As a result, efficient and effective management of Human Resource functions is critical to the overall effectiveness of a district. Human Resources (HR) departments are responsible for the following functions:

- recruiting employees;
- overseeing the interviewing, selection, and processing of new employees;
- retaining employees;
- processing promotions, transfers, and resignations;
- determining and maintaining compensation schedules;
- planning and forecasting personnel needs;
- maintaining complete employee records;
- developing and maintaining job descriptions;
- managing the employee evaluation process;
- handling employee complaints and grievances;
- developing personnel policies; and
- ensuring that the employer follows all laws and regulations.

The staff of the SEISD HR Department consists of a director and nine paraprofessional positions including three specialists, three assistants, and three secretary/clerical positions. During 2003–04, the district employed 614 individuals for a total payroll cost of \$22.6 million, representing 74.3 percent of the district’s budget.

ACCOMPLISHMENTS

- SEISD’s HR Department cross-trains its staff to increase department sustainability and to improve the overall effectiveness and efficiency of the department.
- SEISD uses a hiring process that all departments and campuses apply consistently.
- SEISD’s HR Department developed a process for ensuring that personnel records are complete and easily accessible.
- SEISD’s HR Department is responsible for establishing and approving extra duty pay to ensure equity in

compensation across the district for employees who perform duties in addition to their regular jobs.

FINDINGS

- SEISD does not have staffing standards to guide allocation of non-instructional positions to campuses.
- SEISD’s Human Resources Department lacks a staffing guideline for determining the appropriate number of paraprofessional positions it needs to support the department and is overstaffed by three clerical positions.
- SEISD’s HR Department does not have a process to ensure employee handbooks and required personnel-related notices are current.
- SEISD has an inefficient system for developing employment contracts.
- SEISD does not have an efficient way to ensure continuity of instruction when teachers are absent due to illness or personal emergencies.

RECOMMENDATIONS

- **Recommendation 23: Develop staffing standards for non-instructional positions to serve as the basis for assigning non-instructional staff to each school.** Non-instructional staffing formulas give schools the staff deemed necessary to perform basic responsibilities. Additional staff beyond base staffing formulas should be provided based on the unique characteristics of a particular school. Additional staff positions should be tied to an accountability requirement to measure the effective use of those additional staff.
- **Recommendation 24: Develop staffing standards and reduce paraprofessional staffing in the HR Department by three positions.** The HR director should review job responsibilities of the three specialists in the department and develop a plan that enables them to perform their own clerical responsibilities with the assistance of one file clerk.
- **Recommendation 25: Implement a process to update employee handbooks and required personnel-related notices.** The director of Human Resources should develop a process to review and update employee handbooks. The district should use

the Texas Association of School Boards (TASB) model handbook as a reference as well as its own policies to ensure compliance with all required employee notices, changes due to newly adopted policies, and changes in the law.

- **Recommendation 26: Adopt a paperless system for producing employee contracts.** By using Microsoft Word, which is currently on each computer, SEISD can easily make the transition to a more efficient electronic system for producing employee contracts.
- **Recommendation 27: Implement an automated substitute calling system to ensure that the district can obtain available substitutes at the beginning of the school day.** The director of Human Resources should research automated substitute calling systems and make recommendations to purchase one for use in the district. Varieties of Internet-based systems are currently available and require little or no purchase of expensive hardware. By implementing an automated substitute calling system the district will ensure continuity of instruction.

DETAILED ACCOMPLISHMENTS

CROSS-TRAINING FOR STAFF

SEISD's HR Department cross-trains its staff to increase department sustainability and to improve the overall effectiveness and efficiency of the department. Every three months the three HR assistants report to a different specialist. The HR director instituted this rotation of assistants in an effort to expand the effectiveness of the HR Department as well as strengthen each employee's understanding of the process and most importantly, to give each employee the opportunity for professional growth. The three specialists were HR generalists before the HR director divided job responsibilities. The specialists are familiar with all functions of the HR Department. The specialists and assistants perform HR functions such as:

- verifying certification on new hires;
- performing criminal background checks;
- documenting the required forms per "No Child Left Behind" law;
- processing employment applications for the entire district; and
- managing approximately 100 substitute employees.

In addition to the cross-training, the HR director encourages all members of the department to suggest improvements for departmental processes and gives them the authority to implement changes for improvement. In interviews with the review team, all HR staff members attribute the positive climate in the department to the cross-training and the director's confidence in their competence.

HIRING PROCESS

SEISD uses a hiring process that all departments and campuses apply consistently. The principal and/or hiring supervisor review applications that HR has screened and select an interview committee comprising staff members, supervisors, and the general community. The committee reviews the applications and determines which candidates to interview based on who best meets the set criteria for the position. Before conducting the interviews, the committee members establish the questions and the most desirable answers to each question. This process helps the committee select candidates who will best meet the specific school or hiring department's needs. After completing the interviews, the committee members rank order the candidates individually and then as a group. Once the interview committee has selected its top candidate and verified references, it makes a hiring recommendation to the HR director, who in turn verifies that all necessary documents are in place for possible employment. The committee then submits a recommendation to the superintendent for approval.

By involving both staff and community members in the interview process, SEISD allows all stakeholders to ask questions and raise issues in the areas that each feels is important to the success of the district. By involving the stakeholders in the selection of candidates, the district fosters empowerment and buy-in by both staff and community members in the hiring process.

PERSONNEL FILES

SEISD's HR Department developed a process for ensuring that personnel records are complete and easily accessible. The department uses comprehensive checklists to enhance the accuracy and consistency of personnel records and to ensure that staff gathers all necessary information for compliance with federal, state, and local laws and regulations. HR staff use the personnel folder checklists to consistently order and file the documentation in the employee records. This process helps staff quickly determine when folders are

incomplete so that they can prioritize obtaining needed information to comply with all applicable laws and regulations.

The department has developed a personnel filing system that uses color-coded tabs to categorize employee files. By categorizing files in this manner, the human resources department can locate, manage, and replace files efficiently while minimizing the risk of misfiling documents or files. HR stores files in easily accessible file cabinets and secures them with a fire-resistant locking door. There are several legends posted in the file room identifying the location of specific files.

The review team reviewed approximately 30 files, and each file was complete in accordance with state and federal regulations. HR staff had placed each document of the employee file behind its corresponding color-coded labeled tab. This practice ensures correct placement of each document and helps employees locate the information inside the file in a timely manner. The independent auditor for SEISD commended the human resource department on their personnel file organization stating, “We (were) able to find key items needed to conduct our audit with minimal inquiries.”

EXTRA DUTY PAY EQUITY

SEISD’s HR Department is responsible for establishing and approving extra duty pay to ensure equity in compensation across the district for employees who perform duties in addition to their regular jobs. Pay rates for individuals who perform extra duty assignments, such as tutoring or summer school education, are established and approved by the Human Resources (HR) Department. Each department or campus must submit a request for extra duty pay for an employee to the HR department for approval before the employee takes on an extra duty.

Administrative leaders are responsible for preparing memos requesting HR approval of payment for extra assignments. Upon approval, the HR Department issues an electronic pay authorization directly to payroll that indicates both the number of hours to be worked and the rate of pay. When the employees complete the extra assignments, the campus or department administrative leader submits a report of the time worked to the payroll department so that the employee may be paid.

This practice helps ensure that employees are paid equitably and that the pay rates for extra duty are consistent across the district.

DETAILED FINDINGS

STAFFING FORMULAS (REC. 23)

SEISD does not have staffing standards to guide allocation of non-instructional positions to campuses. Staffing formulas provide a standard for determining whether campus staffing for non-instructional support positions is being monitored and resources spent appropriately. Current staffing decisions occur after the HR Department receives a formal request for additional staffing, rather than as a documented exception to baseline standards using staffing formulas.

SEISD does compile and retain information for student enrollment and class sizes at the campuses to make staffing decisions. According to the HR director, the district also regularly conducts comparison studies with surrounding districts to make its staffing decisions.

A variety of staffing standards exist regarding K–12 public school staffing. Among them are those developed by the Southern Association of Colleges and Schools, Council on Accreditation and School Improvement (SACS/CASI) for 2005. SACS covers an 11-state region, including Texas, and provides accreditation standards for public and private schools, colleges, and universities within the region. The standards represent a common core of expectations that help develop and maintain quality schools. Accreditation for public K–12 schools in Texas is voluntary.

In the absence of any district staffing formula or standard, the review team compared SEISD campus staffing to the SACS/CASI standards (**Exhibit 3–1**). SEISD campus staffing exceeded the SACS/CASI recommendations by 21.5 positions, primarily support staff and administrative assistant or assistant principal positions.

The lack of staffing standards for non-instructional staff makes it difficult for the district to monitor whether or not it is efficiently staffed based on the district’s needs.

Spring ISD’s Personnel/Support Services Department develops staff allocations for each school based upon enrollment. The department also monitors these allocations each time the district updates enrollment figures. The allocations are the basis for the salary portion of the budget each year. Campus site-based decision-making teams have some flexibility to change positions within those allocated dollars.

SEISD should develop staffing standards for non-instructional positions to serve as the basis for assigning non-instructional staff to each school. Non-instructional

**EXHIBIT 3-1
COMPARISON OF SEISD CAMPUS STAFFING TO SACS/CASI STANDARDS
2004-05**

POSITION	HIGH	MIDDLE	ALARCON	BORREGO	SAMBRANO	LOYA	TOTAL
Enrollment	976	842	554	440	410	537	3,759
PRINCIPAL							
Recommended	1.0	1.0	1.0	1.0	1.0	1.0	6.0
Actual	1.0	1.0	1.0	1.0	1.0	1.0	6.0
Variance	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ADMINISTRATIVE ASSISTANT *							
Recommended	1.5	1.5	0.5	0.0	0.0	0.5	4.0
Actual	2.0	2.0	1.0	1.0	1.0	0.5	7.5
Variance	0.5	0.5	0.5	1.0	1.0	0.0	3.5
GUIDANCE PROFESSIONAL							
Recommended	2.0	2.0	1.0	.5	.5	1.0	7.0
Actual	3.0	2.0	1.0	1.0	1.0	1.0	9.0
Variance	1.0	0.0	0.0	0.5	0.5	0.0	2.0
LIBRARY OR MEDIA SPECIALIST							
Recommended	1.0	1.0	1.0	1.0	1.0	1.0	6.0
Actual	1.0	1.0	1.0	1.0	1.0	1.0	6.0
Variance	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPORT STAFF							
Recommended	4.5	4.5	1.5	1.0	1.0	1.5	14.0
Actual	9.0	5.0	4.0	4.0	4.0	4.0	30.0
Variance	4.5	0.5	2.5	3.0	3.0	2.5	16.0
TOTALS	6.0	1.0	3.0	4.5	4.5	2.5	21.5

* Equivalent in SEISD is assistant principal.

SOURCE: SACS/CASI Public School Standards and SEISD director of Human Resources.

staffing formulas give schools the staff deemed necessary to perform basic responsibilities. Additional staff beyond base staffing formulas should be provided based on the unique characteristics of a particular school, including for example, the number/percentage of children who qualify for free and reduced-price meals, the number of discipline incidents, and/or the results of student achievement assessments. Additional staff positions should be tied to an accountability requirement to measure the effective use of those additional staff. For example, those schools that currently have more non-instructional staff than is recommended as the minimum by SACS should justify how that staff is being used, or how such staff should be reallocated to positively impact student achievement.

SEISD's campus staffing levels exceed the SACS/CASI staffing standards by 21.5 positions including 3.5 assistant principals, 2 guidance counselors, and 16 support staff. By

implementing the SACS/CASI standards, the district would achieve an estimated annual savings of \$676,140 [(3.5 assistant principal positions x \$49,281 average salary x 15 percent in benefits) + (2 guidance counselor positions x \$54,612 average salary x 15 percent in benefits) + (16 support staff positions x \$19,140 average salary x 15 percent in benefits)]. In order to account for any specific campus staffing needs, the annual savings is estimated at \$338,070, one-half the total identified using the SACS standards (\$676,140/2).

HR STAFFING (REC. 24)

SEISD's Human Resources Department lacks a staffing guideline for determining the appropriate number of paraprofessional positions it needs to support the department and is overstaffed by three clerical positions. It is overstaffed in positions that provide clerical support to the positions performing the key personnel activities.

The department staff consists of the director and nine paraprofessionals. When the district hired the HR director in 2003, the nine paraprofessional positions included six generalist positions, a secretary, secretary/receptionist, and file clerk. Shortly after the director's arrival to SEISD, he made a request to the Board of Trustees to upgrade three of the six paraprofessional generalist positions to HR assistants. The remaining three generalist positions provide clerical assistance to the three specialist positions.

Even though the assistants support different functions, there is no distinction in the primary duties of these positions, as described in the job description. In addition, of the 17 responsibilities noted in the job description, 10 are duplicative of functions assigned to other HR Department support staff positions, that is, secretary and file clerk. These functions include general clerical support, filing, receptionist duties, and ordering supplies.

No workload data was available to demonstrate the need for three HR assistant positions, such as overtime work required or increases in transaction volume (for example, number of applications, teachers on permits, improvement plans). There have been no studies or desk audits conducted to evaluate whether the current staff was necessary given the workload of the department.

The Society of Human Resource Management (SHRM) sets a national standard of 1:100. SEISD staffing for the HR Department is well above the national standard. TASB Human Resources Services reports the median number of HR staff per employee in all companies surveyed in a national survey was 1.0 per 100 employees. Staffing in the public sector, which includes education and government, continues to be far less than in other industries.

The HR Department should develop staffing standards and reduce its paraprofessional staffing by three positions. The HR director should review job responsibilities of the three specialists in the department and develop a plan that enables them to perform their own clerical responsibilities with the assistance of one file clerk. Eliminating three paraprofessional positions would save SEISD \$70,817 a year.

The base salary for the three HR assistants is \$61,580 x 15 percent added for benefits (\$9,237), which equals \$70,817 a year. If the savings begins in 2006–07, the total five-year savings would be \$354,085.

EMPLOYEE HANDBOOKS (REC. 25)

San Elizario ISD's HR Department does not have a process to ensure employee handbooks and required personnel-related notices are current. The district's 2004–05 handbook contained inaccurate information because the HR Department did not update changes in personnel policies. Of 39 policies printed in the handbook, only 19, or one-half, were the correct version.

SEISD is a member of the Texas Association of School Boards (TASB) Human Resource Services. TASB sends the district an updated Model Employee Handbook annually along with notification of updates and changes in state or federal law. The post-legislative update to the 2005 Model Employee Handbook was posted in July 2005. New information included in that update included:

- changes due to new laws, including job vacancy posting requirements and elimination of the Teacher Retirement System 90-day waiting period; and
- changes to reflect common payroll practices

SEISD did not include this updated information in its district's handbook. The director of HR said he was not aware that this service was included as part of the district's membership in TASB.

Failure to provide an up-to-date handbook to all employees may lead to inconsistencies in implementing district policies and requirements. Comprehensive, up-to-date handbooks include district goals, policies, procedures, regulations, and benefits.

The district should implement a process to update employee handbooks and required personnel-related notices. The director of Human Resources should use the TASB Model Handbook as a reference to publish the annual employee handbook and refer to updates provided by TASB Human Resource Services. The handbook should be provided to staff on-line and copied only for employees requesting a hard copy and employees without computer access.

ELECTRONIC EMPLOYMENT CONTRACTS (REC. 26)

SEISD has an inefficient system for developing employment contracts. Its use of triplicate paper employment contracts impedes the timely processing of the documents. The method used to generate the contracts is tedious and time-consuming due to the typing involved and places the district at risk of mishandling contracts.

Even though the district possesses the software to complete electronic contracts, SEISD uses a three-part No Carbon Required (NCR) paper for its documentation of employment contracts. This type of paper is costly and smudges over time. In addition, the ink used in NCR paper loses its character definition each time it is manipulated. According to the HR director, the HR Department is currently working with the coordinator of Technology to identify an automated system.

Given the recent advances of printers and the ability to import electronic signatures, some school districts have moved from costly NCR paper to electronic contracts. Katy Independent School District's HR Department uses industry standard printers to create single-copy contracts on regular 20-pound paper. This is standard copy paper used in printers, copiers, and facsimile machines. The HR Department creates the contract in Microsoft Word or Adobe PDF format and then imports the superintendent's signature onto the document.

SEISD should adopt a paperless system for producing employee contracts. By using Microsoft Word, which is currently on each computer, SEISD can easily make the transition to a more efficient electronic system for producing employee contracts. By implementing the recommended process, the district can reduce its average contract printing costs from \$240 a year to the cost of a few reams of copy paper.

AUTOMATED SUBSTITUTE SYSTEM (REC. 27)

SEISD does not have an efficient way to ensure continuity of instruction when teachers are absent due to illness or personal emergencies. Employees are required to ask for planned personal and professional development leave in advance to allow campus principals sufficient time to fill the vacancies the day prior to the teacher's absence. In this way, substitute teachers have adequate time to prepare to help ensure students continue with their lessons even in the teachers' absence. The problem occurs when teacher absences are unplanned.

Teachers are responsible for notifying the school principals or designees as soon as they know they will be absent due to illness or a personal emergency. In SEISD, the school secretaries are responsible for contacting substitutes when the teacher absence is unplanned. They contact authorized substitutes using a district-provided master substitute list. There is no tracking of assigned substitutes available at this time, which means that substitutes who are already assigned to a school may receive multiple calls from different campuses on any given morning. The result is that the positions are not

always filled when classes start. The secretaries are compensated for their evening or early morning work, with a shorter work week, time off, or overtime pay at a rate of 1.5 times their hourly rate.

According to the director of HR, SEISD looked into purchasing an automated substitute calling system but rejected such a purchase for two reasons: cost and a lack of need. SEISD did evaluate use of a temporary employment service to assist with this issue, and, recently, the district identified a lower-cost automated system in Canutillo ISD.

Many schools use automated substitute calling systems to fill positions. The automated system allows employees to notify the district of their absence either by telephone or the Web. Most systems also allow substitutes to accept jobs via the Web or the telephone. Automated systems help to ensure that substitutes are on campus prior to the start of the school day as the automated system begins calling substitutes at a time pre-determined by the district, typically 5:30AM.

In addition, automated systems have the capability to provide a listing of absences by employee, date, day of week, type of absence, and substitute. Districts may generate reports to analyze absences for the district as a whole or by campus. Such information is useful when reviewing the absence patterns of a group of employees or individuals. According to the Risk Management Coordinator, SEISD currently has to request a special report from Region 19 to provide absence management reports to campus administrators.

A district may also easily download absence data on an automated system into its payroll system. Downloading absences increases the accuracy of the account codes used for substitutes, as the software allows the user to tie the account data to the employee's master pay record. This practice enables districts to reflect more accurately the various programs that they assign substitutes to, such as special education, career and technology, and compensatory education.

The district should implement an automated substitute calling system to ensure that it can obtain available substitutes at the beginning of the school day. Automated systems reduce the time school personnel must spend calling substitutes. A variety of Internet-based systems is currently available that do not require the purchase of expensive hardware. The director of Human Resources and principals should thoroughly evaluate these systems prior to April 2006 so that SEISD can test and implement a solution prior to the start of the 2006–07 fiscal year.

SEISD could implement an inexpensive automated service provider system for an initial fee of \$895 plus an annual fee based on the type of employee. The initial cost of \$895 is a one-time set up fee for the computers at a central location. Annual maintenance fees would exist after the initial investment. Cost may be as low as \$0.75 per month per replaceable employee or \$0.35 per month per non-replaceable employee. Replaceable employees are those that require a substitute when absent. Non-replaceable employees do not require a substitute, but do require that absences be entered into the system for accountability purposes. Total costs would depend on the number of employees that the district monitors

on the system and the extent to which the district uses the system to monitor absences. The review team estimates an annual fee of \$301 [(\$0.75 x 280 (240 teachers and 40 educational aides) + (\$0.35 x 259 auxiliary staff)]. This fee would increase if the district used the system for reporting absences for the following employee groups: professional support, campus administration, and central administration.

For background information on Human Resources Management, see p. 29 in the General Information section of the appendices.

FISCAL IMPACT

RECOMMENDATION	2006-07	2007-08	2008-09	2009-10	2010-11	TOTAL 5-YEAR (COSTS) SAVINGS	ONE TIME (COSTS) SAVINGS
CHAPTER 3: HUMAN RESOURCES MANAGEMENT							
23. Develop staffing formulas for non-instructional campus positions to serve as the basis for assigning non-instructional staff to each school.	\$338,070	\$338,070	\$338,070	\$338,070	\$338,070	\$1,690,350	\$0
24. Develop staffing standards and reduce paraprofessional staffing in the HR Department by three positions.	\$70,817	\$70,817	\$70,817	\$70,817	\$70,817	\$354,085	\$0
25. Implement a process to update employee handbooks and required personnel-related notices.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
26. Adopt a paperless system for producing employee contracts.	\$240	\$240	\$240	\$240	\$240	\$1,200	\$0
27. Implement an automated substitute calling system to ensure that the district has substitutes available at the beginning of the school day.	\$0	(\$301)	(\$301)	(\$301)	(\$301)	(\$1,204)	(\$895)
TOTALS-CHAPTER 3	\$409,127	\$408,826	\$408,826	\$408,826	\$408,826	\$2,044,431	(\$895)



Chapter 4

Operations

San Elizario Independent School District

CHAPTER 4. OPERATIONS

School districts' operations involve facilities use and management, which includes new construction, renovations to existing facilities, maintenance, and custodial services; pupil transportation; and child nutrition.

San Elizario Independent School District (SEISD) encompasses 16 square miles and is in El Paso County. The SEISD assistant superintendent for Support Services is responsible for supervising two main divisions – facilities and child nutrition. Within the Facilities Division, the Facilities coordinator oversees five supervisors: maintenance, custodial, warehouse, security, and transportation.

SEISD's facilities are on 148 acres with a total of seven schools, including one primary school, three elementary schools, one middle school, one high school, and one alternative school. The district also maintains an administration building and an administrative annex, totaling 664,409 gross square feet (GSF) of space. The district's insurance policy estimates the replacement value of SEISD's facilities at \$47.8 million.

At the time of the review, the Facilities coordinator position was vacant. The Maintenance supervisor oversees three Heating Ventilation and Air Conditioning (HVAC) technicians, one plumber, one electrician, and six general maintenance workers. The custodial supervisor oversees 37 custodians. Instead of employing full-time grounds maintenance workers, the district uses bus drivers to maintain school grounds between their morning and afternoon bus routes.

SEISD has the lowest maintenance expenditures per student in comparison to their peer districts, but their expenditures are greater than the state average at \$100 per student.

The SEISD pupil transportation fleet consists of 29 regular program school buses, which are used on the district's 19 daily regular program routes and one special route for students participating in a nurse training program; five special program buses for three routes; and one commuter van.

In 2004–05, SEISD transported 1,622 regular program riders, 43 special program riders, and 48 career and technical program students. These students represent 23.2 percent of the district's total enrollment.

The department consists of the following 38 positions:

- One supervisor, who reports to the coordinator of Facilities. The supervisor manages the school transportation function, vehicle maintenance, and grounds maintenance. Key transportation responsibilities include approving and updating bus routes and schedules, approving transportation for activity trips, reviewing rates charged for activity trips, enacting and enforcing safety standards and codes, training, certification and licensing of drivers and employees, as well as provide for the day-to-day concerns of drivers, patrons, building staff, and community.
- One lead driver (acting).
- Twenty-six regular and special route drivers. Drivers also provide transportation for activity trips.
- Nine aides who provide assistance to the special education drivers.
- One secretary/dispatcher.

Bus drivers conduct minor maintenance, such as adding fluids, changing wiper blades, repairing seats, washing the bus, and checking tire pressure. The district has a contract with a service station, located on Interstate 10, to provide major repairs, while warranty and specialty work (for example, repair to wheelchair lift, electrical wiring, speed governor, and so forth) are provided in El Paso by a bus dealer repair facilities.

In addition to providing transportation services, department personnel also have additional responsibilities – drivers maintain the grounds, and aides monitor the lunchroom.

According to the Texas Education Agency's (TEA) 2003–04 transportation report, the district transported students a total of 238,188 miles at a cost of \$3.08 per mile for the regular program and \$2.09 for the special program. Total operation costs for 2003–04 were \$733,125, with a state allotment of \$141,190. Transportation accounted for 2.7 percent of the district's total operating expenditures; the state average is 2.4 percent.

The SEISD Child Nutrition Department operates six kitchens and provides satellite services to Excell Academy. The Child Nutrition Department employs a coordinator, an accounts payable clerk, a secretary, six cafeteria managers, six cooks,

six bakers, 25 cafeteria workers, six cashiers, three custodians, and a courier.

Over 94 percent of SEISD students are eligible for free or reduced-price meals. As a result, SEISD is eligible to participate in the National School Lunch Program, Provision 2, which is an option that enables the district to provide free meals to all students while reducing paperwork and administrative costs. Under Provision 2, all students receive free meals, regardless of income, and schools collect applications for free and reduced-price meals once every four years, at most. Schools under Provision 2 do not have to track and record the different categories of meals they serve for at least three out of four years. Provision 2 districts pay the difference between the cost of serving meals at no charge to all students, and the federal reimbursement for the meals.

ACCOMPLISHMENTS

- SEISD effectively uses an online maintenance work order system to identify and document maintenance repairs.
- SEISD uses a two-bell schedule to maximize the use of its buses and reduce operating costs.
- The SEISD Child Nutrition coordinator corrected departmental deficiencies and implemented management changes to improve departmental financial stability and productivity.
- The SEISD Child Nutrition Department developed a handbook that helps child nutrition employees perform their job.
- The SEISD Child Nutrition Department actively promotes nutrition education through recognized health programs and community initiatives.
- SEISD contracts with Region Education Service Center XIX (Region 19) for school menu services, saving the district time and money.

FINDINGS

- SEISD does not follow custodial staffing formula nor does this formula adequately reflect the amount of staff needed to fulfill custodial needs for the district.
- SEISD's policy of using bus drivers as part-time grounds maintenance personnel is inefficient and increases the total cost for grounds maintenance.

- SEISD lacks a position assigned to review monthly energy bills to check for accuracy and identify excessive energy costs.
- SEISD lacks a method to track actual energy costs and, cannot project energy costs for use in budgeting.
- SEISD lacks a bus replacement plan and does not regularly budget for bus replacements.
- SEISD lacks a method to ensure meals per labor hour (MPLH) are consistent with industry-recommended standards.

RECOMMENDATIONS

- **Recommendation 28: Amend the custodial staffing formula to be based on industry standards, and staff to that standard.** The assistant superintendent for Support Services and the Custodial supervisor should revise the custodial staffing plan and present it to the superintendent for approval. The assistant superintendent should also explore alternative methods of custodial staffing, such as custodial teams cleaning multiple buildings, as potential components in a custodial staffing plan.
- **Recommendation 29: Adopt a policy for hiring drivers and grounds maintenance personnel that more closely follows industry standards and more efficiently uses the district's financial resources.** The district's grounds maintenance function will operate more efficiently if the district shifts the driver/ground personnel to part-time driver duties exclusively, reduce the grounds work pay to a more typical rate, and reduce the number of paid workdays.
- **Recommendation 30: Designate a district staff person to serve as energy manager to track and analyze energy consumption and identify energy savings opportunities.** The superintendent should select a staff person who is skilled in data analysis and willing to attend training to learn how to read and understand energy bills.
- **Recommendation 31: Investigate the energy management reporting tools available and subscribe to a service for the purpose of auditing, tracking and analyzing utility consumption to assist with projecting energy cost.** Training should be provided for the staff in the department that will be responsible for tracking the energy cost with this tool.

Staff should begin inputting energy data in the system and preparing monthly reports for the superintendent and board.

- **Recommendation 32: Implement a regular bus procurement schedule that replaces large buses after 15 years and small buses after 10 years.** The district should phase in this replacement schedule over time to reduce the financial impact in any particular year.
- **Recommendation 33: Monitor and adjust the meals served per labor hour to meet industry standards by reducing staff, increasing meals served, or both.** The district should analyze its operation and reduce staff or increase breakfast meal participation.

DETAILED ACCOMPLISHMENTS

MAINTENANCE WORK ORDER SYSTEM

SEISD effectively uses an online maintenance work order system to identify and document maintenance repairs.

The lead custodian at each school identifies maintenance needs and reports them to the office secretary. The secretary accesses the online work order application through the district's network and enters information about the maintenance problem. Daily, the Maintenance supervisor accesses the work order system on the network and prints all new work orders, prioritizes the requests, and assigns them to the appropriate maintenance technician. All work orders related to safety of students and staff are given first priority.

After completing the repair, the technician records the parts used for the repair and the time required to make the repair, and then gets someone from the school to sign the work order acknowledging completion of the work. The Maintenance supervisor closes out the work order on the system, which automatically sends an email to the appropriate school principal or department head notifying that the work order is now complete. The work order system is capable of producing reports that the supervisor can use to manage the work order process.

An online maintenance work order system offers many benefits, including:

- providing detailed work order management and tracking capability;
- managing and tracking inventory and labor transactions;
- enabling schools and departments to track the status of their work order request;

- allowing maintenance employees to view and complete work orders assigned to them through a web browser;
- enabling authorized users to manage and track all costs and labor associated with work orders; and
- providing standard and customizable reports to allow supervisors to analyze work orders and evaluate the effectiveness of maintenance employees.

MULTIPLE BELL SCHEDULE

SEISD uses a two-bell schedule to maximize the use of its buses and reduce operating costs. The district operates 19 regular routes and three special program routes daily. SEISD has different times for beginning and ending the school day at each school grade level, i.e., primary, elementary, middle, and high school, that allows the district to maximize the use of its buses:

- Loya Primary School starts at 7:30 AM and ends at 2:15 PM;
- the three elementary schools start at 7:45 AM and end at 3:00 PM;
- the middle school starts at 7:45 AM and ends at 3:00 PM; and
- the high school starts at 8:45 AM and ends at 3:45 PM.

Because of these different start times, 16 of the 19 routes are on a two-bell schedule, and one bus makes two trips to one elementary school. The two remaining routes travel lengthy distances, which prevent them from operating on a two-bell schedule.

By enabling buses to run multiple routes, SEISD can serve additional schools, reducing the cost of transportation by reducing the number of separate routes and drivers.

CHILD NUTRITION FINANCIAL OPERATIONS

The SEISD Child Nutrition coordinator corrected departmental deficiencies and implemented management changes to improve departmental financial stability and productivity. Improvements from 2003–04 to 2004–05 included:

- Reduced the cost to prepare a meal from \$1.25 to \$0.88 for lunch and from \$0.83 to \$0.55 for breakfast by reducing the use of more expensive processed foods, preparing more meals from scratch, providing more consistent meal planning with lower-cost food items, and centralizing the inventory and distribution of surplus food items;

- Increased catering revenues from \$7,246 to \$26,487 per year with focused marketing;
- Increased average breakfast participation in the schools from 42.3 percent to 50.0 percent by implementing programs such as “grab and go” breakfasts and working with principals to develop ideas to increase breakfast participation;
- Increased the number of MPLH, from 9.6 to 13.8 by reducing cafeteria staff by five full-time positions through attrition, eliminating six long-term substitute cafeteria workers, increasing the number of meal-equivalents served, and implementing an after-school snack program, which now serves close to 4,000 snacks per day;
- Increased meals for summer school by 40 percent and increased child nutrition revenues by \$30,000 per year by expanding the breakfast program with “grab and go” breakfast at the high school and “breakfast in the classroom” at Borrego Elementary and Alarcon Elementary, and transporting Borrego and Alarcon students to the middle school for lunch before transporting them home;
- Developed the district’s first child nutrition procedures manual/employee handbook;
- Began involving cafeteria managers in the budget process, and taught the managers to calculate production data, such as MPLH;
- Implemented food inventory management procedures to correct lack of accounting of food orders;
- Restricted employee access to food storage areas to assist in accounting for inventory;
- Established new requirements for ordering food that are based on actual need;
- Implemented a verification process for meal counting and claims to correct deficiencies found in the Coordinated Review Effort (CRE) audit;
- Changed the focus of employee training to specifically address each employee’s individual developmental needs;
- Implemented proactive coaching techniques for managing employees rather than using after-the-fact disciplinary methods;

- Contracted with Region 19 to develop school menus, including a nutritional analysis of all menu components, which saved the cost of providing those services in-house, including the cost of the nutrient analysis software, training the staff to use the software, and the labor hours required to build the nutrient database for specific menus;
- Changed food preparation methods to focus on providing visually-appealing as well as appetizing menu items;
- Changed from using a lot of pre-processed food products to preparing many items from scratch, which has saved the district over \$70,000 in commodity costs and over \$100,000 in commodity re-processing costs, such as converting whole chickens to nuggets; and
- Established consistent recipe and nutrient standards for all schools and provided the appropriate training for cafeteria staff.

From 2000–01 through 2003–04, SEISD’s child nutrition expenditures exceeded revenues, resulting in a depletion of the child nutrition fund balance to a point where the child nutrition fund is now in a deficit status (**Exhibit 4–1**). However, the new coordinator reduced losses in 2004–05, and at least four schools exceeded the MPLH standards for 2005–06, so the child nutrition fund should soon return a positive status.

CHILD NUTRITION HANDBOOK

The SEISD Child Nutrition Department developed a handbook that helps child nutrition employees perform their job. The handbook includes information on appearance, hygiene, staffing, inventory management, cash control, and meal services.

Written food services procedures are important for the following reasons:

- all employees receive the same information;
- the Child Nutrition coordinator can refer to the procedures when an employee commits an infraction;
- the Child Nutrition coordinator can document that all employees know the work rules and the employees can be required to document that they are provided a copy of them;
- procedures can ensure compliance with all national food services guidelines;

EXHIBIT 4-1
SEISD CHILD NUTRITION REVENUES, EXPENDITURES, AND FUND BALANCE
1999-2000 THROUGH 2004-05

	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05
Beginning fund balance	\$185,452	\$355,958	\$262,293	\$128,702	\$54,295	(\$59,941)
Revenue	1,896,892	2,001,250	1,872,522	1,905,836	\$1,913,727	\$1,961,759
(Expenditures)	(1,726,386)	(2,094,915)	(2,006,113)	(1,980,243)	(2,027,963)	(1,917,441)
ANNUAL PROFIT/(LOSS)	170,506	(93,665)	(133,591)	(74,407)	(114,236)	44,318
Ending fund balance	\$355,958	\$262,293	\$128,702	\$54,295	(\$59,941)	(\$15,623)

SOURCE: SEISD accountant.

- procedures ensure the quality and nutritional content of meals are consistent;
- procedures include the Child Nutrition Department's operational, financial and management standards and requirements;
- procedures provide a roadmap on day-to-day procedures and operations; and
- procedures provide a valuable training tool when new employees are hired or when employees are cross-trained in other areas.

NUTRITION EDUCATION

The SEISD Child Nutrition Department actively promotes nutrition education through recognized health programs and community initiatives. The district works with the Kellogg Community Clinic, independent researchers, The Texas Department of Health, and the Paso Del Norte Health Foundation, a non-profit group that promotes healthier eating habits, to gain knowledge of the health issues that plague border cities.

Many border town students and adults are at a high risk of developing type 2 diabetes, obesity, respiratory illness, and other diseases. In Borrego Elementary grades 1-5, SEISD identified 10 percent or 50 students with acanthosis nigricans (AN) and/or that are overweight. AN is a rare chronic inflammatory disease of the skin, sometimes associated with cancer of some internal organ. Also, two rare insulin resistance syndromes and possible hypoglycemia can be associated with it. AN is much more common in people with darker skin pigmentation. The prevalence in whites is less than 1 percent, Hispanics 5.5 percent and African American 13.3 percent.

Each campus is using Title I funds mini-grants from the Department of State Health Services to promote community

health. To combat illnesses related to diet, the schools provide nutrition education classes with cooking demonstrations. The schools also built walking trails, held mini-health fairs, and they designate a day of the week as a Celebration of Health. The district has been diligent in monitoring the grants and maintaining compliance, submitting evaluations, and financial reports.

Other nutrition education related health programs and community initiatives include:

- Coordinated Approach To Child Health (CATCH),
- The Great Body Shop, and
- Qué Sabrosa Vida.

CATCH is a TEA approved school health program that promotes physical activity, healthy food choices, and the prevention of tobacco use by elementary school children. The program builds an alliance of parents, teachers, child nutrition personnel, school staff, and community partners to teach children and their families how to be healthy for a lifetime. The four CATCH components are *Go For Health Classroom Curriculum*, *CATCH Physical Education*, *Eat Smart School Nutrition Guide*, and family *Home Team* activities. The CATCH components reinforce positive healthy behaviors throughout a child's day and make it clear that good health and learning go together.

According to the University of Texas Health Science Center, the CATCH Program scientifically demonstrated that schools can create environments that affect healthy behavioral changes in children. As published in the *Journal of the American Medical Association*, the CATCH Main Trial (1991-1994) demonstrated that CATCH:

- reduced total fat and saturated fat content of school lunches;

- increased moderate-to-vigorous physical activity during physical education classes; and
- improved students' self-reported eating and physical activity behaviors.

Parents and students learn to eat a more healthy diet. Both are reciprocal benefactors of the health initiative. The program assists in addressing the problem of obesity and fat content in the diets of students and parents.

CATCH uses a simple way to teach children about healthy eating habits by categorizing foods into three groups—GO, SLOW, and WHOA.

GO foods contain the lowest amount of fat, SLOW foods are higher in fat than the GO foods, and WHOA foods have the highest fat content. CATCH also classifies foods of minimal nutritional values as WHOA foods, even though they may contain no fat. By teaching children that eating healthy and being physically active every day can be fun, the CATCH program has proved that establishing healthy habits in childhood can promote behavior change that carries into adulthood.

CATCH also uses the “4 P’s” to help child nutrition personnel create a healthy school nutrition environment, including Planning, Purchasing, Preparation/Production, and Promotion. Through CATCH, SEISD has access to child-tested recipes; information for purchasing food items that meet the district’s criteria for fat content; preparation techniques that lower fat content; and suggestions to market the child nutrition program, enhance the cafeteria environment, jazz up the menus, and publicize the program.

The Great Body Shop is a comprehensive health and substance abuse prevention curriculum. The curriculum focuses on areas of injury prevention and personal safety; functions of the body; nutrition; community health and safety including violence prevention; self worth, mental and emotional health, growth and development/the cycle of family life; substance abuse prevention; HIV/AIDS and illness prevention; environmental and consumer health; and physical fitness.

The Qué Sabrosa Vida (“What a Delicious Life”) Nutrition Initiative, funded by Paso del Norte Health Foundation, is a series of classes that promotes healthier eating habits by teaching basic nutrition and cooking skills that people can easily incorporate into their daily lives. The major goal of this program is:

“To increase local public awareness to a lifestyle that includes healthy nutrition and physical activity, while keeping within the rich tradition and cultural aspects of the Mexican-American border diet. The program is designed to change the way that residents of the Paso del Norte region make choices about the foods they typically eat.”

Participants receive a set of new, colorful cards and very appealing food group pyramid poster and each class targets one of the food groups. Components within the program called 4 Cs are Controlling, Choosing, Cooking, and Celebrating. In the seventh and last class, a chef provides cooking demonstrations to reinforce the lessons.

The American Dietetic Association, the Society for Nutrition Education and the American School Food Service Association agree on the need for comprehensive school-based nutrition programs and services for all the nation's elementary and secondary students. School food and nutrition programs are important to learning readiness, health promotion, and disease prevention. Childhood obesity has become the third most prevalent disease of children and adolescents in the United States.

In 1995, United States Department of Agriculture (USDA) established a rule that amended the regulations governing the nutrition standards for the National School Lunch and School Breakfast Programs. The rule requires that school meals meet certain minimum standards for calories and other nutrients in order to improve the nutritional quality of school lunches and breakfasts. The School Meals Initiative for Healthy Children (SMI) was implemented and to assist schools in meeting requirements of this rule.

SMI nutrition standards require school meals to:

- contain less than 30 percent calories from fat and 10 percent calories from saturated fat over the course of a week;
- breakfasts must provide at least one-fourth of the daily Recommended Dietary Allowances (RDA) and lunches must provide one-third RDA for protein, iron, calcium, vitamins A, and vitamin C;
- comply with the Dietary Guidelines for Americans for children over the age of two;
- include decreased levels of sodium and cholesterol; and
- include increased amounts of dietary fiber.

SMI guidelines also require that schools maintain menus, recipes, food product descriptions, and production records to show that adequate food items, or menu items are offered each day. They also require that districts meet the nutrition standards for specific age/grade groupings when averaged over each school week. Through SMI evaluates meals on their total nutrient composition, rather than food components.

MENU SERVICES

SEISD contracts with Region 19 for school menu services, saving the district time and money. The service includes monthly lunch and breakfast menus; production records of monthly lunch and breakfast menus for each school; nutrient analysis of monthly lunch menus; poster menus, standardized recipe packets; training on menu service; and nutrition data sheets.

The district's cost of this service is \$1,500 per year, but by contracting out the service, the district saves the cost of computer software to calculate the nutritional analysis, the cost of labor to build the nutrition database, printing costs, and training costs. Once Region 19 builds the database, the district may choose to bring the service in-house, so the district will be able to download the data to district computers.

DETAILED FINDINGS

CUSTODIAL STAFFING LEVELS (REC. 28)

SEISD does not follow its custodial staffing formula nor does this formula adequately reflect the amount of staff necessary to fulfill custodial needs of the district.

According to the assistant superintendent for Support Services, the district uses a formula that averages the following five ratios: the number of teachers divided by 12; the student enrollment divided by 250; the number of classrooms divided by 12; the number of square feet divided by 20,000; and the number of acres divided by two. **Exhibit 4-2** shows the current custodial staffing structure. However, when applying the formula the district provided to the current staffing structure, the review team determined the custodial staff is overstaffed by four custodians.

The Association of School Business Officials, International (ASBO) identified the typical duties of school custodians and established the amount of time required to perform each duty (**Exhibit 4-3**).

Based on that data, ASBO established a custodial staffing standard to be an average productivity of 2,500 square feet per staff-hour of work, for an 8-hour cleaning period, which equals 20,000 square feet per custodian.

Some districts use alternative custodial staffing methods to provide more efficient cleaning with fewer personnel. For example, Conroe ISD successfully uses 8-person central custodial teams to clean multiple elementary and intermediate schools each night instead of assigning a fixed number of custodians to each elementary and intermediate school. In the evening, each team cleans a building and then travel to another building, so that each team cleans three or four schools per night. The team approach gives the custodial

EXHIBIT 4-2 SEISD CUSTODIAL STAFFING, BY FACULTY 2004-05

FACILITY	SQUARE FOOTAGE (*)	NUMBER OF CUSTODIANS	SQUARE FEET PER CUSTODIAN	RECOMMENDED NUMBER OF CUSTODIANS (**)	OVER/ (UNDER)
High School	201,000	11	18,273	10	1
Alternative School (Excell)	14,480	2	7,240	1	1
Middle School	122,987	7	17,570	6	1
Alarcon Elementary	58,433	4	14,608	3	1
Borrego Elementary	87,555	4	21,889	4	0
Sambrano Elementary	92,720	4	23,180	5	(1)
Loya Primary School	64,740	4	16,185	3	1
Administration Building	18,014	1	18,014	1	0
Administration Annex	4,480				
TOTAL	664,409	37	17,957	33	4

(*) Square footage includes portable buildings.

(**) Based on industry standards of 20,000 square feet per custodian.

SOURCE: SEISD assistant superintendent for Support Services.

**EXHIBIT 4-3
EXAMPLES OF RECOMMENDED CUSTODIAL WORK STANDARDS
ESTABLISHED BY THE ASSOCIATION OF SCHOOL BUSINESS OFFICIALS, INTERNATIONAL**

SPACE	SERVICE	UNIT MEASURE	WORK RATE TIME
Classrooms (average size)	Routine clean	850 sq. ft.	24 minutes
Offices - resilient floor	Routine clean	1,000 sq. ft.	24 minutes
Offices - carpet	Routine clean	1,000 sq. ft.	24 minutes
Floors	Dust mop	1,000 sq. ft.	12 minutes
	Damp mop	1,000 sq. ft.	20 minutes
	Spray buff - daily	1,000 sq. ft.	20 minutes
	Spray buff - weekly	1,000 sq. ft.	40 minutes
	Spray buff - monthly	1,000 sq. ft.	120 minutes
	Light furniture scrub	1,000 sq. ft.	240 minutes
	Medium furniture scrub	1,000 sq. ft.	300 minutes
	Heavy furniture scrub	1,000 sq. ft.	400 minutes
	Bathrooms	3 or less commodes, urinals, and wash basins	Each
More than 3		Each	3 minutes
Stairs	Damp mop	1 flight	12 minutes
	Wet mop	1 flight	35 minutes
	Hand scrub	1 flight	48 minutes
	Dust handrails	1 flight	2 minutes
	Dust treads	1 flight	6 minutes
Walls	Wash	1,000 sq. ft.	210 minutes
	Wash heavy soil	1,000 sq. ft.	290 minutes
Blinds	Dust	Each	15 minutes
	Damp dust	Each	30 minutes
	Wash	200 sq. ft.	340 minutes
Windows - single pane	Wash	1,000 sq. ft.	240 minutes
Windows - multi-pane	Wash	1,000 sq. ft.	320 minutes
Light fixtures - fluorescent	Dust	4 ft.	5 minutes
Light fixtures - egg crate	Wash	4 ft.	40 minutes
Light fixtures - open	Wash	4 ft.	20 minutes
Light fixtures - incandescent	Dust	Each	5 minutes
Light fixtures - incandescent	Wash	Each	15 minutes

SOURCE: Custodial Methods and Procedures Manual, Association of School Business Officials, International, 2000.

coordinator more flexibility in scheduling, especially when there are custodial staff shortages.

SEISD should amend the custodial staffing formula to be based on industry standards, and staff to that standard. The assistant superintendent for Support Services and the Custodial supervisor should revise the custodial staffing plan and present it to the superintendent for approval. The assistant superintendent should also explore alternative

methods of custodial staffing, such as custodial teams cleaning multiple buildings, as potential components in a custodial staffing plan. Using the ASBO standard, SEISD could reduce staffing by four positions. Eliminating four custodial positions at \$57,344 annual salary and 15 percent benefits at \$8,602 annual, would save the district at least \$65,946 per year in salary and benefits.

GROUNDS STAFFING LEVELS (REC. 29)

SEISD's policy of using bus drivers as part-time grounds maintenance personnel is inefficient and increases the total cost for grounds maintenance. The district uses its crew of 26 bus drivers to perform grounds maintenance duties during the time they are not driving routes. The district's reason for this staffing method was to give the drivers enough hours to qualify for benefits which serve as a recruiting tool.

SEISD has 148 total acres, 138 which require routine maintenance and 10 which require intense maintenance, such as game and practice fields. The bus driver pay is an average of \$9.61 per hour and the average non-SEISD grounds worker pay is about \$7 per hour. The district pays the drivers/grounds workers an average of \$9.61 per hour to perform both job functions for 235 days per year, while school is in session only 180 days per year. The district continues to pay some of the staff at the bus driver rate for routine summer maintenance, like painting. This practice, of keeping these staff members on full-time duty for an excessive number of days per year, results in an excess of grounds maintenance personnel compensation, at an above-market pay rate.

The Association of Physical Plant Administrators (APPA) developed staffing standards for grounds maintenance workers based on one worker for every 25 acres requiring routine grounds maintenance plus one worker for every 5 acres requiring intense maintenance. Furthermore, districts normally pay grounds workers less than \$7 per hour.

Applying the APPA staffing standards to grounds maintenance, results in six full-time equivalent workers for the routine maintenance (6 FTEs x 25 acres/FTE = 150 acres) and two full-time equivalent workers for intense maintenance (2 FTEs x 5 acres/FTE = 10 acres), totaling eight FTEs. Because SEISD divides one FTE into two functions – driving buses and performing grounds maintenance – it requires 16 driver/grounds personnel to do the work of eight FTEs. Given the district employs 26 driver/grounds personnel, it has 10 too many staff performing grounds maintenance duties.

SEISD should adopt a policy for hiring drivers and grounds maintenance personnel that more closely follows industry standards and more efficiently uses the district's financial resources. If the district shifted the 10 extra driver/grounds personnel to only part-time driver work, this could save \$103,880. (\$9.61/hour average driver/grounds pay rate x 4 hours per day x 235 days per year = \$9,033 + 15 percent

benefits = \$10,388 per driver x 10 extra driver/grounds personnel = \$103,880).

Additionally, if the district pays the driver/grounds personnel at a more typical rate for district grounds workers of about \$7 per hour for the time spent performing grounds maintenance, it can save an additional \$45,136 per year. (\$9.61 per hour – \$7.00 per hour = \$2.61 per hour marginal difference. \$2.61 x 4 hours per day x 235 days = \$2,453 + 15 percent benefits = \$2,821 x 16 drivers = \$45,136).

Lastly, if the district reduced the days worked for driver/grounds personnel to the 180 regular school days and 30 summer school days (totaling 210 days per year), it could save 25 days of regular pay from its current schedule of employing these personnel for 235 days. This reduction would save an additional \$35,365 per year. (\$9.61 per hour x 8 hours x 25 days = \$1,922 + 15 percent benefits = \$2,210 x 16 drivers = \$35,365).

The total savings of this recommendation is \$184,381 (\$103,880 + \$45,136 + \$35,365).

ENERGY MANAGEMENT MONITORING (REC. 30)

SEISD lacks a position assigned to review monthly energy bills to check for accuracy and identify excessive energy costs.

Energy bills are mailed to the SEISD Business Office and are paid when received. No one analyzes the bills to determine if they are accurate or how they compare to previous monthly or annual bill patterns. When the director of Finance prepares the annual budget, energy expenditures are estimated based on usage from the previous year.

SEISD spends an average of \$674,886 per year for electricity and natural gas, which averages about \$1.02 per square foot per year (**Exhibit 4-4**). Although SEISD energy expenditures per square foot have remained relatively constant since 2000–01, those costs are still slightly higher than the maximum cost per square foot standard of \$1.00 per square foot, as identified by the State Energy Conservation Office (SECO).

School energy management keeps operating costs down by reducing energy waste, while providing a safe, comfortable environment for learning. Proper energy management is a vital tool for the efficient use of the district's resources. Energy audits and other sources of data can help control energy costs. Management can use this data to determine priorities and to monitor and evaluate the success of energy management programs.

**EXHIBIT 4-4
SEISD ENERGY EXPENDITURES
2000-01 THROUGH 2004-05**

BUDGET CATEGORY	2000-01	2001-02	2002-03	2003-04	2004-05	AVERAGE
Electricity	\$560,031	\$600,334	\$609,296	\$596,980	\$578,840	
Natural Gas	\$112,989	\$74,910	\$60,278	\$87,244	\$93,531	
TOTAL	\$673,020	\$675,244	\$669,574	\$684,224	\$672,370	\$674,886
Square Feet of District Facilities	664,409	664,409	664,409	664,409	664,409	
Energy Costs Per Square Foot	\$1.01	\$1.02	\$1.01	\$1.03	\$1.01	

SOURCE: SEISD assistant superintendent for Support Services.

Comprehensive energy management plans typically include these components:

- Monitoring energy bills for accuracy and identifying which schools and facilities are inefficient with respect to energy consumption;
- Identifying methods to conserve energy, such as installing energy-efficient lighting and ballasts, high-efficiency air conditioners and computerized energy management systems; turning off lights when not needed; and changing air conditioning filters frequently;
- Establishing energy training programs for maintenance staff, principals, and teachers; and
- Involving students in energy conservation programs like Watt Watchers. Watt Watchers is a free, state sponsored program to help schools save energy and money by getting students involved. Students patrol their school looking for empty classrooms with the lights on. They turn out the lights and leave a ticket for the teacher. Teachers can save the district at least \$50 per year just by turning off lights an extra two hours per day during lunch, conference periods, and as soon as school lets out.

Spring ISD implemented a rebate program that rewards schools that reduce energy use below the budget amount with a check for half of the savings.

The SEISD superintendent should designate a district staff person to serve as energy manager to track and analyze energy consumption and identify energy savings opportunities. The superintendent should select a staff person who is skilled in data analysis and willing to attend training to learn how to read and understand energy bills.

ENERGY MANAGEMENT SOFTWARE (REC. 31)

SEISD lacks a method to track actual energy costs and, cannot project energy costs for use in budgeting.

The director of Finance prepares the budget and annual energy expenditures based on usage from the previous year.

Online energy management reporting tools are available to assist energy managers with tracking and analyzing school energy data. These tools track and monitor bills, enable simple comparison and analysis of utility billing data, provides an audit trail for tracking savings, and analyzes variables that impact month to month energy usage. The use of energy management reporting tools help to improve efficiency, reduce utility cost, and allow for checking bill accuracy. Some of these reporting tools can be accessed remotely via the Internet, not requiring the district to install application software on its computers.

The assistant superintendent should investigate the energy management reporting tools available and subscribe to a service for the purpose of auditing, tracking and analyzing utility consumption to assist with projecting energy cost. Training should be provided for the staff in the department that will be responsible for tracking the energy cost with this tool. Staff should begin inputting energy data in the system and preparing monthly reports for the superintendent and board. The subscription cost for some web-based services are determined by a districts student enrollment. Based on SEISD’s enrollment in 2004-05 (3,780) the initial cost for service is about \$2,125, to include a start-up cost of \$276 and an annual cost of \$1,849.

BUS REPLACEMENT PLAN (REC. 32)

SEISD lacks a bus replacement plan and does not regularly budget for bus replacements. The district purchases varying numbers of buses from year to year. Between 1988 and 2004,

bus purchases ranged from a high of eight buses purchased in 1992 to a low of one bus purchased in five of the years.

SEISD monitors the age and condition of its fleet on an annual basis. Because of the low property values in the district, SEISD must use revenue from property taxes to fund its programs and pay employee salaries. Unlike many other districts, SEISD cannot pass a bond issue and purchase buses with the bond money. Limited to merely property-tax funds, the district must purchase buses periodically as funds are available. Funds are not consistently available.

The district has 19 larger buses (71-passenger capacity) currently used on regular education routes, eight, or 42 percent of the 19 are older than 12 years. Three buses are 10 years old, and eight are less than 10 years old. Of the last group, only one has been purchased in the last five years. Of the three special program route buses, which have less than a 71-passenger capacity, only one is older than 10 years. **Exhibit 4-5** shows the fleet inventory by model year to include the bus purchase pattern.

Maintenance costs increase as the average fleet age increases. Districts incur large capital costs when they must replace all the buses, which are more than 12 years old, in the same year.

The National Association of State Directors of Pupil Transportation Services released an issue paper on school bus replacement cycles. According to this paper, studies conducted in the mid-1980s in California and Washington concluded that the annual operating costs of regular (71-passenger capacity) school buses (known as Type C and D) began to increase significantly after 12 years of use. A 2000 study in South Carolina on Type D school buses concluded that 15 years or 250,000 miles should be adopted as the bus replacement cycle. No studies were found on small (Types A and B) buses. The paper concluded with a recommendation that school districts adopt a lifespan of 12 to 15 years for large buses and 8 to 10 years for small buses.

Comal ISD adopted a vehicle replacement plan to replace buses every 11 to 15 years to coincide with the average 10 to

EXHIBIT 4-5 SEISD BUS FLEET BY MODEL YEAR 2004-05

YEAR BUILT	BUS NUMBER	CAPACITY	NUMBER PURCHASED	STATUS
1988	7	71	1	Out of service
	8	71	1	Used as spare
1990	9	71	1	Used as spare
	10	9	1	Used as spare
1992	12-15	71	4	Regular education route buses
	11, 16-17	71	3	Used as spare
	18	16	1	Special education route bus
1993	19-20, 23-24	71	4	Regular education route bus
	21-22	71	2	Used as spare
1995	2-4	71	3	Regular education route bus
1996	25-27	71	3	Regular education route bus
	1	35	1	PEP Program
	28	18	1	Special education route bus
1997	29	35	1	Used as spare
	30-33	71	4	Regular education route bus
	34	71	1	Used for nurse training program
2002	35	71	1	Used as spare
	36	19	1	Special education route bus
2004	37	71	1	Regular education route bus
TOTAL			35	

SOURCE: SEISD supervisor of Transportation.

15-year bus life cycle. The plan maintains the necessary fleet size and concurrently reduces bus hazards by replacing buses once they reach the end of their life cycle. The plan also allows staggering of replacement costs.

SEISD should implement a regular bus procurement schedule that replaces large buses after 15 years and small buses after 10 years. This district should phase in this replacement schedule over time to reduce the financial impact in any particular year. From 2006–07 through 2010–11, the district would purchase 11 large buses and two small buses. The estimated fiscal impact for this recommendation is based on the average cost of a large bus (71-passenger), which is \$65,322 and small bus, which is \$53,566. **Exhibit 4–6** shows the net fiscal impact of this recommendation.

**EXHIBIT 4–6
FINANCIAL IMPACT OF RECOMMENDED BUS
REPLACEMENT PLAN FOR SEISD**

FISCAL YEAR	NUMBER OF BUSES TO BE REPLACED	TOTAL REPLACEMENT COST FOR NEW BUSES
2006–07	1 small bus	\$53,566
2007–08	4 71-passenger	\$261,288
	1 small bus	\$53,566
2008–09	4 71-passenger	\$261,288
2009–10	None	\$0
2010–11	3 71-passenger	\$195,966
TOTAL		\$825,674

NOTE: The replacement cost excludes any potential salvage value.
SOURCE: SEISD supervisor of Transportation; BuyBoard Cooperative Purchasing website, www.buyboard.com.

CAFETERIA LABOR PRODUCTIVITY (REC. 33)

SEISD lacks a method to ensure meals per labor hour (MPLH) are consistent with industry-recommended standards. The number of SEISD cafeteria meals served per labor hour is currently below the industry standards. In addition, the district is not maximizing methods to monitor its breakfast participation, and SEISD currently has a low 50 percent breakfast participation rate.

The district serves an average of 4,840 meal equivalents daily (**Exhibit 4–7**). This average includes reimbursable meals, a la carte items, and other items available to students in the cafeteria. Overall, SEISD averages 13.4 MPLH, with a low of 10.2 MPLH at Sambrano Elementary School and a high of 15.8 at Borrego Elementary School. Compared to the industry standard for meals served per labor hour, no SEISD school meets the standard. As a result, the district daily incurs

an extra 82.6 hours of labor in the cafeterias, or the equivalent of 10 full-time equivalent (FTE) positions.

Maintaining the same employee labor hours, SEISD serves 1,453 fewer meals based on industry MPLH standards (**Exhibit 4–8**).

The number of breakfast meals SEISD serves is low. An average of 1,844 SEISD students do not eat breakfast each day (**Exhibit 4–9**), which is less than 50 percent of the students. SEISD serves most breakfast meals in the school cafeteria lines, but many students do not get to school in time to get to the cafeteria for breakfast. Several factors contribute to this situation including: late bus arrival, parents dropping their children off right before school starts, high school student drivers arriving at the last minute, and the like. The Child Nutrition coordinator established some pilot programs to try to increase breakfast participation, such as a “grab-and-go” at the high school, where students can pick up a breakfast meal in a sack in the patio area without having to go to the cafeteria. The coordinator was also successful in getting the bus drop-off area at the middle school moved closer to the cafeteria so it would be more convenient for students to eat breakfast before going to class.

Students who eat breakfast receive a nutritional benefit to which they are entitled and districts receive reimbursement revenue from the USDA. Even though all SEISD students eat free, the district receives meal reimbursements based on each student’s status as a free, reduced-price, or full-pay student. For each breakfast served in SEISD, the district receives \$1.47 for free-eligible students, \$1.17 for reduced-price students and \$0.23 for full-pay students.

Without 100 percent breakfast participation, SEISD does not receive an additional \$457,708 in revenues, and after subtracting the cost of food, the district does not receive net revenue of \$275,152 per year (**Exhibit 4–10**).

El Paso Independent School District implemented several educational and promotional programs to increase the number of elementary school children eating breakfast at school by promoting the importance of healthy meals to academic success. Some of their major programs are the “Awesome Breakfast Challenge Club,” offering incentives like toy prizes, guest appearances by a character called “Earl E. Bird,” videos and special breakfast items, “5-a-Day” and “Nutrition Month” and breakfast bags distributed to classrooms on state test days. Using these programs, the district increased breakfast participation by 50 percent.

**EXHIBIT 4-7
SEISD CHILD NUTRITION, MPLH, AND STAFFING LEVELS
APRIL 2005**

SCHOOL	AVERAGE DAILY MEAL EQUIVALENTS	MPLH		LABOR HOURS		DAILY DIFFERENCE	FTE STAFF OVERAGE (*)
		SEISD	MINIMUM STANDARD	SEISD	RECOMMENDED		
High School	1,090	12.7	19	85.5	57.4	28.1	3.5
Middle School and Excell	1,098	15.7	19	70.0	57.8	12.2	1.5
Alarcon Elementary	744	13.5	17	55.0	43.8	11.2	1.4
Borrego Elementary	650	15.8	16	41.0	40.6	0.4	0.0
Loya Primary	711	12.8	17	55.5	41.8	13.7	1.7
Sambrano Elementary	547	10.2	15	53.5	36.5	17.0	2.1
TOTAL	4,840	13.4		360.5	277.9	82.6	10.3

(*) Based on an eight-hour day.

SOURCE: SEISD Child Nutrition coordinator.

**EXHIBIT 4-8
SEISD CHILD NUTRITION, MPLH, AND MEALS SERVED
APRIL 2005**

SCHOOL	AVERAGE DAILY MEAL EQUIVALENTS	DAILY LABOR HOURS	ACTUAL MPLH	MINIMUM MPLH STANDARD	RECOMMENDED DAILY MEAL EQUIVALENTS	DAILY DIFFERENCE
High School	1,090	85.5	12.7	19	1,625	535
Middle School and Excell	1,098	70.0	15.7	19	1,330	232
Alarcon Elementary	744	55.0	13.5	17	935	191
Borrego Elementary	650	41.0	15.8	16	656	6
Loya Primary	711	55.5	12.8	17	944	233
Sambrano	547	53.5	10.2	15	803	256
TOTAL	4,840	360.5	13.4		6,293	1,453

SOURCE: SEISD Child Nutrition coordinator.

**EXHIBIT 4-9
SEISD STUDENT BREAKFAST PARTICIPATION
APRIL 2005**

SCHOOL	AVERAGE DAILY ATTENDANCE (21 DAYS)	AVERAGE DAILY BREAKFAST PARTICIPATION	PERCENTAGE OF STUDENT BREAKFAST PARTICIPATION	STUDENTS NOT EATING BREAKFAST
High School	907	394	43.4%	513
Middle School and Excell	848	417	49.2	431
Alarcon Elementary	569	255	44.8	314
Borrego Elementary	440	212	48.2	228
Loya Primary	487	307	73.1	180
Sambrano	397	219	55.2	178
TOTAL	3,581	1,804	49.5%	1,844

SOURCE: SEISD Child Nutrition coordinator.

**EXHIBIT 4-10
SEISD POTENTIALLY LOST BREAKFAST REVENUE
2004-05**

	FREE	REDUCED	FULL-PAY	TOTAL
Breakfasts Not Served	1,606	135	103	1,844
Reimbursement Per Meal	\$1.47	\$1.17	\$0.23	N/A
Total Potentially Lost Daily Reimbursement	\$2,361	\$158	\$24	\$2,543
Total Potentially Lost Annual Reimbursement (180 days)				\$457,708
Cost of food (\$0.55 per breakfast meal X 1,844 meals = \$1,014 X 180 days = \$182,556				\$182,556
Net Potentially Lost Annual Revenue				\$275,152

SOURCE: USDA free and reduced meal reimbursement rates; SEISD Child Nutrition coordinator.

The district should monitor and adjust the meals served per labor hour to meet industry standards by reducing staff, increasing meals served, or both. Reducing staff to meet productivity standards would save the district \$74,691 per year in salaries and benefits (Minimum annual food service worker salary of \$8,118.57 x 8 surplus workers = \$64,948.56 + \$9,742.28 in benefits (15 percent) = \$74,691). Instead, if the district can increase the number of meals served to meet the productivity standards, it could increase food service revenues by \$275,152 as previously calculated in **Exhibit 4-10**.

To increase breakfast participation, some districts use alternative methods, such as:

- Providing “grab-and-go” breakfast foods in the hallways or where buses unload students;
- Initiating a short, second period between first and second period dedicated to eating school breakfast;
- Allowing students to eat breakfast in homeroom;
- Allowing students to eat breakfast on the bus; and
- Rescheduling buses to arrive 10 to 15 minutes earlier so the students can eat breakfast before going to class.

For background information on Operations, see p. 129 in the General Information section of the appendices.

FISCAL IMPACT

RECOMMENDATION	2006-07	2007-08	2008-09	2009-10	2010-11	TOTAL 5-YEAR (COSTS) SAVINGS	ONE TIME (COSTS) SAVINGS
CHAPTER 4: OPERATIONS							
28. Amend the custodial staffing formula to be based on industry standards and staff to that standard.	\$65,946	\$65,946	\$65,946	\$65,946	\$65,946	\$329,730	\$0
29. Adopt a policy for hiring drivers and grounds maintenance personnel that more closely follows industry standards and more efficiently uses the district's financial resources.	\$184,381	\$184,381	\$184,381	\$184,381	\$184,381	\$921,905	\$0
30. Designate a district staff person to serve as energy manager to track and analyze energy consumption and identify energy savings opportunities.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
31. Investigate the energy management reporting tools available and subscribe to a service for the purpose of auditing, tracking and analyzing utility consumption to assist with projecting energy cost.	(\$1,849)	(\$1,849)	(\$1,849)	(\$1,849)	(\$1,849)	(\$9,245)	(\$276)
32. Implement a regular bus procurement schedule that replaces large buses after 15 years and small buses after 10 years.	(\$53,566)	(\$314,854)	(\$261,288)	\$0	(\$195,966)	(\$825,674)	\$0
33. Monitor and adjust the meals served per labor hour to meet industry standards by reducing staff, increasing meals served, or both.	\$74,691	\$74,691	\$74,691	\$74,691	\$74,691	\$373,455	\$0
TOTALS-CHAPTER 4	\$269,603	\$8,315	\$61,881	\$323,169	\$127,203	\$790,171	(\$276)



Chapter 5

District Management and Community Involvement

San Elizario Independent School District

CHAPTER 5. DISTRICT MANAGEMENT AND COMMUNITY INVOLVEMENT

District management is a joint effort between a district's school board members, superintendent, administration, staff, and community. San Elizario Independent School District (SEISD) faces several challenges, which include: educating a predominantly Spanish speaking community planning for growth in an area that has only recently attained basic services such as running water, sewerage, and electrical hookups; and being the only local governmental entity for community outreach in the district.

The school board, which governs the district is comprised of seven members. Members are elected at-large to staggered three-year terms. Elections occur annually with a minimum of two and maximum of three board members standing for election. **Exhibit 5-1** presents the board members, their positions, and term information. Board members generally have long tenure in their positions and were exposed to SEISD for a number of years as parents of students and/or former students.

Formerly a principal in Socorro ISD, Dr. Michael Quatrini has served as the district's superintendent since July 1996. Dr. Quatrini's current contract runs through June 30, 2009.

In SEISD, six functional positions and seven principals report directly to the superintendent (**Exhibit 5-2**). The six functional positions include: Communications officer, assistant superintendent for Planning and Instruction, assistant superintendent for Support Services, director of

Finance, director of Human Resources, and director of Athletics.

Community involvement reflects the district's efforts to link with the community it serves. The superintendent, Board of Trustees, administrative staff, counselors, and teachers are key individuals who have daily contact with parents, community and business sector representatives, civic organizations, and local colleges and universities. In districts with effective community involvement, the following characteristics are evident:

- district organization arrangements, staff responsibilities, and district/campus activities represent the importance of the community link;
- the existence and implementation of planning documents, policies, and procedures are evidence of district emphasis and importance of community involvement; and
- indicators of a well-organized community involvement effort include existence of district, community/business partnerships; initiatives in district internal and external printed and electronic communications; public relations; media contacts and relations; and parental involvement and initiatives.

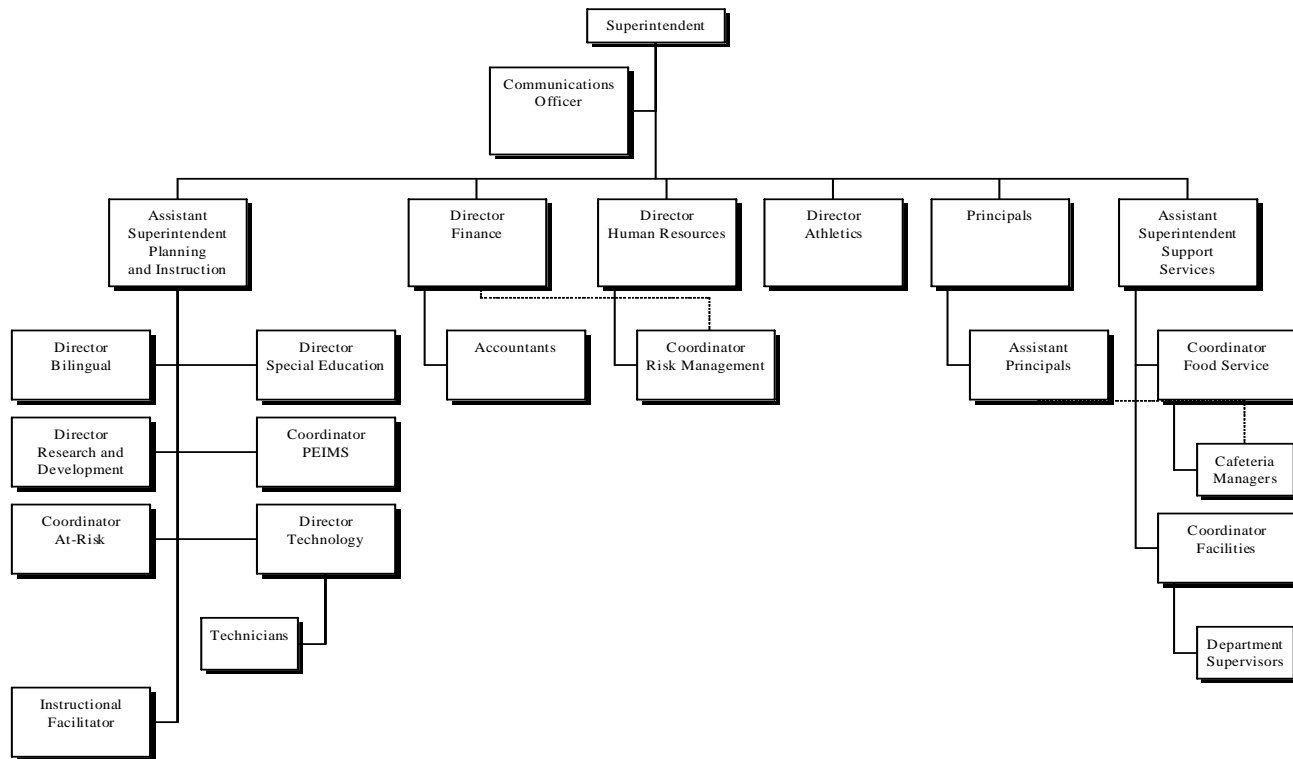
Interviews with parents revealed that the San Elizario community considers SEISD the focal point in the area and expects the school district to be a leader for the community

EXHIBIT 5-1 SEISD BOARD MEMBERS

BOARD MEMBER NAME	POSITION	TERM EXPIRATION	YEAR ELECTED
Antonio Araujo	President	May 2008	1993
Roberto Garcia	Vice President	May 2007	1995
Fernie Madrid	Secretary	May 2008	1993
Terry Alarcón	Member	May 2006	2003
Armando Martinez	Member	May 2008	1996
Vicente Delgadillo	Member	May 2006	2000
Ramon Holguin	Member	May 2007	2004

SOURCE: SEISD superintendent, September 2005.

**EXHIBIT 5-2
SEISD ORGANIZATION
SEPTEMBER 2005**



NOTE: The Risk Management coordinator reports to both the director of Finance and director of Human Resources; the Cafeteria managers report to both the assistant principals and the Food Service Coordinator.

SOURCE: SEISD superintendent, November 2005.

and business members. In a written survey the review team administered, responding parents said that the parents and community members respect the superintendent as a leader, they have sufficient input at school board meetings, and that school board members listen to their opinions. In addition, a substantial number of parents believe that they receive timely communications from their children’s teachers and that they receive sufficient information on programs the district offers (Exhibit 5-3).

SEISD has few businesses within the district boundaries, but it has sought partnerships outside the district as well as within its own community. There is an active parent volunteer program, including parent liaisons, which the community respects and the SEISD staff and administration value.

Parent liaisons assigned to each district campus serve as key parental contacts for the district. Responsibilities include

contacting parents to promote their involvement, being a point of contact in their respective school assignments for parent and community members, gathering all documentation concerning parental involvement at the campus level, compiling monthly reports of all parent involvement activities, and recruiting parents for attendance at workshops.

ACCOMPLISHMENTS

- SEISD’s board established three standing committees on policy, finance, and construction that improve the routine management of these activities.
- SEISD uses a process that successfully updates and disseminates policy revisions regarding state and local policy to district employees in a timely manner.
- SEISD’s site-based decision making process is well planned and carried out thoroughly in accordance with statutory guidelines.

**EXHIBIT 5-3
PARENT SURVEY DATA**

SURVEY STATEMENT	PERCENTAGE OF PARENTS RESPONDING STRONGLY AGREE OR AGREE
The school board allows sufficient time for public input at meetings.	76%
School board members listen to the opinions and desires of parents and community members.	78%
The superintendent is respected as a leader by parents and community members.	81%
Education is the main priority in our school district.	91%
I receive timely communications from my child’s teachers regarding his/her progress in school.	89%
I receive sufficient information on programs offered by the district for which my child may be qualified (e.g., gifted and talented, career and technology, special intervention programs after school or in the summer).	67%

SOURCE: SEISD/LBB parent survey, September 2005.

- SEISD ties its campus improvement planning process to thorough needs assessments and monitors and adjusts resulting strategies to address student achievement needs annually.
- SEISD’s Board of Trustees and superintendent developed a shared vision for district graduates that support their goal of developing life long learners.
- SEISD developed business partners beyond its immediate area through its Partners in Education (PIE) program.
- SEISD established an initiative to increase parental and community participation in schools by providing involvement opportunities that engage participants in program activities that enhance student learning, bridge native language communication barriers, and foster an inviting atmosphere at school.
- SEISD effectively uses parent liaison positions to meet its parent involvement goals.
- SEISD established a strong parent volunteer program that extends the effectiveness of education services on each campus.

FINDINGS

- SEISD lacks a full-time program evaluation position in the Planning and Instruction Department. Instead, the district uses a part time contractor that performs limited assistance functions for the director of Research and Development.
- SEISD did not analyze its central office staffing levels based on specifically identified district needs, community impacts, peer district comparisons, and student enrollment.

RECOMMENDATIONS

- **Recommendation 34: Create a full-time program evaluation position in the Planning and Instruction Department, and eliminate the program evaluation external contract.** The new position should report to the director of Research and Development.
- **Recommendation 35: Evaluate the central office staffing levels, particularly regarding the continuation of the Communications Officer and Athletic Director positions.** The district should base the evaluation on specifically identified district needs, community impacts, peer district comparisons, and student enrollment.

DETAILED ACCOMPLISHMENTS

BOARD STANDING COMMITTEES

SEISD’s board established three standing committees in the policy, finance, and construction areas that improve the routine management of these activities. The SEISD standing committees include members of the board and other SEISD staff and community members (**Exhibit 5-4**).

**EXHIBIT 5-4
SEISD BOARD STANDING COMMITTEES
AND MEMBERS**

STANDING COMMITTEE	MEMBERS
Finance	<ul style="list-style-type: none"> • Antonio Araujo • Terry Alarcón
Policy	<ul style="list-style-type: none"> • Roberto Garcia • Ramon Holguin
Construction	<ul style="list-style-type: none"> • Vicente Delgadillo • Armando Martinez

Source: SEISD superintendent, September 2005.

By meet regularly, these standing committees are prepared to introduce and discuss topics at regular board meetings in an informed manner, thereby making the board meeting process more efficient. The committees have taken up issues that include state and federal funding, policy deliberation, and new facility issues using the Texas Education Agency’s (TEA) Instructional Facilities Allotment (IFA) and Existing Debt Allotment (EDA). Some of the recent issues addressed by the standing committees are shown in **Exhibit 5-5**.

BOARD POLICY UPDATES

SEISD uses a process that successfully updates and disseminates policy revisions regarding state and local policy to district employees in a timely manner. The district uses the Texas Association of School Boards (TASB) policy model, which is complete with a written procedure document for the activity. The process includes a formally adopted procedure providing for distribution to central administrators and campus personnel affected by policy changes, including all principals, for comment and necessary amendment; a thorough review of all policy updates after review by SEISD staff by the policy committee, a standing committee of the board; and first and second readings at board meetings. Once the policy updates are reviewed, amended as necessary, and approved by the Board of Trustees, the new policies are

**EXHIBIT 5-5
SEISD BOARD STANDING COMMITTEE ISSUES
ADDRESSED**

STANDING COMMITTEE	ISSUES ADDRESSED
Finance	Budgeting, individual purchases, and staffing
Policy	Recent policy updates from the Texas Association of School Boards policy service
Construction	San Elizario High School library

SOURCE: SEISD superintendent, September 2005.

posted to the TASB online service and SEISD central and campus administrators are notified of the policy changes.

Interviews with board members, administrative staff, and

principals indicate a thorough knowledge of the documented information to their teachers and campus administrators.

SITE-BASED DECISION MAKING PROCESS

SEISD’s site-based decision making (SBDM) process is well planned and carried out thoroughly in accordance with statutory guidelines. SEISD created a Site-based Decision Making Plan of Action. The Site-based Decision Making Plan of Action includes provisions for reviewing student achievement needs and developing district and campus improvement plans to address these student achievement needs. These activities are required by statute in accordance with Texas Education Code Sections 11.251 and 11.253. The Plan of Action includes 26 sections, including the members of the SBDM Committee, the SEISD mission statement, the district goals, and expected outcomes (**Exhibit 5-6**).

SEISD’s SBDM Committee includes district staff, parents, community members, and students. The committee elects its own officers (**Exhibit 5-7**). Each campus has its own site-based committee chaired by the school’s principal.

SEISD’s mission statement is included as part of the Site-Based Decision Making Plan of Action:

“SEISD will encompass involvement and collaboration of all stakeholders. Our relationships emphasize intentional inviting practices, our academic programs emphasize high expectations, innovations, creativity, and accountability. Our students will be empowered to maximize their potential for success in a changing society.”

**EXHIBIT 5-6
SEISD SITE-BASED DECISION MAKING
PLAN OF ACTION
2004 – 2006**

CONTENT SECTION

1. Site-Based Decision Making Committee 2004-2005
2. Introduction
3. Board of Trustees
4. District Goals
5. Mission Statement
6. Philosophy
7. Definition
8. Expected Outcomes
9. Three Fundamental Beliefs of Site-Based Decision Making
10. Statutory Requirements
11. District Plan
12. Decentralized Parameters
13. Waivers and Exemptions
14. Superintendent's Roles & Responsibilities
15. Principal's Roles & Responsibilities
16. Committees Members' Roles & Responsibilities: District Level
17. Committee Members' Roles & Responsibilities: Campus Level
18. Criteria to Establish Campus Committees
19. Criteria to Establish District Committees
20. Tips for Handling Meetings
21. Evaluation Design
22. Team Guidelines
23. Overview of Decentralization Parameter Charts
24. Decentralized Areas
25. Appendix
26. Acknowledgement

SOURCE: SEISD Site-based Decision Making Plan of Action, 2004-2006.

The expected outcome of the SBDM is to improve student performance. Improving student performance will be the result of:

- effective campus and district planning;
- improved community involvement in the school improvement process;
- clearly established accountability parameters for student performance;
- raised staff productivity and satisfaction;
- improved communication and information flow;
- consensus-based, effective decisions;

- persuasive and long-range commitment to implementation;
- increased flexibility at the campus level in the allocation and use of both human and fiscal resources; and
- coordination of regular and special program components.

The November 17, 2004 and March 31, 2005 minutes of the SBDM Committee meetings included the following items:

- Elections of officers.
- Selection of member terms.
- Review district and campus improvement plans containing vital information regarding state/district mandates and instructional goals.
- Review of specific goals for No Child Left Behind, G/T, Bilingual, gender, disability, special education, and migrant programs.
- Review of staff development goals to meet highly qualified staffing guidelines.
- Review of secondary campus attendance and graduation requirements.
- Review of the Safe Schools Act.
- Review of funding criteria.
- Review of the Site-based Decision Making Plan of Action including accountability parameters, the decision-making process, decentralization provisions, responsibilities of campuses, and roles and responsibilities of committee members.
- Review of the legislative waiver process for the district calendar.
- Review of the student assessment calendar.
- Review of the new teacher orientation process.

CAMPUS PLANNING PROCESS AND CAMPUS IMPROVEMENT PLANS

SEISD ties its campus improvement planning process to thorough needs assessments and monitors and adjusts resulting strategies to address student achievement needs annually.

SEISD campus improvement plan (CIP) documents included student achievement needs assessments, overall goals,

EXHIBIT 5-7
SEISD SITE-BASED DECISION MAKING COMMITTEE
2004-2005

MEMBER	POSITION	TERM	END OF TERM
Superintendent	Member	None	None
High School Principal (NTP)	Chairperson	1	May 2005
Counselor Loya Primary (NTP)	Assistant Chairperson	2	May 2006
Technology Coordinator (DR)	Secretary	1	May 2005
Terry Alarcón	Board Representative	None	None
Assistant Superintendent for Planning and Instruction	Ex-Officio	None	None
Lorenzo Loya Primary Teacher	Member	1	May 2005
Lorenzo Loya Primary Teacher	Member	2	May 2006
Alarcon Elementary Teacher	Member	3	May 2005
Alarcon Elementary Teacher	Member	2	May 2006
Borrego Elementary Teacher	Member	3	May 2006
Borrego Elementary Teacher	Member	2	May 2006
Sambrano Elementary Teacher	Member	1	May 2005
Sambrano Elementary Teacher	Member	2	May 2005
Middle School Teacher	Member	2	May 2006
Middle School Teacher	Member	3	May 2007
High School Teacher	Member	2	May 2005
High School Teacher	Member	1	May 2005
Excell Academy Teacher	Member	2	May 2005
Excell Academy Teacher	Member	1	May 2005
District Representative (DR)	Member	2	May 2005
Loya Primary Parent	Member	None	None
Alarcon Elementary Parent	Member	None	None
Borrego Elementary Parent	Member	None	None
Sambrano Elementary Parent	Member	None	None
Middle School Parent	Member	None	None
High School Parent	Member	None	None
Excell Academy Parent	Member	None	None
Business Representative	Member	None	None
Community Representative	Member	None	None
Student Representative	Member	None	None
Student Representative	Member	None	None

NOTE: (NTP) means non-teaching professional; (DR) means district representative.

SOURCE: SEISD Site-based Decision Making Plan of Action, 2004-2006.

objectives, and strategies to address needs. **Exhibit 5-8** shows an example of key elements of an SEISD CIP. Based on a comparison of CIP documents for elementary and middle school campuses for 2002-03 and 2004-05, it was apparent that the planning process included monitoring of strategies and adjustment of these strategies based on annual needs assessments. The plan's strategies included timelines for monitoring success, responsible persons, funding resources, full-time equivalent's (FTE) for State Compensatory Education funding, and dollar amounts allocated. Formative assessments of the strategies and evaluation of strategy

successes were scheduled on specific dates during the school year. The plans included specific campus goals, needs assessments, plan of dissemination, standardized operating procedures, and a listing of the campus site-based decision making team. The campus site-based decision making team included the principals, teachers, campus administrators and one parent/community representative.

For each goal, detailed action item strategies are provided in each plan. For example, at the SEISD middle school, action items for the bilingual/ESL program strategy category pertaining to student exit timing are as follows:

**EXHIBIT 5-8
SEISD MIDDLE SCHOOL CAMPUS IMPROVEMENT PLAN
2004-05**

GOAL	OBJECTIVES	STRATEGY CATEGORIES INCLUDED IN CIP TO ACCOMPLISH OBJECTIVES AND NUMBER OF ACTION ITEMS BY STRATEGY CATEGORY
1 and 1(a). Improve student academic performance at all grade levels and programs as measured by assessment and accountability data	<ul style="list-style-type: none"> • 90 percent of students and each student group to master reading, math, social studies, and science as measured by TAKS • Staff members to emphasize student learning as measured by academic performance data • 90 percent of grade 6-8 eligible students in subgroups will meet minimum expectations on the 2005 SDAA and/or TAKS • 90 percent of all SPED students will meet minimum expectations on the 2005 SDAA for reading and math • 75 percent of all SPED students will meet minimum expectations on the 2005 SDAA for writing 	<ul style="list-style-type: none"> • General - 6 • Social studies - 10 • English Language Arts - 9 • Reading - 10 • Math - 5 • Science - 8 • Special education - 8
2. To implement effective teaching/learning strategies that will strengthen the bilingual/ESL program	<ul style="list-style-type: none"> • Staff will use varied teaching methods to address the needs of LEP students and promote learning as measured by assessment • All students enrolled in the bilingual/ESL program will demonstrate gains and success in English proficiency as measured by assessment 	<ul style="list-style-type: none"> • Bilingual/ESL - 6
3. To provide and implement staff development that	<ul style="list-style-type: none"> • 100 percent of the staff will use research based staff development related to their assignment to increase student academic performance as measured by accountability data • Students will demonstrate higher levels of learning in academic areas and language as measured by various assessments as a result of staff development 	<ul style="list-style-type: none"> • Staff development - 13
4. To integrate technology across the curriculum through the application of computers and other emerging technology	<ul style="list-style-type: none"> • 100 percent of the staff will be engaged in training sessions in the area of Technology as indicated by TEKS and measured by successful applications • All students will be provided with opportunities to demonstrate Technology applications as indicated in TEKS and measured by TAKS 	<ul style="list-style-type: none"> • Technology - 5

(Continued on next page)

**EXHIBIT 5-8 (CONTINUED)
SEISD MIDDLE SCHOOL CAMPUS IMPROVEMENT PLAN
2004-05**

GOAL	OBJECTIVES	STRATEGY CATEGORIES INCLUDED IN CIP TO ACCOMPLISH OBJECTIVES AND NUMBER OF ACTION ITEMS BY STRATEGY CATEGORY
5. Provide a safe environment conducive to learning by increasing self-esteem and expectations of our students, faculty, and staff	<ul style="list-style-type: none"> • All facilities will be maintained in a safe and clean manner as measured by safety reports • The campus will maintain discipline and violence prevention management plans to ensure safety as outlined in the student code of conduct and as measured by safety reports • Maintain student drop-out rate of less than 1 percent as measured by AEIS • Increase attendance at all levels to 98 percent ADA or higher as measured by AEIS • All students and staff will demonstrate high expectations by teaching and learning practices as measured by progress reports • More students will participate in extra-curricular activities as measured by enrollment 	• Safe environment - 19
6. Increase meaningful parental and community engagement	<ul style="list-style-type: none"> • The campus will increase parental participation in instructional activities as measured by demonstrated student success • An increase of business and community members will support campus initiatives with instructional efforts as measured by demonstrated student success 	• Parental involvement - 11

NOTES: Texas Assessment of Knowledge and Skills (TAKS)
State Develop Alternative Assessment (SDAA)
Special Education (SPED)
Limited English Proficiency (LEP)
English as a Second Language (ESL)
Texas Essential Knowledge and Skills (TEKS)
Academic Excellence Indicator System (AEIS)
Average Daily Attendance (ADA)

SOURCE: Middle School Campus Improvement Plan, 2004-05.

- Train teachers in all disciplines on instructional strategies to meet the academic needs of all ESL students.
- Implement Sheltered Instruction Observation Protocol (SIOP) training for all core and special education teachers using the Trainer of Trainers (TOT's) model.
- Provide reading materials in a variety of texts to support reading across the curriculum.
- Provide computer lab access to all ESL students throughout the day.
- Provide after school tutoring with an emphasis on intensive language acquisition.
- Involve parents by providing methods to support student progress throughout the year.

SHARED VISION FOR DISTRICT GRADUATES

SEISD’s Board of Trustees and superintendent developed a shared vision for district graduates that support their goal of developing life long learners.

SEISD’s vision statement is to: Graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employing, and retaining a quality staff so that San Elizario is a proud, innovative, and academically superior district.

The outcome of the shared vision for district graduates has been to unite an understanding of the SEISD staff, teachers, and parents in the objectives for graduates of the district.

The SEISD “Graduate Profile” specifically details goals for their graduates in the areas of critical thinking and interpersonal and life skills (**Exhibit 5–9**).

COMMUNITY INVOLVEMENT PARTNERSHIPS

SEISD developed business partners beyond its immediate area through its PIE program. Within the district, there are inadequate numbers of businesses to support a partners program. SEISD staff recruits business partners from El Paso and surrounding areas to support the program. The SEISD Partners in Education (PIE) program brings schools and businesses together in partnerships to enhance the education program for the district’s students. The objectives of the program are as follows:

- To enhance the instructional program through direct involvement of business men and women.
- To provide meaningful experiences for students which will influence their self-esteem, help them set goals for their lives, and teach them to have realistic expectations.
- To promote communication between the schools and the business community which will bring about a better understanding of the entities involved.

**EXHIBIT 5–9
SEISD GRADUATE PROFILE**

PROFILE AREA	PROFILE GOALS
Critical Thinking Skills	An SEISD graduate: <ul style="list-style-type: none"> • Has a foundation in core academic areas • Is able to communicate with others in an articulate and effective manner • Demonstrates an ability to organize and process information in new ways • Makes decisions based on facts • Is able to generate new ideas • Uses technology to access information • Has a basic understanding of U.S. and world events • Is able to think logically and interpret and process information • Demonstrates knowledge of cultures and regions beyond the borders of the community • Has knowledge and appreciates the arts and humanities
Interpersonal and Life Skills	An SEISD graduate: <ul style="list-style-type: none"> • Demonstrates initiative and perseverance • Accepts responsibility for own actions • Demonstrates a basic understanding of personal finances • Values and participates in the democratic process • Respects the contributions of diverse cultures • Exhibits effective leadership skills • Demonstrates ways to develop and maintain wellness • Has a sense of social responsibility • Is able to develop supportive and cooperative relations with others

SOURCE: SEISD “Graduate Profile”, September 2005

- To enhance the business community by providing reciprocal activities which are meaningful and include the involvement of school personnel and students.
- To involve students, school and company representatives, and parents in programs that support and address the needs of the community as a whole.

The PIE coordinator recruits partners, parent liaisons, principals and other staff who have contact with businesses that would have an interest in the partners program. Staff must go outside district boundaries to recruit partners because existing businesses within SEISD are not numerous enough to support a partnership program. San Elizario is not an incorporated city. Schools in the community are the educational and social hub of the area. Within the school district boundaries, businesses consist of a gas station combined with a convenience store, dairy, bakery, laundromat, gift shop, and health clinics. SEISD has 43 members in the PIE program. Five businesses are from San Elizario, 31 are from El Paso and seven are from surrounding towns.

To operate, the program has seven PIE campus representatives, one for each campus, and one district coordinator. A district PIE committee consisting of the campus representatives, district communication officer, and PIE coordinator meets monthly to recognize a Partner of the Month and present a plaque of appreciation to the business representative. The committee also considers any business request to become a partner, interviews the business representative to determine how the business would support the campuses, answers questions from the representative about the district and the partners program, and develops strategies to recruit new partners to the program. Campus representatives are responsible for maintaining current and recruiting new partners. An example of a recruiting initiative is a PIE open house that occurred in August for current and prospective partners. A recruiting strategy for this type of event will provide a forum for the PIE campus representatives to introduce themselves and their campus to the local business community. The PIE campus representatives have the following responsibilities:

- Submit a monthly report of all activities and meetings, which have been held with business partners to the district PIE coordinator.
- Provide a description of activities to be available for district publications.

- Provide copies of “thank you” notes and other correspondence to partners.
- Maintain records listing names of volunteers from partners and the number of hours spent on the campus.
- Provide a year-end summary of the program and an evaluation of services received.

Each new partner signs an agreement with the district. The agreement states not only the objectives of the program listed above, but also the roles and responsibilities of the partner and district. Roles of the partners have similarities and also some unique differences. Examples of partner roles are as follows:

- Serve as guest speaker/sponsor/judge.
- Participate in school activities, i.e., Career Day, campus/district committees.
- Encourage and model appropriate social behavior and communication for students.
- Provide discounts on purchases.
- Provide student incentives for campus initiatives and donate items for fundraisers.
- Encourage students to stay in school.
- Provide community residents health care at discounted depending upon eligibility.
- Provide community health worker activities.
- Provide scholarships.
- Provide technology updates designed for education.
- Provide job shadowing opportunities for students.
- Participate in mentoring programs.
- Host field trips to office and field.
- Provide most improved student award every grading period (PreK-6th).
- Provide student incentives for perfect attendance, TAKS and A-B Honor Roll.
- Provide giveaway prizes, coupons for reading encouragement programs.
- Provide pocket microscope for top 10 students.

The partner submits to the district PIE coordinator an estimate of the monetary value of gifts and their approximate value, or donated time; the approximate value of money or gifts donated (used for the company's tax records and by the district for the purpose of establishing fiscal responsibility of the program); and will assist in the evaluation of the partnership at the end of the year.

The district's PIE do not give the campuses monetary donations, but rather money is given to the district by outside businesses in the form of grants or matching funds for student-raised money. For example, a company awarded the high school softball program \$1,000 after the school submitted an application letter explaining how the athletic program would use the grant money and how it would benefit the community. During the past school year, other businesses matched approximately \$2,000 for the high school.

Different organizations and individuals, that are not part of PIE, contribute to the district. Examples include: a highway agency that gave San Elizario High School \$500 for project graduation; a soft drink company donated products for various school functions; a vendor provided graduation attire for needy students and also door prizes; and a snack foods company provided products for school activities. Organizations and individuals not officially engaged in the PIE program donated one day of time and expertise as science fair judges, consisting of a medical doctor from a local clinic, staff from a federal agency, members of an area service club, staff from an area zoo, and advanced placement students from neighboring school districts.

Incentives, retail discounts, and small contributions also add to the community involvement in the district. Such items include discounts given when products are purchased for teacher incentives at an education supply store; a pizza restaurant gives special discounts for class parties and awards ceremonies; the staff of a federal agency donates bicycle helmets to elementary students; an area office supply company donates school supplies to elementary students at the beginning of school.

The district receives benefits for the partner's program from a relative high involvement of business participating in the program. It is commendable for SEISD to have the number of partners involved in the program despite of the community's limited number of businesses.

PARENT INVOLVEMENT PROGRAM

SEISD established an initiative to increase parental and community participation in schools by providing involvement

opportunities that engage participants in program activities that enhance student learning, bridge native language communication barriers and foster an inviting atmosphere at school. Beginning with a district improvement plan goal to increase meaningful parental and community involvement in all schools, the board and administration set a goal of increasing involvement by 25 percent each year. The campus administration, teachers, staff, parent liaisons and central office staff are responsible for implementing the initiative. Parents are valued as an instructional resource for their children. Parent centers are housed at each campus to promote parent involvement, to transfer information to individual homes, provide involvement opportunities and hold training classes for parents and community members. The training units are presented in both English and Spanish.

Parent liaisons are assigned to individual centers where they coordinate, organize, and work with all parents attending the centers. The centers are open for parents from Monday through Friday 8:00 AM - 3:00 PM. with some centers open in the late afternoon and on weekends. Information workshops and training sessions are held on various topics such as the following:

- sensitivity training;
- sexual harassment;
- how to build home and school relationships (teachers, parents working together);
- family frameworks;
- nutrition classes;
- cardiovascular pulmonary resuscitation (CPR) classes;
- drug awareness presentations;
- self-esteem presentations;
- anger management;
- family literacy activities;
- family education nights;
- stages of childhood and adolescent development;
- training and support for all parents to be able to assist their children to be ready to succeed in school; and
- character education.

Through the parent liaisons and counselors, the district provides for recruitment, training, and encouragement of

parents and community members' involvement with the schools. As an involvement strategy, parents are encouraged to assist with school/community needs and efforts, including the food drive, Make-a-Difference Day, Graffiti Wipe Out Day and the Reading is Fundamental (RIF) program. Integrating resources and services from the community with schools strengthens school programs, family practices and student learning and development. Information material is distributed to inform parents about presentations and meetings. Additional contacts are made through telephone calls and home visits.

Classroom teachers and parent liaisons provide opportunities to help students with homework and other curriculum related activities. Training opportunities are available in the following areas:

- computer usage and web searches;
- ideas to assist students preparing for Science Fair Night, History Fair Night and TAKS
- readers and writers workshop; and
- use of manipulative and general training in reading, language arts and mathematics.

Parents are encouraged to serve on the SBDM Committee, health advisory council, parental advisory committees and parent teacher organizations (PTO). The district supports increased parental and community involvement to accomplish the following:

- To provide the opportunity for parents to participate in meaningful and worthwhile program activities.
- To involve parents in their children's schools and education.
- To communicate with parents in their native language; to assist them to comprehend the information that is being shared.
- To provide meaningful learning ideas to parents so they can use at home to help their children.
- To foster an inviting atmosphere at schools through community-building activities.
- To improve communication between parents, teachers, administrators, and schools.

Parents add additional value to the student and the district by their involvement. Additional skills are learned in parenting, food preparation, language and tutoring.

Communication between parents, teachers, administrators and schools are improved through parental involvement.

USE OF PARENT LIAISON POSITIONS TO MEET PARENT INVOLVEMENT GOALS

SEISD effectively uses its parent liaison positions to meet its parent involvement goals. Funded through Title I, Part A, they serve an important district and campus link to the community by facilitating meaningful parental and community involvement in all schools. Parent liaisons assigned to each district campus serve as key parental contacts for the district. They gather all documentation concerning parental involvement at the campus level, compile monthly reports of all parent involvement activities and recruit parents for attendance at workshops.

Each of the three elementary schools, the middle school, and the high school has a parent liaison position. A social worker at Loya Primary serves in a dual capacity role as a liaison. Parent liaisons are well known in the community and are sought out by parents to provide information about their children and the schools. They are trained by the Regional Education Service Center XIX (Region 19) staff and are certified by the TASB Parent Educators Family Frameworks section. Educational training for liaisons includes conducting family training sessions regarding parent time management, conflict resolution, anger management, and drug prevention. In addition, the liaisons recruit, train and retain parents to serve as volunteers in schools. The parent liaisons recruit speakers outside the community to present topics such as diabetes, drug prevention, and cancer awareness.

Parent liaisons are the key component and the primary thread that links school district personnel with parents. As shown in **Exhibit 5–10**, liaisons have responsibilities in each objective of the Parent Involvement Plan.

Encouraging parents to participate in district activities and in events both inside and outside the district helps parents understand the educational opportunities that affect the family and students. Oral translators are available at public meetings for parents with limited English proficiency to assist in fostering a comfortable environment. Many times, liaisons are the first district contacts for parents and community members and as such, they function as buffers between the parents, school staff, and administrators.

Other duties of parent liaisons include: helping parents understand Title I programs, facilitating parent involvement in the Individual Educational Plan (IEP) agreements,

EXHIBIT 5-10 PARENT INVOLVEMENT PLAN 2004-05

OBJECTIVES	RESPONSIBILITY
All campuses will increase parent participation in instructional activities and involve business and community members in supportive roles as demonstrated by student success.	Campus administration, teachers, parent liaisons, campus staff, central office staff
To help all families establish a home environment to support children as students.	Parent liaisons, counselors, nurses
To design effective forms of school-to-home and home-to-school communications about school programs and students' progress.	Parents, teachers, campus administration, parent liaisons
To recruit and organize parent help and support.	Parents, parent liaisons
To provide information and ideas to help students at home with homework and other curriculum-related activities, decisions and planning.	Classroom teachers, parent liaisons
To include parents in school decisions, developing parent leaders and representatives.	Campus administration, central office staff, parent liaisons
To identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.	Counselor, parent liaisons

SOURCE: SEISD Parent Involvement Plan, 2004-05.

conducting orientations at the beginning of a school year or throughout the year as necessary, assisting with Children's Health Insurance Program (CHIP) enrollment, assisting parents in attending financial aid night school program meetings, formulating the calendar of activities for the parent center, assisting with Qué Sabrosa Vida (QSV) nutrition classes and grant, participating in Parent Involvement Network (PIN) at Region 19, working with local agencies in linking with the community, assisting with the local housing program and social services referrals, assisting with income tax season, supporting special projects and holiday activities, encouraging donations and distributions, participating in parent night meetings, encouraging parents to become involved in SBDM Committee, assisting teachers with conferences and administrators with parent teacher conferences by serving as translators, assisting the counseling department with planning and setting up for career day, conducting parent contacts by phone, home visits and conferences, assisting with the RIF program, facilitating parent compacts, reviewing Right to Know letter to parents, initiating referrals for after school enrichment programs, encouraging parent participation in Student Health Advisory Council meetings, assisting with volunteer incentives and recognitions, and participating in all parent involvement initiatives.

VOLUNTEERS EXTEND CAMPUS EFFECTIVENESS

SEISD established a strong parent volunteer program that extends the effectiveness of education services on each campus. The volunteers dedicate many hours to the district's schools each year, which allows the teachers to focus more on instruction. In 2004-05, campuses had approximately 132 volunteers on their respective campuses, who accounted for at least 19,764 hours of volunteer time (**Exhibit 5-11**). In May 2005 at an awards ceremony, 29 of those volunteers, who had at least 300 hours of volunteer time, were recognized. One volunteer from Loya Primary received the Superintendent's Award for committing the most time as a volunteer (1,124 hours).

All volunteers must participate in an orientation program and submit to a criminal background check before working in the schools. Volunteers provide services as classroom tutors, field lesson chaperones, library aides, classroom aides, monitors, and office aides. They also assist with state testing and Red Ribbon Week events. Campuses conduct two volunteer orientations during the school year (fall and spring semesters). Volunteer activities are shown in **Exhibit 5-12**.

In addition, district personnel established projects and staff recruited parents to implement or participate in additional volunteer activities beyond the campus level as identified in **Exhibit 5-13**.

**EXHIBIT 5-11
VOLUNTEERS PER CAMPUS
2004-05**

CAMPUS	SEISD NUMBER OF VOLUNTEERS	TOTAL VOLUNTEER HOURS
Lorenzo Loya Primary	39	5,314
Alfonso Borrego, Sr. Elementary	4	678
Josefa L. Sambrano Elementary	12	1,843
Lorenzo G. Alarcon Elementary	32	6,675
San Elizario Middle School	22	2,795
San Elizario High School	23	2,459
Totals	132	19,764

NOTE: Exhibit 5-11 represents partial numbers received from the district.

Source: SEISD, Volunteers per Campus 2/18/05 and superintendent

The district succeeded in developing a strong parent volunteer program by developing a Parent Involvement Plan that guides the district’s efforts in establishing parent and community partnerships; through the establishment of a parental advisory committee (PAC); by creating meaningful volunteer opportunities; and through the recruitment efforts of the parent liaisons. The PAC’s goal is to ensure that parents are involved as true partners in the education of their children. The committee includes two parent/volunteer representatives from each campus and it meets three times per year in October, January and May. The PAC’s responsibilities are as follows:

- Provide input to the district.
- Advise and provide feedback regarding program implementation.
- Serve as a sounding board regarding program activities.
- Form a partnership with the parental involvement staff.
- Provide support for the district, parent liaisons and other district parents.

While parents help their children’s campuses by volunteering, campus staff help parents by offering training and workshops that allow them to learn new skills to better assist their own children at home with schoolwork and social skills. For example:

- Loya Primary, Parents Involved in Education Classes Encouraging Success (PIECES);
- Borrego Elementary, stress management classes;

**EXHIBIT 5-12
VOLUNTEER OPPORTUNITIES**

POSITION/ROLE	ACTIVITY
Parent Center	<ul style="list-style-type: none"> • Laminate and cut materials • Color instructional games • Prepare transparencies • Duplicate materials • Use opaque machine • Help plan parent field trip
Classroom Assistant	<ul style="list-style-type: none"> • Prepare bulletin boards • Prepare art activities • File • Help organize classroom area
Library Aide	<ul style="list-style-type: none"> • Set up library displays • Catalog • File • Assist with RIF • Label • Shelve library books
Facilitator	<ul style="list-style-type: none"> • Class parties • Open house • School carnival • Clubs/organizations
Office Assistant	<ul style="list-style-type: none"> • Answer telephone • Type • File • Label • Sort and distribute notices • Organize workroom areas
Computer Aide	<ul style="list-style-type: none"> • Format disks • Copy disks • Print banners, signs and cards • Catalog disks • Label disks • Assist other parents with computer use
Miscellaneous	<ul style="list-style-type: none"> • Bake goods • Sew costumes, banners and flags • Prepare arts/crafts activities

SOURCE: SEISD Parent Involvement Program Handbook, 2004-05.

- Alarcon Elementary, parent empowerment knowledge and awareness for better parenting;
- Sambrano Elementary, QSV classes and parent training; and study tips;

EXHIBIT 5-13 PARENT VOLUNTEER ACTIVITIES

GENERAL ACTIVITY	SPECIFIC TOPIC
Volunteer Orientation	<ul style="list-style-type: none"> • Handbook • No Child Left Behind • Title I Program • Parents Rights To Know • Campus Procedures and Rules
Training Parents as Instructional Resource	<ul style="list-style-type: none"> • Sensitivity Training • Sexual Harassment • How to build home school relationships (teachers, parents working together)
Monthly Parent Liaison Meetings	<ul style="list-style-type: none"> • Enhance the Parental Involvement Program
Parent Recognition	<ul style="list-style-type: none"> • Volunteer of the Month • National Parental Involvement Day • National Volunteer Week
Individual Campus Plan Activities	<ul style="list-style-type: none"> • Parental Involvement
Parent Engagement Conferences	<ul style="list-style-type: none"> • State Parent Conference • Regional Parent Conference • TASB Parent Learning Network (PLN) Conference

SOURCE: SEISD Parent Involvement Plan, 2004-05.

- San Elizario Middle School, monthly bilingual parent meetings and classes to help Spanish speaking parents help their children, social service information and immigration policies; and
- San Elizario High School, parent liaison received certification in parent training.

Each campus has a parent resource centers that serves as the focal point for the volunteer effort. The Parent Involvement Program Handbook identifies volunteer benefits for parents, teachers and students (**Exhibit 5-14**).

The district succeeded in developing a strong volunteer program by establishing parent community partnerships. Meaningful involvement in schools and children's education is created. Parent, students, and teachers benefit from the collaboration.

DETAILED FINDINGS

PROGRAM EVALUATION STAFFING (REC. 34)

SEISD lacks a full-time program evaluation position in the Planning and Instruction Department. Instead, the district uses a part time contractor that performs limited assistance functions for the director of Research and Development.

The district employs a consultant, who reports to the director of Research and Development, on a 126-day contract for \$40,950 annually to serve as a compliance officer for specific programs: bilingual education, special education, gifted and talented, and state and federal programs that require program and/or district evaluation. The key responsibilities of the director of Research and Development involve oversight for federal and state compensatory education programs, parent liaisons provided under the Title I program for each campus, and SEISD district and campus improvement plans (DIP and CIP). The 2005-06 year is the second year that the district used this consultant position. According to the contract, the consultant provides key services to include disaggregating of test score data and assisting in the development of the district and campus comprehensive needs assessments which lead toward effective program planning and design.

As a result, SEISD does not have necessary resources in the program evaluation area to assist with ongoing student achievement goals.

Given the breadth of the district's bilingual and compensatory education programs, the need for this function is critical. In the chapter on educational services in this report, the review team notes that the district has not reviewed the bilingual program, yet there is a consultant position that lists the review of the program as one of its key functions.

**EXHIBIT 5-14
PARENT RESOUCÉ CENTER ADVANTAGES**

BENEFITS	
Parents	<ul style="list-style-type: none"> • Opportunity to associate with other adults from different cultures, ideas, family backgrounds • Better understanding of other’s viewpoints • Better rapport with school personnel • Opportunity to develop support groups with common goals • More positive attitude toward school setting and teachers • Develop a greater self-esteem • Receive the opportunity to learn some of the skills necessary to acquire a job • Learn to speak some English • Learn to speak some Spanish • Acquire basic computer skills • Learn parenting skills to become better parents • Learn to create different craft activities
Teachers	<ul style="list-style-type: none"> • Provide more time for planning and instructional activities • Provide teachers with more contact time with parents • Develop a sense of appreciation for work done by parents • Develop positive attitude toward parents
Students	<ul style="list-style-type: none"> • Instill sense of pride toward parents • Attitude toward parent becomes more positive • Parent presence at school seen as positive occurrence rather than negative • Interest in school and academic achievement increase due to parent participation • Allows non-school age children to become familiar with school setting while attending center with parents to prepare them for their first day at school

SOURCE: SEISD Parent Involvement Program Handbook, 2004–05.

SEISD should create a full-time program evaluation position in the Planning and Instruction Department, and eliminate the program evaluation external contract. The new position should report to the director of Research and Development. **Exhibit 5–15** reflects the recommended revised organization.

The recommended staffing change in the revised organization replaces the program evaluation consultant with a full-time program evaluation coordinator with the same responsibilities, reporting to the director of Research and Development.

The fiscal impact of adding the new full-time program evaluation coordinator will cost SEISD \$19,934 annually. Based on salaries of actual and like positions from the 2005–06 district salary schedules, the cost of the new full-time position is \$60,884, based on a salary of \$52,943 plus 15 percent benefits of \$7,941 [((\$52,943 salary x .15) + \$52,943 = \$60,884)]. SEISD will reduce the salary cost of the new position by the annual \$40,950 cost of the consultant fee (\$60,884 - \$40,950 = \$19,934).

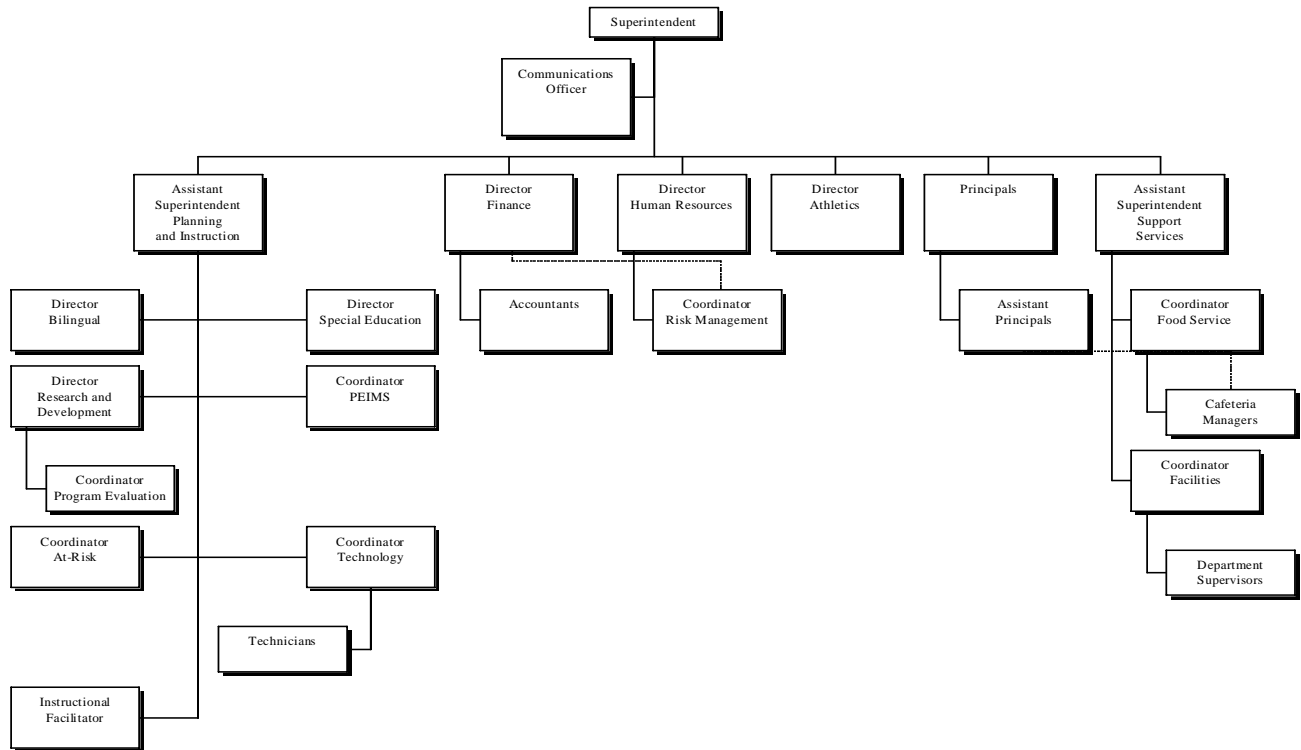
EVALUATION OF CENTRAL OFFICE STAFFING LEVELS (REC. 35)

SEISD did not analyze its central office staffing levels based on specifically identified district needs, community impacts, peer district comparisons, and student enrollment. The director of Athletics and Communications officer positions appear to be unnecessary based on the duties performed by these positions, given SEISD’s enrollment and demographic characteristics.

The primary responsibilities of the athletic director position are to organize and administer the overall program of extracurricular athletics, to include purchasing, scheduling, and carrying out day-to-day operations. In 2005–06, the high school principal administered the budgeting activities for purchasing supplies, but the athletic director still secures bids and quotes for high school athletics. The Athletic director also continues to perform all other athletics budget activities for the district.

According to the superintendent, the Athletic director also coordinates a new after school sports program at the

EXHIBIT 5-15 SEISD RECOMMENDED ORGANIZATION



NOTE: The Risk Management coordinator reports to both the director of Finance and director of Human Resources; the Cafeteria managers report to both the assistant principals and the Food Service Coordinator.

SOURCE: Texas Legislative Budget Board, November 2005.

elementary level, which is part of the district's extended day program. The sports program receives partial funding from the Title I program. Efforts have not been made to coordinate the athletics and instructional functions with other enrichment and community outreach functions.

The SEISD Communications officer's job duties include directing and managing the district's public information activities, preparing press releases and publishing articles and photos in local media and other publications, and supporting SEISD's goals and objectives (Exhibit 5-16). The duties of the position, as described in the job description, are general and duplicative.

Interviews with the Communications officer and superintendent indicated that the position's major responsibility is to issue a bi-monthly newsletter. The district is only 16 square miles, has a low-income population that has limited access to typical communication vehicles (for example, television and Internet), and there is only one weekly newspaper that regularly covers activities in SEISD. As a

result, SEISD may be spending too much on unnecessary administrative functions.

Compared with its peer districts, none had a Communications officer position and only one had an Athletic director. All SEISD peer districts have fewer direct reports to the superintendent (Exhibit 5-17).

SEISD should evaluate the central office staffing levels, particularly regarding the continuation of the Communications Officer and Athletic Director positions. The district should base the evaluation on specifically identified district needs, community impacts, peer district comparisons, and student enrollment.

For background information on District Management and Community Involvement, see p. 137 in the General Information section of the appendices.

**EXHIBIT 5-16
SEISD COMMUNICATIONS OFFICER JOB DUTIES
2005-06**

AREA	DUTIES
Management of public information activities	<ul style="list-style-type: none"> • Direct and manage the district's public information activities • Serve as the information liaison between the school system and the community • Serve as district spokesperson and coordinate media coverage • Help school personnel publicize and promote any performances, exhibitions, displays, or special programs sponsored by the schools • Demonstrate awareness of district community needs and initiate activities to meet those needs • Demonstrate responsible fiscal control over assigned budgets • Perform any other duties assigned by supervisor • Keep informed of developing communication trends and techniques
Press related duties	<ul style="list-style-type: none"> • Prepare press release and publish articles and photos in local media and other publications • Design, prepare, and edit district publications including newsletters, recruitment brochures, programs for special events, and other publications • Maintain district clipping files
Community	<ul style="list-style-type: none"> • Serve as district representative on community committees as required • Attend and take notes for communication purposes at all meetings as assigned by supervisor
District goals and policies	<ul style="list-style-type: none"> • Ensure that public information activities contribute to the attainment of district goals and objectives • Support the goals and objectives of the school district and follow all district policies

SOURCE: SEISD Communications officer job description dated May 9, 2001.

**EXHIBIT 5-17
COMPARISON OF SEISD AND PEER DISTRICT ORGANIZATIONS
2005-06**

ENTITY	ENROLLMENT	NUMBER OF SUPERINTENDENT DIRECT REPORTS	POSITIONS REPORTING TO SUPERINTENDENT
SEISD	3,780	Eight and seven principals	<ul style="list-style-type: none"> • Communications officer • Assistant superintendent for Planning and Instruction • Technology coordinator • Finance director • Human Resources director • Research and Development director • Athletic director • Assistant superintendent for Support Services • Principals (7)
Mercedes	5,343	Five and nine principals	<ul style="list-style-type: none"> • Assistant superintendent for Curriculum and Instruction • Assistant superintendent of Support Services • Director of Technology • Director of Athletics • Chief Financial Officer • Principals (9)

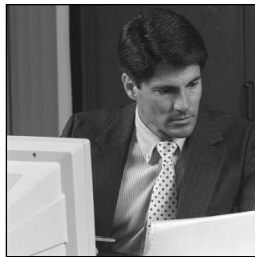
**EXHIBIT 5-17 (CONTINUED)
COMPARISON OF SEISD AND PEER DISTRICT ORGANIZATIONS
2005-06**

ENTITY	ENROLLMENT	NUMBER OF SUPERINTENDENT DIRECT REPORTS	POSITIONS REPORTING TO SUPERINTENDENT
Fabens	2,703	Four and five principals	<ul style="list-style-type: none"> • Assistant superintendent for Curriculum and Instruction • Assistant superintendent of Finance and Support Services • Executive director of Compliance and Risk Management • Internal auditor • Principals (5)
Hidalgo	3,191	Four and seven principals	<ul style="list-style-type: none"> • Assistant superintendent for School and Program Improvement • Director of Finance • Director of Food Services • Director of Support Services • Principals (7)
Santa Rosa	1,217	Three and three principals	<ul style="list-style-type: none"> • Director of federal programs • Director of Personnel • Business manager • Principals (3)

SOURCE: SEISD and peer districts, September 2005.

FISCAL IMPACT

RECOMMENDATION	2006-07	2007-08	2008-09	2009-10	2010-11	TOTAL 5-YEAR (COSTS) SAVINGS	ONE TIME (COSTS) SAVINGS
CHAPTER 5: DISTRICT MANAGEMENT AND COMMUNITY INVOLVEMENT							
34. Create a full-time program evaluation position in the Planning and Instruction Department, and eliminate the program evaluation external contract.	(\$19,934)	(\$19,934)	(\$19,934)	(\$19,934)	(\$19,934)	(\$99,670)	\$0
35. Evaluate the central office staffing levels, particularly regarding the continuation of the Communications Officer and Athletic Director positions.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Totals-Chapter 5	(\$19,934)	(\$19,934)	(\$19,934)	(\$19,934)	(\$19,934)	(\$99,670)	\$0



Chapter 6

Computers and Technology

San Elizario Independent School District

CHAPTER 6. COMPUTERS AND TECHNOLOGY

Regardless of size and organization structure, most districts include the following technology functions:

- management and oversight of the entire district's instructional and administrative applications;
- hardware and software maintenance of these applications;
- planning, implementation, and oversight of local area networks and a wide area network; and
- training and technical support for computer applications and networks.

The San Elizario Independent School District (SEISD) currently has about 3,595 personal and handheld computers as well as complementary peripheral devices, such as printers, scanners, and digital cameras. According to the *SEISD Technology Plan, 2004–05*:

- The district spends approximately \$377 per student on technology.
- All seven campuses and all 240 classrooms are connected to the Internet.
- The ratio of students per computer is 3:1, which is within the state's long-range technology plan guidelines of achieving a ratio of one student per one computer by 2010.
- Every teacher has a computer.

Technology support staff includes a coordinator who reports to the superintendent, a network specialist, three field technicians, two help desk technicians, a software technician, and a general office clerk.

ACCOMPLISHMENTS

- SEISD developed the foundation for a technology professional development program, including a four-tier matrix outlining the levels of understanding for technology use, a technology determinant survey to identify a teacher's individual level of technology understanding, and an individual technology plan that details the training required to address a teacher's specific technology weakness.
- SEISD provides ongoing professional development opportunities for classroom teachers focused on

increasing levels of technology integration into the instructional program.

- The SEISD Technology Department implemented safeguards to protect the district's network from outside attack, protect district users from accessing inappropriate materials, and protect district users from receiving unwanted information.
- SEISD coordinated with Regional Education Service Center XIX (Region 19) to implement a disaster recovery plan designed to prevent data loss and maintain business continuity in times of crisis.
- SEISD developed web-based applications to assist district employees in performing their jobs easier.

FINDINGS

- SEISD does not have a scheduled replacement policy for district computers when they become obsolete.
- SEISD does not have a process to ensure that purchased software is compatible with the network, that technology personnel can support the software, or that the software supports the district's curriculum.

RECOMMENDATIONS

- **Recommendation 36: Develop and implement a district plan to schedule and fund the replacement of computers over five years old.** Replacing these outdated computers saves the district money by reducing maintenance costs, improving security of the network, and providing greater student access to required applications.
- **Recommendation 37: Implement a district software adoption process for all program areas to ensure that purchased programs are compatible with the network and align with district curriculum objectives.** The Technology Department coordinator should work with the district technology committee to study best practices in other school districts and develop a draft proposal for a software adoption process for SEISD.

DETAILED ACCOMPLISHMENTS

FOUNDATION FOR TECHNOLOGY DEVELOPMENT

SEISD developed the foundation for a technology professional development program, including a four-tier matrix outlining the levels of understanding for technology use, a technology determinant survey to identify a teacher's individual level of technology understanding, and an individual technology plan that details the training required to address a teacher's specific technology weakness. According to the SEISD technology plan, the district's greatest need is technology professional development, especially related to integrating technology in the classroom.

The process of integrating technology into the instructional programs of a school district involves providing the infrastructure and technology hardware, training the staff on technology systems, establishing curriculum for technology, training staff on curriculum standards, and monitoring implementation of curriculum. Implementation strategies should focus on helping teachers acquire necessary knowledge and skills for using technology as a tool to enhance teaching and learning and as a means of accomplishing familiar educational goals.

In the fall of 2002, The Texas Education Agency Educational Technology Advisory Committee (ETAC) implemented the *Texas School Technology and Readiness (STaR) Chart*, an online resource tool for self-assessment of campus and district efforts to effectively integrate technology across the curriculum. The Texas STaR Chart is designed around the four key areas of the *Long-Range Plan for Technology, 1996–2010* and incorporates State Board for Educator Certification Standards for all teachers and National Staff Development Council standards. The areas include: Teaching and Learning, Educator Preparation and Development, Administration and Support Services, and Infrastructure for Technology. School districts use STaR chart results to assist in technology planning, budgeting for resources, and evaluation of progress toward increasing levels of technology integration.

Texas campuses must complete the survey online and use the profiles annually to gauge progress towards integrating technology into the instructional program and aligning with national and state standards. The survey evaluates individual skills in each area and categorizes results into four levels of progress: Early Tech, Developing Tech, Advanced Tech, and Target Tech.

SEISD implements a comprehensive needs assessment program to determine technology proficiency levels of

teachers. All teachers in the district complete the Technology Determinant Survey at the beginning and end of each year to identify individual skill levels. The Technology Determinant Survey used in SEISD is directly aligned with the Texas STaR Chart and fully assesses the skills a teacher possesses. The survey contains a component to evaluate the use of technology for teaching and learning and one to establish baseline data about technology application skills. The self-assessment for teaching and learning measures:

- impact of technology on the teacher's role;
- impact of technology on collaborative learning;
- patterns of teacher use;
- frequency/design of instructional setting using computers;
- curriculum integration;
- technology applications;
- patterns of student use; and
- individual technology skills corresponding to technology basics, word processing, spreadsheets, legal issues, databases, telecommunications, and media communications.

Once the department evaluates the survey, it groups teachers in one of four levels of proficiency: knowledge, understanding, synthesis, or evaluation. The department then develops an individual professional development plan based upon the teacher's level of proficiency. The associated minimum training associated with each level of proficiency is:

- Level I – **Knowledge** – Teachers use technology as a supplement and to support traditional instruction – *Requirement:* 18 hours of training in Windows, email, Internet, AS400, TEKS/TAKS I, Accelerated Reader, and STAR (Early Literacy, Math, and/or Reading).
- Level II – **Understanding** – Teachers use technology to streamline administrative functions and to enrich curriculum – *Requirement:* 12 hours of training in Microsoft Word, Excel, PowerPoint, Publisher, AppleWorks, and TEKS/TAKS II.
- Level III – **Synthesis** – Teachers use technology for research, lesson planning, multimedia and graphical presentations and simulations, and to correspond with experts, peers, and parents. Technology is integrated into the curriculum and used for its unique capabilities – *Requirement:* 12 hours of training in Teacher Tools,

Marco Polo, WebQuest, TEKS/TAKS III, web design, content areas, and textbook support.

- **Level IV – Evaluation** – Teachers discover and accept new uses for technology. Integration of evolving technologies transforms the teaching process by allowing greater levels of interest, inquiry, analysis, collaboration, creativity, and content production. *Requirement:* Six hours of training in alignment activities, project-based learning, and TEKS/TAKS IV.

The Technology Department then uses each teacher’s information to create a campus profile of proficiency levels. No matter where an individual or campus falls along the spectrum, the Texas STaR Chart offers valuable information that initiates discussions, drives decisions, and outlines needed professional development.

All campuses in SEISD completed the technology survey in 2004–05. **Exhibit 6–1** shows the four key evaluation areas of the STaR Chart and the scoring rubric used to determine the levels of progress.

Exhibit 6–2 summarizes results for each of the four areas of evaluation at each SEISD campus. Of the 28 areas of

evaluation, SEISD teacher responses primarily fell into the developing tech category, indicating that teachers view themselves as developing technology skills. The various ranges of scores suggest that the level of proficiency varies among individuals and among campuses. Six areas show that teachers are at the advanced levels, and two scores are indicative of the early level of technology skills based on the STaR Chart results.

The self-assessment of all teachers in their proficiency of using technology in the classroom has allowed SEISD to develop a targeted plan to improve teacher effectiveness in integrating technology in the classroom.

TECHNOLOGY PROFESSIONAL DEVELOPMENT

SEISD provides ongoing professional development opportunities for classroom teachers focused on increasing levels of technology integration into the instructional program. Using needs assessment data, the district offers stipends to teachers who attend technology-training sessions on designated Saturdays. As a result, teachers are acquiring the necessary knowledge and skills to integrate technology into the instructional program and increase learning opportunities for students.

**EXHIBIT 6–1
AREAS OF EVALUATION AND RUBRIC SCORES FOR THE TEXAS STAR CHART**

PROGRESS LEVELS	TEACHING AND LEARNING	EDUCATOR PREPARATION AND DEVELOPMENT	ADMINISTRATION AND SUPPORT	INFRASTRUCTURE FOR TECHNOLOGY
Early Tech	6-8	6-8	5-7	5-7
Developing Tech	9-14	9-14	8-12	8-12
Advanced Tech	15-20	15-20	13-17	13-17
Target Tech	21-24	21-24	18-20	18-20

SOURCE: Texas STaR Chart Assessment.

**EXHIBIT 6–2
SEISD CAMPUS RESULTS OF TEACHER PROFICIENCIES ON THE TEXAS STAR CHART
2004–05**

CAMPUS	TEACHING AND LEARNING	EDUCATOR PERSPECTIVE	ADMINISTRATION AND SUPPORT	INFRASTRUCTURE FOR TECHNOLOGY
Loya Primary School	Developing (12)	Developing (12)	Developing (10)	Developing (12)
Alarcon Elementary School	Developing (13)	Developing (13)	Developing (12)	Developing (12)
Borrego Elementary School	Developing (13)	Developing (13)	Developing (12)	Advanced (14)
Sambrano Elementary School	Advanced (15)	Developing (12)	Developing (12)	Advanced (14)
San Elizario Middle School	Developing (10)	Developing (10)	Advanced (16)	Advanced (15)
San Elizario High School	Developing (12)	Developing (10)	Developing (9)	Advanced (15)
Excell Academy	Early (7)	Developing (9)	Early (6)	Developing (8)

SOURCE: Texas STaR Charts, 2004–05; SEISD Technology Department coordinator.

According to the 2004–05 technology plan, a technology needs assessment identified the need for technology professional development. Specifically, the district needed professional development to ensure the successful integration of technology into the curriculum. Interviews with campus principals and the Technology Department coordinator indicated that SEISD places a high priority on professional development for all staff. The district establishes training programs using the needs assessment data and encourages all staff to enroll in sessions directly related to their individual professional development plans. The Technology Department offers half-day trainings on Saturdays throughout the year, and pays individuals a \$50 stipend for each session attended. Participation is voluntary, and there is no limit on the number of sessions that any individual can attend in one year.

Exhibit 6–3 lists technology professional development sessions offered from January through June 2005.

Exhibit 6–4 lists proposed trainings for 2005–06.

Analysis of professional development evaluations from the training sessions shows positive results. In a review of 25 evaluation forms, teachers consistently ranked technology sessions with high scores for the overall rating and level of knowledge gained from having participated in the training. Additional written comments supported the high rankings, thanked presenters for good sessions, and shared ways teachers would use newly acquired skills in classrooms. The only negative feedback noted on evaluations reflected non-instructional aspects such as the need for food and snacks, changes in room temperature, and request for time in the summer for trainings rather than on Saturdays.

As a result of this practice, teachers are acquiring the necessary knowledge and skills to integrate technology into the instructional program and increase learning opportunities for students.

TECHNOLOGY SAFEGUARDS

The SEISD Technology Department implemented safeguards to protect the district’s network from outside attack, protect district users from accessing inappropriate materials, and protect district users from receiving unwanted information. Some of these safeguards include:

- daily automated updates of the Windows operating system, Norton Anti-Virus software, and spam filtering for all district computers;
- blocking/filtering access of inappropriate Internet sites;

**EXHIBIT 6–3
TECHNOLOGY PROFESSIONAL DEVELOPMENT
JANUARY 2005–JUNE 2005**

TRAINING DATES BY MONTH	TRAINING TITLES
January	<ul style="list-style-type: none"> • Microsoft PowerPoint • AS400 • Teacher Tools • Introduction to Computers
February	<ul style="list-style-type: none"> • Microsoft Excel • TEKS and TAKS • Marco Polo (now called PetroDynamics) • Content Area • Microsoft Word • Microsoft Publisher • Digital Cameras and Scanners • Microsoft Windows • Mac OS X • Email
March	<ul style="list-style-type: none"> • WebQuest • Web Design • Microsoft PowerPoint • Video Streaming • Digital Cameras • unitedstreaming • Content Area • Integration into Technology
April	<ul style="list-style-type: none"> • Accelerated Reader • STAR • WebQuest • Marco Polo (now called PetroDynamics) • AS400 • Internet
May	<ul style="list-style-type: none"> • TEKS and TAKS • Content Area • Kid Pix • Microsoft PowerPoint • Microsoft Publisher • Internet • Email • Web Design
June	<ul style="list-style-type: none"> • AS400 • Microsoft PowerPoint • Using MicrosoftWord for the Secondary
Classroom	<ul style="list-style-type: none"> • Kid Pix for Elementary Teachers • Microsoft Publisher • Microsoft Excel for Elementary Teachers • Tablet PC for Educators

SOURCE: SEISD Technology Department coordinator.

**EXHIBIT 6-4
TECHNOLOGY PROFESSIONAL DEVELOPMENT
SEPTEMBER 2005–MAY 2006**

TRAINING DATES BY MONTH	TRAINING TITLES
September	<ul style="list-style-type: none"> • Scanning • unitedstreaming
October	<ul style="list-style-type: none"> • Introduction to Teacher Tools • Microsoft PowerPoint (Basic) • Microsoft Word (Intermediate) • Marco Polo • Microsoft Excel (Intermediate) • Microsoft Word (Basic) • WebQuest
November	<ul style="list-style-type: none"> • Digital Cameras/Scanners • Microsoft Outlook • Microsoft Word (Basic)
December	<ul style="list-style-type: none"> • Teacher Tools • Kidspiration (Pre-K-5) • Microsoft PowerPoint (Intermediate)
January	<ul style="list-style-type: none"> • Microsoft Outlook • Kid Pix • Microsoft Publisher I
February	<ul style="list-style-type: none"> • Dreamweaver, Flash, and Fireworks • WebQuest • Microsoft Word I
March	<ul style="list-style-type: none"> • Marco Polo • Digital Cameras • Microsoft PowerPoint
April	<ul style="list-style-type: none"> • Web Design • Microsoft Publisher • Microsoft Internet Explorer
May	<ul style="list-style-type: none"> • Marco Polo • Microsoft Excel • Microsoft Publisher

SOURCE: SEISD Technology Department coordinator.

- blocking or deleting unauthorized installation of personal software by users;
- installing firewall hardware and software to block unauthorized access of the district network by external hackers; and
- separating the student network and administrative networks to keep students from accessing confidential administrative data.

By taking specific steps, SEISD is protecting its computer network and system users from loss of data and inappropriate use.

DISASTER RECOVERY PLAN

SEISD coordinated with Regional Education Service Center XIX (Region 19) to implement a disaster recovery plan designed to prevent data loss and maintain business continuity in times of crisis.

A critical component for disaster planning is a reciprocal arrangement with a compatible host organization. A host organization provides the necessary facilities in the event of a disaster. SEISD entered into a reciprocal agreement for disaster recovery with Region 19 in March 2004. The two organizations compared compatibility in terms of operating systems and enterprise packages to make sure the most critical systems could align with minimal expenses. Both organizations use the same mainframe system with compatible backup tape systems, which simplifies the task of moving data between the two locations.

The agreement between the two organizations allows for the following:

- host-based office facilities for up to eight staff for 30 days;
- access to AS400 mainframe and PC facilities for eight staff; and
- periodic testing and checking of the plan.

Effective disaster planning helps a district prevent data loss and allows it to maintain business continuity in times of crisis.

WEB-BASED APPLICATIONS

SEISD developed web-based applications to assist district employees in performing their jobs easier. Some of the applications include:

- budget change requests – allows users to move funds from one account to another;
- email directory search – allows users to find email addresses for district employees;
- fixed assets – allows users to add new assets as the district receives them or make changes;
- technology work orders – allows users to submit requests for technology maintenance needs;
- maintenance work orders – allows users to submit requests for building maintenance needs; and

- professional development requests – allows users to sign up for district training programs.

By assessing opportunities to automate current processes and to select software options, SEISD is enhancing the efficiency of its operations and increasing information that is available about district operations, resources, and expenditures.

DETAILED FINDINGS

TECHNOLOGY OBSOLESCENCE (REC. 36)

SEISD does not have a scheduled replacement policy for district computers when they become obsolete.

The district has 3,595 instructional computers, 85 of these computers are running Windows 95 and Windows 98 and are over five years old. **Exhibit 6–5** lists the computer by school.

According to the SEISD Technology Department coordinator, the district has no formal plan or schedule for replacing obsolete computers, but when a technician identifies an outdated or non-standard computer, the technician adds the computer to a replacement list and the Technology Department replaces the computer when funds are available.

Fort Bend ISD has a unique, two-part plan for replacing computers. The first part of the plan is replacing the computers on an entire campus, all at once, by schedule. The district refers to these schools as Computers-Purchased-Uniformly Schools, or CPU schools. The advantage is that each CPU school will have all new computers, exactly the same model, with the same operating system. This simplifies instruction use and technology support through standardization of equipment and software. The district determines the sequence of the schools by available funding and by quantity of computers needed.

**EXHIBIT 6–5
SEISD TECHNOLOGY INVENTORY
2005–06**

SCHOOL	COMPUTER COUNT	COMPUTER LABS	MINIMUM COMPUTERS PER CLASSROOM	MEDIA CARTS	TEACHER COMPUTERS
Loya Primary	262	1 lab (26 computers) Library (6)	3	6	1 laptop for each teacher
Sambrano Elementary	285	1 lab (24 computers) Library (4)	3	7	13 laptops for teacher checkout
Alarcon Elementary	397	1 lab (25 computers) Library (10)	2	4	1 tablet PC for each teacher
Borrego Elementary	322	1 lab (25 computers) Library (6) Media Lab (2)	2	5	1 laptop for each teacher
Middle School	866	Grade 7/8 lab (30) Grade 6 lab (30) Career Lab (14) Keyboarding Lab (27) 3 Mobile Labs (30 each)	2	4	
Excell Academy	45	1 lab (16)	1	0	
High School	1,418	3 BCIS labs (30) Cisco lab (20) Journalism lab (15) Content mastery lab (20) SOL lab (26) Writing lab (30) Graphic Arts lab (28) Consumer science lab (10) 4 Mobile labs (30 each) Library (24)	1	0	1 tablet PC for each teacher (71)
TOTAL	3,595				

SOURCE: SEISD Technology coordinator.

The second part of the plan is replacing the oldest networked computers in the district (five or more years old) in the first year and each year after for schools not yet participating as CPU schools. The procedure is to use the four-, three-, two-, and one- year-old computers from the CPU schools, because new computers have now replaced these computers. This means that the replaced computers from the CPU schools, along with some newly purchased computers, will be the replacements for the five-plus year old computers in the non-CPU schools. In this way, no school has to wait for its turn while its five-plus year old computers continue to get older and older. Where possible, the district places the schools with the greatest need at the top of the CPU purchase list.

SEISD should develop and implement a district plan to schedule and fund the replacement of computers over five years old. Replacing these outdated computers saves the district money by reducing maintenance costs, improving security of the network, and providing greater student access to required applications. As part of the plan, the district should also explore other funding options, such as soliciting more grants, and leasing the computers. Replacing the 85 computers running Windows 95 and Windows 98 over five years old would necessitate replacing about 17 computers per year at a cost of \$1,200 per computer for a total expenditure of \$20,400 per year.

SOFTWARE ADOPTION (REC. 37)

SEISD does not have a process to ensure that purchased software is compatible with the network, that technology personnel can support the software, and that the software supports the district’s curriculum.

Through site-based decision-making, campuses have the ability to purchase software to meet individual needs. While some instructional software is standard districtwide, software programs vary among campuses, creating gaps and inconsistencies in student learning.

Interviews by the review team indicated some teachers and administrators purchase curriculum-based software to support individual teacher and campus needs. No formal, districtwide process for software adoption was in place to ensure content and alignment to the Technology Application in the Texas Essential Knowledge and Skills, and district goals. Before purchasing software, campuses must contact the coordinator of the Technology Department to address technical alignment of software programs and for help with appropriate purchasing procedures, but some purchases occur without campus communication with the Technology

Department. The Technology Department created a safety feature to ensure that it handles installation of all software. This practice ensures that the application is licensed, appropriately installed, and recorded on the district software database.

The lack of implementation of a defined process creates inconsistencies with software programs available to teachers and students. **Exhibit 6–6** lists the various software programs at each campus.

**EXHIBIT 6–6
SOFTWARE PROGRAMS AT EACH SCHOOL**

SCHOOL	SOFTWARE TITLE
Loya Primary	<ul style="list-style-type: none"> • My Make Believe Castle • JumpStart K • Living Books (Pre-K-2) • Kid Pix Studio Deluxe • Travel Around the World • Thinking Things Collection • My School • My House • My Town • Color Playroom • Math Keys • Office Mac OS X • STAR Early Literacy Program • ABC World • Estrellitas • ClarisWorks for Kids • Sammy’s Science House • Leap Into Phonics • Stickybear Reading • JumpStart Pre-K • Sequoyah English Literature
Alarcon Elementary	<ul style="list-style-type: none"> • Winnebago • Essential Skills • Heart Beeps • Kid Pix 3 • OpenBook • Typing Pal Junior • JumpStart Advanced Network • Accelerated Reader 6.0
Borrego Elementary	<ul style="list-style-type: none"> • Fractions with Professor Von Strudel • Wild West • Chuck Wagon Bill’s Language Skills • ABC World • Super Science • Marty’s Family • Mathosaurus

(Continued on next page)

**EXHIBIT 6-6 (CONTINUED)
SOFTWARE PROGRAMS AT EACH SCHOOL**

SCHOOL	SOFTWARE TITLE	
Sambrano Elementary	• Mighty Math Calculating Crew	
	• Virtual PC 2004	
	• JumpStart	
	• Living Books	
	• Reading Blaster	
	• Master Blaster	
	• Arthur's CD-ROM	
	• Mighty Math Number Heroes	
	• Mathville Grades 4+5+6	
	• Mighty Math Carnival Countdown	
	• Grades 5-6 Student Practice	
	• Volume 35 Viva Espanol	
	• Boxcar Children Series	
	• Volume 27 Viva Espanol	
	• Volume 25 Viva Espanol	
	• Volume 24 Viva Espanol	
	• Blue's Clues	
	• Reptiles and Amphibians	
	• The Print Shop	
	• Encarta 98 Encyclopedia	
	• Bailey's Book House	
	• Kid Works 2 Bilingual	
	• Thinkin' Science ZAP!	
	• Suitcase Preschool	
	• Sun, Moon, and Stars	
	• Hyperstudio	
	• Protecting the Earth	
	• Plants and Gardens	
	• Ocean Life	
	• Earthquakes and Volcanoes	
	• Bugs and Crawlers	
	• Birds and Butterflies	
	• Animals, Animals	
	• Weather and Storms	
	San Elizario Middle School	• Kidspiration
		• Inspiration 7
• Riverdeep Kid Pix		
San Elizario High School	• Microsoft Office Pro 2003	
	• Office Mac 2004 Pro	
	• A+nywhere Learning System	
	• Encore DVD 1.5	
	• Rosetta Stone	
Excell Academy	• Adobe PageMaker 6.5.2	
	• Adobe Premiere Pro 1.5	
	• Reading Plus	
	• Accelerated Grammar and Spelling	
	• The Complete Gradebook	
• STAR Math		

SOURCE: SEISD Technology Department coordinator.

Information received from the district's Technology Department coordinator indicates that the department provides several software programs to each campus as a district-wide standard (Exhibit 6-7).

**EXHIBIT 6-7
INSTRUCTIONAL SOFTWARE PROGRAMS FOR ALL SEISD SCHOOLS**

SCHOOLS	SOFTWARE TITLE
All	• Adobe Illustrator
	• FileMaker Pro 7
	• AppleWorks 6.2.7
	• Virtual PC 2004
	• Office Mac 2004 Pro
	• Office 2003 Pro
	• FrontPage
	• Office 10 for Mac OS X
	• Kidspiration K-5
	• Office 98 Mac
	• Office 2000
	• Office 2000 Upgrade
	• Office 2000 Pro

SOURCE: SEISD Technology Department coordinator.

Many school districts such as Rockwall ISD implement software adoption policies and procedures in order to ensure that the requested software both aligns with instructional goals and is compatible with technology systems. The policies and procedures clearly define the process for teacher preview, the criteria that teachers must apply in selection, the points of contact for curriculum, technology systems, and campus instructional support. To facilitate planning and decision-making, some districts implement technology steering committees to carry out software adoption policies and procedures and to assure that a district makes technology decisions only after considering the overall goals and objectives for instructional technology in the district. At the campus level, any individual requesting evaluation and/or purchase of software must submit a request to the site-based steering committee for approval. If approved at this level, the site-based committee submits the request to the district steering committee, which considers both curriculum content and system compatibility. If approved at the district level, the district committee notifies the teacher, who makes the purchase. The process may also be reversed where the request originates with the district steering committee and seeks approval from the site-based committee. These may be considered pilot or test programs.

SEISD should implement a district software adoption process for all program areas to ensure that purchased programs are compatible with the network, that the technology staff can support them, and that they align with district curriculum objectives and TEKS. The Technology Department coordinator should work with the district technology committee to study best practices in other school districts and develop a draft proposal for a software adoption process for SEISD. The coordinator and committee should present the draft to district and campus administrators for feedback

and make necessary revisions. They should present the final draft to the superintendent and the Board of Trustees for approval. Once approved, the Technology Department coordinator should work with the district technology committee and district administrators to implement the software adoption process.

For background information on Computers and Technology, see p. 138 in the General Information section of the appendices.

FISCAL IMPACT

RECOMMENDATION	2006-07	2007-08	2008-09	2009-10	2010-11	TOTAL 5-YEAR (COSTS) SAVINGS	ONE TIME (COSTS) SAVINGS
CHAPTER 6: COMPUTERS AND TECHNOLOGY							
36. Develop and implement a district plan to schedule and fund the replacement of computers over five years old.	(\$20,400)	(\$20,400)	(\$20,400)	(\$20,400)	(\$20,400)	(\$102,000)	\$0
37. Implement a district software adoption process for all program areas to ensure that purchased programs are compatible with the network and align with district curriculum objectives.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTALS-CHAPTER 6	(\$20,400)	(\$20,400)	(\$20,400)	(\$20,400)	(\$20,400)	(\$102,400)	\$0



Chapter 7

Safety and Security

CHAPTER 7. SAFETY AND SECURITY

Safe schools identify potential threats or hazards and have mechanisms to respond as necessary. Some school districts have internal police departments to assist in the security of the district and its stakeholders, while others rely on security guards and local law enforcement officers. Many school districts have school resource officers (SROs) that are funded by a federal initiative involving the National Institute of Justice and the Office of Community Oriented Policing Services (COPS). SROs are law enforcement officers with sworn authority, deployed in community-oriented policing, and assigned by the employing law enforcement department to work in collaboration with school and community-based organizations.

SEISD has two school resource officers, 11 full-time security guards, and a security supervisor to help maintain a secure school environment. The El Paso County Sheriff's Department administers the COPS grant and has assigned two SROs to SEISD. One officer is at the high school and the other is at the middle school, but both are available to assist at other schools as needed. The SROs are subject to sheriff department's policies and supervision and may be assigned to responsibilities other than school policing.

The security guards are responsible for enforcing district regulations and procedures pertaining to protection of life and property, preservation of the peace, and prevention of crime on district property. SEISD assigns three security guards full time to specific schools throughout the district; they also provide security at University Interscholastic League (UIL) events and other school activities. SEISD assigns shift guards to patrol the entire district's campuses and departments, and they are responsible for site security at night, on weekends, and during holidays on a 24-hour basis 365 days per year. They drive vehicles owned and maintained by the district. The guards maintain a high visibility at their campus locations, conduct regular visual checks of all buildings, and make reports regarding incidents, including criminal mischief.

ACCOMPLISHMENTS

- SEISD developed a comprehensive crisis and emergency management plan designed to provide clear procedures when dealing with severe weather, violent disruptions, and emergencies.

- SEISD's Excell Academy, the district's disciplinary alternative education program (DAEP), combines behavior modification with prevention and education programs in teaching students to make positive choices while experiencing the consequences for misbehavior.

FINDING

- SEISD does not have a consistently enforced process to ensure that it keeps its campus facilities safe from intruders.

RECOMMENDATION

- **Recommendation 38: Control access to district buildings and property.** SEISD should control access to its buildings by clearly identifying entrances, locking doors to buildings, providing more visible security presence, and consistently enforcing the requirement for visitor identification at every building location.

DETAILED ACCOMPLISHMENTS

CRISIS AND EMERGENCY MANAGEMENT PLAN

SEISD developed a comprehensive crisis and emergency management plan designed to provide clear procedures for addressing severe weather, violent disruptions, and emergencies. It has the basis for consistent performance when preparing for and conducting practice drills for disasters affecting the schools, employees, students, and the community.

The SEISD's *Response Management Plan* was prepared by the Special Programs Department in February 2000 and funded from the Title IV Safe and Drug Free Schools and Communities Act. The plan addresses prevention, intervention, and postvention (a term used to describe intervention after a suicide) of crisis situations and includes precautions and additional information that the district should take for student safety. Overall content of the document is comprehensive. An accompanying color-coded flip chart summarizes the highlights of the emergency procedures. The only issue noted is that although the district indicates the documents are reviewed regularly, updates are not evident as the dates do not change.

SEISD's guidelines for response management include procedures for meeting locations for the district and campus response teams, responsibilities of key staff members,

authority of law enforcement officials, media relations, communications with all stakeholders, alternate locations and routes/transportation, and an emergency telephone tree.

Early preparation and communication prior to an emergency creates the basis for confident and accurate implementation of plans should a crisis occur.

Campuses are all aware of the crisis management process and practice drills on a monthly basis for fire, emergency evacuation, and strangers on campus. Teachers in each school are aware of their roles and concisely explained the process and provided emergency response materials. Teachers and staff attend well documented meetings to discuss changes to the Crisis Plan, review the documents, and update new employees.

The crisis management plan provides the base for district confidence in its ability to move well prepared teachers and substitutes to any school within the district and maintain a consistent level of preparedness for any type of crisis.

ALTERNATIVE EDUCATION CENTER

SEISD's Excell Academy, the district's disciplinary alternative education program (DAEP), combines behavior modification with prevention and education programs in teaching students to make positive choices while experiencing the consequences for misbehavior.

The school's counseling program coordinates the education and prevention programs and provides various services for individuals, groups, and families. Student programs focus on conflict resolution, anger management, and drug abuse. Parenting classes are conducted four times per semester and include both students and parents.

The school staff consists of a principal, six full time teachers, one counselor, four paraprofessionals, a computer lab aide, and a long-term substitute. All staff members are responsible for enforcing the DAEP rules and addressing issues with parents as needed.

Placement at Excell is determined by the offense and varies in length from a short-term placement of six weeks to a long-term placement, which would require a minimum stay of three six-week grading periods. During enrollment at Excell, students must follow a system of earning privileges based on acceptable behaviors such as minimum tardies and absences, adherence to dress code, and passing 6 of 7 classes. In order to exit the program, students must meet all requirements, write an acceptable exit essay, and secure recommendation

for exiting from the Exit Committee comprised of the principal, counselor, and a teacher.

The counselor works with the principal to ensure that prevention programs meet campus and district goals. Some of the school's goals include: providing violence prevention and intervention, increasing student self-esteem, and creating meaningful parent and community involvement. **Exhibit 7-1** lists some of the programs delivered during 2004–05, the corresponding district improvement plan (DIP) and campus improvement plan (CIP) goals, and the number of participants.

The school counselor subscribes to the Texas Education Agency (TEA) Strands of Guidance Curriculum for a Comprehensive Development Plan when selecting program delivery. Topics include self-confidence development, motivation to achieve, decision-making/goal-setting, interpersonal effectiveness, communication skills, cross-cultural effectiveness, responsible behavior, and career planning. Additionally, the school counselor provides parents with information and brochures from the National Clearinghouse for Alcohol and Drug Information.

Excell Academy evaluates student behavioral performance through a "point and level system" meaning that students earn points and advance to higher levels by complying with expected behavior. Students must behave appropriately in class, be on time, and have no unexcused absences to earn the points they need to advance from Level 1 through Level 4, at which time they may exit the program. In addition to the expectations from students, parents must attend parenting classes offered at the school.

The primary goal of the discipline program is to promote the desire for appropriate behavior. Consequently, when a student chooses inappropriate behavior, the student runs the risk of a longer placement at Excell.

Students lose all earned points for the week if they receive a citation from the SROs. They lose all earned points and continue placement at Excell not to exceed a year if they are arrested for a felony offense on or off campus, caught in possession of a controlled substance on campus, or under the influence of a controlled substance on campus.

The system used at Excell Academy aims to teach students the necessary skills to correct and/or eliminate inappropriate behaviors.

**EXHIBIT 7-1
EXCELL ACADEMY PREVENTION PROGRAMS
2004-05**

PROGRAM	DIP GOAL NUMBERS	CIP GOAL NUMBERS	TOPICS	ATTENDEES	DATES
Anger Management	5, 6, 10, 11	5, 6, 9	Constructive conflict skills	15 students; 1 parent	9/1/04
Conflict Resolution	1, 3, 4, 5, 6, 7, 10, 11	5, 6, 9	Problem solving, decision making, managing change	20 students; 1 parent	10/29/04
Criminal Mischief	3, 4, 5, 10, 11	5, 6, 9	SROs discuss how to control impulses; consequences of negative behavior	16 students; 1 parent	9/1/04
DAVE Curriculum	5, 6, 7, 10, 11	5, 6, 7, 8, 9	Gain knowledge essential for making legal, safe, and healthy decisions about tobacco, alcohol, and other drugs, and violence	22 students; 1 parent	2/11/05
El Paso Young Fathers Project	5, 6, 7, 10, 11	5, 6, 7, 8, 9	SROs: Personal Responsibility	20 students; 8 parents	10/12/05
Bullying	5, 6, 7, 10, 11	5, 6, 7, 8, 9	Control impulses	22 students; 1 parent	1/11/05
Self-esteem Goal Setting	1, 3, 4, 5, 6, 7, 10, 11	5, 6, 7, 8, 9	Counselor: Define, identify own self-esteem and other people's expectations.	26 students	2/19/05

SOURCE: Excell Academy counselor, September 2005.

DETAILED FINDING

CONTROL ACCESS TO FACILITIES (REC. 38)

SEISD does not have a consistently enforced process to ensure that it keeps its campus facilities safe from intruders. The district does not require teachers, staff, substitutes, or students to carry identification, and requests for visitor identification are not consistently enforced. Consequently, the district is at risk of having unauthorized guests in the buildings.

The district does not have a policy that requires teachers and staff to consistently wear identification. Administrators believe the security guards and staff members can identify all staff and visitors, but interviews of various school personnel, including SROs, indicate this is not the case.

District administrators attempt to keep the schools safe, by ensuring that emergency telephone numbers are posted on all doors. The doors also include signs requesting that visitors and guests report to the front office, and informing visitors that SEISD policy prohibits trespassing or loitering on school premises. It is difficult for front office staff to account for all visitors, because the main offices in most of the schools do not have a direct view of the front entrances of the schools.

The review team conducted a walk-through of each school in September 2005, noting areas of safety and security. The following is a summary of key issues at each school.

San Elizario High School had approximately 40 doors with many that were unlocked, but staff was observed questioning visitors. An auxiliary gym/Naval Junior Reserve Officers Training Corps (NJROTC) center includes a weight center that was open, but the head girls' soccer coach was monitoring access. The cafeteria was totally open to the public.

San Elizario Middle School had multiple buildings, alleyways, and blind spots, and open access to the surrounding streets on all sides of each building, which created a potential hazard to the students. It was impossible to stop unwanted visitors from entering at any point, creating the potential for a dangerous situation. Buildings were next to a main road with approximately 18 portable buildings and parking lots surrounding the campus. Access was possible into various buildings without detection. Parking lots surround the school and cars parked close to the building create numerous areas for people to hide.

The entrance to Borrego Elementary School was not visible from the main office, and the computer in the office faced away from front door. A security guard after hours requested the review team’s reason for the walk-through, although during the day no one questioned the visit. The campus is surrounded by wide open spaces with unobstructed views and has large playgrounds outside with no fencing.

Loya Primary and Sambrano Elementary Schools are adjacent to each other. Doors were unlocked at both buildings since teachers often order their lunch from Loya and walk back to Sambrano. A review team member walked through both buildings without questions regarding the walk-through. The principals of both schools expressed surprise that this had occurred and said their teachers and staff typically are very diligent. A playground next to Loya was open to the public. Sambrano also had portable classrooms with unlocked doors.

Alarcon Elementary School has the same open area issues as the middle school. The main entrance location was not

evident, nor was signage. Fences surrounded the building, but openings permitted free access. The principal said they conduct lock-down drills.

Some districts require that all staff and students wear identification badges as one way to promote school safety. For example, Cedar Hill ISD (CHISD) encourages staff and students to wear picture identification badges. Identification badges helps security personnel identifying individuals who are not authorized to be on campus.

SEISD should control access to district buildings and property. It should clearly identify entrances, lock doors to buildings, provide a more visible security presence, and consistently enforce the requirement for visitor identification at every location. The district should also establish a policy requiring teachers and staff to wear identification, and should lock external doors to school buildings to limit access.

For background information on Safety and Security, see p.143 in the General Information section of the appendices.

FISCAL IMPACT

RECOMMENDATION	2006-07	2007-08	2008-09	2009-10	2010-11	TOTAL 5-YEAR (COSTS) SAVINGS	ONE TIME (COSTS) SAVINGS
CHAPTER 7: SAFETY AND SECURITY							
38. Control access to district buildings and property.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTALS-CHAPTER 7	\$0	\$0	\$0	\$0	\$0	\$0	\$0



Appendices

San Elizario Independent School District

GENERAL INFORMATION

This section includes supplemental data organized by chapter that is not included in the findings.

CHAPTER 1 EDUCATIONAL SERVICE DELIVERY

The Texas Education Agency (TEA) provides information on the Texas Assessment of Knowledge and Skills (TAKS), student demographics, staffing, and financial data to school districts and the public through the Academic Excellence Indicator System (AEIS) and the Public Information Management System (PEIMS). This chapter uses data from both systems to provide detailed information pertaining to the San Elizario Independent School District.

The San Elizario Independent School District (SEISD) selected four Texas School districts to serve as “peer districts” for comparison purposes: Fabens, Hidalgo, Mercedes, and Santa Rosa.

Exhibit A-1 shows the schools and students by ethnicity and economically disadvantaged percentages.

Exhibit A-2 compares 2004–05 enrollment and demographics of SEISD with its peer districts, Region 19, and the state. SEISD’s Hispanic student population is above the region average and more than twice the state average. Compared to its peer districts, SEISD has the second lowest number of Anglo students and the second highest percentage of economically disadvantaged students. The district’s percent of economically disadvantaged students is significantly above that of the region and the state.

Beyond the composition of the students by ethnicity, there are several other valuable comparative indicators: income related (e.g., ELL and economically disadvantaged), Career and Technical Education (CTE), and special populations such as gifted and talented, bilingual/English as a Second Language (ESL), and special education.

The percentage of ELL students in SEISD decreased since 2000–01 but remains the second highest of the peer districts for 2004–2005 (**Exhibit A-3**).

The percentage of students in bilingual/ESL education and special education is greater than all peer groups and the state. The percentage of students in CTE, and Gifted and Talented education are the second lowest of the peer groups (**Exhibit A-4**).

SEISD overall student attendance rates from 1999–2000 through 2002–03 were higher in comparison to peer districts, regional and state averages (**Exhibit A-5**). The attendance rate for SEISD students in 2002–03 was 97.1 percent.

The completion rate for SEISD for the class of 2004 increased 0.1 percent over the completion rate for the class of 2004 (**Exhibit A-6**). In comparison to peer groups, SEISD had the second lowest completion rate in 2002–03 and in 2003–04.

Several variables comprise the evaluation of the overall educational service delivery system, such as how a district divides its funds among programs, allocation of teaching positions among types of educational programs, and class size.

EXHIBIT A-1 SEISD CAMPUSES, STUDENT ETHNICITY, AND ECONOMICALLY DISADVANTAGED 2004–05

CAMPUS	GRADE SPAN	ENROLLMENT	AFRICAN AMERICAN	HISPANIC	WHITE	NATIVE AMERICAN	ECONOMICALLY DISADVANTAGED
San Elizario High School	9–12	976	0	967	6	3	96.5%
San Elizario Middle School	6–8	842	0	837	3	2	96.1%
Alarcon Elementary School	1–5	554	8	545	1	0	94.6%
Borrego Elementary School	1–5	440	0	438	2	0	97.0%
Sambrano Elementary School	1–5	410	1	409	0	0	96.1%
Loya Primary School	Pre-K–K	516	1	511	4	0	97.1%
Excell Academy	7–11	21	0	21	0	0	100.0%
DISTRICT TOTALS		3,759	10	3,728	16	5	95.7%

SOURCE: Texas Education Agency, Academic Excellence Indicator System, (AEIS), 2004–05.

**EXHIBIT A-2
STUDENT ENROLLMENT DEMOGRAPHICS
SEISD, PEER DISTRICTS, REGION 19, AND THE STATE
2004-05**

DISTRICT	AFRICAN AMERICAN	HISPANIC	ANGLO	ASIAN/PACIFIC ISLANDER	NATIVE AMERICAN	ECONOMICALLY DISADVANTAGED
SEISD	0.3%	99.0%	0.4%	0.0%	0.1%	95.7%
Fabens	0.1%	98.0%	1.6%	0.1%	0.1%	92.2%
Hidalgo	0.1%	100.0%	0.1%	0.3%	0.1%	91.5%
Mercedes	0.3%	99.0%	0.7%	0.1%	0.0%	91.7%
Santa Rosa	0.0%	98.0%	2.5%	0.0%	0.0%	96.6%
REGION 19	2.7%	88.0%	8.1%	0.8%	0.3%	76.3%
STATE	14.0%	45.0%	38.0%	3.0%	0.3%	54.5%

NOTE: Totals may not add to 100 percent due to rounding.

SOURCE: Texas Education Agency, AEIS, 2004-2005.

**EXHIBIT A-3
SEISD, PEER DISTRICTS, REGION 19, AND STATE LEP STUDENTS
AS A PERCENTAGE OF TOTAL STUDENT POPULATION
2000-01 AND 2004-05**

ENTITY	2000-01	2004-05
SEISD	57.6%	52.6%
Fabens	44.6%	40.6%
Hidalgo	52.9%	53.4%
Mercedes	31.6%	33.7%
Santa Rosa	28.4%	23.3%
REGION 19	31.0%	30.3%
STATE	14.1%	15.6%

SOURCE: Texas Education Agency, AEIS, 2000-01; PEIMS, 2004-05.

**EXHIBIT A-4
SEISD, PEER DISTRICTS, AND STATE STUDENTS IN SPECIAL PROGRAMS
AS A PERCENTAGE OF TOTAL ENROLLMENT
2004-05**

PROGRAM	SEISD	FABENS	HIDALGO	MERCEDES	SANTA ROSA	STATE
Bilingual/ESL education	47.7%	34.0%	46.9%	31.4%	6.9%	14.4%
Career and Technical education (CTE)	16.2%	17.9%	21.7%	22.2%	12.1%	20.3%
Gifted and talented education	3.9%	6.3%	7.9%	8.1%	2.3%	7.7%
Special education	12.5%	10.5%	5.5%	8.9%	5.0%	11.6%

SOURCE: Texas Education Agency, PEIMS, 2004-05.

**EXHIBIT A-5
ATTENDANCE RATE OF SEISD STUDENTS COMPARED TO PEER DISTRICTS, REGION 19, AND THE STATE
1999-2000 AND 2002-03**

ENTITY	1999-2000	2002-03	PERCENTAGE CHANGE
SEISD	96.9%	97.1%	0.2%
Fabens	96.0%	96.2%	0.2%
Hidalgo	96.2%	96.8%	0.6%
Mercedes	96.1%	95.7%	0.4%
Santa Rosa	95.9%	95.6%	0.3%
REGION 19	95.5%	95.7%	0.2%
STATE	95.6%	95.6%	0.0%

SOURCE: Texas Education Agency, AEIS, 1999-2000 and 2003-04.

**EXHIBIT A-6
COMPLETION RATE FOR SEISD, PEER DISTRICTS, REGION 19, AND THE STATE
CLASS OF 2004 AND CLASS OF 2004**

ENTITY	CLASS OF 2003	CLASS OF 2004	PERCENTAGE CHANGE
SEISD	95.9%	96.0%	0.1%
Fabens	96.1%	96.8%	0.7%
Hidalgo	96.6%	98.2%	1.7%
Mercedes	95.5%	94.7%	(1.1%)
Santa Rosa	100.0%	100.0%	0.0%

SOURCE: Texas Education Agency, Accountability Summary, 2005.

SEISD spent \$26,730,371 in total expenditures in 2004–05. Of that total, \$13,663,340, or 51.1 percent, was for direct classroom instruction and other activities that deliver, enhance, or direct the delivery of learning situations to students (**Exhibit A-7**). The state average was 59.3 percent. SEISD ranked fourth in classroom teaching expenditures in comparison to peer groups. All peer districts and SEISD spent a smaller percentage of total expenditures on classroom teaching than did the state.

Instructional program funding increased in SEISD by 6.1 percent from 2000–01 through 2004–05, with the largest percentage increase coming in special education (153.0 percent) (**Exhibit A-8**). Significant decreases in spending occurred in gifted and talented education (52.7 percent) and in compensatory education (66.3 percent).

Since 2000–01, the student-teacher ratio in SEISD increased at a rate of 6.2 percent to 15.4 students per teacher (**Exhibit A-9**). The current ratio exceeds the regional and state averages and the second highest among peer groups. SEISD's student-teacher ratio percentage change is greater than all of its peer districts.

From 2000–01 through 2003–04, SEISD elementary class sizes increased slightly but remain somewhat lower in comparison to the peer districts, state, and regional averages (**Exhibit A-10**). Districts do not report actual class size averages. A TEA-developed methodology is applied to teacher class schedule information reported by districts.

From 2000–01 through 2003–04, average SEISD secondary class sizes decreased in all areas (**Exhibit A-11**).

Compared to the state and region, SEISD secondary class sizes are lower in all subjects. Among peer groups, SEISD is the second lowest in class size for secondary classes (**Exhibit A-12**).

SEISD's Planning and Instruction Department is headed by the assistant superintendent of Planning and Instruction. The department includes the following positions: director of Bilingual Education, director of Special Education, coordinator of PEIMS, coordinator of At-Risk, and three instructional facilitators. **Exhibit A-13** shows some of the responsibilities of these positions.

**EXHIBIT A-7
SEISD, PEER DISTRICTS, AND STATE BUDGETED CLASSROOM TEXAS EDUCATION TEACHING
EXPENDITURES AS A PERCENTAGE OF TOTAL EXPENDITURES
2004-05**

ENTITY	CLASSROOM TEACHING EXPENDITURES	TOTAL EXPENDITURES	TOTAL EXPENDITURES PER STUDENT	CLASSROOM TEACHING EXPENDITURES AS A PERCENTAGE OF TOTAL EXPENDITURES
SEISD	\$13,663,340	\$26,730,371	\$7,111	51.1%
Fabens	10,178,882	18,345,218	\$6,810	55.5%
Hidalgo	12,559,905	21,775,500	\$6,824	57.7%
Mercedes	19,689,713	37,008,092	\$6,936	53.2%
Santa Rosa	4,007,658	8,287,232	\$6,810	48.4%
STATE	\$16,118,170,833	\$27,173,368,809	\$6,198	59.3%

SOURCE: Texas Education Agency, PEIMS, 2004–05.

**EXHIBIT A-8
SEISD BUDGETED INSTRUCTIONAL OPERATING
EXPENDITURES BY PROGRAM
2000-01 AND 2004-05**

PROGRAM	2000-01	2004-05	PERCENTAGE CHANGE
Special education	\$1,508,527	\$3,816,654	153.0%
Gifted and talented education	158,717	75,037	(52.7%)
Regular education	8,861,396	8,648,975	(2.4%)
Compensatory education	2,045,509	688,733	(66.3%)
CTE	695,608	787,917	13.3%
Bilingual/ESL education	3,601,444	3,912,102	8.6%
Athletics/related activities	476,410	475,334	(0.2%)
TOTAL	\$17,347,611	\$18,404,752	6.1%

NOTE: Totals may not add to 100 percent due to rounding.
SOURCE: Texas Education Agency, PEIMS, 2000-01 and 2004-05.

**EXHIBIT A-10
SEISD, PEER DISTRICTS, REGION 19, AND STATE
AVERAGE ELEMENTARY SCHOOL CLASS SIZE
2000-01 AND 2003-04**

ENTITY	2000-01	2003-04
SEISD	13.2-20.9	16.0-19.5
Fabens	17.9-20.7	17.8-23.6
Hidalgo	16.6-21.8	16.9-22.0
Mercedes	19.0-20.0	18.6-22.8
Santa Rosa	14.0-21.0	13.0-20.0
REGION 19	19.9-25.5	19.2-24.6
STATE	18.1-22.6	18.6-22.4

SOURCE: Texas Education Agency, AEIS, 2000-01 and 2003-04.

**EXHIBIT A-9
SEISD, PEER DISTRICTS, REGION 19, AND
STATE STUDENT-TEACHER RATIO
2000-01 AND 2003-04**

ENTITY	2000-01	2003-04	PERCENTAGE CHANGE
SEISD	14.5	15.4	6.2%
Fabens	14.9	15.6	4.7%
Hidalgo	13.9	14.1	1.4%
Mercedes	15.4	15.3	(0.6%)
Santa Rosa	13.2	14.0	6.0%
REGION 19	15.5	15.1	(2.6%)
STATE	14.8	14.9	0.7%

SOURCE: Texas Education Agency, AEIS, 2000-01 through 2003-04.

**EXHIBIT A-11
SEISD AVERAGE SECONDARY SCHOOL
CLASS SIZE
2000-01 AND 2003-04**

SUBJECT	2000-01	2003-04	PERCENTAGE CHANGE
English	19.2	18.0	(6.1%)
Science	20.0	19.0	(5.0%)
Math	19.5	17.9	(8.2%)
Foreign language	20.4	15.8	(22.5%)
Social studies	21.9	19.4	(11.4%)

SOURCE: Texas Education Agency, AEIS, 2000-01 and 2003-04.

**EXHIBIT A-12
SEISD, PEER DISTRICTS, REGION 19, AND STATE AVERAGE SECONDARY SCHOOL CLASS SIZE
2003-04**

SUBJECT	SEISD	FABENS	HIDALGO	MERCEDES	SANTA ROSA	REGION 19	STATE
English	18.0	19.6	19.6	19.9	15.2	21.3	20.4
Foreign language	15.8	20.0	31.5	19.6	13.0	22.3	21.5
Math	17.9	20.9	18.4	21.8	15.3	21.7	20.5
Science	19.0	19.3	21.3	20.5	16.7	23.0	21.6
Social studies	19.4	22.8	21.4	22.3	17.7	24.0	22.6

SOURCE: Texas Education Agency, AEIS, 2003-04.

**EXHIBIT A-13
EXAMPLES OF RESPONSIBILITIES OF SEISD PLANNING AND INSTRUCTION DEPARTMENT PERSONNEL
2004-05**

POSITION	KEY AREAS OF RESPONSIBILITY
Assistant superintendent, Planning and Instruction	<ul style="list-style-type: none"> • Coordinate the district-wide instructional program • Develop and revise district curriculum documents • Coordinate district staff development for all instructional staff • Coordinate the special services of bilingual education, special education, and the basic foundation education program to ensure instructional continuity • Collaborate with Research and Development Coordinator to ensure instructional service for all district students
Director of Bilingual	<ul style="list-style-type: none"> • Evaluate and recommend improvement in the design, materials, and implementation of the instructional program • Evaluate and report on the effectiveness of the Bilingual/ESL instructional programs on an annual basis and coordinate needed improvement • Supervise all professional and paraprofessional employees assigned to bilingual education
Director of Special Education	<ul style="list-style-type: none"> • Direct and integrate instructional programs to ensure consistency district-wide in special educational services • Conduct comprehensive evaluations and needs assessment for improvements as needed for quality special education program
Coordinator of PEIMS,	<ul style="list-style-type: none"> • Develop, direct, and manage the record control system as required by PEIMS, • To provide ongoing PEIMS, training and support to district employees • Implement new policies established by TEA, for PEIMS, submissions
Coordinator of At-Risk	<ul style="list-style-type: none"> • Develop and manage a long-range plan to provide complex information and critical analysis to campuses and other end-users that is user friendly and effective • Provide consultation and technical assistance on assessment issues to administrators, Teas, and others associated with the school district • Assist in coordinating the logistics of assessment
Instructional Facilitator	<ul style="list-style-type: none"> • Assist campuses with continuous improvement of curriculum and instructional strategies that will contribute to increased student performance for all student populations • Coordinate grade-level collaboration, inter-grade planning, and planning across subject areas • Design and conduct training to assist teachers in the alignment of instructional strategies with curriculum grade levels, and state mandates.

SOURCE: SEISD job descriptions.

STUDENT PERFORMANCE

Every student enrolled in a Texas public school in grades 3 through 11 must have the opportunity to take the TAKS with allowances for some students to be exempted. Of the students who are tested, the state excludes some students in determining accountability ratings. The reasons for exclusion are as follows:

- Students were not enrolled in the district by the last Friday in the previous October.
- Students may receive a special education Admission, Review and Dismissal (ARD) exemption for every test.

- Students may receive an ELL exemption for every test.

School districts grant ARD exemptions to individual special education students in a process controlled by the ARD committee on each campus. Each special education student receives an annual evaluation of his/her progress by the ARD committee, which includes the regular education teacher, the special education teacher, an assessment person such as a diagnostician, counselor and an administrator who is empowered to commit the school district to whatever services the ARD committee determines necessary.

The Language Proficiency Assessment Committee (LPAC) on each campus may grant ELL exemptions to individual bilingual/English as Second Language (ESL) students. This committee is comprised of the same types of positions as the ARD committee, but instead of a special education teacher, the LPAC has a bilingual or ESL teacher.

Exhibit A-14 compares the SEISD TAKS exemptions TAKS to the state for 2002-03 and 2003-04. SEISD's total exemptions for both comparison years are higher than the state.

**EXHIBIT A-14
PERCENTAGES OF STUDENTS EXEMPTED FROM TAKS
SEISD, REGION 19, AND THE STATE
2002-03 THROUGH 2003-04**

CATEGORY	SEISD		STATE	
	2002-03	2003-04	2002-03	2003-04
Absent	0.1%	0.2%	0.7%	0.2%
ARD exempted	2.0%	1.7%	1.7%	2.1%
LEP exempted	1.7%	3.1%	1.1%	1.2%
Other	1.3%	0.5%	1.5%	1.2%
Not tested - all	5.0%	5.5%	5.1%	4.6%

SOURCE: Texas Education Agency, AEIS, 2002-03 and 2003-04.

The state transitioned to a new accountability system in spring 2004. The new rating system uses a combination of TAKS results and longitudinal high school completion rates. The longitudinal completion rate is the percentage of students entering grade 9 who, four years later, graduated, earned a GED, or are still enrolled at the time the class graduates. AEIS provides data on the longitudinal completion rate.

For the years 2003-04 and 2004-05, SEISD was rated *Academically Acceptable*. In 2003-2004, Borrego Elementary was the only campus to receive a *Recognized* rating. The district and other campuses were rated *Academically Acceptable*. In 2004-2005, all campuses and the district received a rating of *Academically Acceptable*. Loya Primary and Excell Academy are not rated by the state.

Under the accountability provisions in the No Child Left Behind (NCLB) Act, all public school campuses, school districts, and the state are evaluated for Adequate Yearly Progress (AYP). Districts, campuses, and the state are required to meet AYP criteria on three measures: Reading/Language Arts, Mathematics, and either Graduation Rate (for high schools and districts) or Attendance Rate (for elementary and middle/junior high schools).

The 2005 AYP data shows that the district and all campuses, with the exception of the high school and middle school, meet AYP (**Exhibit A-15**). Both San Elizario Middle School and San Elizario High School missed AYP because of low reading and mathematics performance. This was the second year that the high school missed AYP. Excell Academy and Loya Primary (Pre-K-K campus) did not receive evaluations.

**EXHIBIT A-15
SEISD AYP RATINGS
2004-05**

CAMPUS	AYP RATING	TITLE I AYP REQUIREMENTS
Alarcon Elementary School	Meets AYP	None
Borrego Elementary School	Meets AYP	None
Sambrano Elementary School	Meets AYP	None
SE Middle School	Missed AYP	None
SE High School	Missed AYP	Stage 1
DISTRICT	MEETS AYP	NONE

SOURCES: Texas Education Agency, Office of Accountability and Data Quality, 2005.

If a district or campus receives Title I, Part A funds and does not meet the AYP standard for the same indicator for two more consecutive years, that district or campus is subject to certain Title I School Improvement requirements, such as offering school choice and supplemental education services (tutoring). Title I districts and campuses that do not meet the AYP standard for the same indicator (Reading/Language Arts, Mathematics, Graduation or Attendance) for two consecutive years are subject to Stage 1 School Improvement requirements the following school year. Stage 1 designates the first year of Title I School Improvement. Each additional year Title I districts and campuses do not meet the AYP standard for the same indicator, the requirements increase in stages. Title I districts and campuses are no longer subject to School Improvement when they meet the AYP standard for two consecutive years for the same indicator that originally triggered School Improvement.

San Elizario High School is in Stage 1 of School Improvement requirements due to two consecutive years of low performance in reading. They will be required to:

- Develop/revise a two-year school improvement campus plan
- Notify parents of campus school improvement status
- School district must offer school choice, and transportation must be provided

- School district must establish a peer review process to provide assistance to the campus

Both the middle school and high school must show improvement in student performance for 2005–06 or NCLB will mandate additional School Improvement Requirements.

BILINGUAL/ESL PROGRAM

Federal and state laws require school districts to provide educational access to students whose first language is not English. Specifically, Texas Education Code (TEC) Chapter 29 requires that students whose home language is not English and who are identified as limited English proficient (LEP) “shall be provided a full opportunity to participate in a bilingual education or English as a second language program.”

School districts are required to identify LEP students and those districts with an enrollment of 20 LEP students in the same grade level are required to offer a bilingual/ESL or an alternative language program and to use certified teachers to provide bilingual/ESL programs to ensure that these students have the full opportunity to master the Texas Essential Knowledge and Skills (TEKS). The bilingual education program shall be a full-time program of instruction in which both the students’ home language and English shall be used for instruction. ESL programs shall be intensive programs of instruction designed to develop proficiency in the comprehension, speaking, reading, and composition in the English language.

Schools must provide bilingual education in pre-kindergarten through the elementary grades. Bilingual education, instruction in ESL or other transitional language instruction approved by TEA must be provided in post-elementary grades through grade 6. For students in grades 7 through 12, districts must provide only instruction in ESL. Educating LEP students is an important task for Texas public schools. Approximately 606,000, or 14.1 percent, of Texas students were enrolled in bilingual/ESL programs in 2003–04.

The *No Child Left Behind* (NCLB) Act of 2001 requires that states report progress annually by poverty, race, disability, and limited English proficiency to ensure that no group of students is overlooked. Title III, Part A of NCLB addresses English Language Acquisition, Language Enhancement, and Academic Achievement. Title III, Part A states that the purpose of the NCLB Act is to help ensure that (1) children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same

challenging state academic content and student academic achievement standards as all children are expected to meet; (2) these children achieve at high levels in the core academic subjects; (3) that districts develop high-quality language instruction educational programs; and (4) to promote parental and community participation in language instruction educational programs for the parents and communities of limited English proficient children.

SEISD received \$190,800 under Title III, Part A. SEISD distributes funds on a per pupil ratio to each campus to serve limited English proficient students. Each campus works through their site-based decision making team to determine yearly goals and objectives and to develop proposals for expending Title III funds. Program proposals are submitted to the director of Bilingual Education for approval. The director works with campuses when necessary to refine proposals and then approval is granted for expenditure of Title III, Part A funds.

The total number of SEISD students enrolled in the bilingual/ESL program in 2004–05 was 1,803. One thousand two hundred ninety-one students were in the bilingual program and 512 students in ESL (**Exhibit A–16**). All SEISD teachers in the bilingual/ESL program possess appropriate certification. SEISD employed 67 teachers for the bilingual program and eight teachers for ESL.

Not all LEP students in SEISD participate in bilingual and ESL programs. Some parents choose to keep LEP students in general education classes. **Exhibit A–17** summarizes the total number of LEP students enrolled in bilingual and ESL programs and the number of LEP students who did not participate in bilingual/ESL programs in 2004–05. The numbers reflect end of the school year totals.

The percentage of bilingual/ESL students in SEISD is greater than all of the peer districts and the state average. SEISD bilingual/ESL expenditures as a percentage of total budgeted instructional operating expenditures are higher than all peer districts and the state average. SEISD spends more per student for bilingual/ESL education than all peer districts and less per student than the state average (**Exhibit A–18**).

Each student enrolling in SEISD completes a home language survey at the time of enrollment. SEISD assesses any student any student, pre-kindergarten through grade 12, whose home language is not English, with the Language Assessment Scales (LAS) oral proficiency test. The test is administered in both English and Spanish. SEISD also gives students in grades two through 12 a reading and writing proficiency test.

EXHIBIT A-16
SEISD BILINGUAL/ESL STUDENTS AND TEACHERS BY GRADE LEVEL
2004-05

GRADE LEVELS	BILINGUAL		ESL	
	NUMBER OF STUDENTS	NUMBER OF TEACHERS	NUMBER OF STUDENTS	NUMBER OF TEACHERS
San Elizario High School	0	0	207	2
San Elizario Middle School	0	0	290	5
Alarcon Elementary School	391	18	0	0
Borrego Elementary School	289	15	0	0
Sambrano Elementary School	263	14	0	0
Loya Primary School	358	20	0	0
Excell Academy	0	0	16	1
DISTRICT TOTALS	1,301	67	513	8

SOURCE: SEISD director of Bilingual Education.

EXHIBIT A-17
SEISD PROGRAM DENIALS FOR LEP STUDENTS
2004-05

CAMPUS	BILINGUAL/ESL STUDENTS SERVED	PARENT DECLINED PARTICIPATION	TOTAL LEP
San Elizario High School	207	20	227
San Elizario Middle School	290	38	328
Alarcon Elementary School	391	42	433
Borrego Elementary School	289	30	319
Sambrano Elementary School	263	39	302
Loya Primary School	358	31	389
Excell Academy	16	1	17
DISTRICT TOTALS	1,814	201	2,015*

* This number does not match the 1,991 total LEP enrollment listed in the 2004-05 AEIS data.

SOURCE: SEISD director of Bilingual Education.

EXHIBIT A-18
SEISD, PEER DISTRICT, AND STATE BILINGUAL/ESL BUDGETED EDUCATION EXPENDITURES AS A PERCENTAGE OF TOTAL BUDGETED INSTRUCTIONAL OPERATING EXPENDITURES
2004-05

ENTITY	BUDGETED TOTAL INSTRUCTIONAL OPERATING EXPENDITURES	BUDGETED BILINGUAL/ESL INSTRUCTIONAL OPERATING EXPENDITURES	BILINGUAL/ESL AS A PERCENTAGE OF TOTAL INSTRUCTIONAL OPERATING EXPENDITURES	TOTAL NUMBER OF STUDENTS ENROLLED	NUMBER OF BILINGUAL/ESL STUDENTS	BILINGUAL/ESL AS A PERCENTAGE OF TOTAL ENROLLMENT	BUDGETED BILINGUAL/ESL EXPENDITURES PER STUDENT
SEISD	\$13,663,340	\$3,912,102	20.7%	3,780	1,814	47.9%	\$1,041
Fabens	10,178,882	371,511	2.8%	2,703	916	33.9%	\$138
Hidalgo	12,559,905	549,627	3.5%	3,191	1,679	52.6%	\$172
Mercedes	19,689,713	2,517,741	9.8%	5,343	1,675	31.3%	\$472
Santa Rosa	4,007,658	641,970	11.6%	1,217	219	18.0%	\$528
State	\$16,118,170,833	\$958,029,942	4.5%	4,400,644	631,534	14.3%	\$219

NOTE: Totals may not add to 100 percent due to rounding.

SOURCE: Texas Education Agency, Public Education Information Management System (PEIMS), 2004-05.

The LPAC determines students’ placement, monitors progress, determines whether ELL students test in Spanish or English, and oversees program exit. Committee members include a campus administrator, two bilingual education teachers or two ESL teachers (grades 6–12), the classroom teacher of the student being referred, and at least one parent of a bilingual or ESL student who is not a district employee.

Prior to exiting the program, districts must ensure that LEP students meet state performance standards for the English language criterion-referenced assessment instrument for reading and writing (when available) required in the TEC Chapter 29. Students must be successful at grade level or score at or above the 40th percentile on both the English reading and the English language arts sections of a TEA-approved norm-referenced assessment instrument. The LPAC will monitor progress of bilingual/ESL students exited from the program for two years following their exit to determine whether or not the student is academically successful.

The LPAC Handbook for SEISD states that students will be reclassified as “exited” when they meet the following criteria:

- State standard on English TAKS in reading and writing (Grade 4, Grade 8, Exit Level).
- Student’s language and academic achievement indicates student is likely to succeed in a mainstreamed class.
- Program Exit-Parent Notification form is signed by parents and filed in the students’ cumulative folder.

Exhibit A–19 shows the number of students who exited bilingual and ESL programs from 2002–03 through 2004–05.

SEISD’s total student enrollment for 2004–05 was 3,759. Students identified as limited English proficient totaled 1,991, representing 53.0 percent of the total enrollment.

**EXHIBIT A-19
SEISD ELL STUDENT EXITS
FROM BILINGUAL AND ESL PROGRAMS
2002-03 THROUGH 2004-05**

CAMPUS	2002-03	2003-04	2004-05
Alarcon Elementary	17	36	27
Borrego Elementary	33	28	34
Sambrano Elementary	9	6	27
San Elizario Middle School	35	62	65
San Elizario High School	9	48	11
TOTAL	103	180	164

SOURCE: SEISD director of Bilingual Education.

CAREER AND TECHNOLOGY EDUCATION (CTE)

The Texas Administrative Code (TAC) Chapter 74, subchapter A requires school districts to offer CTE courses selected from at least three of the eight career and technology areas:

- (1) agricultural science and technology
- (2) business education,
- (3) career orientation,
- (4) health science technology
- (5) family and consumer sciences education/home economics education
- (6) technology education/industrial technology
- (7) marketing
- (8) trade and industrial education.

According to the coordinator for the CTE program, SEISD offered 19 different Career and Technology courses for the 2004–2005 school year. **Exhibit A–20** lists the courses and the number of students enrolled in each course.

**EXHIBIT A-20
SEISD CTE ENROLLMENT BY COURSE
2004-05**

COURSE	TOTAL ENROLLMENT
TRADES AND INDUSTRY	
Automotive Technology I	108
Automotive Technology II	17
Computer Network Technician I-Cisco 1 Tele-net	41
Computer Network Technician II-Cisco 2 Tele-net	11
Computer Programming I	65
Building Trades I	28
Building Trades II	9
Cosmetology I	23
Cosmetology II	9
Graphic & Advertising Technology I	97
Graphic & Advertising Technology II	17
BUSINESS EDUCATION	
Business Computer Information Systems I (BCIS I)	526
Accounting I	82
HEALTH OCCUPATIONS	
Health Science Technology I	52
Health Science Technology II	48
FAMILY AND CONSUMER SCIENCES	
Preparation for Parenting	44
Personal and Family Development	38
Child Development	37
Nutrition/ Food Science	61

SOURCES: SEISD assistant superintendent Planning and Instruction; CTE coordinator.

SEISD enrollment in CTE programs increased 9.7 percent over the past five years, while the total expenditures increased 13.2 percent and the expenditures per student increased by more than 3 percent (**Exhibit A-21**).

For 2004–05, the percentage of SEISD students enrolled in one or more CTE classes was the lowest among the peer districts and lower than the state average (**Exhibit A-22**). According to the CTE coordinator, the low participation by comparison to peer districts might be due to no middle school course offerings in CTE prior to 2005–06. Beginning in 2005–06, the district designated Career Connections as a required course for all grade 8 students. Career Connections is a course designed to help students prepare for careers and continuing education in a challenging and rapidly changing workplace by blending instruction with simulated work-based experiences. It includes work with career pathways and the development of an individual graduation plan. The CTE coordinator stated that the previous lack of a Career Connections class left a gap in the participation of students in CTE.

SEISD has articulation agreements with El Paso County Community College District and Western Technical Institute. Additionally, the CTE coordinator stated that SEISD is in the planning stages of establishing dual credit agreements with El Paso Community College to expand the opportunities available to students. Dual-credit courses provide opportunities for students to fulfill high school graduation requirements and complete college credits simultaneously. Tech Prep programs allow students to get a head start in a college technical major. The students begin their course of study in high school and continue at a community or technical college. School districts enter into articulation agreements with colleges for specific courses offered beginning in high school that then align with additional courses in the same area in college in course areas such as hospitality, culinary arts, criminal justice, computer science technology, accounting, office administration, health occupations, and emergency medical services. Students receive high school credit upon course completion and college credit upon enrollment at the college.

**EXHIBIT A-21
SEISD BUDGETED CTE EXPENDITURES
2000-2001 THROUGH 2004-05**

CATEGORY	2000-01	2001-02	2002-03	2003-04	2004-05	PERCENTAGE CHANGE
CTE expenditures	\$695,608	\$603,542	\$703,901	\$616,272	\$787,917	13.3%
CTE enrollment	556	629	671	638	610	9.7%
CTE expenditures per student	\$1251	\$960	\$1049	\$965	\$1,292	3.3%

SOURCES: Texas Education Agency, AEIS, 2000-01- 2003-04; PEIMS, 2000-2001-2004-05.

**EXHIBIT A-22
SEISD, PEER DISTRICTS, AND STATE CTE BUDGETED EDUCATION EXPENDITURES
AS A PERCENTAGE OF TOTAL BUDGETED INSTRUCTIONAL OPERATING EXPENDITURES
2004-05**

ENTITY	TOTAL BUDGETED INSTRUCTIONAL OPERATING EXPENDITURES	BUDGETED CTE EXPENDITURES	CTE EXPENDITURES AS A PERCENTAGE OF TOTAL INSTRUCTIONAL OPERATING EXPENDITURES	TOTAL NUMBER OF STUDENTS ENROLLED	NUMBER OF CTE STUDENTS	CTE AS A PERCENTAGE OF TOTAL ENROLLMENT	BUDGETED CTE EXPENDITURES PER STUDENT
Hidalgo	\$12,559,905	\$326,977	2.6%	3,191	691	21.7%	\$473
Santa Rosa	\$4,007,658	\$126,650	3.2	1,217	385	31.6	\$329
Mercedes	\$19,689,713	\$1,114,168	5.7	5,343	1186	22.2	\$939
Fabens	\$10,178,882	\$457,702	4.5	2,703	483	17.9	\$948
SEISD	\$13,663,340	\$787,917	5.8	3,780	610	16.1	\$1,292
STATE	\$16,118,170,833	\$805,560,433	5.0	4,400,644	892,018	20.3	\$903

SOURCE: Texas Education Agency, PEIMS, 2004-05.

GIFTED AND TALENTED EDUCATION PROGRAM

According to Section 29.123 of the TEC, the *Texas State Plan for the Education of Gifted/Talented Students* forms the basis of program accountability for state mandated services for gifted/talented students. Districts are required to have a systematic process for identifying gifted and talented students. The process must include quantitative as well as qualitative evaluation tools and instruments. Gifted and talented (G/T) programs should provide more challenging curriculum for qualified students from various cultural, linguistic, and socioeconomic backgrounds.

SEISD's G/T program clusters identified G/T students in kindergarten through grade 5. Instruction is based on the TEKS and accelerates, compacts, provides greater depth, and expands the content. Strands of technology, creativity, leadership and artistic talents are integrated throughout the four academic core subjects. Program options enable students to work in flexible grouping patterns and independent investigations. The classroom teacher delivers the differentiated instruction.

Students in grades 6–8 have the opportunity to participate in the San Elizario Middle School Advanced Academic Humanities Program that includes specific academic ability courses in language arts, social studies, and technology. These courses have a differentiated curriculum and an emphasis on critical, creative, and productive thinking skills.

At the high school, SEISD clusters identified G/T students with advanced level students. SEISD counsels G/T students to enroll in Pre-AP and AP courses.

Exhibit A–23 shows SEISD identified 3.9 percent of its total enrollment as qualifying for its G/T program. This percentage

is lower than all of the peer districts. SEISD's G/T expenditures per G/T student exceeded the G/T expenditures per student of all peer districts except one.

Teachers, parents, peers, counselors, administrators, the students themselves, or other interested persons nominate students for the gifted program. SEISD annually distributes G/T program announcements at the campus level to the parents of each SEISD student not currently identified in the gifted program. Nomination procedures and forms for the assessment of gifted and talented students are communicated to families in a language and form that they understand. In some cases, the district provides a translator. The G/T/ district coordinator provides orientation sessions regarding the identification process and an overview of services for faculty as well as the community prior to the nomination period. Students are assessed by staff using the selection instruments as shown in **Exhibit A–24**.

GUIDANCE, COUNSELING, AND SOCIAL SERVICES

Section 33.006 of the TEC establishes the roles and responsibilities of public school counselors and defines the scope of guidance and counseling programs. The TEA's (TEA) program development guide, *A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools*, addresses achieving program balance by allocating resources to the following four components of developmental guidance and counseling.

1. Guidance Curriculum - planned lessons covering seven areas including self-confidence development, motivation to achieve, decision-making and problem-solving skills, and responsible behavior. School counselors can teach all or some of the curriculum through direct instruction

EXHIBIT A–23**SEISD, PEER DISTRICTS, AND STATE G/T BUDGETED EDUCATION EXPENDITURES AS A PERCENTAGE OF TOTAL BUDGETED INSTRUCTIONAL OPERATING EXPENDITURES 2004–05**

ENTITY	TOTAL BUDGETED INSTRUCTIONAL OPERATING EXPENDITURES	BUDGETED G/T EXPENDITURES	G/T EXPENDITURES AS A PERCENTAGE OF TOTAL INSTRUCTIONAL OPERATING EXPENDITURES		TOTAL NUMBER OF STUDENTS ENROLLED	NUMBER OF G/T STUDENTS	G/T AS A PERCENTAGE OF TOTAL ENROLLMENT	BUDGETED G/T EXPENDITURES PER STUDENT
			OF TOTAL INSTRUCTIONAL OPERATING EXPENDITURES	OF TOTAL ENROLLMENT				
SEISD	\$13,663,340	\$75,037	0.5%		3,759	146	3.9%	\$514
Santa Rosa	\$4,007,658	\$51,549	1.3%		1,217	73	6.0%	\$706
Fabens	\$10,178,882	\$51,320	0.5%		2,703	171	6.3%	\$300
Hidalgo	\$12,559,905	\$61,216	0.5%		3,191	251	7.9%	\$244
Mercedes	\$19,689,713	\$50,100	0.3%		5,343	432	8.1%	\$116

SOURCE: Texas Education Agency, PEIMS, 2004–05.

**EXHIBIT A-24
SEISD GIFTED AND TALENTED SELECTION
INSTRUMENTS
2004-05**

ASSESSMENT	MEASURES
Naglieri Nonverbal Ability Test	Nonverbal reasoning abilities
Stanford 10/Aprenda 2	Test of concrete abilities
Torrance Test of Creative Thinking	Test of creative abilities
Academic Performance Indicators	GPA/TAKS
Student Product	Specific activity or product that demonstrates talent
Gifted and Talented Evaluation Scale (GATES)	Behavioral observations
Parent Information/Inventory	Behavioral observations

SOURCE: SEISD G/T Assessment & Identification publication.

or can consult with teachers who integrate the curriculum into the classroom.

2. Responsive Services – interventions on behalf of students whose immediate personal concerns or problems put their continued personal-social, career and/or educational development at risk. Counselors can meet with individuals or groups of students as indicated in the particular setting.
3. Individual Planning – guidance for students as they plan, monitor, and manage their own educational, career and personal-social development. Counselors can perform activities such as conducting group guidance sessions, interpreting standardized test results, and consulting with individual students and their parents regarding colleges and financial aid.
4. System Support – services and management activities that indirectly benefit students. Counselors can consult with teachers; participate in developing campus-based school improvement plans, and support parent and community relations efforts.

The guide recommends that school counselors divide their time between these four components depending on the developmental and special needs of the students served. Each district or school determines the amount of counselor time devoted to each component. Based on interviews with campus administrators, elementary counselors in SEISD spend the majority of their time in guidance and counseling activities with students, parents, and teachers. Elementary counselors reported time is divided as follows: 20 percent administrative duties, 10 percent testing, duties, 15 percent on support

systems, 15 percent on guidance curriculum, 15 percent on individual planning, and 25 percent on responsive services. Middle school and high school counselors balance time between guidance and counseling activities directly related to student needs, schedules, special program requirements, and administrative duties. Secondary counselors said that on the average, 80 percent of the school day is spent on individual counseling sessions, 10 percent is spent with parent contacts, and 10 percent is spent on teacher, administrative concerns or planning. One particular area where counselors spend large amounts of time relates to administration of state-mandated tests. Secondary counselors shared that the increasing clerical requirements of assessment and evaluation are making it more difficult to maintain the balance of personally serving students and parents.

The TEC Section 33.002 requires school districts with 500 or more enrolled elementary students to employ a certified counselor for each 500 students. SEISD provides certified counselors to serve all students. **Exhibit A-25** lists the numbers of counselors and the populations served at each campus.

Counselor-to-student ratios at individual SEISD schools vary from one counselor per 325 students at the high school to one counselor per 554 students at Alarcon Elementary School. The overall ratio is 376 students per counselor.

**EXHIBIT A-25
SEISD COUNSELORS BY CAMPUS
2003-04**

CAMPUS	ENROLLMENT	COUNSELORS	STUDENTS PER COUNSELOR
Loya Primary School	516	1	1:516
Alarcon Elementary School	554	1	1:554
Borrego Elementary School	440	1	1:440
Sambrano Elementary School	410	1	1:410
SEISD Middle School	842	2	1:421
SEISD High School	976	3	1:325
Excell Academy	21	1	1:21
DISTRICT TOTALS	3,759	10	1:376

SOURCE: Texas Education Agency, PEIMS 2004-05; SEISD Campus Rosters 2004-05.

HEALTH SERVICES

A comprehensive health care program incorporates procedures that are preventative; promote wellness through education, and intervention techniques for students with health needs. According to the National Association of School Nurses (NASN) caseload assignments for school nurses vary greatly and are influenced by multiple factors, such as: geographic location and number of school buildings, social, economic, and cultural status of the community, special health problems, the mobility of the people in the community, and licensed or unlicensed assistive personnel. NASN recommends one nurse to 750 students ratio for public schools.

SEISD employs a registered nurse at all schools except Excell Academy and its overall nurse to student ratio falls well below that recommended by NASN. According to the director of Special Education, district nurses are available to provide care to students, staff, and faculty. Their responsibilities include daily health assessments and referrals; performing first aid; administration of medications; and specialized nursing care for students with physical handicaps. They also work with teachers and staff to coordinate health and wellness programs throughout the district and provided annual education to teachers and parents. Nurses also are responsible for enforcing immunization compliances and coordination of outreach programs for students to obtain required vaccines.

The services provided by the program include but are not limited to: annual screening of hearing, vision, height, weight,

acanthosis nigricans, dental scoliosis, and body mass index (BMI). Nurses provide assistance with outside medical referrals and provide classroom instruction on puberty, abstinence, pregnancy related services, and other medical matters. The program also created a Health Club to inform students of healthy decision-making in their nutrition and physical activity.

LIBRARY AND MEDIA SERVICES

The Texas State Library and Archives Commission (TSLAC) criterion classifies libraries into four categories: exemplary, recognized, acceptable, and below standards. TSLAC sets staffing standards based on schools' average daily attendance (ADA). **Exhibit A-26** shows TSLAC standards for professional and non-professional staff.

Exhibit A-27 shows 2004–05 student enrollments for each SEISD school and the number of professional and paraprofessional library staff as it compares to the TSLAC acceptable standards. All SEISD schools meet the *Acceptable* standard regarding librarian staffing. Additionally, staffing of paraprofessionals exceeds the *Acceptable* standard at the high school, Borrego ES, and Sambrano ES.

The School Library Programs Standards and Guidelines for Texas defines an *Acceptable* collection as a balanced collection of 9,000 books, audiovisual software, and multimedia, or at least 16 items per student at elementary level, at least 14 items per student at middle school level, and at least 12 items per student at high school level, whichever is greater. A *Recognized*

**EXHIBIT A-26
TSLAC STAFFING LIBRARY STANDARDS**

AREA	STANDARDS		
	EXEMPLARY	RECOGNIZED	ACCEPTABLE
PROFESSIONAL STAFF	At least:	At least:	At least:
0–500 ADA	1.5 Certified Librarians	1.0 Certified Librarian	1.0 Certified Librarian
501–1,000 ADA	2.0 Certified Librarians	1.5 Certified Librarians	1.0 Certified Librarian
1,001–2,000 ADA	3.0 Certified Librarians	2.0 Certified Librarians	1.0 Certified Librarian
2,001 + ADA	3.0 Certified Librarians + 1.0 Certified Librarian for each 700 students	2.0 Certified Librarians + 1.0 Certified Librarian for each 1,000 students	2.0 Certified Librarians
PARAPROFESSIONAL STAFF	At least:	At least:	At least:
0–500 ADA	1.5 Paraprofessionals	1.0 Paraprofessionals	0.5 Paraprofessionals
501–1,000 ADA	2.0 Paraprofessionals	1.5 Paraprofessionals	1.0 Paraprofessionals
1,001–2,000 ADA	3.0 Paraprofessionals	2.0 Paraprofessionals	1.5 Paraprofessionals
2,001 + ADA	3.0 Paraprofessionals + 1.0 Paraprofessional for each 700 students	2.0 Paraprofessionals + 1.0 Paraprofessional for each 1,000 students	2.0 Paraprofessionals

SOURCE: Texas State Library and Archives Commission (TSLAC), School Library Programs: Standards and Guidelines for Texas, 2004.

**EXHIBIT A-27
SEISD ENROLLMENT, NUMBER OF LIBRARIANS AND LIBRARY AIDES, TSLAC STANDARDS BY CAMPUS
2004-05**

CAMPUS	ENROLLMENT	AVERAGE DAILY ATTENDANCE ADA**	LIBRARIANS	TSLAC STANDARDS	OVER/ (UNDER)	LIBRARY AIDES	TSLAC STANDARDS	OVER/ (UNDER)
SE High School	976	937	1.0	1.0	0.0	2.0	1.0	1.0
SE Middle School	842	808	1.0	1.0	0.0	1.0	1.0	0.0
Alarcon Elementary School	554	532	1.0	1.0	0.0	1.0	1.0	0.0
Borrego Elementary School	440	422	1.0	1.0	0.0	1.0	0.5	0.5
Sambrano Elementary School	410	394	1.0	1.0	0.0	1.0	0.5	0.5
Loya Primary	516	495	1.0	1.0	0.0	1.0	1.0	0.0
Total	3,759*	3,588	6.0	6.0	0.0	7.0	5.0	2.0

*May not total 100% of enrollment due to students assigned to DAEP.

**ADA was calculated by multiplying school membership (enrollment) by 96 percent.

SOURCE: Texas Education Agency, PEIMS 2004-2005, Texas State Library and Archives Commission (TSLAC), School Library Programs: Standards and Guidelines for Texas, 2004 SEISD Librarian reports, 2004-2005.

collection is defined as a balanced collection of at least 10,800 books, audiovisual software, and multimedia or at least 18 items per student at elementary level, at least 16 times per student at middle school level, and at least 14 items per student at high school level, whichever is greater. An *Exemplary* collection is a balanced collection with at least 12,000 books, audiovisual software, and multimedia, or at least 20 items per student at elementary level, at least 18 items per student at middle school level, and at least 16 items per student at high school level, whichever is greater.

The results of the district’s 2004-05 end of the year collection analysis are shown in **Exhibit A-28**. A comparison of the district’s library holdings to the state acceptable minimum standard shows that all but one school is above the minimum with *Exemplary* ratings, while SE Middle School has a *Recognized* rating.

MIGRANT EDUCATION PROGRAM

The Migrant Education Program (MEP) is authorized by Part C of Title I of the Elementary and Secondary Education Act (ESEA). The MEP provides formula grants to states to establish or improve education programs for migrant children. These grants assist states in improving educational opportunities for migrant children to help them succeed in the regular school program, meet the challenging state academic content and student achievement standards that all children are expected to meet, and graduate from high school.

The general purpose of the MEP is to ensure that migrant children fully benefit from the same free public education

provided to other children. To achieve this purpose, the MEP helps states and school districts address the special educational needs of migrant children to better enable migrant children to succeed academically. Specific purposes of the MEP are to:

- support high-quality and comprehensive educational programs for migrant children in order to reduce the educational disruption and other problems that result from repeated moves;
- ensure that migrant children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and academic content and student academic achievement standards;
- ensure that migrant children are provided with appropriate educational services that address their special needs in a coordinated and efficient manner;
- ensure that migrant children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet;
- design programs to help migrant children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to do well in school, and to prepare them to make a successful transition to postsecondary education or employment; and

EXHIBIT A-28
SEISD ENROLLMENT, LIBRARY HOLDINGS, BOOKS PER STUDENT, TSLAC STATUS
2004-05

SCHOOL	AVERAGE DAILY ATTENDANCE (ADA)*	NUMBER OF BOOKS	NUMBER OF BOOKS PER STUDENT	TSLAC LIBRARY STATUS
SE High School	937	20,706	22.1	Exemplary
SE Middle School	808	15,000	18.6	Recognized
Alarcon Elementary School	532	13,377	25.1	Exemplary
Borrego Elementary School	422	10,178	24.1	Exemplary
Sambrano Elementary School	394	15,528**	39.4	Exemplary
Loya Primary	495	13,646	27.6	Exemplary

*ADA was calculated by multiplying school membership (enrollment) by 96 percent.

** Number is somewhat inflated because the school recently received new books and has yet to discard outdated books.

SOURCE: SEISD Librarian reports, 2004-2005.

- ensure that migrant children benefit from state and local systemic reforms.

The SEISD Migrant Education Program follows the Texas Migrant Education Program's Seven Areas of Focus to coordinate and provide services to migrant families. The services and activities in SEISD in the seven focus areas are described below:

Identification and Recruitment (ID&R) – SEISD employs two Migrant Education Program clerks whose primary responsibility is to identify and recruit families into the program. Following the guidelines established in the SEISD Migrant Operational Manual, the recruitment and identification process is continuous throughout the year with clerks interviewing parents or guardians to gather information and make eligibility determinations. Other responsibilities of MEP clerks include completing required trainings and maintaining district records, advocate support services, parent involvement, and conducting home visits to inform parents of their child's academic performance. SEISD Migrant Program staff conduct re-interviews with all families each year to ensure that true migrant families are being identified and served through the program.

New Generation System (NGS) – MEP clerks ensure the timely encoding of Certificates of Eligibility, student academic information, and student health data into the NGS system. District MEP clerks run monthly reports, which identify migrant students who are at risk of failing. The reports are shared with campus administrators to ensure that each student receives appropriate services which may include Accelerated Reading or Math instruction, tutoring, or other remedial programs provided at the student's campus.

Secondary Credit Accrual – The MEP staff work in collaboration with campus administrators and teachers to ensure that secondary migrant students have opportunities to attain the necessary credits for promotion and credit replenishment programs such as tutorials and summer school. Two teacher assistants are employed to provide high school and middle school migrant students additional academic assistance both in the regular content classroom and in small group settings.

Migrant Services Coordination – The SEISD MEP program establishes partnerships with agencies to coordinate migrant services. Communication and coordination occurs with: SEISD, Region 19 Education Service Center Migrant Education Program, Dr. Ramon Alvarez, Dr. Eugene Stevenson, SunHarvest Food Bank, Abundant Faith Living Center, University of Texas – El Paso, Texas Extension Service, J & Associates, URG Workforce Development Board, Child Crisis Center, El Paso Shelter for Family Violence, Junior League Independence House, Family Services, CASA, Domestic Relations Office, General Assistance, and Project BRAVO. The MEP staff continuously seeks support from agencies in the El Paso area since very few agencies exist within the San Elizario community.

Graduation Enhancement – Migrant students in SEISD in grades 7-12 attend workshops on career planning and goal setting. Financial aid workshops are coordinated with local colleges and universities. The Migrant Social Worker partners with high school counselors to ensure that graduating seniors receive detailed information to facilitate their college and career plans. The MEP participates annually in the Migrant Student Leadership conference coordinated by the Region 19 ESC.

Early Childhood Education – The SEISD MEP program has a special program for eligible 3 and 4 year old migrant children. The purpose of the program is to provide a smooth and easy transition into the regular school program. The *Early Start Program* uses the Texas adopted curriculum, *Building Bridges*, to provide instruction to both the child and parents. The program began as a home-based program and now is school-based at the Lorenzo Loya Primary School. Transportation is provided to all eligible migrant students.

Parent Involvement – Parents of migrant students in SEISD have many opportunities to be involved in their child's educational program. The district holds parent workshops on such topics as nutrition education, parenting skills, parent education, and other education related issues. Migrant parents are involved in LPAC committees, ARD committees and site-based decision-making committees. The MEP has an active Parent Advisory Council (PAC) that meets monthly and averages about 60–65 parents at each meeting.

District administrators in SEISD shared that the Migrant Education Program was highly successful and noted the following as program highlights:

- Project SMART – The SEISD MEP program is the only school district in Region 19 to operate the summer migrant program. For the summer of 2005, Project SMART served 184 migrant students in grades Pre-K–12.
- Certificate of Recognition – Alarcon Elementary, Sambrano Elementary, and San Elizario High School received certificates of recognition from the Texas Education Agency for the number of migrant students who were successful on the TAKS test.
- Exemplary Students – Two high school students were selected as exemplary students by the University of Texas at Austin College Assistance Migrant Program.
- Academic Scholars – The 2005 Valedictorian and two of the top five graduating seniors were migrant students. In 2004, two of the top ten graduating seniors were in the MEP program and in 2003, the Valedictorian and two of the top 10 were migrant students.
- TAKS Performance – SEISD migrant students performed above the state average on all portions of the TAKS test for 2004–2005.

PROFESSIONAL DEVELOPMENT

School districts are required to provide learning opportunities for staff that supports increased student performance. The TEC prescribes certain criteria for professional development in a Texas school district (Section 21.451). The key requirements are that professional development:

- must be conducted in accordance with standards developed by the district;
- must be designed to improve education in the district;
- must be predominantly campus-based, related to achieving performance objectives, and be developed and approved by the campus site-based decision-making committee;
- may include training in technology, conflict resolution strategies, discipline strategies and training that relates to instruction of students with disabilities; and
- may include instruction as to what is permissible under law.

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

The district's 2004–05 District Improvement Plan (DIP) states it will provide and implement professional development that supports best instructional practices. This plan includes 30 strategies and activities to guide district and campus personnel in developing professional development programs.

The department of Planning and Instruction developed the SEISD professional development calendar 2004–05 was by to assist campuses in their planning of instruction and professional development. The monthly calendar of events included state mandated trainings for assessment, program requirements for bilingual education and gifted and talented, and district initiatives related to curriculum and instruction.

Professional development activities for the year emphasized the Planning and Instruction department to provide training and technical support for all schools to address low student performance and failure to meet adequate yearly progress at the high school and middle school. Specifically at secondary

schools, training was organized through reading institutes, lesson studies, best practice conferences, and vertical and horizontal teaming. Participation in a six-day institute, *System Pursuit Optimizing Teaching in Texas*, was planned for campus administrators and Planning and Instruction staff to provide year-long professional development aligned to the district focus of increased student performance. Additionally, administrators meet monthly for book study that includes *Transforming Schools Creating a Culture of Continuous Improvement and Teaching Day by Day*.

In 2004–05, SEISD professional development included five days at the beginning of the year. District personnel planned three days and one day was for meeting campus specific needs. The final day was the state required teacher work day. Additionally, two days were established as new teacher orientation, which requires new teachers to report to work earlier than other teachers.

SPECIAL EDUCATION PROGRAM

The federal Individuals with Disabilities Education Act (IDEA) requires all public school districts that receive federal funds to provide a free and appropriate education for all children with disabilities regardless of the severity of their disabilities. The education must be provided in the least restrictive environment. The act also requires that students with disabilities be included in state and district assessment programs. Districts must develop an individual educational plan (IEP) for each child receiving special education services. The plan must include input from regular education teachers

and must provide special education students with the greatest possible access to the regular curriculum and regular education classes.

In 2004–05, SEISD served 470 students in special education across all its campuses. **Exhibit A–29** shows the number of students enrolled in each special education disability category and the percentage of the total special education enrollment for 2004–05. Of the total number of students in special education, 219 are limited English proficient.

SEISD’s Special Education Department is headed by a director of Special Education and consists of a secretary, a general office clerk, four diagnosticians, three speech/language pathologists, a special education counselor and a social worker. All are special education certified and bilingual. The district also employs an adaptive physical education/vision impaired/Special Olympics teacher, 23 classroom teachers and 19 teacher aides. SEISD contracts with a physical therapist, an occupational therapist, two psychologists, a transition facilitator and a developmental pediatrician to provide services on an as needed basis. Homebound services are provided through contracts with district teachers.

Approximately 47 percent of special education students are limited English proficient. To meet student needs, SEISD hires bilingual special education personnel for all job classifications. Bilingual special education diagnosticians are required to test students in both English and Spanish in order to develop appropriate individual educational plans (IEP) for

EXHIBIT A–29 SEISD SPECIAL EDUCATION STUDENTS BY DISABILITY CATEGORY 2004–05

DISABILITY CATEGORY	NUMBER OF STUDENTS	PERCENTAGE OF SPECIAL EDUCATION ENROLLMENT
Orthopedic Impaired, Traumatic Brain Injury, and Non-categorical Early Childhood	*	*
Other Health Impaired	33	7.0%
Hearing Impaired	5	1.1%
Visually Impaired	*	*
Mentally Retarded	16	3.4%
Emotionally Disturbed	8	1.7%
Learning Disabled	280	59.6%
Speech	120	25.5%
Autism	*	*
TOTAL	470	100.0%

*Numbers less than five have not been cited due to the Family Educational Rights and Privacy Act (FERPA) 34CFR Part 99.1 and Texas Education Agency procedures OP 10-03.

SOURCES: PEIMS Fall Collection, 2004–05; SEISD director of Special Education.

each student. Each student who qualifies for a special education program is provided service through a variety of program designs. SEISD instructional settings include mainstream, content mastery, speech, resource, vocational adjustment class, life skills classes, self-contained classes, behavior improvement classes, adaptive PE, homebound, and early childhood (**Exhibit A-30**).

SEISD offers the full continuum of instructional arrangements for special education students at its schools. **Exhibit A-31** lists the special education arrangements by school and the numbers of personnel assigned to each program area.

Total expenditures for special education increased significantly from 2000–01 through 2004–05. A 17.5 percent increase in special education enrollment resulted in a large increase in per pupil expenditures for special education students (**Exhibit A-32**).

For 2004–05, SEISD special education enrollment comprised 12.5 percent of total enrollment. This percentage was the second highest of its peer districts and exceeds the state average. The special education expenditures, as a percentage of budgeted total instructional expenditures and per pupil expenditures for special education students in SEISD, were exceeded all of the peer districts and the state average

**EXHIBIT A-30
SEISD SPECIAL EDUCATION INSTRUCTIONAL ARRANGEMENTS
2004-05**

INSTRUCTIONAL ARRANGEMENT	DESCRIPTION	CAMPUS
Mainstream	Students are served in the general education classes with modifications and adaptations to meet individual needs.	All
Content Mastery	An instructional program/service delivery model that is provided at all campuses when needed by students. The service can be provided in a pull-out design or in the mainstream class.	All
Speech	Speech therapy services may be provided in a general education classroom or in a special education classroom	All
Resource	Students are removed from the general education program for assistance with areas where students are identified as working significantly below their grade level. Time in resource is less than 50% of the regular school day.	All schools except Loya Primary
Vocational Adjustment Class	Students are placed on a job with regularly scheduled direct involvement by special education personnel.	Middle School and High School
Life Skills Classes	Classes for students needing skills to succeed as much as possible within the community as adults; perhaps in a sheltered environment such as a group home.	Sambrano Elementary and San Elizario High School
Self-Contained Classes	Class for students who per evaluation who are not able to function in the mainstream environment and need the structure of one classroom for more than 50% of the instructional day.	Loya Primary, Sambrano Elementary, San Elizario Middle School, and San Elizario High School
Behavior Improvement Classes	Class for students who are not able to function in the mainstream environment due to behavior issues and need the structure of one classroom for the entire instructional day.	San Elizario High School
Adaptive PE	Classes for students who cannot endure the stress of the general education physical education program and must have the program adapted to meet their specific needs.	All
Homebound	Students are not able to attend school due to health issues and are served in the home by an itinerant teacher.	All
Early Childhood	Students are identified as needing educational services from birth to age 4 and are served in an educational setting per developed IEPs.	Loya Primary

SOURCE: SEISD director of Special Education.

EXHIBIT A-31
SEISD SPECIAL EDUCATION PROGRAM ARRANGEMENTS
2004-05

CAMPUS	PROGRAM	NUMBER OF TEACHERS	NUMBER OF PARAPROFESSIONALS
Lorenzo Loya Primary	1 Self-Contained Unit	1	2
Josefa L. Sambrano Elementary	2 Resource Units 2 Self-Contained Unit	4	3
L.G. Alarcon Elementary	2 Resource Units	2	1
Alfonso Borrego Sr. Elementary	2 Resource Units	2	1
Anna M. Garcia-Enriquez Middle School	3 Resource Units 1 Content Master Unit 1 Self-Contained Unit	5	5
San Elizario High School	2 Resource Units 1 Functional Living Skills Unit 1 Self-Contained Units 1 Content Mastery Unit 1 Behavior Intervention 1 Transition Specialist	8	4
Excell Academy	1 Resource/Content Mastery	1	0

SOURCES: SEISD Special Education Roster; director of Special Education.

EXHIBIT A-32
SEISD SPECIAL EDUCATION EXPENDITURES AND ENROLLMENT
2000-01 THROUGH 2004-05

CATEGORY	2000-01 ACTUAL	2001-02 ACTUAL	2002-03 ACTUAL	2003-04 ACTUAL	2004-05 BUDGETED	PERCENTAGE CHANGE
Special Education expenditures	\$1,498,248	\$1,657,207	\$1,884,542	\$1,833,814	\$3,816,654	154.7%
Special Education enrollment	400	434	475	450	470	17.5%
Special Education expenditures per student	\$413	\$457	\$511	\$494	\$1,015	145.8%

SOURCES: Texas Education Agency, AEIS, 2000-01 through 2003-04; PEIMS 2000-01 through 2004-05.

(**Exhibit A-33**). SEISD spent \$1,015 per special education student while the state recorded expenditures of \$705 per student.

SEISD implements a pre-referral intervention process to best accommodate the individual learning needs of the child. This intervention process assists teachers in assessing student characteristics and provide resources for intervention. Through the Student Assistant Team (SAT) design, administrators, general education teachers, counselors, nurses, and special program teachers share ideas and knowledge about how to best meet the needs of individual students. The pre-referral process begins when a student is identified as experiencing learning difficulties in the regular education classroom. A SAT meeting is scheduled and modifications and interventions are suggested. After six weeks of intervention, the student's progress is reviewed and determination is made to continue modifications or proceed

with comprehensive assessment through a special education referral. Once a referral for testing is completed, the director of Special Education reviews all paperwork to determine if the referral is needed. This approval step was implemented as a strategy to reduce the number of referrals and ultimately reduce the number of students identified for special education. In 2004-05, diagnosticians tested 94 students for special education services and 22 did not qualify for placement.

**STATE COMPENSATORY EDUCATION/
 FEDERAL TITLE PROGRAMS**

The State Compensatory Education (SCE) program's purpose is to reduce the dropout rate and increase the academic performance of students identified as being at risk of dropping out of school. The U.S. Department of Education reauthorized its Elementary and Secondary Act in 2002. The department titled the reauthorized act *No Child Left Behind*

**EXHIBIT A-33
SEISD, PEER DISTRICTS, AND STATE SPECIAL EDUCATION BUDGETED EDUCATION EXPENDITURES
AS A PERCENTAGE OF TOTAL BUDGETED INSTRUCTIONAL OPERATING EXPENDITURES
2004-05**

ENTITY	TOTAL BUDGETED INSTRUCTIONAL OPERATING EXPENDITURES	BUDGETED SPECIAL EDUCATION EXPENDITURES	SPECIAL EDUCATION EXPENDITURES AS A PERCENTAGE OF TOTAL INSTRUCTIONAL OPERATING EXPENDITURES	TOTAL NUMBER OF STUDENTS ENROLLED	NUMBER OF SPECIAL EDUCATION STUDENTS	SPECIAL EDUCATION AS A PERCENTAGE OF TOTAL ENROLLMENT	BUDGETED SPECIAL EDUCATION EXPENDITURES PER STUDENT
SEISD	\$13,663,340	\$3,816,654	20.2%	3,759	469	12.5%	\$1,015
Fabens	\$10,178,882	\$1,758,017	13.4%	2,694	257	9.5%	\$653
Hidalgo	\$12,559,905	\$1,206,106	7.6%	3,191	174	5.5%	\$378
Mercedes	\$19,689,713	\$2,222,515	8.6%	5,336	474	8.8%	\$417
Santa Rosa	\$4,007,658	\$671,945	12.1%	1,217	160	13.1%	\$552
STATE	\$16,118,170,833	\$3,092,500,516	14.6%	4,400,644	506,391	11.6%	\$705

SOURCE: Texas Education Agency, PEIMS, 2004-05.

(NCLB). NCLB challenges all public schools “to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.”

According to TEA’s *Financial Accountability System Resource Guide*, November 2003, House Bill 3459 amended the Sections of the TEC that govern the State Compensatory Education Program. It provides additional flexibility and lowers the required threshold percentage for low income students on a campus to 40 percent or greater. The amended code also permits expanded use of the state compensatory education allotment to supplement school wide components of federal NCLB projects. Both SCE and federal Title I funds fall under the NCLB. NCLB authorizes federal Title I funds for improving the academic achievement of the disadvantaged.

Both SCE and Title I provide funds supplemental to the regular program that must be used to enhance the regular program. These funds must not replace or supplant regular funds. TEA allocates Title I funds to districts based on the number of economically disadvantaged students in the district. Eligibility for free/reduced-price lunch or breakfast is typically used to determine eligibility for Title I programs. Districts select the students to receive services on the basis of specific educational need, not economic status. Texas funds SCE through the state school finance formulas.

The criteria for identifying students at risk of dropping out of school can include local criteria approved by the local board

of trustees. TEA’s January, 2002, Financial Accountability System Resource Guide, State Compensatory Education module lists the current criteria for identifying students at risk of dropping out of school as:

Each student who is under 21 years of age and who:

- is in pre-kindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test of assessment instrument administered during the current school year;
- is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 200 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- was not advanced from one grade level to the next for one or more school years;
- did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, an who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 11- percent of the level of satisfactory performance on that instrument;
- is pregnant or is a parent;

- has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- has been expelled in accordance with Section 37.007 during the preceding or current school year;
- is currently on parole, probation, deferred prosecution, or other conditional release;
- was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- is a student of limited English proficiency, as defined by Section 29.052;
- is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- is homeless, as defined by the McKinney-Vento Homeless Education Assistance Improvement Act of 2001 and its subsequent amendments or;
- resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

The number of students classified either as economically disadvantaged or eligible for receiving free-or-reduced meals in SEISD is 3,385. The district spent \$537.83 per eligible student in 2004–005 (**Exhibit A–34**).

Districts receive Federal Title funds through noncompetitive grants under the NCLB Act. **Exhibit A–35** lists the Federal Title grants and the amounts that SEISD received for 2004–05.

According to TEC 29.081 school districts are required to use student performance data to design and implement appropriate compensatory, intensive, or accelerated instructional services that enable at-risk students to be performing at grade level at the conclusion of the next regular school term. Additionally, each school district is required to evaluate and document the effectiveness of its SCE program in reducing any disparity in performance on assessment instruments or any disparity in the rates of high school completion between at-risk students and all other district students. **Exhibit A–36** lists the compensatory programs provided by SEISD at each campus.

Districts are required to have written policies and procedures addressing specific aspects of the SCE program, and the program must be described in the DIP if it is implemented district wide and in the CIPs if it is implemented at the campus level. SCE resources must be redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

EXHIBIT A–34
NUMBER OF STUDENTS ELIGIBLE FOR FREE OR REDUCED PRICE MEALS, NUMBER OF AT-RISK STUDENTS, AND COMPENSATORY FUNDING AT SEISD CAMPUSES
2004–05

CAMPUS	NUMBER OF ELIGIBLE FREE- OR REDUCED-LUNCH STUDENTS	BUDGETED COMPENSATORY FUNDING	COMPENSATORY EXPENDITURES PER ELIGIBLE STUDENT	TOTAL BUDGETED INSTRUCTIONAL FUNDING	TOTAL ENROLLMENT	TOTAL BUDGETED INSTRUCTIONAL EXPENDITURES PER STUDENT
Loya Primary	449	\$305,708	\$680.86	\$1,975,318	537	\$3,678
Alarcon Elementary	498	73,289	147.17	1,974,133	545	3,622
Borrego Elementary	422	116,206	275.37	1,403,828	438	2,383
Sambrano Elementary	371	122,543	330.30	1,261,479	410	3,077
SE Middle School	696	324,550	466.31	3,254,701	842	3,865
SE High School	907	491,242	541.61	3,481,580	976	3,567
Excell Academy	42	387,015	9,214.64	385,710	21	18,367
TOTAL	3,385	\$1,820,553	\$537.83	\$13,736,749	3,629	\$3,785

SOURCE: SEISD director of Research and Evaluation.

**EXHIBIT A-35
SEISD FEDERAL TITLE PROGRAM FUNDS
2004-05**

TITLE	AMOUNT
Title I, Part A-Improving Basic Programs	\$2,830,171
Title I, Part C-Migrant	\$220,863
Title II, Part A-Teacher and Principal Training & Recruiting	\$300,175
Title II, Part D-Enhancing Education Through Technology	\$73,426
Title III, Part A-Limited English Proficient	\$208,244
Title IV, Part A-Safe and Drug-Free Schools and Communities	\$46,561
Title V, Part A-Innovative programs	\$24,481

SOURCE: Texas Education Agency, Notice of Grant Award, 2004-05.

**EXHIBIT A-36
SEISD COMPENSATORY PROGRAMS
2004-05**

SCHOOL	COMPENSATORY EDUCATION PROGRAMS AND SERVICES
Loya Primary	<ul style="list-style-type: none"> • At Risk Coordinator • Technology Specialist • Truant Officer • Reading Enhancement Program • Computer Assisted Instruction • Full Day Pre-K • Professional Development • Summer School
Alarcon Elementary	<ul style="list-style-type: none"> • At Risk Coordinator • Technology Specialist • Truant Officer • Reading Enhancement Program • Computer Assisted Instruction • Professional Development • Summer School
Borrego Elementary	<ul style="list-style-type: none"> • At Risk Coordinator • Technology Specialist • Truant Officer • Reading Enhancement Program • Computer Assisted Instruction • Professional Development • Summer School
Sambrano Elementary	<ul style="list-style-type: none"> • At Risk Coordinator • Technology Specialist • Truant Officer • Reading Enhancement Program • Computer Assisted Instruction • Reading Teacher Aide • Professional Development • Summer School

**EXHIBIT A-36 (CONTINUED)
SEISD COMPENSATORY PROGRAMS
2004-05**

SCHOOL	COMPENSATORY EDUCATION PROGRAMS AND SERVICES
Middle School	<ul style="list-style-type: none"> • At Risk Coordinator • Technology Specialist • Truant Officer • Reading Enhancement Program • Computer Assisted Instruction • New Comer Center • Professional Development • 0.5 FTE Counselor • In School Suspension • Summer School
High School	<ul style="list-style-type: none"> • At Risk Coordinator • Technology Specialist • Truant Officer • Reading Enhancement Program • New Comer Center • In School Suspension • 1.5 FTE Counselor • Professional Development • Summer School
Excell Academy	<ul style="list-style-type: none"> • 18 % SCE Allowable funds: • Funds 5 FTE Teachers and 5 FTE Teacher Aides • Professional Development

SOURCE: SEISD director of Research and Development.

**CHAPTER 2
FINANCIAL, ASSET MANAGEMENT AND
PURCHASING**

EMPLOYEE INSURANCE PROGRAMS

Employees are offered other benefits to protect their health and livelihood as well as that of their families. These benefits include medical, life, disability, dental, cancer, and pre-paid legal insurance. SEISD offers a self-funded health plan and pays 100 percent of the employee only coverage.

A schedule of insurance coverage offered is shown in **Exhibit A-37**.

SELF INSURED HEALTH PLAN

SEISD implemented a self-funded health plan in 2001 for its employees. The plan utilizes a locally managed network. Employees who are traveling or have children away at school have limited access to a directory of nationwide providers that is accessible via the internet. The health network provides health care services for nearly 60,000 employees and family members in the El Paso Community. Approximately 88 percent of SEISD's employees participate in the health plan.

EXHIBIT A-37 SUMMARY OF SEISD EMPLOYEE BENEFITS

BENEFIT DESCRIPTION	EXPLANATION	PAYMENT
Medical	Employee selects from the core health plan or purchases additional coverage through a buy-up plan.	The district contributes 100 percent of the employee cost (\$265.00) for the core plan. Employees desiring coverage under the buy-up plan pay \$41.00 per month.
Dental	Employee selects from the core indemnity coverage or purchases additional coverage for orthodontia through a buy-up plan.	\$20.50/\$25.00 per month
Cancer	Employee selects from a variety of programs offered.	Rates vary with coverage level selected.
Vision	Vision discount program offering lenses and frames at no charge.	\$7.00/per month
Pre-paid Legal	Discount legal plan.	Rates vary with coverage level selected.
Income Protection	Optional ancillary insurance that provides income protection in the event an employee is sick or disabled for a long-term basis.	Rates vary with age and income.
Permanent Life	Optional ancillary life insurance with guaranteed issue of \$100,000 upon employment. District also provides \$25,000 basic life and AD&D for all employees within 30 days of employment.	Rates dependent on age and level selected.

SOURCE: SEISD Finance office.

PROPERTY CASUALTY INSURANCE

The district secured property casualty insurance through a local carrier as the result of a bid conducted in 2002. Coverage limits and premiums are shown in **Exhibit A-38**.

CHAPTER 3 HUMAN RESOURCES MANAGEMENT

Exhibit A-39 shows the organization of the SEISD HR Department.

Exhibit A-40 shows the percentage of change in SEISD's teacher turnover rate over a five-year period. The 2003-04

rate is lower than all but one of the peer districts, but exceeds both the region and state percentages.

Exhibit A-41 compares SEISD salaries to the peer districts, Region 19, and the state averages.

CHAPTER 4 OPERATIONS

Exhibit A-42 shows the organization for the SEISD Support Services Department.

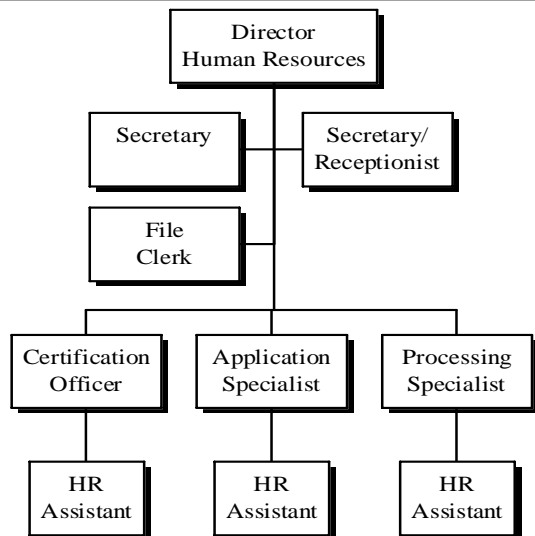
At \$836 per student, SEISD's maintenance and operations expenditures are the lowest cost compared to the peer

EXHIBIT A-38 SCHEDULE OF INSURANCE COVERAGE

COVERAGE TYPE	LIMITS OF COVERAGE	DEDUCTIBLE	PREMIUM
Buildings, Personal Property, Auxiliary Structures	\$47,841,026	\$25,000	\$64,572
General Liability	\$5,000,000	\$10,000	\$17,419
School Professional Legal Liability	\$1,000,000	\$5,000	\$17,224
Vehicle Fleet Liability	\$100,000/\$300,000/\$100,000	\$10,000	\$17,640
Physical Damage		\$1,000	\$8,347

SOURCE: SEISD Finance office.

**EXHIBIT A-39
SEISD HR DEPARTMENT ORGANIZATION
2005-06**



SOURCE: SEISD HR director.

**EXHIBIT A-40
SEISD AND PEER DISTRICT
TEACHER TURNOVER RATE
1999-2000 AND 2003-04**

	1999-2000	2003-04	PERCENTAGE CHANGE
SEISD	17.9	14.7	(17.9)%
Mercedes	11.0	16.5	50.0%
Fabens	15.2	16.1	5.3%
Hidalgo	15.2	11.9	(21.7)%
Santa Rosa	18.8	15.3	(18.6)%
Peer Average	15.1	14.9	(0.8)%
Region	14.1	11.6	(17.7)%
State	15.0	14.3	(4.7)%

SOURCE: Texas Education Agency, AEIS 1999-2000 and 2003-04.

**EXHIBIT A-41
SEISD, PEER DISTRICT, REGION, AND STATE AVERAGE ACTUAL SALARIES
2003-04**

	TEACHERS	PROFESSIONAL SUPPORT	CAMPUS ADMINISTRATION	CENTRAL OFFICE ADMINISTRATION
SEISD	\$39,900	\$48,490	\$48,591	\$71,820
Mercedes	\$39,443	\$46,547	\$59,024	\$72,181
Fabens	\$37,766	\$41,970	\$61,343	\$65,278
Hidalgo	\$40,406	\$51,761	\$63,775	\$69,229
Santa Rosa	\$40,335	\$38,022	\$56,788	\$62,392
Region 19	\$39,899	\$48,243	\$62,334	\$71,142
State	\$40,478	\$48,039	\$60,822	\$74,728

SOURCE: Texas Education Agency, AEIS 2003-04.

districts, but almost \$100 per student higher than the State average (Exhibit A-43).

Exhibit A-44 shows the allotment per mile for SEISD and the peer districts. State reimbursement is based on the previous year's reported linear density.

Exhibit A-45 provides a summary of school bus riders and enrollment. SEISD transports by bus more students than any of the peer districts.

Exhibit A-46 summarizes SEISD's reported transportation costs from 1999-2000 through 2003-04. The cost per mile increased by 5.5 percent during this period.

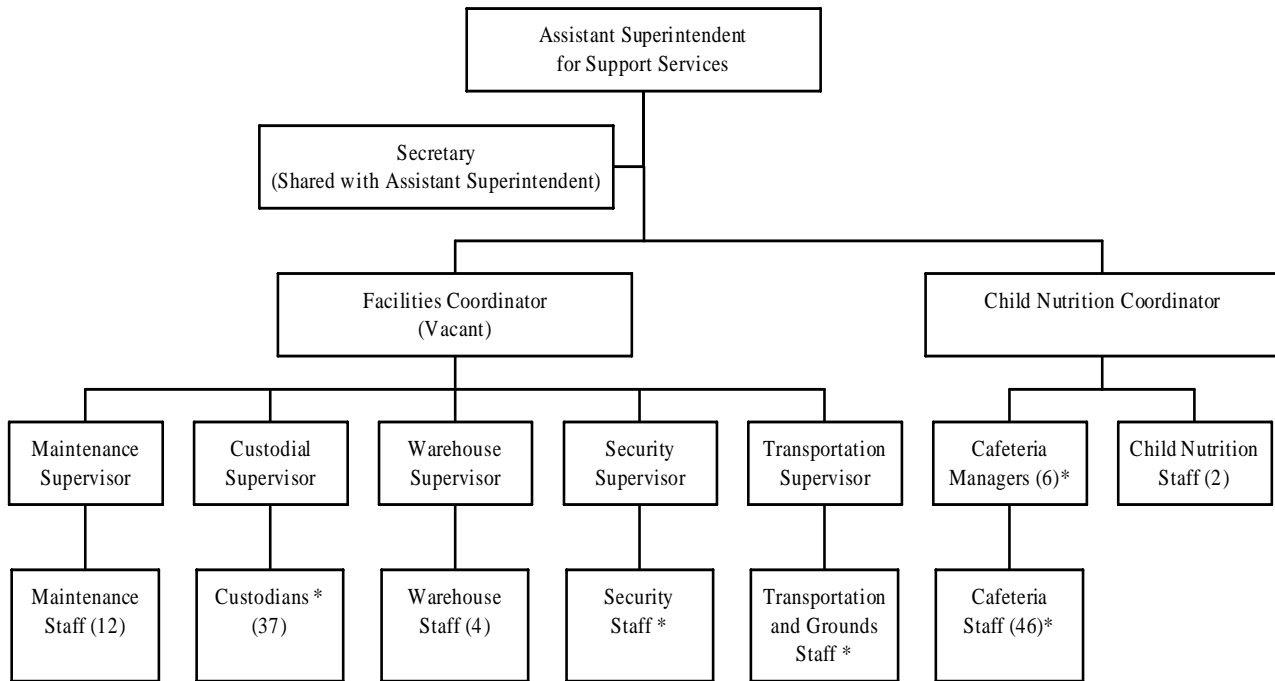
Exhibit A-47 shows the regular transportation operations costs for SEISD and the peer districts for 2003-04.

Exhibit A-48 shows the reimbursement from the state does not fully cover the district's costs for 2003-04. The cost of SEISD operations exceeded the state reimbursement by \$591,935.

Exhibit A-49 compares the cost per mile for regular transportation of SEISD and the peer districts, from 1999-2000 to 2003-04.

TEA does not base its reimbursements for special program transportation on linear density. The per mile allotment rate for special programs is set and capped by the Legislature. All transportation for special program students, except certain extracurricular trips, is eligible for state reimbursement at a maximum of \$1.08 for each route mile. In 2003-04, SEISD's actual cost for special program transportation was \$2.09 per mile. The state is reimbursing the district 51.6 percent (\$1.08 reimbursement divided by \$2.09 cost per mile) of its special transportation program (Exhibit A-50).

**EXHIBIT A-42
SEISD SUPPORT SERVICES DEPARTMENT ORGANIZATION
2004-05**



(*) School principals are primary supervisor if the position is school-based.
SOURCE: SEISD assistant superintendent for Support Services.

**EXHIBIT A-43
SEISD AND PEER DISTRICTS, MAINTENANCE
AND OPERATIONS EXPENDITURES,
PER STUDENT
2003-04**

	GENERAL FUND	ALL FUNDS
Santa Rosa	\$1,052	\$1,072
Mercedes	\$945	\$996
PEER AVERAGE	\$928	\$950
Hidalgo	\$868	\$875
Fabens	\$848	\$858
SEISD	\$824	\$836
STATE AVERAGE	\$711	\$738

SOURCE: Texas Education Agency, PEIMS 1999-2000 through 2004-05.

SEISD's cost of special education transportation increased 16.1 percent from 1999-2000 to 2003-04. Santa Rosa ISD and Fabens ISD costs appear extraordinarily low and are in error.

Exhibit A-51 shows the special education program has a 96.3 percent increase in operations costs from 1999-2000 to 2003-04. The cost per mile from 1999-2000 to 2003-04

**EXHIBIT A-44
TRANSPORTATION ALLOTMENT FOR REGULAR
TRANSPORTATION SEISD AND PEER DISTRICTS
2003-04 AND 2004-05**

DISTRICT	2003-04 ALLOTMENT PER MILE	2004-05 ALLOTMENT PER MILE
Mercedes	\$0.88	\$0.88
Hidalgo	\$1.11	\$1.11
Fabens	\$1.11	\$1.11
Santa Rosa	\$1.25	\$1.25
SEISD	\$1.43	\$1.43

SOURCE: Texas Education Agency, 2003-04 and 2004-05 School Transportation Operations and Route Services Reports.

increased 16.1 percent. The special education students transported in 1999-2000 totaled 41 and in 2003-04, totaled 59 students, a 44 percent increase.

Exhibit A-52 provides the special education program transportation costs for SEISD and the peer districts for 2003-04.

EXHIBIT A-45
PERCENTAGE OF TOTAL ENROLLMENT TRANSPORTED
SEISD AND PEER DISTRICTS
2004-05

DISTRICT	ENROLLMENT	AVERAGE DAILY RIDERSHIP	PERCENTAGE OF ENROLLED STUDENTS RIDING THE BUS (*)
SEISD	3,780	1,713	45.3%
Mercedes	5,343	1,623	30.4%
Hidalgo	3,191	1,256	39.4%
Fabens	2,703	232	8.6%
Santa Rosa	1,217	282	23.2%

(*)Includes regular and special programs.

SOURCE: Texas Education Agency, PEIMS 2004-05, Texas Education Agency, Route Services Reports.

EXHIBIT A-46
SEISD SUMMARY OF SCHOOL TRANSPORTATION OPERATIONS REPORTS
FOR REGULAR TRANSPORTATION
1999-2000 THROUGH 2003-04

	1999-2000	2000-01	2001-02	2002-03	2003-04	PERCENTAGE CHANGE 1999-2000 THROUGH 2003-04
OPERATIONS COSTS						
Salaries and benefits	\$488,524	\$504,800	\$505,220	\$557,387	\$608,873	24.6%
Purchased and contracted services	28,022	45,641	51,772	48,040	46,080	64.4
Supplies and materials	34,855	47,435	33,704	43,412	52,420	50.4
Other operating expenses	13,008	14,090	18,577	34,698	25,752	98.0
Debt service	0	0	0	0	0	0
Capital outlay	0	0	0	0	0	0
TOTAL OPERATIONS COSTS	\$564,409	\$611,966	\$609,273	\$683,537	\$733,125	30.0%
MILEAGE SUMMARY						
Route Mileage	124,614	120,670	121,071	120,072	139,585	12.0%
Extra/co curricular mileage	62,968	69,227	74,169	71,107	79,645	26.5%
Other mileage	5,533	6,554	7,435	36,771	18,958	242.6%
TOTAL ANNUAL MILEAGE	193,115	196,451	202,675	227,950	238,188	23.3%
COST PER MILE	\$2.92	\$3.12	\$3.01	\$3.00	\$3.08	5.5%

SOURCE: Texas Education Agency, School Transportation Operations Reports, 1999-2000 through 2003-04.

EXHIBIT A-47
COMPARISON OF OPERATIONS COSTS FOR REGULAR TRANSPORTATION
SEISD AND PEER DISTRICTS
2003-04

DISTRICT	SALARIES AND BENEFITS	PURCHASED AND CONTRACTED SERVICES	SUPPLIES AND MATERIALS	OTHER OPERATING EXPENSES	CAPITAL OUTLAY	TOTAL OPERATING COSTS	AVERAGE DAILY RIDERSHIP	COST PER RIDER
Santa Rosa	\$29,866	\$7,651	\$29,989	\$424	\$0	\$67,930	739	\$91.92
SEISD	\$608,873	\$46,080	\$52,420	\$25,752	\$0	\$733,125	1,586	\$462.25
Hidalgo	\$414,103	\$10,691	\$148,762	\$35,513	\$0	\$609,069	1,251	\$486.87
Mercedes	\$1,105,059	\$75,624	\$232,783	\$146,765	\$0	\$1,560,231	1,511	\$1,032.58
Fabens	\$194,364	\$6,335	\$4,491	\$22,146	\$0	\$227,336	153	\$1,485.86

SOURCE: Texas Education Agency, School Transportation Operations Reports, 2003-04.

EXHIBIT A-48
STATE TRANSPORTATION ALLOTMENT FOR REGULAR TRANSPORTATION
SEISD AND PEER DISTRICTS
2003-04

DISTRICT	TOTAL STATE ALLOTMENT (*)	TOTAL OPERATION COSTS	STATE ALLOTMENT AS A PERCENTAGE OF TOTAL COSTS
Santa Rosa	\$46,673	\$67,930	68.7%
Hidalgo	\$174,623	\$609,069	28.7%
Mercedes	\$317,926	\$1,560,231	20.4%
SEISD	\$141,190	\$733,125	19.3%
Fabens	\$25,734	\$227,336	11.3%

(*)State allotment is based on previous year's linear density.

SOURCE: Texas Education Agency, 2003-04 School Transportation Operations and Route Services Reports.

EXHIBIT A-49
COMPARISON OF COST PER MILE FOR REGULAR TRANSPORTATION
SEISD AND PEER DISTRICTS
1999-2000 THROUGH 2003-04

DISTRICT	1999-2000	2000-01	2001-02	2002-03	2003-04	PERCENTAGE CHANGE 1999-2000 THROUGH 2003-04
Fabens	\$3.61	\$4.11	\$3.92	\$1.86	\$1.77	(51.0%)
Santa Rosa	\$1.62	\$1.91	\$3.54	\$1.39	\$1.31	(19.1%)
SEISD	\$2.92	\$3.12	\$3.01	\$3.00	\$3.08	5.5%
Hidalgo	\$2.13	\$2.42	\$2.52	\$2.98	\$2.52	18.3%
Mercedes	\$2.91	\$3.10	\$3.32	\$3.09	\$3.82	31.3%

SOURCE: Texas Education Agency, School Transportation Operations Reports, 1999-2000 through 2003-04.

EXHIBIT A-50
COMPARISON OF COST PER MILE FOR SPECIAL TRANSPORTATION
SEISD AND PEER DISTRICTS
1999-2000 THROUGH 2003-04

DISTRICT	1999-2000	2000-01	2001-02	2002-03	2003-04	PERCENTAGE CHANGE 1999-2000 THROUGH 2003-04
Santa Rosa	\$2.62	\$2.72	\$0	\$1.95	\$0.75	(71.4%)
Fabens	\$1.35	\$2.43	\$2.01	\$1.60	\$0.82	(39.3%)
SEISD	\$1.80	\$1.50	\$2.92	\$2.46	\$2.09	16.1%
Mercedes	\$2.81	\$3.22	\$3.32	\$2.69	\$3.83	36.3%
Hidalgo	\$2.13	\$2.78	\$2.52	\$2.98	\$2.98	39.9%

SOURCE: Texas Education Agency, School Transportation Operations Reports, 1999-2000 through 2003-04.

**EXHIBIT A-51
SEISD SPECIAL PROGRAM TRANSPORTATION COSTS
1999-2000 THROUGH 2003-04**

	1999-2000	2000-01	2001-02	2002-03	2003-04	PERCENTAGE CHANGE 1999-2000 THROUGH 2003-04
OPERATIONS COSTS						
Salaries and benefits	\$48,316	\$49,926	\$62,443	\$96,101	\$90,981	88.3%
Purchased and contracted services	\$2,771	\$4,514	\$6,399	\$8,283	\$6,886	148.5%
Supplies and materials	\$3,447	\$4,692	\$4,166	\$7,485	\$7,833	127.2%
Other operating expenses	\$1,286	\$1,394	\$2,296	\$5,982	\$3,848	199.2%
Debt service	\$0	\$0	\$0	\$0	\$0	0%
Capital outlay	\$0	\$0	\$0	\$0	\$0	0%
TOTAL OPERATIONS COSTS	\$55,820	\$60,526	\$75,304	\$117,851	\$109,548	96.3%
MILEAGE SUMMARY						
Route Mileage	26,830	30,080	31,647	30,530	35,993	34.2%
Extra/co curricular mileage	3,348	9,451	10,999	10,812	9,789	192.4%
Other mileage	827	946	1,468	6,565	6,672	706.8%
TOTAL ANNUAL MILEAGE	31,005	40,477	44,114	47,907	52,454	69.2%
COST PER MILE	\$1.80	\$1.50	\$2.92	\$2.46	\$2.09	16.1%

SOURCE: Texas Education Agency, School Transportation Operations Reports, 1999-2000 through 2003-04.

**EXHIBIT A-52
COMPARISON OF SPECIAL TRANSPORTATION OPERATIONS COSTS
SEISD AND PEER DISTRICTS
2003-04**

DISTRICT	SALARIES AND BENEFITS	PURCHASED AND CONTRACTED SERVICES	SUPPLIES AND MATERIALS	OTHER OPERATING EXPENSES	CAPITAL OUTLAY	TOTAL OPERATING COSTS	AVERAGE DAILY RIDERSHIP	COST PER RIDER
Fabens	\$16,600	\$617	437	\$2,159	0	\$19,813	20	\$990.65
Hidalgo	\$23,209	\$599	\$8,335	\$596	0	\$32,739	18	\$1,818.83
SEISD	\$90,981	\$6,866	\$7,833	\$3,848	0	\$109,548	59	\$1,856.75
Santa Rosa	\$5,271	\$1,350	\$5,292	\$75	0	\$11,988	3	\$3,996.00
Mercedes	\$169,573	\$11,605	35,721	23,437	0	\$240,336	52	\$4,621.85

SOURCE: Texas Education Agency, School Transportation Operations Reports, 2003-04.

Exhibit A-53 indicates a wide variance in special education transportation costs and that the state does not fully reimburse the costs of transportation for the majority of the districts.

Hazardous transportation reimbursement is for students living within the two-mile regular service area where there are hazardous walking conditions. Examples of hazardous conditions include areas not having sidewalks, formal crosswalks, traffic control signals, or having heavy traffic and other circumstances creating a hazard for pedestrian traffic. The maximum allowable funding is 10 percent of the regular program allotment for a given fiscal year.

Exhibit A-54 summarizes the ridership, mileage, and state allotment for SEISD from 1999-2000 through 2003-04.

Exhibit A-55 compares SEISD's cost per rider with the peer districts.

Exhibit A-56 shows SEISD ridership and mileage for students in the CATE program.

Exhibit A-57 compares the cost per rider for the special transportation program between SEISD and its peer districts.

Exhibit A-58 summarizes the students transported by category by SEISD from 2000-01 through 2004-05.

EXHIBIT A-53
PERCENTAGE OF SPECIAL TRANSPORTATION COSTS COVERED BY STATE ALLOTMENT
SEISD AND PEER DISTRICTS
2003-04

DISTRICT	TOTAL STATE ALLOTMENT	TOTAL OPERATION COSTS	STATE ALLOTMENT AS A PERCENTAGE OF TOTAL OPERATIONS COSTS
Santa Rosa	\$16,843	\$11,988	140.5%
Fabens	\$20,159	\$19,813	101.7%
Hidalgo	\$9,596	\$32,739	29.3%
SEISD	\$29,233	\$109,548	26.7%
Mercedes	\$61,531	\$240,336	25.6%

SOURCE: Texas Education Agency, School Transportation Operations and Route Services Reports, 2003-04.

EXHIBIT A-54
SEISD RIDERSHIP, MILEAGE, AND STATE ALLOTMENT BY PROGRAM CATEGORY
1999-2000 THROUGH 2003-04

	1999-2000	2000-01	2001-02	2002-03	2003-04	PERCENTAGE CHANGE 1999-2000 THROUGH 2003-04
REGULAR PROGRAM						
Total Daily Ridership	1,267	1,340	1,247	1,438	1,586	25.2%
Total Annual Mileage	100,512	101,592	107,388	93,492	98,734	(1.8%)
SPECIAL PROGRAM						
Total Daily Ridership	41	46	49	31	59	43.9%
Total Annual Mileage	34,066	32,151	32,322	25,020	27,068	(20.5%)
CAREER AND TECHNOLOGY PROGRAM						
Total Daily Ridership	2	4	4	7	42	2,000%
Total Annual Mileage	9,414	8,712	8,712	10,710	17,579	86.7%
STATE ALLOTMENT						
Regular Program	\$143,732	\$145,277	\$153,565	\$116,865	\$141,190	(1.8%)
Special Program	\$36,791	\$34,723	\$34,908	\$27,022	\$29,233	(20.5%)
Career and Technology Program	\$24,288	\$25,439	\$27,181	\$32,237	\$52,737	117.1%
TOTAL ALLOTMENT	\$204,811	\$205,439	\$215,654	\$176,124	\$223,160	9.0%

SOURCE: Texas Education Agency, School Transportation Operations Reports and Route Services Reports, 1999-2000 through 2003-04.

EXHIBIT A-55
COMPARISON OF COST PER RIDER FOR REGULAR TRANSPORTATION
SEISD AND PEER DISTRICTS
2003-04

DISTRICT	TOTAL ANNUAL OPERATING COSTS	DAILY RIDERSHIP	ANNUAL COST PER RIDER
Santa Rosa	\$67,930	739	\$91.92
Fabens	\$227,336	153	\$1,485.86
Hidalgo	\$609,069	1,251	\$486.87
SEISD	\$733,125	1,586	\$462.25
Mercedes	\$1,560,231	1,511	\$1,032.58

SOURCE: Texas Education Agency, School Transportation Operations and Route Services Reports, 2003-04.

EXHIBIT A-56
PERCENTAGE OF THE SEISD CAREER AND TECHNOLOGY (CATE) PROGRAM
1999-2000 THROUGH 2003-04

	1999-2000	2000-01	2001-02	2002-03	2003-04	PERCENTAGE CHANGE 1999-2000 THROUGH 2003-04
Average Daily Ridership	2	4	4	7	42	2,000.0%
Route Mileage	9,414	8,712	8,712	10,710	17,579	86.7%
Effective Rate	\$2.58	\$2.92	\$3.12	\$3.01	\$3.00	16.3%
TOTAL PROGRAM ALLOTMENT	\$24,288	\$25,439	\$27,181	\$32,237	\$52,737	117.1%

SOURCE: Texas Education Agency, School Transportation Operations Reports, 1999-2000 through 2003-04.

EXHIBIT A-57
COMPARISON OF COST PER RIDER AND RIDERS PER ROUTE MILE FOR SPECIAL TRANSPORTATION
SEISD AND PEER DISTRICTS
2003-04

DISTRICT	TOTAL ANNUAL OPERATING COSTS	DAILY RIDERSHIP	ANNUAL COST PER RIDER
Hidalgo	\$32,739	18	\$1,818.83
Mercedes	\$240,336	52	\$4,621.85
Fabens	\$19,813	20	\$990.65
SEISD	\$109,548	59	\$1,856.75
Santa Rosa	\$11,988	3	\$3,996.00

SOURCE: Texas Education Agency, School Transportation Operations and Route Services Reports, 2003-04.

EXHIBIT A-58
SEISD STUDENTS TRANSPORTED BY CATEGORY
2000-01 THROUGH 2004-05

RIDERSHIP CATEGORY	2000-01	2001-02	2002-03	2003-04	2004-05	PERCENTAGE CHANGE 2000-01 THROUGH 2004-05
Total daily regular program ridership	1,340	1,247	1,438	1,586	1,622	21.0%
Total daily special program ridership	46	49	31	59	43	(6.5%)
Total daily career and technology	4	4	7	42	48	1,100.0%
TOTAL RIDERSHIP IN ALL PROGRAMS	1,390	1,300	1,476	1,687	1,713	23.2%

SOURCE: Texas Education Agency, School Transportation Operations and Route Services Reports, 2000-01 through 2004-05.

Exhibit A-59 shows the organization structure for the SEISD Child Nutrition Department.

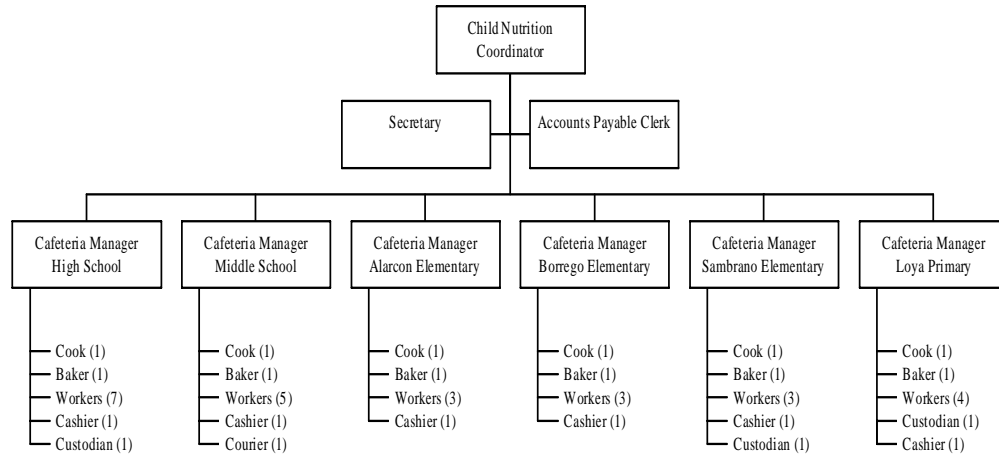
The number of SEISD students eligible for free and reduced-price meals ranges from a low of 90.3 percent in Borrego Elementary to a high of 97.5 percent in Excell Academy (**Exhibit A-60**).

The school food service industry establishes standards for MPLH, with different levels based on the number of meal and meal equivalents served (**Exhibit A-61**). The more meals

served, the higher the MPLH. Reducing labor costs can also increase MPLH.

School districts may receive reimbursement for breakfasts and lunches served to enrolled students at predetermined rates established for free, reduced-price, and paid meals. Districts, like SEISD, also qualify for higher "severe need" reimbursement for breakfast meals if 40 percent or more of their lunches are served free or at a reduced price for the second preceding year. All SEISD schools qualify for "severe

**EXHIBIT A-59
SEISD CHILD NUTRITION DEPARTMENT ORGANIZATION
2005-06**



SOURCE: SEISD Child Nutrition coordinator.

**EXHIBIT A-60
SEISD FREE AND REDUCED-PRICE ELIGIBLE STUDENTS
2004-05**

SCHOOL	SCHOOL ENROLLMENT	FREE	PERCENTAGE FREE	REDUCED	PERCENTAGE REDUCED	TOTAL FREE AND REDUCED	PERCENTAGE FREE AND REDUCED
High School	976	793	81.3%	85	8.7%	878	90.0%
Alternative School (Excell)	21	38	181%	1	4.8%	39	185.7%
Middle School	842	733	87.1%	65	7.7%	798	94.8%
Alarcon Elementary	554	510	92.1%	45	8.1%	555	100.2%
Borrego Elementary	440	408	92.7%	19	4.3%	427	97.0%
Sambrano Elementary	410	364	88.8%	28	6.8%	392	95.6%
Loya Primary School	537	446	83.1%	32	6.0%	478	89.0%
TOTAL	3,780	3,292	87.1%	275	7.3%	3,567	94.4%

SOURCE: SEISD Child Nutrition coordinator.

need” breakfast reimbursement. **Exhibit A-62** shows SEISD’s reimbursement rates.

**CHAPTER 5
DISTRICT MANAGEMENT AND
COMMUNITY INVOLVEMENT**

The San Elizario Independent School District (SEISD) encompasses sixteen square miles and is located in El Paso County approximately 15 miles southeast of the city of El Paso near Interstate 10. The district is part of Regional Education Service Center XIX (Region 19) located in El Paso.

Area Information. The unincorporated town of San Elizario is one of the most historically rich areas of West Texas, located

at the intersection of Farm roads 258 and 1110, fifteen miles southeast of downtown El Paso in southern El Paso County. Juan de Oñate reached the Rio Grande at or near the site of present San Elizario on April 20, 1598, and ten days later took formal possession of New Mexico and all adjacent territory in the name of the Spanish king. A settlement known as the Hacienda de los Tiburcios was founded at the site, then south of the Rio Grande, sometime before 1760 and had a population of 157 in 1765. In 1789 the Spanish presidio, located in the Valle de San Elizario opposite Fort Hancock, was moved to the Hacienda de los Tiburcios; the presidio kept its old name, however, and the settlement that grew up around it became known as San Elizario.

**EXHIBIT A-61
MINIMUM STAFFING GUIDELINES
FOR ON-SITE MEAL PRODUCTION**

NUMBER OF MEALS AND MEAL EQUIVALENTS	MINIMUM RECOMMENDED MEALS PER LABOR HOUR (MPLH)
Up to 100	8
101-150	9
151-200	10-11
201-250	12
251-300	13
301-400	14
401-500	14
501-600	15
601-700	16
701-800	17
801-900	18
901+	19

SOURCE: "Managing Child Nutrition Programs," Josephine M. Martin and Martha T. Conklin, 1998.

**EXHIBIT A-62
SPS SCHOOL LUNCH AND BREAKFAST
REIMBURSEMENT RATES**

PROGRAM	FULL PRICE	REDUCED-PRICE	FREE
Reimbursable Lunches	\$0.21	\$1.84	\$2.24
Reimbursable Breakfasts	\$0.23	\$0.93	\$1.23
Severe Need Breakfasts (*)	\$0.23	\$1.17	\$1.47
After-School Snack Program	\$0.05	\$0.30	\$0.61

SOURCE: United States Department of Agriculture, Child Nutrition Programs reimbursement rates, 2004-05.

SEISD was established in 1870, when school children attended classes in a small adobe building known as "Los Portales". The first teacher, Qctaviano Ambrosio Larrazolo, later became governor of New Mexico (1918-1921) and a U.S. Senator (1928-1929).

Today, one high school, one middle school, three elementary schools, a primary school and an alternative campus in San Elizario serve 3,759 students over a radius of 16 square miles. Located in a farming community along the international boundary of the United States and Mexico, SEISD rests just south of El Paso in El Paso County and is experiencing a steady level of growth.

Each of the partners in education are shown in **Exhibit A-63**. Most of the partners are located in El Paso and surrounding

communities. The partners mainly provide in-kind services such as speaker, sponsor for an activity, judge of a contest, or employee participation in school events.

**CHAPTER 6
COMPUTERS AND TECHNOLOGY**

In 2004-05, the Technology coordinator relocated all technicians to the Administration Annex, added two technicians with help desk responsibilities, and implemented a consistent web-based technology work order system (**Exhibit A-64**).

SEISD established a district technology committee to support implementation of the long-range technology plan. The committee is comprised of at least three representatives from each campus, all district technicians, the network specialist, and the technology coordinator. Campus principals are encouraged to participate in committee meetings and projects. The committee meets monthly for three hours to discuss any new information or state requirements related to technology, software needs, district issues, and specific strategies to ensure implementation of the district's technology plan. Time is allocated to introduce new technologies and services being considered and for sharing technology lessons and activities at each campus to support integration with instruction. Led by the technology coordinator, this committee also meets in June each year for a three-day technology planning session to evaluate the progress towards meeting the goals established in the long-range plan.

The technology infrastructure is the means that enable staff to communicate and information to be shared throughout the district and to outside entities. In SEISD it consists of a gigabyte backbone for data and video, with all classrooms having at least two Internet connections. Using a T-1 line, a Nortel Option 61 PBX, and five remote Option 11s, SEISD provides voice (telephone) services to all classrooms. For 2005-06, the district received E-rate funding to upgrade its voicemail system. The district also has wireless connectivity district wide. SEISD has a minimum of two computers in each classroom running at least Microsoft Windows 2000 and Microsoft Office 2003, which are district standards. Users access the district's student and financial database application through a network connection to a mainframe at Region 19 Education Service Center.

The SEISD Technology Plan calls for the expenditure of \$1,400,522 for district technology, including all funds.

**EXHIBIT A-63
PARTNERS IN EDUCATION
2004-05**

NAME OF PARTNER	LOCATION	CONTRIBUTION
A & M Awards	San Elizario	<ul style="list-style-type: none"> • Speaker, sponsor, judge • Participate in school activities; Career day, campus and district committees • Guest • Provide discounts on purchases • Provide scholarships
B & B Laundromat	San Elizario	<ul style="list-style-type: none"> • Guest speaker, sponsor, judge • Provide student incentives for campus initiatives • Encourage and model appropriate social behaviors and communication
Balloons & Things	San Elizario	<ul style="list-style-type: none"> • Career day presentation • 10% discount for staff and students
Big 8 Store	Fabens	<ul style="list-style-type: none"> • Guest speaker, sponsor, judge • Participate in school activities; Career day, campus and district committees • Student incentives for campus initiatives • Encourage and model appropriate social behaviors and communication
Canales Bakery	San Elizario	<ul style="list-style-type: none"> • Participate in school activities; Career day, campus and district committees • Provide discounts on purchases
Career Centers of Texas	El Paso	<ul style="list-style-type: none"> • Guest speaker, sponsor, judge • Participate in school activities; Career day, campus and district committees
Cisco System Inc.	El Paso	<ul style="list-style-type: none"> • Guest speaker, sponsor, judge • Participate in school activities; Career day, campus and district committees • Student incentives for campus initiatives
Comp USA	El Paso	<ul style="list-style-type: none"> • Guest speaker, sponsor, judge • Participate in school activities; Career day, campus and district committees • Provide discounts on purchases • Provide technology updates designed for education • Encourage and model appropriate social behavior and communication
Denny's	El Paso	<ul style="list-style-type: none"> • Provide student and teacher incentives for campus initiatives; certificates, bookmarks • Provide job shadowing opportunities for students
Desert Communications, INC.	El Paso	<ul style="list-style-type: none"> • Guest speaker, sponsor, judge • Participate in school activities; Career day, campus and district committees • Participate in student mentor programs
Electro Systems	El Paso	<ul style="list-style-type: none"> • Guest speaker, sponsor, judge • Participate in school activities; Career day, campus and district committees • Host field trips to office and field
El Paso Area Teacher's Federal Credit Union	El Paso	<ul style="list-style-type: none"> • Guest speaker, sponsor, judge • Participate in school activities; Career day, campus and district committees • Provide discounts on purchases • Provide technology updates designed for education • Encourage and model appropriate social behavior and communication
El Paso Diablos	El Paso	<ul style="list-style-type: none"> • Guest speaker, sponsor, judge • Participate in school activities; Career day, campus and district committees • Student incentives for campus initiatives

(Continued on next page)

**EXHIBIT A-63 (CONTINUED)
PARTNERS IN EDUCATION
2004-05**

NAME OF PARTNER	LOCATION	CONTRIBUTION
El Paso Electric Company	Fabens	<ul style="list-style-type: none"> • Guest speaker, sponsor, judge • Participate in school activities; Career day, campus and district committees • Host field trips to office and field
El Paso Quilters Association	El Paso	<ul style="list-style-type: none"> • Guest speaker, sponsor, judge • Participate in school activities; Career day, campus and district committees • Student incentives for campus initiatives • Encourage and model appropriate social behaviors and communication
Eraser Dust	El Paso	<ul style="list-style-type: none"> • Judge on science projects and other school events • 10% discount on purchases made by staff, teachers or parents • Career Day school activities
Flicks Pizza & Video	Fabens	<ul style="list-style-type: none"> • Discount on purchases • Student incentives for campus initiatives • Encourage and model appropriate social behavior and communication • Most improved student award each grading period (PreK-6)
International Business Company	El Paso	<ul style="list-style-type: none"> • Participate in school activities; Career day, campus and district committees • Encourage and model appropriate social behaviors and communication
King's Pizza	Fabens	<ul style="list-style-type: none"> • Provide student incentives for perfect attendance, TAAS and A-B Honor Roll • Encourage and model appropriate social behavior and communication
Lee Company	El Paso	<ul style="list-style-type: none"> • Sponsor S.E.I.S.D. events • Participate in school activities; Career day, campus and district committees
Licon's Dairy	San Elizario	<ul style="list-style-type: none"> • Guest speaker, sponsor, judge • Participate in school activities; Career day, campus and district committees • Student incentives for campus initiatives • Encourage and model appropriate social behaviors and communication
Lila's Groceries	El Paso	<ul style="list-style-type: none"> • Guest speaker, sponsor, judge • Participate in school activities; Career day, campus and district committees • Student incentives for campus initiatives • Discount on purchases • Encourage and model appropriate social behaviors and communication
Little Caesar's Pizza	San Elizario	<ul style="list-style-type: none"> • Guest speaker, sponsor, judge • Participate in school activities; Career day, campus and district committees • Student incentives for campus initiatives • Encourage and model appropriate social behaviors and communication
Major Players	El Paso	<ul style="list-style-type: none"> • Guest speaker, sponsor, judge • Participate in school activities; Career day, campus and district committees • Student incentives for perfect attendance and honor roll • Giveaway prizes, coupons for reading encouragement programs

EXHIBIT A-63 (CONTINUED)
PARTNERS IN EDUCATION
2004-05

NAME OF PARTNER	LOCATION	CONTRIBUTION
McDonalds	El Paso	<ul style="list-style-type: none"> • Guest speaker, sponsor, judge • Participate in school activities; Career day, campus and district committees • Student incentives for campus initiatives • Discount on purchases
Meza Plaques	El Paso	<ul style="list-style-type: none"> • Guest speaker, sponsor, judge • Discount on purchases • Encourage and model appropriate social behaviors and communication
Organizacion Progresiva de San Elizario	San Elizario	<ul style="list-style-type: none"> • Guest speaker, sponsor, judge • Participate in Career Day school activities • Scholarships
Rave	El Paso	<ul style="list-style-type: none"> • Participate in school activities; Career day, campus and district committees • Student incentives for campus initiatives • Encourage and model appropriate social behaviors and communication
R & R Concrete Contractors, INC	El Paso	<ul style="list-style-type: none"> • Participate in school activities; Career day, campus and district committees • Scholarships
Roller King	El Paso	<ul style="list-style-type: none"> • Participate in school activities; Career day, campus and district committees • Student incentives for campus initiatives • Discount on purchases • Encourage and model appropriate social behaviors and communication
Science Lab	El Paso	<ul style="list-style-type: none"> • Guest speaker, sponsor, judge • Provide a discount on services (15% off for teachers and for campus) • Student incentives for campus initiatives • Provide pocket microscope for the top 10 students
Sheriff's Department	El Paso	<ul style="list-style-type: none"> • Guest speaker, sponsor, judge • Participate in school activities; Career day, campus and district committees • Encourage and model appropriate social behaviors and communication
Southwestern Bell	El Paso	<ul style="list-style-type: none"> • Guest speaker, sponsor, judge • Participate in school activities; Career day, campus and district committees • Grant cooperatives
Spectrum Imaging	El Paso	<ul style="list-style-type: none"> • Participate in school activities; Career day, campus and district committees • Student incentives for campus initiatives • Discount on purchases
State National Bank	El Paso	<ul style="list-style-type: none"> • Guest speaker, sponsor, judge • Participate in school activities; Career day, campus and district committees
Taco Cabana #217	El Paso	<ul style="list-style-type: none"> • Guest speaker, sponsor, judge • Participate in school activities; Career day, campus and district committees • Student incentives for campus initiatives • Encourage and model appropriate social behaviors and communication
Tech Prep	El Paso	<ul style="list-style-type: none"> • Guest speaker, sponsor, judge • Participate in school activities; Career day, campus and district committees • Student incentives for campus initiatives

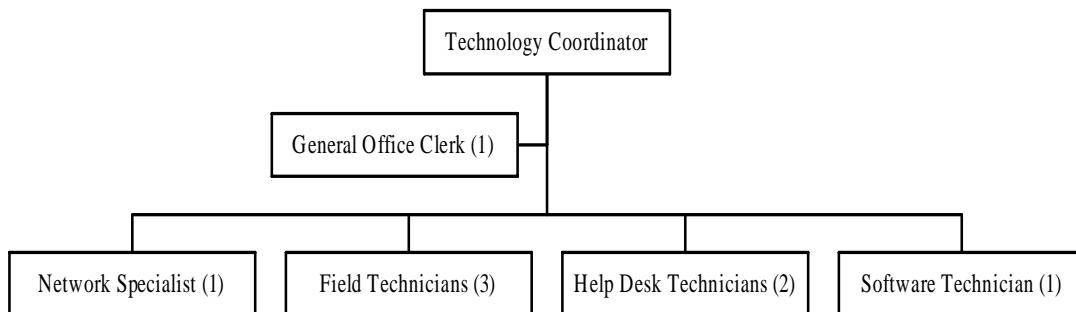
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**EXHIBIT A-63 (CONTINUED)
PARTNERS IN EDUCATION
2004-05**

NAME OF PARTNER	LOCATION	CONTRIBUTION
Terry's Flowers	Clint	<ul style="list-style-type: none"> • Guest speaker, sponsor, judge • Participate in school activities; Career day, campus and district committees • Student incentives for campus initiatives • Discount on purchases • Encourage and model appropriate social behaviors and communication • Donate items for fundraisers that encourage students to stay in school
University of Texas at El Paso	El Paso	<ul style="list-style-type: none"> • Health care to community residents of San Elizario • Discounted rates depending upon eligibility • Provide PPD tests for school personnel at reduced costs • Community health worker activities
U.S. Border Patrol	El Paso	<ul style="list-style-type: none"> • Guest speaker, sponsor, judge • Participate in school activities; Career day, campus and district committees
Wal-Mart	El Paso	<ul style="list-style-type: none"> • Guest speaker, sponsor, judge • Participate in school activities; Career day, campus and district committees • Student incentives for campus initiatives • Encourage and model appropriate social behaviors and communication
West Texas Courier	El Paso	<ul style="list-style-type: none"> • Guest speaker, sponsor, judge • Participate in school activities; Career day, campus and district committees • Student incentives for campus initiatives • Discount on purchases • Host field trips
Whataburger	El Paso	<ul style="list-style-type: none"> • Guest speaker, sponsor, judge • Participate in school activities; Career day, campus and district committees • Student incentives for campus initiatives • Discount on purchases • Encourage and model appropriate social behaviors and communication

SOURCE: SEISD Partners in Education brochure 2004-05.

**EXHIBIT A-64
SEISD TECHNOLOGY SUPPORT STAFF
2004-05**



SOURCE: SEISD Technology coordinator.

Exhibit A-65 shows technology expenditures and funding sources for each year of the plan.

Within its technology budget, SEISD receives discounted telecommunications services, Internet access, and internal connections as part of the universal service, or E-rate, portion of the Telecommunication Act of 1996. From 2001-02 through 2004-05, SEISD received slightly more than two million dollars in discounted services under the program (**Exhibit A-66**).

Exhibit A-67 shows the inventory of technology equipment by campus.

CHAPTER 7 SAFETY AND SECURITY

SEISD safety and security is under the overall supervision of the superintendent, the assistant superintendent of Support Services, principals and other district departments. A security supervisor is responsible for supervision of security guards, but not other programs. **Exhibit A-68** shows the position and responsibilities for safety and security.

SECURITY GUARDS

Exhibit A-69 shows the SEISD's staffing and shift assignments for the eleven guards by functional area and location. The high school and middle school are permanent as requested by their respective principals. The three evening shift personnel are permanent. The remaining four guards rotate between the day and graveyard shift.

Since the security guards are non-commissioned, they are required only to have Level 1 and Level 2 training. The security supervisor has received extensive training from the Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE). Both required and developmental classes are listed in **Exhibit A-70**.

At locations without monitored intrusion alarms, security guards conduct visual checks of all interior and exterior buildings. **Exhibit A-71** shows the locations of the monitored intrusion alarms.

SAFETY AND SECURITY BUDGET

Exhibit A-72 lists SEISD's safety and security budget expenditures for 2003-04 through 2004-05 and the allocations for 2005-06.

EXHIBIT A-65 TECHNOLOGY PLAN BUDGETED EXPENDITURES, BY YEAR 2004-05 THROUGH 2006-07

BUDGET ITEM	2004-05	2005-06	2006-07	TOTAL
Staff Development	\$57,619	\$57,619	\$57,619	\$172,857
Telecommunications and Internet Access	\$190,706	\$187,968	\$187,968	\$566,642
Materials and Supplies	\$63,985	\$20,000	\$100,000	\$183,985
Equipment	\$150,000	\$100,000	\$100,000	\$350,000
Maintenance	\$29,346	\$29,346	\$29,346	\$88,038
Miscellaneous Expenses	\$39,000	\$0	\$0	\$39,000
Total Budget	\$530,656	\$394,933	\$474,933	\$1,400,522
FUNDING SOURCES FOR BUDGET				
Title II Part D	\$23,048	\$23,048	\$23,048	\$69,144
ERATE	\$368,147	\$285,583	\$285,583	\$939,313
Local Funds	\$139,462	\$86,303	\$166,303	\$392,068

SOURCE: SEISD Technology Plan, 2004-2007.

EXHIBIT A-66 SEISD E-RATE ACTUAL DISCOUNTS 2001-02 THROUGH 2004-05

BUDGET ITEM	2001-02	2002-03	2003-04	2004-05	TOTAL
Telecommunications and Internet access	\$314,814	\$157,237	\$154,347	\$166,673	\$793,071
Internal connection awards	\$464,600	\$259,572	\$164,327	\$385,685	\$1,274,184
Total	\$779,414	\$416,809	\$318,674	\$552,358	\$2,067,255

SOURCE: SEISD coordinator of Technology, October 2005.

**EXHIBIT A-67
SEISD TECHNOLOGY INVENTORY
2005-06**

SCHOOL	COMPUTER COUNT	COMPUTER LABS	MINIMUM COMPUTERS PER CLASSROOM	MEDIA CARTS	TEACHER COMPUTERS
Loya Primary	262	1 lab (26 computers) Library (6)	3	6	1 laptop for each teacher
Sambrano Elementary	285	1 lab (24 computers) Library (4)	3	7	13 laptops for teacher checkout
Alarcon Elementary	397	1 lab (25 computers) Library (10)	2	4	1 tablet PC for each teacher
Borrego Elementary	322	1 lab (25 computers) Library (6) Media Lab (2)	2	5	1 laptop for each teacher
Middle School	866	Grade 7/8 lab (30) Grade 6 lab (30) Career Lab (14) Keyboarding Lab (27) 3 Mobile Labs (30 each)	2	4	
Excell Academy	45	1 lab (16)	1	0	
High School	1,418	3 BCIS labs (30) Cisco lab (20) Journalism lab (15) Content mastery lab (20) SOL lab (26) Writing lab (30) Graphic Arts lab (28) Consumer science lab (10) 4 Mobile labs (30 each) Library (24)	1	0	1 tablet PC for each teacher (71)
TOTAL	3,595				

SOURCE: SEISD Technology coordinator.

CODE OF CONDUCT

Every Texas school district is required to adopt a code of conduct that must establish standards for student behavior and discipline and comply with provisions outlined in the TEC Chapter 37. Discipline management includes student discipline policies, procedures and programs developed and managed by the school district.

SEISD does comply with the TEC Chapter 37 requirements. On a yearly basis, they distribute to parents and students a student Code of Conduct and handbooks for each campus in an effort to communicate rules and disciplinary guidelines, the consequences of misbehavior, and the procedures for appeals. Each campus requires a signed acknowledgement by both students and parents. The Code of Conduct is adopted by the District’s Board of Trustees with the advice of its District-level committees and is organized into standards for student conduct, general misconduct violations, removal for the regular educational setting including suspension, placement in a disciplinary alternative education program, expulsion and discipline of disabled students. Student

Handbooks stipulate appropriate behavior for all school function at home, away or in transit.

According to the SEISD student discipline policy (FO Local), there are a variety of methods to administer discipline in a fair and equitable manner including being informed of the behavior that constitutes the violation, be given an opportunity to explain his or her version of the incident, be given a detention to be used for educational purposes. For some infractions of the Student Code of Conduct or campus or classroom rules, “teachers may send a student to the principal’s office to maintain effective discipline in the classroom.” (FOA-legal)

STUDENT DROPOUTS

TEC §39.182 (2004) requires a description of a systematic, measurable plan for reducing dropout rates. **Exhibit A-73** shows the six statewide goals of dropout prevention for 2002 through 2014.

**EXHIBIT A-68
SAFETY AND SECURITY SERVICES
RESPONSIBILITY BY POSITION
2005-06**

POSITION	RESPONSIBILITY
Principals, assistant principals, security supervisor, parent liaisons, SROs	Safety, security and prevention training
Security supervisor	Liaison with other districts on safety and security; supervision of security guards
Assistant superintendent of Support Services, Security supervisor	District Crisis Plan
Admissions and Attendance Department; district's attorney	Student appeals and expulsions
Superintendent	Hearing officer for student appeals and expulsions
Director of Research and Development; Guidance and Counseling Department	Safe and Drug Free Schools and Communities Program
Principals, assistant principals	Approving keys and access to building; Truancy
Superintendent, principals, assistant principals	Develop and update Board Policies, discipline management plan, student handbook, administrative procedures and address concerns in these areas.
Coordinator of Risk Management	Developing, implementing, monitoring SEISD safety program
Director - Research and Development	Safety/security related grants and compliance
SRO	Liaison with sheriff's department; canine drug detection
Excell Academy administrator, principals, superintendent	Disciplinary Alternative Education Program.
Principals, assistant principals, security supervisor	Scheduling SROs at extracurricular events
Principals, assistant principals, counselors	Prevention and awareness classes
Principals, assistant principals, parent liaisons, Child Nutrition coordinator, nurses	Wellness Programs
Security supervisor, Maintenance supervisor	Repair of safety and security equipment
Custodians, outside contract, Maintenance supervisor	Fire extinguisher inspection
Transportation Department	School bus safety

SOURCE: SEISD assistant superintendent of Support Services and TSPR interviews, September 2005.

**EXHIBIT A-69
SEISD DISTRICT SECURITY PERSONNEL ASSIGNMENTS**

LOCATION	NO.	SE HS	SE MIDDLE SCHOOL	EXCELL	ALARCON ELEMENTARY	SANBRANO ELEMENTARY	BORREGO SR ELEMENTARY	LORENZO LOYO PRIMARY	ANNEX
Security guards	4	2 FT	1	1*					
Security guard	1*								
Security Guards Evening Shift	3								
Graveyard shift	3**								
SRO	2	1	1	*	*	*	*	*	*

*Available to assist when needed.

**Rotates.

SOURCE: SEISD Security supervisor, September 2005.

Districts can provide one out of nine exit reasons for a student who drops out, or districts can indicate that the reason the student left was unknown or not provided. SEISD provides several programs for “increasing student success by helping establish positive families within our community.” Programs such as Pregnancy Related Services (PRS) and Life Skills for

Student Parents Program (LSSP Program) address the theory of the on site health educator at the high school that the lack of childcare for single parents and limited parenting skills adds to an increase in the dropout rate. To assist with the area of academic performance, the PRS requires that all students receive Compensatory Education Home Instruction

**EXHIBIT A-70
SECURITY DIVISION PERSONNEL
IN-SERVICE PROFESSIONAL DEVELOPMENT CLASSES**

DELIVERED BY	PROGRAM	HOURS	ATTENDANCE	DATE
El Paso County Sheriff's Office Region VIII Training Academy	Interpersonal Communications	4	6	11/23/2004
Reliant Protective Services, Inc	Level One Training Course	4	1	10/4/99
El Paso County Sheriff's Office	Hazardous Devices	8	7	2/4/2000; 6/6/2003
El Paso Security Academy	Level One and Two Training		6	October / November 2001, May 2002
El Paso County Sheriff's Office	Traffic Control for Crossing Guards	5	3	March 2002
El Paso County Sheriff's Office	Report Writing	4	3	March 2002
El Paso Sheriff	Report Writing		9	June 2000
El Paso Sheriff	Juvenile Laws		9	September 1998
El Paso County Sheriff's Office	Arson Recognition for Security Officers	4	4	March 2004
Texas Commission on Law Enforcement Officer Standards and Education	Advanced Certificate		1	
El Paso Community College	Level One Training	4	1	February 1998
SEISD	Crisis Response Management Plan, I Traffic Laws, Traffic Contro		9	December 2000
SEISD	Operation of District Alarm Systems	1	13	July 2002
SEISD	Defensive Driving	7	13	July 2002
SEISD	CPR & First Aid	8	12	February 2003
SEISD	Interpersonal Relations	4	10	November 2004

SOURCE: SEISD Security Supervisor, September 2005.

**EXHIBIT A-71
SEISD MONITORED INTRUSION ALARMS
2005-06**

LOCATION	SE HS	SE MIDDLE SCHOOL	EXCELL	ALARCON ELEMENTARY	SANBRANO ELEMENTARY	BORREGO SR ELEMENTARY	LORENZO LOYO PRIMARY	ANNEX
Monitored Intrusion alarms	Yes	No	Yes	No	Yes	Yes	Yes	No

SOURCE: SEISD Security supervisor, September 2005.

**EXHIBIT A-72
SEISD SAFETY AND SECURITY RELATED BUDGET EXPENDITURES
2003-04 THROUGH 2005-06**

CATEGORY	SOURCE	2003-2004 EXPENDED	2004-2005 EXPENDED	2005-2006 ALLOCATED
Fees & Dues	Centrally allocated	\$537	\$81	\$1,000
Travel	Centrally allocated	\$1,009	\$893	\$0
Supplies	General Fund	\$483	\$398	\$0
Salaries & Benefits	General Fund	\$555,937	\$514,876	\$498,777
Over Time	Athletics	\$17,543	\$22,749	\$23,000
Equipment	General Fund	\$730	\$0	\$0
Vehicles	General Fund	\$42,586	\$0	\$0
Contracted Service w/ Drug Dogs	n/a	\$0	\$0	\$0
*Title IV		\$21,095	\$27,375	\$40,000

*(Title IV monies were utilized for safety, security, and violence prevention programs).

SOURCE: SEISD assistant superintendent Support Service, Finance director, Research and Development director, September, 2005.

EXHIBIT A-73
THE SIX STATEWIDE GOALS OF DROPOUT PREVENTION
2002 THROUGH 2014

NUMBER	GOAL
I	By 2013–14, all students will graduate from high school.
II	By 2002–03, the TEA will develop a comprehensive dropout-prevention-action plan that will be updated on an ongoing basis, according to identified needs.
III	By 2002–2003, TEA will implement a Dropout Prevention Center, that will: <ul style="list-style-type: none"> • identify effective research-based dropout prevention practices and programs; • coordinate statewide efforts to provide research-based prevention and reentry dropout program resources and technical assistance; • identify and implement state, regional, and local professional development activities in collaboration with regional education service centers (ESCs) and other dropout prevention partners; and • plan and implement ongoing regional forums on issues related to dropout prevention, and provide funding to each of the state's 20 ESCs to provide technical assistance and regional workshops, mini-conferences, and/or institutes on dropout prevention.
IV	By 2005–06, all students, including students in high-poverty schools will be taught by highly qualified teachers.
V	By 2006–2007, the statewide annual dropout rate for Grades 7-8 will be reduced to below 1.0 percent and the statewide completion rate for Grades 9-12 will be increased to 85 percent.
VI	By 2013–14, all students will reach high standards, attaining proficiency or better in reading and mathematics.

SOURCE: TEC §39.182 (2004).

(CEHI) to prevent students from losing academic and attendance credit during pregnancy and postpartum periods. The CEHI teacher provides academic services directly to the student at home or hospital bedside. When this occurs for a minimum of four hours a week, the student is counted present for five days of school.

Students enrolled in these programs may also qualify for childcare services, transportation for children to and from childcare and counseling and career counseling.

An El Paso Justice of the Peace schedules hearings for SEISD students for failure to attend school. During the 2001-02 year there were 153 hearings; during the 2002-03 year there were

187 hearings and during the 2003-04 year there were 188 hearings.

DISCIPLINE INCIDENTS

Data reported to TEA's Public Education Information Management System in **Exhibit A-74** shows the location and total number of offenses reported within SEISD High School for 2000–01 to 2002–03.

PREVENTION PROGRAMS

Exhibit A-75 shows the prevention programs in various schools departments by topics covered, audience, and frequency of delivery.

EXHIBIT A-74
REPORT OF STUDENT VIOLENT AND CRIMINAL ACTIVITIES
LOCATION OF OFFENSES BY NUMBER AND TYPE OF OFFENSE
2000-01 TO 2003-04

NUMBER	TYPE OF OFFENSE	2001-02	2002-03	2003-04	2004-05
01	Disruptive Classroom Behavior	30	134	9	*
04-05	Possess, sold or used marijuana or other controlled substance; or under the influence of an alcoholic beverage	10	17	19	61
21	Violation of student code of conduct	371	299	589	1,120
41	Fighting/Mutual Combat	0	27	23	51
42-45	Truancy			42	318
	*Other incidents	*	8	6	55
	TOTAL	413	485	688	1,605

Key: *includes numbers below five omitted for privacy reasons under specific categories.

SOURCES: Texas Education Agency, PEIMS 2001–02 through 2003–04; Texas Education Agency, PEIMS Summer Collection, 2004–2005.

**EXHIBIT A-75
ALCOHOL, DRUG, AND VIOLENCE PREVENTION PROGRAMS
ELEMENTARY AND PRIMARY SCHOOLS
2004-05**

ACTIVITY	GRADES	DELIVERED BY	SCHOOL	NUMBER	DATES
Arson Prevention	3,4,5	Volunteer Firefighters	Alarcon		2/05
Caring	1-5	Counselors	Alarcon	All	10/04
Character education	1-5	Counselors	Alarcon	26; all	8/04; 2/05
Citizenship	1-5	Counselors	Alarcon	42 families	11/04
Drug Safety	5	Counselors	Alarcon		10/04
Fairness	1-5	Counselors	Alarcon	All	9/04
Fire Safety	1,2	Counselors	Alarcon		2/05
Respect	1-5	Counselors	Alarcon	All	9/04
Responsibility	1-5	Counselors	Alarcon	All	9/04
Safe & Drug Free Schools	1-5	Counselors	Alarcon	All	10/04
Safety Rider	1, 2	Counselors	Alarcon		2/05
Sex Can Wait	5	Planned Parenthood	Alarcon	27	2/05
Smoke Out	1-5	Counselors	Alarcon	All	2/05
Stop Violence	1-5	Sheriff's Department	Alarcon	All	10/04
Trustworthy	1-5	Counselors	Alarcon	All	2/05
Character Counts	1-5	Counselors/Teachers	Borrego	451	9/04
Character education	1	Counselor	Borrego	90	9/04
DARE	5	DARE officer	Borrego	90	9/04
Halloween Safety	1-5	SROs	Borrego	451	10/04
Sex Can Wait	4,5	Counselor	Borrego	196	9/04
Terrific Kids	1-5	Kiwanis	Borrego	451	9/04
Bike Safety	Primary	Coach	Loya	508	5/05
Bullying	Primary	Sheriff's Department	Loya	502	11/2005
Bus Safety	Primary	Counselor	Loya	508 students	9/2004
Caring	Primary	Classroom teachers	Loya	506	12/04;2/05
Character Counts/ Fairness/Bullying	Primary	Counselors	Loya		11/8-19/05
Citizenship	Primary	Classroom teachers	Loya	507	2/05
Decision Making	Primary	Counselor	Loya	510	10/04
Fairness	Primary	Classroom teachers	Loya	1028	11/04; 5/05
Feeling good about yourself	K	K teachers	Loya	290	1/05
Fire & Electric Safety	Primary	Electric Company	Loya	514	3/05
Fire Drill Safety	Primary	Sheriff's SWAT team	Loya	509	4/05
Fire Safety	Primary	San Elizario Fire Fighters	Loya	510	2/05
Gonz The Clown/ Fire Safety	Primary	Gonz	Loya		
Good and Bad Drugs		Counselor	Loya	508 students	10/1/04
Health Fair	Pre-K	Community agencies	Loya	508	10/2004
ID ways of expressing feelings	Pre-K	Pre-K teachers	Loya	220	10/04
People that can help	K	K teachers	Loya	290	11/04
Poison Control	Primary	Poison Control Center	Loya	514	2/05
Positive/negative role models	Pre-K	Pre-K teachers	Loya	220	11/04
Recognizing abilities	Pre-K	Pre-K teachers	Loya	220	1/05
Red Ribbon Week/Drug awareness	Primary	Counselors	Loya		10/25-29/05
Respect	Primary	Classroom teachers	Loya	510	4/05
Responsibility	Primary	Classroom teachers	Loya	1016	10/04; 3/05
Responsibility	Primary		Loya	501	5/05
Staying in School	Primary	Magician	Loya	514	2/05

**EXHIBIT A-75 (CONTINUED)
ALCOHOL, DRUG, AND VIOLENCE PREVENTION PROGRAMS
ELEMENTARY AND PRIMARY SCHOOLS
2004-05**

ACTIVITY	GRADES	DELIVERED BY	SCHOOL	NUMBER	DATES
Trustworthy	Primary	Classroom teachers	Loya	508	1/05
Understanding feelings/emotions	K	K teachers	Loya	290	10/04
Bullying /Conflict Resolution	1-5	Counselor-Sabrano	Sambrano	400	10/04
CATCH Program	1-5	CATCH committee members	Sambrano	30	3/05
Character Counts Parent Meetings	1-5	1-5 grade teachers and counselors	Sambrano	113 parents	2004-05
Character Counts	1-5	Counselor	Sambrano	400	2004-05
Citizenship	1-5	Counselor	Sambrano	280	9/04
DARE	5	DARE officer	Sambrano	80	2004-05
Making Good Decisions	1-5	Counselor	Sambrano	700	9/04
Sex Can Wait	1-5	Counselor/Planned Parenthood	Sambrano	80	8/04
Sex Can Wait-abstinence	1-5	Counselor/Parent Liaison	Sambrano	62	8/04
Sexual Awareness Parent Presentation	1-5	Sheriff's Department	Sambrano	7	1/05
Sexual Harassment Awareness	1-5	Sheriff's Department	Sambrano	400	12/04

SOURCE: SEISD June 2005.

ALTERNATIVE EDUCATION

SEISD's alternative education program, Excell Academy, consists of a disciplinary alternative education program (DAEP). Excell Academy is housed on its own campus staffed with a principal, counselor, six teachers, and four instructional assistants. The academy serves both middle school and high school students. Instruction is delivered in the core areas by academy staff and teachers from the high school come on site to teach electives. A special education teacher is on staff as well. The curriculum is aligned to the TEKs, and district adopted textbooks are used as instructional materials. Upon arrival at the academy, students are assessed to determine instructional levels.

When a student violation of the district student code of conduct warrants placement in Excell Academy, the sending school notifies the alternative school principal of the consideration for referral. The Excell principal then meets with the sending school principal to review documentation. The sending school schedules a due process hearing and if necessary, completes a recommendation form for placement in Excell. The sending school then completes a referral packet, conducts the due process hearing, and makes placement recommendations based on the outcome of the hearing. The alternative school principal then meets with the parents and student regarding Excell Academy procedures and expectations.

Placement at Excell may be a short-term placement of six weeks or long term placement for a minimum of one semester or three six-weeks grading period.

Exhibit A-76 shows the number of and characteristics of students placed at Excell Academy for 2004-05.

SUPPORT SERVICES GOALS

SEISD maintains a plan of action for its Support Services Department, which is integrated by goals and objective. The plan is introduced to the personnel of that division and then implemented into an operating procedure. According to the assistant superintendent of Support Services, the district met the specific 2004-05 security division goals outlined in **Exhibit A-77**.

**EXHIBIT A-76
SEISD'S DISCIPLINARY ALTERNATIVE
EDUCATION PROGRAM
2004-05**

STUDENT CHARACTERISTICS	2004-05
Enrollment	86
Mandatory Placement	33
Middle School	35
High School	50
Recidivism Rate	4.6%
Number Exited	58
Number Withdrawn	7

SOURCE: Assistant superintendent Planning and Instruction, 2005.

**EXHIBIT A-77
SEISD SECURITY DIVISION PLAN OF ACTION
2004-05**

GOAL	OBJECTIVE	ACTIVITIES
Provide services with integrity and dedication in an effort to increase a positive working relationship with all campus staff, faculty, and administrators	<p>A. To increase communication, awareness, visibility, and interaction</p> <p>B. To increase the amount of positive feedback from all personnel on service provided by the security staff</p>	<ol style="list-style-type: none"> 1 Security supervisor will meet at least weekly with administrators, so that security officers will be made aware of campus requests. 2. Security Supervisor will meet with security staff on scheduled basis at least on a monthly basis and monitor activities. 3. Security staff will implement appropriate procedures regarding documentation of off duty activity 1. Implement training sessions on positive public interaction along with awareness of specific duties required of security officers 2. Supervisor will monitor implemented training and support service by security staff

SOURCE: Assistant superintendent of Support Services, September 2005.

The review team conducted a physical evaluation of all the campuses in September 2005 to determine the level of safety at each and found the following:

- Teachers clearly understood lock down and emergency drill protocols.
- Custodians in all buildings had Material Safety Data Sheets (MSDS) with additional copies available in the main offices and science labs.
- There are no cameras in buses and student behavior is difficult to monitor.
- Custodian, storage and electrical supply rooms and closets all locked.
- Staff, visitor, student, and substitutes do not wear identification badges.
- Students wear uniforms in all schools except high school
- Fire and emergency drills are held on periodic basis
- Maps in classrooms show evacuation routes
- Alternate site evacuation has not been formally discussed.
- Exits are clearly visible
- Signs do not denote primary entrance or where primary entrance is located.
- Fire alarm boxes are clearly marked and portable fire extinguishers inspections are up-to-date and tagged

throughout the district. (There was one exception at the middle school, but the situation was known and in control.

- Monitors control hallways during class changes
- Signage tells visitors to report to the main office, but does not indicate where the office is located.
- External doors have automatic locks, but many external doors were open.
- Secure file storage for records
- Mechanical rooms and custodial locations and supplies and storage rooms were locked and access restricted; kitchens were locked and access restricted
- Alarm system in all buildings except Middle School, Alarcon Elementary and Annex.
- Fire/smoke detectors in each building were clearly identified and unobstructed.
- Ceilings clear from obstructions
- Public address system available in each building. Telephones in each room.

Detailed by campus:

San Elizario High School

- Campus is closed and students are not supposed to leave the campus. Random foot patrol is made by the security guard.

- High school students without parking permits and/or drivers licenses park on the county road across from the school instead of the high school parking lot. Following dismissal and evening activities, students make illegal turns causing dangerous conditions for other drivers and pedestrians walking on street with no sidewalks.
- Cameras monitor various hallways with the monitor located on the principal's computer. Recordings hold 30 days worth of tapes. The school had thefts in the past and there were several incidents of criminal mischief reported during the 2004–05 year. Some of these involved autos, graffiti, and property damage.
- Adult volunteers undergo criminal background checks prior to being accepted.
- Some parents question effectiveness of security guards, perhaps due to issues from the past.
- Some parents question equity of enforcement by teachers.
- Principal is aware of some gang issues and works to insure issues between them do not arise on campus.
- There is adequate lighting both inside and outside building and the in parking area that doubles as a basketball court
- Tennis courts locked; well maintained softball/baseball/soccer field and the Mighty Eagle Stadium.
- Gym has inside fire extinguisher and double pain glass at front with trophies
- During site survey school hosted 7–800 additional students for a student council meeting. Students were well behaved and the high school was watchful for safety issues. With no student identification, there was no way to determine who was a student and who was not.
- An addition under construction includes a public library for the community.

Alfonso Borrego, Sr. Elementary school

- Excellent lighting and signage interior and exterior
- Meticulously clean well kept building with no obstructions
- One outside door didn't close or lock, but maintenance immediately dealt with it

- Fire extinguishers all up to date; smoke detectors in regular intervals.
- Clean cafeteria
- Telephones in each room
- Fire evacuation plans were not visible in all rooms

Excel Academy

- Contained in one building with access completely controlled

Lorenzo G. Loya Primary

- Good safety measures taken to identify children at the Primary who buses. They carry bags with their name, bus, teacher name and a monitor who knows the children accompanies them. Should their homes be empty, the bus returns them to the safety of the school.
- Good emergency lights
- Portable classrooms open
- Playground is next to Sambrano
- During spot check of rooms, one adult (no identification) did not know where the fire evacuation maps were.

Josefa L Sambrano Elementary

- Adjacent to Loya with a parking lot in between
- Three doors open door to Loya Primary and from portable classrooms – issue is the same at Loya
- No visible fire extinguishers in gym.
- Some external lights at entrance, but parking lot is not well lit.
- Signage on door is good when you get close.
- Telephones in rooms

San Elizario Middle School

- Crisis plan visible and evacuation plans posted in some areas
- Gym has fire extinguisher at entrance; gym is well lit and accessible to the entrance without detection
- Trophy case with double pain class is between entrance and gym

- Many fire extinguishers missing, but school aware that company conducting annual check did not yet return them.
- Principal indicated the hope that the district would be able to apply for money to cover walkways

Alarcon Elementary School

- Difficult to locate main entrance.

PRINCIPAL AND ASSISTANT PRINCIPAL SURVEY

N = 14

Note: Totals may not equal 100 percent due to rounding.

PART A. DEMOGRAPHIC DATA

	MALE	FEMALE	NO ANSWER				
1. Gender (Optional)	29%	64%	7%				
	AFRICAN AMERICAN	ASIAN	HISPANIC	NATIVE AMERICAN	WHITE	OTHER	NO ANSWER
2. Ethnicity (Optional)	0%	0%	64%	0%	21%	0%	14%
	5 YEARS OR LESS	6-10 YEARS	11-15 YEARS	16-20 YEARS	20+ YEARS	NO ANSWER	
3. How long have you been employed by the school district?	7%	29%	7%	0%	0%	57%	
	ELEMENTARY	JUNIOR HIGH	HIGH	NO ANSWER			
4. Circle the grade level you teach. If you work at two levels, please circle the one at which you teach the most classes.	57%	21%	14%	7%			

PART B: SURVEY QUESTIONS

A. DISTRICT ORGANIZATION AND MANAGEMENT

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
1. School board members work well with the superintendent.	71%	29%	0%	0%	0%	0%
2. The superintendent is a respected and effective instructional leader.	50%	43%	7%	0%	0%	0%
3. The superintendent is a respected and effective business manager.	71%	21%	7%	0%	0%	0%
4. Central administration is efficient.	29%	71%	0%	0%	0%	0%
5. Central administration supports the educational process.	50%	50%	0%	0%	0%	0%
6. The superintendent communicates well with school administrators.	57%	29%	7%	0%	0%	7%
7. Site-based management is effective at my school.	50%	50%	0%	0%	0%	0%

B. EDUCATIONAL SERVICE DELIVERY

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
8. Education is the main priority in our school district.	79%	21%	0%	0%	0%	0%
9. Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	71%	29%	0%	0%	0%	0%

B. EDUCATIONAL SERVICE DELIVERY (CONTINUED)

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
10. Teachers are provided the supplies and equipment needed to do their jobs effectively.	71%	29%	0%	0%	0%	0%
11. The district provides curriculum guides for all grades and subjects.	36%	43%	14%	7%	0%	0%
12. The curriculum guides are appropriately aligned and coordinated.	29%	50%	7%	7%	0%	7%
13. The district's curriculum guides clearly outline what to teach and how to teach it.	21%	57%	14%	7%	0%	0%
14. The district has scope and sequence documents to ensure students achieve grade level objectives and are prepared for the next grade.	50%	50%	0%	0%	0%	0%
15. My school uses vertical teaming to ensure that students learn the necessary material to be prepared for the next grade.	50%	36%	0%	7%	0%	7%
16. The district uses a pacing calendar to determine when objectives are taught.	21%	57%	14%	7%	0%	0%
17. The district uses benchmark tests to monitor student performance and identify performance gaps.	0%	79%	21%	0%	0%	0%
18. Teachers in my school are observed on a regular basis to ensure that the curriculum is being taught consistently.	57%	43%	0%	0%	0%	0%
19. Parents are immediately notified if a child is absent from school.	43%	57%	0%	0%	0%	0%
20. Teachers are knowledgeable in the subject areas they teach.	43%	57%	0%	0%	0%	0%
21. All schools have equal access to educational materials such as computers, television monitors, science labs, and art classes.	57%	43%	0%	0%	0%	0%
22. The student-teacher ratio is reasonable.	71%	29%	0%	0%	0%	0%
23. Students have access, when needed, to a school nurse.	79%	21%	0%	0%	0%	0%

C. PERSONNEL MANAGEMENT

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
24. Teacher turnover is low.	43%	50%	7%	0%	0%	0%
25. Highly qualified teachers fill job openings.	64%	29%	0%	0%	0%	7%
26. Teacher openings are filled quickly.	57%	43%	0%	0%	0%	0%
27. Teachers are recognized for superior performance.	64%	29%	7%	0%	0%	0%
28. Teachers are counseled about less than satisfactory performance.	43%	57%	0%	0%	0%	0%
29. District principal and assistant principal salaries are competitive.	29%	57%	7%	7%	0%	0%

C. PERSONNEL MANAGEMENT (CONTINUED)

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
30. District teacher salaries are competitive.	29%	64%	0%	7%	0%	0%
31. The district has a good and timely program for orienting new employees.	50%	50%	0%	0%	0%	0%
32. Professional development for teachers in my school is targeted to the needs of students.	57%	43%	0%	0%	0%	0%
33. Teachers in my school help determine professional development needs.	57%	36%	7%	0%	0%	0%
34. The district conducts a leadership-training program for district personnel interested in becoming an administrator.	14%	14%	29%	43%	0%	0%
35. For new principals and assistant principals, the district conducts an orientation program on key job responsibilities.	21%	43%	21%	14%	0%	0%
36. It is the responsibility of the principal to "train" an assistant principal.	29%	57%	7%	7%	0%	0%
37. The district provides ongoing professional development for principals and assistant principals in key areas (e.g., the principal as instructional leaders).	14%	29%	29%	29%	0%	0%
38. All staff in my school receives annual personnel evaluations.	71%	21%	0%	7%	0%	0%
39. The district has a fair and timely grievance process.	64%	36%	0%	0%	0%	0%
40. The district's health insurance package is cost effective.	43%	43%	7%	7%	0%	0%

D. COMMUNITY INVOLVEMENT

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
41. My school regularly communicates with parents.	57%	43%	0%	0%	0%	0%
42. My school has sufficient volunteers to help student and school programs.	43%	50%	0%	7%	0%	0%
43. My school is open for community use.	50%	43%	7%	0%	0%	0%

E. FACILITIES USE AND MANAGEMENT

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
44. Parents, citizens, students, and faculty provide input into facility planning.	22%	50%	14%	14%	0%	0%
45. The district plans facilities far enough in the future to support enrollment growth.	29%	57%	7%	7%	0%	0%
46. My school is clean.	79%	21%	0%	0%	0%	0%
47. The school grounds are well maintained.	71%	29%	0%	0%	0%	0%

E. FACILITIES USE AND MANAGEMENT (CONTINUED)

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
48. Repairs at my school are made in a timely manner.	36%	36%	0%	29%	0%	0%
49. Emergency maintenance is handled promptly.	29%	57%	0%	14%	0%	0%

F. FINANCIAL MANAGEMENT

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
50. Campus administrators receive sufficient training by the district in fiscal management techniques.	29%	64%	7%	0%	0%	0%
51. Teachers at my school have input to the campus budget process.	50%	50%	0%	0%	0%	0%
52. Financial resources are allocated fairly and equitably at my school.	43%	57%	0%	0%	0%	0%

G. PURCHASING AND WAREHOUSING

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
53. Purchasing gets my staff what it needs when they need it.	36%	64%	0%	0%	0%	0%
54. Purchasing processes are not cumbersome.	36%	64%	0%	0%	0%	0%
55. Students are issued textbooks in a timely manner.	57%	43%	0%	0%	0%	0%
56. Textbooks are in good shape.	50%	50%	0%	0%	0%	0%
57. The district has an effective process for recapturing the cost of lost textbooks.	21%	64%	7%	7%	0%	0%
58. The school library meets student's needs for books and other resources.	64%	21%	0%	7%	0%	7%

H. FOOD SERVICES

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
59. The cafeteria's food looks and tastes good.	43%	57%	0%	0%	0%	0%
60. Food is served warm.	50%	50%	0%	0%	0%	0%
61. Students have enough time to eat.	57%	43%	0%	0%	0%	0%
62. Students eat lunch at the appropriate time of day.	57%	43%	0%	0%	0%	0%
63. Discipline and order are maintained in the school cafeteria.	71%	29%	0%	0%	0%	0%
64. Cafeteria staff is helpful and friendly.	43%	57%	0%	0%	0%	0%
65. Cafeteria facilities are sanitary and neat.	64%	36%	0%	0%	0%	0%

I. TRANSPORTATION

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
66. The drop-off zone at the school is safe.	43%	50%	0%	7%	0%	0%
67. The district has a simple method to request buses for special events.	50%	50%	0%	0%	0%	0%
68. Buses typically arrive and leave on time.	29%	71%	0%	0%	0%	0%

J. SAFETY AND SECURITY

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
69. Students feel safe and secure at my school.	64%	36%	0%	0%	0%	0%
70. Teachers feel safe and secure at my school.	71%	29%	0%	0%	0%	0%
71. School disturbances are infrequent.	57%	29%	0%	14%	0%	0%
72. Gangs are not a problem in this district.	21%	36%	29%	14%	0%	0%
73. Drugs are not a problem in this district.	29%	29%	29%	14%	0%	0%
74. Vandalism is not a problem in this district.	21%	50%	21%	7%	0%	0%
75. Security personnel have a good working relationship with principals and teachers.	29%	71%	0%	0%	0%	0%
76. Security personnel are respected.	21%	64%	7%	7%	0%	0%
77. A good working arrangement exists between the local law enforcement and the district.	57%	43%	0%	0%	0%	0%
78. Students receive fair and equitable discipline for misconduct.	43%	57%	0%	0%	0%	0%
79. Safety hazards do not exist on my school's grounds.	43%	43%	0%	14%	0%	0%
80. Access to my school during school hours is well controlled.	43%	50%	0%	7%	0%	0%
81. Practice drills are conducted regularly to ensure students and staff is prepared in case of a crisis.	57%	43%	0%	0%	0%	0%
82. My school has a crisis plan with which all staff is familiar.	64%	36%	0%	0%	0%	0%

K. COMPUTERS AND TECHNOLOGY

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
83. Students have regular access to computer equipment and software in the classroom or in labs.	79%	21%	0%	0%	0%	0%
84. Computers are new enough to be useful for student instruction.	79%	21%	0%	0%	0%	0%
85. Teachers in my school know how to use computers to enhance instruction.	50%	50%	0%	0%	0%	0%
86. Teachers and students have easy access to the Internet.	71%	29%	0%	0%	0%	0%
87. Technology staff responds quickly to requests for service or support.	50%	43%	0%	7%	0%	0%

PROFESSIONAL-TECHNICAL STAFF SURVEY

N= 48

PART A. DEMOGRAPHIC DATA

	MALE	FEMALE	NO ANSWER				
1. Gender (Optional)	27%	58%	15%				
	AFRICAN AMERICAN	ASIAN	HISPANIC	NATIVE AMERICAN	WHITE	OTHER	NO ANSWER
2. Ethnicity (Optional)	0%	0%	77%	0%	8%	0%	15%
	5 YEARS OR LESS	6-10 YEARS	11-15 YEARS	16-20 YEARS	20+ YEARS		
3. How long have you been employed by the school district?	35%	29%	21%	6%	8%		
	A. ADMINISTRATOR	B. PROFESSIONAL (E.G., COUNSELOR, LIBRARIAN)	C. OTHER (E.G., IT STAFF)	NO RESPONSE			
4. Are you a (n):	21%	52%	23%	4%			

PART B: SURVEY QUESTIONS

A. DISTRICT ORGANIZATION AND MANAGEMENT

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
1. The superintendent is a respected and effective instructional leader.	29%	44%	4%	8%	13%	2%
2. Central administration is efficient.	29%	48%	13%	8%	2%	0%
3. Central administration supports the educational process.	42%	46%	6%	6%	0%	0%
4. I understand the goals and objectives of my department.	67%	33%	0%	0%	0%	0%
5. My job responsibilities are well defined.	54%	33%	8%	4%	0%	0%
6. My job description is current.	48%	33%	4%	13%	2%	0%

B. EDUCATIONAL SERVICE DELIVERY

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
7. Education is the main priority in our school district.	52%	38%	0%	10%	0%	0%

C. PERSONNEL MANAGEMENT

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
8. District salaries for my position are competitive with similar positions in the job market.	23%	38%	10%	21%	6%	2%
9. The district has a good and timely program for orienting new employees.	31%	50%	6%	10%	2%	0%
10. The district successfully projects future staffing needs.	17%	42%	19%	19%	4%	0%
11. The district has an effective employee recruitment program.	13%	48%	25%	15%	0%	0%
12. The district operates an effective professional development program.	21%	50%	8%	17%	0%	4%
13. District employees receive annual personnel evaluations.	50%	46%	4%	0%	0%	0%
14. The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	8%	35%	17%	27%	13%	0%
15. Employees who perform below the standard of expectation are counseled appropriately and timely.	10%	38%	31%	13%	8%	0%
16. The district has a fair and timely grievance process.	25%	35%	35%	2%	2%	0%
17. The district's health insurance package meets my needs.	25%	65%	6%	2%	0%	2%

D. COMMUNITY INVOLVEMENT

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
18. The district regularly communicates with parents.	17%	67%	10%	4%	2%	0%
19. The district works with businesses and community organizations to improve education.	17%	48%	23%	10%	2%	0%

E. FACILITIES USE AND MANAGEMENT

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
20. The district plans facilities far enough in the future to support enrollment growth.	29%	38%	21%	10%	2%	0%
21. Parents, citizens, students, faculty, staff, and the board provide input into facility planning.	23%	35%	29%	10%	2%	0%

F. FINANCIAL MANAGEMENT

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
22. The budget process is comprehensive and well developed.	35%	38%	21%	6%	0%	0%
23. My department's budget reflects the department's goals.	35%	33%	13%	17%	2%	0%

G. PURCHASING AND WAREHOUSING

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
24. Purchasing gets me what I need when I need it.	27%	42%	21%	8%	2%	0%
25. Purchasing processes are not cumbersome.	25%	29%	25%	17%	4%	0%

H. FOOD SERVICES

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
26. Administrative computer systems are easy to use.	33%	54%	6%	6%	0%	0%
27. I receive sufficient training to know how to use my computer and the software needed for my job.	33%	44%	8%	15%	0%	0%
28. Computers are new enough to be useful for all my work needs.	48%	38%	4%	10%	0%	0%
29. Technology staff respond quickly to requests for service or support.	44%	42%	0%	15%	0%	0%

SUPPORT STAFF SURVEY

N= 208

PART A. DEMOGRAPHIC DATA

		MALE	FEMALE	NO ANSWER			
1. Gender (Optional)		32%	63%	5%			
	AFRICAN AMERICAN	ASIAN	HISPANIC	NATIVE AMERICAN	WHITE	OTHER	NO ANSWER
2. Ethnicity (Optional)	0%	0%	88%	1%	5%	2%	4%
	5 YEARS OR LESS	6-10 YEARS	11-15 YEARS	16-20 YEARS	20+ YEARS	NO ANSWER	
3. How long have you been employed by the school district?	40%	30%	21%	4%	2%	1%	
	A. CLERICAL OR PARAPROFESSIONAL POSITION	B. CLASSROOM AIDE	C. OTHER	NO RESPONSE			
4. Are you a (n):	35%	10%	52%	2%			

PART B: SURVEY QUESTIONS

A. DISTRICT ORGANIZATION AND MANAGEMENT

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
1. I understand the goals and objectives of my department.	49%	40%	5%	2%	2%	2%
2. My job responsibilities are well defined.	47%	41%	1%	8%	2%	1%
3. My job description is current.	38%	42%	4%	10%	4%	2%

B. PERSONNEL MANAGEMENT

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
4. District salaries for my position are competitive with similar positions in the job market.	9%	25%	14%	33%	15%	3%
5. The district has a good and timely program for orienting new employees.	13%	38%	18%	20%	9%	1%
6. The district provides ongoing training for me in my job.	13%	45%	8%	24%	7%	3%
7. I receive an annual personnel evaluation.	37%	53%	4%	1%	1%	3%

B. PERSONNEL MANAGEMENT (CONTINUED)

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
8. The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	9%	28%	22%	25%	13%	2%
9. Employees who perform below the standard of expectation are counseled appropriately and timely.	8%	30%	28%	19%	13%	2%
10. The district has a fair and timely grievance process.	10%	42%	29%	13%	4%	2%
11. The district's health insurance package meets my needs.	11%	42%	18%	16%	11%	2%

C. PURCHASING AND WAREHOUSING

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
12. Purchasing gets me what I need when I need it.	13%	33%	29%	13%	5%	7%
13. Purchasing processes are not time consuming.	12%	32%	32%	12%	6%	7%

D. COMPUTERS AND TECHNOLOGY

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
14. Administrative computer systems are easy to use.	19%	40%	25%	6%	4%	7%
15. I receive sufficient training to know how to use my computer and the software needed for my job.	14%	26%	28%	16%	8%	7%
16. Technology staff respond quickly to requests for service or support.	21%	32%	25%	7%	7%	7%

TEACHER SURVEY

N= 162

PART A. DEMOGRAPHIC DATA

		MALE	FEMALE	NO ANSWER			
1. Gender (Optional)		26%	67%	7%			
	AFRICAN AMERICAN	ASIAN	HISPANIC	NATIVE AMERICAN	WHITE	OTHER	NO ANSWER
2. Ethnicity (Optional)	0%	0%	75%	0%	16%	1%	8%
	5 YEARS OR LESS	6-10 YEARS	11-15 YEARS	16-20 YEARS	20+ YEARS	NO ANSWER	
3. How long have you been employed by the school district?	40%	32%	15%	3%	2%	7%	
	ELEMENTARY	JUNIOR HIGH	HIGH	NO ANSWER			
4. Circle the grade level you teach. If you work at two levels, please circle the one at which you teach the most classes.	54%	20%	23%	3%			

PART B: SURVEY QUESTIONS

A. DISTRICT ORGANIZATION AND MANAGEMENT

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
1. Site-based management is effective at my school.	20%	60%	12%	5%	2%	1%
2. The superintendent is a respected and effective instructional leader.	19%	40%	18%	19%	3%	1%
3. The superintendent is a respected and effective business manager.	20%	49%	18%	10%	2%	1%
4. Central administration is efficient.	19%	56%	12%	10%	2%	2%
5. Central administration supports the educational process.	27%	58%	8%	4%	2%	1%
6. The superintendent communicates well with teachers.	20%	43%	17%	15%	4%	1%

B. EDUCATIONAL SERVICE DELIVERY

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
7. Education is the main priority in our school district.	52%	41%	1%	4%	1%	1%

B. EDUCATIONAL SERVICE DELIVERY (CONTINUED)

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
8. My principal is an instructional leader.	52%	33%	6%	5%	3%	1%
9. Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	37%	49%	6%	4%	5%	0%
10. Teachers are provided the supplies and equipment needed to do their jobs effectively.	41%	50%	1%	6%	2%	0%
11. The district provides curriculum guides for all grades and subjects.	23%	49%	12%	12%	4%	0%
12. The curriculum guides are appropriately aligned and coordinated.	17%	44%	18%	17%	2%	2%
13. The district's curriculum guides clearly outline what to teach and how to teach it.	13%	43%	20%	19%	3%	2%
14. The district has scope and sequence documents to ensure students achieve grade level objectives and are prepared for the next grade.	19%	59%	10%	10%	2%	1%
15. My school uses vertical teaming to ensure that students learn the necessary material to be prepared for the next grade.	20%	43%	16%	19%	2%	0%
16. The district uses a pacing calendar to determine when objectives are taught.	12%	33%	27%	23%	3%	1%
17. The district uses benchmark tests to monitor student performance and identify performance gaps.	14%	52%	15%	16%	1%	2%
18. My principal observes teachers in my school on a regular basis to ensure that the curriculum is being taught consistently.	29%	49%	10%	7%	4%	1%
19. In my school, the educational programs are effective in the following areas:						
a. Core subjects	26%	60%	6%	5%	1%	2%
b. Electives	15%	40%	31%	6%	0%	9%
c. Computer instruction	23%	55%	10%	9%	1%	2%
d. Career and technology	17%	44%	28%	7%	1%	4%
e. Bilingual/ESL	27%	46%	15%	6%	4%	1%
f. Gifted and talented	20%	46%	16%	10%	4%	4%
g. Special education	25%	52%	12%	6%	2%	2%
h. Alternative education	8%	31%	41%	6%	2%	12%
20. Parents are immediately notified if a child is absent from school.	21%	34%	36%	7%	2%	0%
21. Teachers are knowledgeable in the subject areas they teach.	41%	55%	2%	2%	0%	0%
22. All schools have equal access to educational materials such as computers, television monitors, science labs, and art classes.	36%	41%	12%	9%	1%	0%

B. EDUCATIONAL SERVICE DELIVERY (CONTINUED)

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
23. The students-to-teacher ratio is reasonable.	25%	49%	4%	16%	4%	2%
24. Classrooms are seldom left unattended.	43%	48%	2%	3%	1%	2%
25. My principal:						
a. Is an advocate and spokesperson for the school to all stakeholders	42%	44%	6%	4%	3%	1%
b. Provides teachers with materials and professional development necessary for the successful execution of their jobs	43%	50%	2%	2%	1%	2%
c. Recognizes and celebrates school accomplishments and acknowledges failures	44%	44%	4%	6%	1%	1%
d. Protects teachers from issues and influences that would detract from their teaching time or focus	32%	44%	9%	9%	4%	1%
e. Communicates and operates from strong ideals and beliefs about schooling	43%	48%	3%	5%	1%	1%
f. Fosters shared beliefs and a sense of community and cooperation	43%	44%	4%	4%	4%	1%
g. Demonstrates an awareness of the personal aspects of teachers and staff	40%	46%	4%	8%	1%	1%
h. Is knowledgeable about current curriculum, instruction and assessment practices	46%	41%	4%	7%	1%	1%
i. Establishes a set of standard operating procedures and routines	45%	44%	4%	3%	2%	1%
j. Establishes clear goals and keeps these goals in the forefront of the school's attention	44%	40%	7%	5%	2%	1%
k. Involves teachers in the design and implementation of important decisions and policies	38%	42%	10%	5%	4%	1%
l. Is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems	37%	48%	7%	7%	1%	1%
m. Has quality contact and interactions with teachers and students	39%	47%	5%	7%	1%	1%
n. Recognizes and rewards individual accomplishments	35%	46%	10%	7%	1%	1%
o. Is willing to and actively challenges the status quo	30%	46%	14%	7%	2%	1%
p. Is directly involved in the design and implementation of curriculum, instruction and assessment practices	34%	49%	9%	6%	1%	1%

B. EDUCATIONAL SERVICE DELIVERY (CONTINUED)

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
q. Monitors the effectiveness of school practices and their impact on student learning	38%	50%	6%	4%	1%	2%
r. Ensures that faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture	33%	51%	7%	7%	2%	1%
s. Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent	32%	49%	8%	6%	4%	1%
t. Establishes strong lines of communication with teachers and among students	36%	47%	6%	7%	4%	1%
u. Inspires and leads new and challenging innovations	39%	41%	11%	6%	3%	1%

C. PERSONNEL MANAGEMENT

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
26. Teacher turnover is low.	14%	43%	18%	20%	4%	1%
27. Highly qualified teachers fill job openings.	17%	56%	14%	10%	1%	1%
28. Teacher openings are filled quickly.	14%	67%	15%	4%	0%	1%
29. District teacher salaries are competitive.	14%	62%	8%	12%	4%	0%
30. District salaries are a key factor in retaining teachers.	28%	30%	22%	16%	3%	2%
31. The district has a good and timely program for orienting new teachers.	17%	66%	9%	6%	2%	1%
32. Professional development for teachers in my school is targeted to the needs of students.	31%	60%	3%	5%	1%	0%
33. Teachers in my school help determine professional development needs.	18%	57%	12%	10%	1%	1%
34. Teachers in my school receive annual personnel evaluations.	42%	53%	4%	1%	0%	0%
35. Teachers are recognized for superior performance.	21%	48%	12%	19%	1%	0%
36. Teachers are counseled about less than satisfactory performance.	13%	49%	28%	7%	2%	1%
37. The district has a fair and timely grievance process.	11%	46%	36%	6%	0%	1%
38. The district's health insurance package is cost effective.	9%	43%	19%	17%	11%	1%

D. COMMUNITY INVOLVEMENT

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
39. My school regularly communicates with parents.	27%	63%	6%	5%	0%	0%
40. My school has sufficient volunteers to help student and school programs.	18%	47%	14%	16%	5%	0%
41. My school is open for community use.	24%	46%	19%	9%	1%	1%

E. FACILITIES USE AND MANAGEMENT

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
42. The district plans facilities far enough in the future to support enrollment.	13%	51%	23%	9%	3%	0%
43. Teachers provide input into facility planning.	9%	33%	31%	20%	6%	1%
44. My school is clean.	44%	49%	0%	5%	1%	1%
45. The school grounds are well maintained.	46%	48%	2%	3%	1%	1%
46. Needed repairs at my school are made in a timely manner.	28%	48%	4%	15%	4%	1%

F. FINANCIAL MANAGEMENT

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
47. Needed repairs at my school are made in a timely manner.	28%	48%	4%	15%	4%	1%
48. Teachers at my school have input to the campus budget process.	17%	48%	20%	12%	2%	1%
49. Financial resources are allocated fairly and equitably at my school.	18%	51%	19%	11%	1%	0%

G. PURCHASING AND WAREHOUSING

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
50. Purchasing gets me what I need when I need it.	14%	61%	13%	10%	2%	0%
51. Purchasing processes are not cumbersome.	12%	54%	15%	15%	3%	0%
52. Students are issued textbooks in a timely manner.	25%	58%	10%	6%	1%	0%
53. Textbooks are in good shape.	20%	64%	12%	5%	0%	0%
54. The district has an effective process for recapturing the cost of lost textbooks.	10%	35%	45%	7%	2%	0%
55. The school library meets students' needs for books and other resources.	25%	54%	9%	10%	1%	0%

H. FOOD SERVICES

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
56. The cafeteria's food looks and tastes good.	28%	52%	12%	6%	1%	1%
57. Food is served warm.	25%	56%	5%	11%	2%	1%
58. Students have enough time to eat.	30%	65%	4%	1%	0%	0%
59. Students eat lunch at an appropriate time of day.	29%	65%	4%	1%	0%	0%
60. Discipline and order are maintained in the school cafeteria.	29%	50%	9%	9%	4%	0%
61. Cafeteria staff is helpful and friendly.	33%	60%	5%	1%	1%	0%
62. Cafeteria facilities are sanitary and neat.	33%	60%	1%	4%	1%	1%

I. SAFETY AND SECURITY

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
63. Teachers feel safe and secure at my school.	31%	60%	5%	2%	1%	1%
64. School disturbances are infrequent.	17%	27%	25%	25%	4%	1%
65. Gangs are not a problem in this district.	15%	21%	27%	30%	6%	1%
66. Drugs are not a problem in this district.	14%	35%	25%	25%	2%	0%
67. Vandalism is not a problem in this district.	30%	54%	8%	7%	1%	0%
68. Security personnel have a good working relationship with teachers.	28%	58%	8%	5%	1%	0%
69. Security personnel are respected.	27%	64%	9%	1%	0%	0%
70. A good working arrangement exists between the local law enforcement and the district.	20%	52%	6%	19%	2%	0%
71. Students receive fair and equitable discipline for misconduct.	15%	56%	14%	12%	2%	1%
72. Safety hazards do not exist on my school's grounds.	23%	63%	4%	7%	2%	0%
73. Practice drills are conducted regularly to ensure students and staff are prepared in case of a crisis.	28%	65%	4%	2%	0%	0%
74. My school has a crisis plan with which I am familiar.	25%	57%	4%	10%	2%	1%

J. COMPUTERS AND TECHNOLOGY

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
75. Students in my class regularly use computers.	29%	60%	3%	5%	1%	1%
76. Students in my class have regular access to computer equipment and software in the classroom or in labs.	20%	63%	9%	6%	1%	0%
77. Teachers in my school know how to use computers to enhance instruction.	31%	58%	4%	6%	1%	0%
78. Computers are new enough to be useful for student instruction.	23%	56%	11%	7%	1%	1%
79. The district meets students' needs in classes in computer fundamentals.	19%	46%	23%	10%	1%	1%
80. The district meets student needs in classes in advanced computer skills.	36%	53%	2%	6%	2%	1%
81. Teachers and students have easy access to the Internet.	23%	49%	9%	16%	2%	1%
82. Technology staff responds quickly to requests for service or support.	0%	0%	0%	0%	0%	100%

PARENT SURVEY

N= 411

PART A. DEMOGRAPHIC DATA

		MALE	FEMALE	NO ANSWER			
1. Gender (Optional)		35%	61%	4%			
	AFRICAN AMERICAN	ASIAN	HISPANIC	NATIVE AMERICAN	WHITE	OTHER	NO ANSWER
2. Ethnicity (Optional)	0%	1%	94%	0%	1%	1%	3%
		5 YEARS OR LESS	6-10 YEARS	11+ YEARS	NO ANSWER		
3. How long have you been employed by the school district?		44%	15%	34%	7%		
		ELEMENTARY	JUNIOR HIGH	HIGH	NO ANSWER		
4. Circle the grade level you teach. If you work at two levels, please circle the one at which you teach the most classes.		23%	1%	10%	65%		

PART B: SURVEY QUESTIONS

A. DISTRICT ORGANIZATION AND MANAGEMENT

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
1. The school board allows sufficient time for public input at meetings.	32%	44%	20%	1%	1%	2%
2. School board members listen to the opinions and desires of parents and community members.	35%	43%	18%	1%	1%	2%
3. The superintendent is respected as a leader by parents and community members.	40%	41%	17%	0%	1%	2%

B. EDUCATIONAL SERVICE DELIVERY

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
4. Education is the main priority in our school district.	53%	38%	5%	2%	2%	2%
5. Teachers at my child's school are provided supplies and equipment to do their job effectively.	43%	47%	7%	2%	1%	1%
6. I receive timely communications from my child's teachers regarding his/her progress in school.	44%	45%	4%	5%	1%	1%

B. EDUCATIONAL SERVICE DELIVERY (CONTINUED)

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
7. I receive sufficient information on programs offered by the district for which my child may be qualified (e.g., gifted and talented, career and technology, special intervention programs after school or in the summer).	32%	35%	20%	12%	2%	0%
8. I am immediately notified if my child is absent from school.	49%	33%	12%	5%	1%	1%
9. I am impressed with the quality of my child's teacher(s).	43%	40%	12%	4%	0%	1%
10. Class sizes are reasonable.	40%	48%	5%	2%	2%	4%

C. COMMUNITY INVOLVEMENT

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
11. My child's school provides me with regular communications.	37%	54%	7%	3%	0%	0%
12. My child's school is open for community use.	40%	45%	13%	1%	1%	0%
13. My child's school has sufficient volunteers to help student and school programs.	31%	45%	18%	2%	3%	1%

D. FACILITIES USE AND MANAGEMENT

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
14. The quality of new construction is excellent	40%	41%	16%	1%	1%	1%
15. My child's school is clean.	62%	32%	2%	0%	0%	3%
16. My child's school is well maintained.	54%	40%	3%	0%	0%	3%

E. FACILITIES USE AND MANAGEMENT

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
17. Board members and administrators do a good job explaining the use of tax dollars.	19%	34%	36%	8%	1%	3%
18. Financial information about my child's school or the district is readily available.	18%	34%	41%	5%	1%	2%

F. PURCHASING AND WAREHOUSING

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
19. My child is issued textbooks in a timely manner.	36%	41%	20%	0%	0%	4%
20. My child's textbooks are in good shape.	34%	42%	20%	2%	1%	2%

G. FOOD SERVICES

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
21. My child regularly purchases his/her lunch from the cafeteria.	23%	23%	20%	20%	8%	6%
22. My child regularly eats the primary lunch meal rather than an a la carte meal.	48%	40%	7%	1%	0%	4%
23. The food served is nutritious.	42%	46%	3%	3%	2%	4%

H. TRANSPORTATION

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
24. My child(ren) ride(s) the bus.	35%	54%	8%	0%	2%	1%
25. The length of the student's bus ride is reasonable.	42%	52%	2%	0%	2%	3%
26. The drop-off zone at the school is safe.	52%	34%	4%	3%	1%	7%
27. The bus stop near my house is safe.	47%	35%	2%	7%	3%	7%
28. The bus stop is within walking distance from our home.	50%	34%	3%	5%	0%	8%
29. Buses arrive and depart on time.	48%	36%	5%	2%	3%	7%

I. SAFETY AND SECURITY

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
30. My child feels safe and secure at school.	46%	43%	4%	2%	1%	5%
31. Gangs are not a problem in this district.	36%	31%	17%	8%	3%	5%
32. Drugs are not a problem in this district.	37%	30%	15%	9%	3%	7%
33. Vandalism is not a problem in this district.	38%	27%	11%	12%	3%	9%
34. Students receive fair and equitable discipline for misconduct.	42%	40%	9%	4%	2%	5%

J. COMPUTERS AND TECHNOLOGY

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
35. My child has regular access to computer equipment and software in the classroom or in labs.	33%	45%	16%	1%	0%	6%
36. My child's teacher(s) know(s) how to use computers in the classroom.	37%	45%	15%	0%	0%	4%
37. Computers are new enough to be useful to teach students.	38%	41%	13%	1%	2%	6%

STUDENT SURVEY

N= 45

PART A. DEMOGRAPHIC DATA

	MALE	FEMALE	NO ANSWER
1. Gender (Optional)	44%	40%	16%
	JUNIOR	SENIOR	NO ANSWER
2. Classification	44%	38%	18%

PART B: SURVEY QUESTIONS

A. EDUCATIONAL SERVICE DELIVERY

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
1. Education is the main priority.	36%	51%	9%	2%	0%
2. Students respect my school's principal and assistant principal(s).	24%	42%	24%	7%	0%
3. Teachers are motivated and interested in teaching.	44%	44%	4%	4%	2%
4. Class sizes are reasonable.	18%	58%	13%	4%	7%

B. FACILITIES USE AND MANAGEMENT

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
5. My school is clean.	38%	58%	4%	0%	0%
6. The school is well maintained, both inside and out.	40%	49%	9%	2%	0%

C. PURCHASING AND WAREHOUSING

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
7. Textbooks are issued in a timely manner.	13%	60%	11%	9%	4%	2%
8. There are enough textbooks in all my classes.	24%	47%	11%	11%	4%	2%
9. The school library meets my needs for books and other resources.	27%	42%	20%	2%	7%	2%

D. FOOD SERVICES

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
10. The cafeteria's food looks and tastes good.	22%	40%	16%	11%	11%	0%
11. Students have enough time to eat.	2%	16%	13%	27%	42%	0%
12. Discipline and order are maintained in the schools cafeteria.	20%	53%	13%	11%	2%	0%
13. Cafeteria staff is helpful.	47%	29%	2%	0%	7%	7%
14. Cafeteria facilities are clean.	42%	42%	2%	0%	7%	7%

E. TRANSPORTATION

STATEMENT	DAILY	SOMETIME	RARELY	NEVER	NO ANSWER
15. I ride the bus.	64%	13%	4%	7%	11%

(If you answered "never" for question #15, please skip to #21.)

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
16. The driver maintains discipline.	42%	49%	7%	2%	0%	11%
17. The length of my bus ride is reasonable.	27%	42%	9%	2%	9%	11%
18. The drop-off zone at school is safe.	42%	31%	13%	0%	2%	11%
19. Buses arrive and depart on time.	24%	47%	7%	4%	7%	11%
20. Buses are clean.	27%	29%	18%	7%	9%	11%

F. SAFETY AND SECURITY

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
21. I feel safe and secure at school.	24%	58%	4%	2%	9%	2%
22. School disturbances are infrequent.	18%	47%	22%	9%	4%	0%
23. Gangs are not a problem.	18%	29%	27%	18%	9%	0%
24. Drugs are not a problem.	16%	29%	11%	24%	20%	0%
25. Vandalism is not a problem.	13%	29%	27%	16%	16%	0%
26. Security personnel are respected.	22%	33%	27%	4%	11%	2%
27. Students receive fair and equitable discipline for misconduct.	27%	42%	16%	4%	9%	2%

G. COMPUTERS AND TECHNOLOGY

STATEMENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO ANSWER
28. Students have regular access to computer equipment and software in the classroom or in labs.	31%	53%	11%	0%	4%	0%
29. Teachers know how to use computers in the classroom.	44%	44%	7%	2%	2%	0%
30. Computers are new enough to be useful for student instruction.	36%	47%	11%	0%	7%	0%
31. The district offers enough computer classes to meet my needs.	31%	42%	13%	4%	9%	0%