

TRANSMITTAL LETTER

August 22, 2001

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

Fellow Texans:

I am pleased to present my performance review of the Wall Independent School District (WISD).

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

I have made a number of recommendations to improve WISD's efficiency. I also have highlighted a number of "best practices" in district operations-model programs and services provided by the district's administrators, teachers, and staff. This report outlines 41 detailed recommendations that could save WISD nearly \$1.5 million over the next five years, while reinvesting more than \$71,600 to improve educational services and other operations. Net savings are more than \$1.4 million that the district can redirect to the classroom.

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

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

Sincerely,



Carole Keeton Rylander
Texas Comptroller

EXECUTIVE SUMMARY

In March 2001, Texas Comptroller Carole Keeton Rylander began a review of the Wall Independent School District (WISD) as part of a six-district project that also included reviews of the neighboring San Angelo, Veribest, Grape Creek, Water Valley and Christoval school districts. These six districts are located geographically near each other in Tom Green County. Based upon more than six months of work, this report identifies WISD's exemplary programs and suggests concrete ways to improve district operations. If fully implemented, the Comptroller's 41 recommendations could result in net savings of more than \$1.4 million over the next five years.

Improving the Texas School Performance Review

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

Recognizing that only 51 cents of every education dollar is spent on instruction, Comptroller Rylander's goal is to drive more of every education dollar directly into the classroom. Comptroller Rylander also has ordered TSPR staff to share best practices and exemplary programs quickly and systematically with all the state's school districts and with anyone else who requests such information. Comptroller Rylander has directed TSPR to serve as a clearinghouse of the best ideas in Texas public education.

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

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

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

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

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

TSPR in Wall ISD

WISD is located in Tom Green County approximately 12 miles southeast of the city of San Angelo. The area is a farming community and the district was formed in 1909 from several surrounding school districts. After several changes in schools considered part of the district, the present district boundaries were determined in 1938.

WISD boundaries now cover 497 square miles and for 2000-01, 944 students were enrolled, a decrease from 976 in the previous year. The central Wall campus includes the high school, middle school, elementary school and administration building. The district is served by the Texas Education Agency's (TEA) Regional Education Service Center XV (Region 15) in San Angelo.

The Comptroller contracted with Gibson Consulting Group Inc., an Austin-based firm, to assist with the review. The team interviewed district employees, school board members, parents, business leaders and community members and held a public forum on Tuesday March 27, 2001, at the Wall High School from 5 p.m. to 7 p.m. To obtain additional comments, the review team conducted small focus group sessions with teachers, principals and board members. The Comptroller's office also received letters and phone calls from a wide array of parents, teachers and community members.

To ensure that all stakeholders had an opportunity to give comment, surveys were sent to students, parents, teachers, campus and central administration and support staff. A total of 247 respondents answered these surveys: 26 campus and central administrators and support staff, 86

teachers, 15 parents and 120 students completed written surveys. Details from the surveys and focus group comments appear in **Appendices A through E**.

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

WISD selected peer districts for comparisons based on similarities in student enrollment, student performance and community and student demographics. The districts chosen were Bangs, Crockett County, Grape Creek, Holliday and Reagan County.

During its more than six-month review, TSPR developed 41 recommendations to improve operations and save taxpayers more than \$1.4 million over the next five years.

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

Acknowledgments

The Comptroller's office and Gibson Consulting Group Inc. wish to express their appreciation to the WISD Board of Trustees, Superintendent Don Gibson and the former business manager Nona Townley, as well as district employees, students, parents and community residents who helped during the review.

Wall ISD

In 2000-01, the district served a population of 944 students: 77.8 percent are Anglo and 22.2 percent Hispanic. Over 27.3 percent of the student body of the district is considered economically disadvantaged. **Exhibit 1** details the demographic characteristics of the WISD, its peer school districts, Region 15 and the state.

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

	Enrollment	African American	Anglo	Hispanic	Other	Economically Disadvantage
--	-------------------	-------------------------	--------------	-----------------	--------------	----------------------------------

Grape Creek	1,151	2.1%	76.5%	21.1%	0.3%	46.7%
Bangs	1,111	8.4%	77.3%	13.7%	0.6%	44.4%
Holliday	956	0.2%	97.0%	2.6%	0.2%	16.4%
Wall	944	0.2%	77.8%	22.2%	0.0%	27.3%
Reagan County	892	2.7%	38.9%	57.8%	0.6%	46.8%
Crockett County	840	0.2%	35.0%	64.5%	0.2%	51.0%
Region 15	50,694	3.6%	47.8%	47.9%	0.7%	53.5%
State	4,071,433	14.0%	42.0%	41.0%	3.0%	49.2%

Source: TEA, PEIMS 2000-01.

The district's annual budget is \$6.8 million for 2000-01. For 2000-01, compared to its peer districts, WISD has the highest property tax rate (**Exhibit 2**).

Exhibit 2
WISD Adopted Tax Rate and Taxable Property Value
Compared to Peer Districts
1999-2000

District	Adopted Tax Rate	Taxable Property Value/Pupil
Wall	\$1.580	\$105,362
Reagan	\$1.500	\$337,603
Holliday	\$1.424	\$122,214
Grape Creek	\$1.475	\$70,406
Crockett County	\$1.424	\$720,191
Bangs	\$1.427	\$102,363

Source: Comptroller's office 1999-2000.

On August 16, 2001 the Texas Education Agency released the TAAS results for the 2000-01 school year. Wall received an overall Recognized Rating, same as the 1999-2000 rating. According to these latest reports, the district now has one Exemplary school and two Recognized schools. Because this information came late in the review process, and because

information regarding the cumulative test results will not be available until November 2001, the data presented throughout the rest of this report reflects 1999-2000 information.

The percent of WISD students passing TAAS was highest among all its peer districts in writing and math, second to Bangs in reading and all test taken and above the regional and state averages in reading, writing, mathematics and all tests taken (**Exhibit 3**).

Exhibit 3
Percent of WISD, Region 15 and State
Students Passing TAAS, All Levels
1999-2000

Entity	Reading	Writing	Math	All Tests
Crockett County	88.4%	87.8%	95.2%	83.9%
Grape Creek	93.6%	92.7%	93.6%	89.1%
Holliday	92.5%	88.6%	92.4%	86.1%
Reagan County	90.2%	94.2%	90.3%	83.8%
Bangs	96.4%	95.0%	96.6%	93.1%
Wall	95.9%	95.1%	97.5%	92.5%
Region 15	88.5%	89.3%	89.8%	82.2%
State	87.4%	88.2%	87.4%	79.9%

Source: TEA, AEIS 1999-2000.

As seen in **Exhibit 3**, WISD had the second highest percent of students passing all test taken at 92.5 percent. This rate is about 10 percent higher than Region 15 and almost 13 percent higher than the state average.

The district serves as the fiscal agent for the Fairview Accelerated Education Cooperative (Fairview). Fairview was founded in 1994 as the Alternative Education facility for the communities surrounding San Angelo, Texas. Member school districts that use Fairview as their Alternative education campus are Bronte, Eden, Grape Creek, Miles, Robert Lee, Sterling City, Christoval, Wall, Water Valley and Irion County. The students who attend Fairview are bused into school each day from distances up to fifty miles. All of the students who attend Fairview are middle and high school students, grades six through twelve. The Fairview Campus is located in Wall.

The district also serves as the fiscal agent for the Small Schools Cooperative (Cooperative). The Cooperative includes 18 school districts in the area. The Small Schools Cooperative is a shared service arrangement designed to assist member districts in serving students with disabilities. The Small Schools Cooperative serves as the "Special Education Department" for 18 member school districts in the area. Belonging to a cooperative allows WISD and the other member districts to access support services that could not otherwise be afforded because of its limited number of students and associated funding.

Although WISD is a district with many exemplary programs, enjoying strong support from area residents, the district is facing some major challenges in the coming year including:

- regaining control of district finances;
- maintaining high levels of student performance; and
- improving planning.

Key Findings and Recommendations

Regain control of district finances.

Develop a fiscal plan of action to replenish the general operating fund balance to optimum levels. The district's undesignated fund balance as of August 31, 2000 was sufficient to support district operations for less than three weeks. The fund balance is the equivalent of the district's savings account. This alarming decline in fund balance was brought about by flat or declining enrollment. To remain financially viable the district must take steps to reduce expenditures in direct proportion to the decline in enrollment and the decline in state aid that is linked to enrollment.

Implement a staffing allocation formula and reduce staffing accordingly. While the district's enrollment of 944 is up by four students from 1997-98, staffing is up by 22.5 positions. This means that for every one student gained, more than 5 staff were hired. This is not a financially prudent action and when coupled with a declining fund balance, the district must take immediate action to avoid financial difficulties in the near future.

Evaluate the fiscal agent fee pricing structure and determine if the district is recouping all its costs. WISD is providing services to other schools in the Small School Cooperative (SSC) and the Fairview Accelerated Education Cooperative Cooperatives. Wall is paid a fee of \$15,000 to serve as fiscal agent. This amount has not changed since 1992-93 and may not fully cover the costs of processing payrolls and performing other administrative tasks. To ensure that the cooperatives and

the district remain viable, WISD should assess its fees to ensure that administrative costs are recovered.

Maintain High Levels of Student Performance

Develop and vertically align WISD's curriculum guides and develop a management plan to regularly update all curriculum guides. A lack of curriculum coordination can create a disconnected curriculum plan for students. The district should develop a detailed curriculum management plan that provides a step-by-step plan for developing and updating guides for all grade levels.

Use a pre-referral system to discourage unnecessary student referrals to special education. WISD does not use formal pre-referral intervention strategies, nor do they use campus-level committees to assess student needs. By implementing strategies such as pre-referral checklists and campus-level committees, the district will be better able to serve students with special whether or not they are identified for special education.

Use the Sheriff's Department certified dogs and terminate contracted services with the drug-dog tracking firm. Over 400 parents and community members attended a special board meeting in February 2001 called to address the issue of drug prevention in the school. To address the problem WISD's contracts for drug searches. The sheriff's department however, will soon be able to provide that service free of charge.

Improve Planning

Develop a long range strategic plan that is linked to the budget. While the district has a district and campus improvement plan the plans do not cover business functions such as payroll and personnel management, transportation and food service. And, long term strategies will be critical as the district seeks to restore financial stability.

Involve schools in energy conservation. Utilities cost in WISD are high at \$1.56 per square foot. Including students, teachers and staff in conserving energy can help to bring those cost in line.

Establish Meals Per Labor Hour (MPLH) standards to evaluate productivity and modify staffing levels at each campus The WISD food services program is operating at a deficit meaning that local funds must be used to support the food services operation. By bringing staffing in line with industry standards fewer dollars will be diverted from the classroom.

Stagger lunch serving times to accommodate all grade levels. Lunch serving times do not provide sufficient time and space for all students to

eat their meals in a comfortable manner. High school students are all served during one lunch period. By staggering lunches, students that would not otherwise eat in the cafeteria will be encouraged to eat nutritious meals.

Exemplary Programs and Practices

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

- ***The board and superintendent work in an atmosphere of mutual respect, trust and cooperation.*** All board members view the superintendent as effective in his role and believe that communication among the board members and the superintendent is excellent. The board members take full advantage of continuing education, with all members receiving more than the minimum number of hours required by law.
- ***WISD takes full advantage of the comprehensive selection of training offered by the Region 15.*** Region 15 conducts the majority of the district's professional education training. All training provided through Region 15 is tracked through a database. Employees may request a transcript of completed coursework to meet TEA certification renewal guidelines. In addition, employees may register online through the Region 15's Web site. In 1999-2000, 159 WISD employees participated in 214 Region 15 training sessions.
- ***Surveys of graduates help WISD improve educational programs.*** WISD starts every student with the state recommended high school program plan but allows modifications as dictated by student needs. WISD uses the Life Track service to track student performance after graduation and assess their success. Former students are surveyed and the information is then used by WISD to improve instruction and services.
- ***WISD has developed a strategic approach to crisis management.*** WISD has become increasingly concerned about school violence, particularly in light of Columbine and other similar incidents. Although surveys indicate that most respondents feel safe at WISD, the administration and staff have become more alert to potential hazards. The district is using a strategic approach to crisis

management that includes a "flip chart" that is kept handy in each classroom, rehearsed evacuations, cooperation from the sheriff's department and workshops and training for administrators and staff

- ***WISD's board, superintendent, business manager and technology coordinator work together to establish a strong technology infrastructure.*** Based on the technology team's combined vision and cooperation, technology funding for the last two years is averaging more than \$125 per student in district funding and an additional \$105 per student in grants based on the 1999-2000 enrollment of 976 students. The result is an impressive three-students-per-computer ratio and is based on Pentium 166 or better multimedia computers.

Savings and Investment Requirements

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

TSPR recommended 41 ways to save WISD nearly \$1.5 million in gross savings over a five-year period. Reinvestment opportunities will cost the district \$71,600 during the same period. Full implementation of all recommendations in this report could produce net savings of more than \$1.4 million by 2005-06.

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

Year	Total
2001-02 Initial Annual Net Savings	\$90,428
2002-03 Additional Annual Net Savings	\$332,424
2003-04 Additional Annual Net Savings	\$332,424
2004-05 Additional Annual Net Savings	\$332,424
2005-06 Additional Annual Net Savings	\$332,424
One Time Net (Costs)/Savings	(\$13,500)
TOTAL SAVINGS PROJECTED FOR 2001-2006	\$1,406,624

A detailed list of costs and savings by recommendation appears in **Exhibit 5**. The page number for each recommendation is listed in the summary

chart for reference purposes. Detailed implementation strategies, timelines and the estimates of fiscal impact follow each recommendation in this report. The implementation section associated with each recommendation highlights the actions necessary to achieve the proposed results. Some items should be implemented immediately, some over the next year or two and some over several years.

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

Exhibit 5
Summary of Costs and Savings by Recommendation

#	Recommendation	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	5-Year (Costs) or Savings	One Time (Costs) or Savings
Chapter 1 District Organization and Management								
1	Develop a summary reporting format to present financial, management and program-related information to the board. p. 21	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2	Prepare more detailed board minutes. p. 22	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3	Develop a long range strategic plan and link the plan to the budget and other district planning documents. p. 26	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4	Develop and implement a set of standard operating procedures for key functional areas and train staff in their application. p. 27	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5	Evaluate the fiscal agent fee pricing structure and determine if the district is recouping all its costs. p. 28	\$0	\$0	\$0	\$0	\$0	\$0	\$0

12	Strengthen the district's school-to-career program. p. 66	(\$5,000)	(\$5,000)	(\$5,000)	(\$5,000)	(\$5,000)	(\$25,000)	(\$5,000)
13	Develop Campus and District Improvement Plans that comply with state mandates for compensatory funds. p. 69	\$0	\$0	\$0	\$0	\$0	\$0	\$0
14	Develop a community safety committee to tap into area resources and share information. p. 75	\$0	\$0	\$0	\$0	\$0	\$0	\$0
15	Review and revise school handbooks and disciplinary management plans to ensure that students, staff and parents are provided a common set of expectations and consequences. p. 76	\$0	\$0	\$0	\$0	\$0	\$0	\$0
16	Carry out drug searches at all school levels using the Sheriff's Department-certified dogs. p. 78	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$6,000	\$0
17	Work with local law enforcement, the Texas Department of Public Safety and the community to	\$0	\$0	\$0	\$0	\$0	\$0	\$0

23	Implement a staffing allocation formula and reduce staffing to meet the formula allocations. p. 96	\$79,155	\$316,621	\$316,621	\$316,621	\$316,621	\$1,345,639	\$0
24	Establish a committee of staff and administrators to assess the state employee health insurance plan and help determine the district's course of action. p. 100	\$0	\$0	\$0	\$0	\$0	\$0	\$0
25	Develop and implement detailed policies and procedures for the acquisition, recording, use and disposal of property, plant, equipment and inventory. p. 101	\$0	\$0	\$0	\$0	\$0	\$0	\$0
26	Examine existing manual, administrative processes for potential use of bar code technology and the ability to support requirements with the Athena Library Management System. p. 102	\$0	\$0	\$0	\$0	\$0	\$0	\$0
27	Periodically compare the delinquent tax rolls to vendor files and withhold	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	payment to vendors who are delinquent on tax payments. p. 103							
28	Amend the district investment policy; invest dollars in higher yielding instruments and formally designate the business manager as an investment officer. p. 106	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Chapter 3 Total	\$79,155	\$316,621	\$316,621	\$316,621	\$316,621	\$1,345,639	\$0
Chapter 4 Operations								
29	Develop and maintain a facilities inventory. p. 114	\$0	\$0	\$0	\$0	\$0	\$0	\$0
30	Involve schools in energy conservation. p. 116	\$803	\$803	\$803	\$803	\$803	\$4,015	\$0
31	Improve server room air-conditioning in order to protect the life of server components and secure the server room door. p. 120	\$0	\$0	\$0	\$0	\$0	\$0	(\$8,500)
32	Follow the district's 14 year bus procurement and replacement plan. p. 125	\$0	\$0	\$0	\$0	\$0	\$0	\$0
33	Issue cellular phones to all bus drivers on routes. p. 126	(\$1,500)	(\$750)	(\$750)	(\$750)	(\$750)	(\$4,500)	\$0

34	Prepare policies and procedures governing the practice of taking buses home. p. 127	\$0	\$0	\$0	\$0	\$0	\$0	\$0
35	Provide expanded driver safety training. p. 128	(\$120)	(\$120)	(\$120)	(\$120)	(\$120)	(\$600)	\$0
36	Develop strategies to increase the number of students identified as eligible for free and reduced-price meals. p. 131	\$17,710	\$17,710	\$17,710	\$17,710	\$17,710	\$88,550	\$0
37	Establish Meals Per Labor Hour standards and modify staffing levels at each campus to meet industry recommendations. p. 134	\$0	\$0	\$0	\$0	\$0	\$0	\$0
38	Stagger lunch serving times to accommodate all grade levels. p. 135	\$3,780	\$7,560	\$7,560	\$7,560	\$7,560	\$34,020	\$0
39	Compile and distribute accurate, detailed and useful campus-specific financial and performance reports to cafeteria managers on a quarterly basis. p. 137	\$0	\$0	\$0	\$0	\$0	\$0	\$0
40	Solicit input from students. parents	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	and faculty regarding food quality, quantity, price, variety, nutrition and any other areas of food operations and implement corrective action where needed. p. 138							
41	Develop and implement a plan to recognize cafeteria workers who complete certification classes. p. 140	(\$800)	(\$800)	(\$800)	(\$800)	(\$800)	(\$4,000)	\$0
	Chapter 4 Totals	\$19,873	\$24,403	\$24,403	\$24,403	\$24,403	\$117,485	(\$8,500)
	Gross Savings	\$102,648	\$343,894	\$343,894	\$343,894	\$343,894	\$1,478,224	\$0
	Gross Costs	(\$12,220)	(\$11,470)	(\$11,470)	(\$11,470)	(\$11,470)	(\$58,100)	(\$13,500)
	Total	\$90,428	\$332,424	\$332,424	\$332,424	\$332,424	\$1,420,124	(\$13,500)

Total Savings	\$1,478,224
Total Costs	(\$71,600)
Net	\$1,406,624

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

This chapter examines the organization and management of the Wall Independent School District (WISD) in four sections

- A. Board Governance
- B. District and School Management
- C. Personnel Management
- D. Community Involvement

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

BACKGROUND

WISD is located in Tom Green County approximately 12 miles southeast of San Angelo. The area is a farming community. The district was formed in 1909 from several surrounding school districts. After several changes in schools considered part of the district, the present district boundaries were set in 1938.

WISD boundaries now cover 497 square miles and enrollment for 2000-01 totaled 944, a slight decrease from 976 for the previous year. The central Wall campus includes the high school, middle school, elementary school and administration building. The district is served by the Texas Education Agency's (TEA) Regional Education Service Center XV (Region 15) in San Angelo.

The district serves as the fiscal agent for the Fairview Accelerated Education Cooperative. The Fairview Accelerated Education Cooperative was founded in 1994 as the alternative education facility for the communities surrounding San Angelo, Texas. Member school districts that use Fairview as their alternative education campus are Bronte, Eden, Grape Creek, Miles, Robert Lee, Sterling City, Christoval, Wall, Water Valley and Irion County. The students who attend Fairview are bused into school each day from distances up to 50 miles away. All students who attend Fairview are middle and high school students, from grades 6 through 12. The Fairview Campus is located in WISD.

The district also serves as the fiscal agent for the Small Schools Cooperative. The Small Schools Cooperative, which includes 18 area school districts, is a shared service arrangement designed to assist member districts in serving students with disabilities. The cooperative serves as the "Special Education Department" for the 18 member school districts. The cooperative allows WISD and the other member districts to obtain support services that they could not otherwise afford because of the limited number of students and limited funding.

For this review, WISD selected five peer districts for comparison based upon similarities in size, location, enrollment and property value. Those districts are Bangs ISD, Crockett County CCSD, Grape Creek ISD, Holliday ISD and Reagan County ISD. **Exhibit 1-1** shows a demographic presentation of Wall and its peers. Wall has fewer economically disadvantaged students than all but one of its peers.

Exhibit 1-1
Student Demographics for WISD and Peer Districts
2000-01

District	Enrollment	Anglo	Hispanic	African American	Asian/Pacific Islander	Native American	Economically Disadvantaged
Bangs	1,111	77.3%	13.7%	8.4%	0.1%	0.5%	44.4%
Crockett County	840	35.0%	64.5%	0.2%	0.2%	0.0%	51.0%
Grape Creek	1,151	76.5%	21.1%	2.1%	0.2%	0.1%	46.7%
Holliday	956	97.0%	2.6%	0.2%	0.0%	0.2%	16.4%
Reagan County	892	38.9%	57.8%	2.7%	0.4%	0.1%	46.7%
Wall	944	77.8%	22.0%	0.2%	0.0%	0.0%	27.3%

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

Exhibit 1-2 shows the revenue sources for WISD and its peers. The districts receive revenue from state and local sources, as well as a small percent of federal revenue.

Exhibit 1-2
WISD, State and Peer District Revenue Sources
as a Budgeted Percent of Total Revenues
2000-01

District	Local/Other Revenue	Percent of Total Revenue	State Revenue	Percent of Total Revenue	Federal Revenue	Percent of Total Revenue	Total Revenue
Bangs	\$1,890,743	25.7%	\$5,223,987	71.0%	\$239,000	3.3%	\$7,353,730
Crockett County	\$10,700,965	93.0%	\$579,226	5.0%	\$230,193	2.0%	\$11,510,384
Grape Creek	\$1,614,200	21.4%	\$5,684,850	75.6%	\$227,800	3.0%	\$7,526,850
Holliday	\$2,182,802	38.9%	\$3,341,026	59.6%	\$85,500	1.5%	\$5,609,328
Reagan County	\$5,187,252	67.5%	\$2,349,031	30.6%	\$146,750	1.9%	\$7,683,033
Wall	\$1,712,133	24.1%	\$5,291,295	74.4%	\$105,000	1.5%	\$7,108,428
State Average	\$13,858,297,539	53.1%	\$11,377,498,894	43.6%	\$884,281,086	3.4%	\$26,120,077,519

Source: TEA, PEIMS 2000-01

The average percent of total revenues for Texas schools is 53.1 percent from local revenue, 43.6 percent from state sources and 3.4 percent from federal.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

A. BOARD GOVERNANCE

Section 11.151 of the Texas Education Code provides for an elected board of trustees to administer the district. The board governs and oversees management of the schools. District residents elect school board members either at large or from single-member districts.

As a legal agent of the State of Texas, the board derives its legal status from the Texas Constitution and state laws. School boards must operate in accordance with applicable state and federal statutes, regulations interpreting statutes and controlling court decisions. Under Section 11.151 of the Texas Education Code, each board must:

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

Posted public notices are required for all called board meetings. Board meetings are held to transact the business of the district and are open to the public in accordance to the state's Open Meetings Act. Board meetings may be closed to the public only during executive sessions when personnel matters, student hearings, real estate transactions and other specific legal matters are discussed.

The WISD's board consists of seven members elected at-large for three-year terms. Elections are held each year on the first Saturday in May, as mandated by the Legislature. Board meetings are held the second Tuesday of each month at the administration building. **Exhibit 1-3** illustrates the composition of the 2000-01 WISD board.

**Exhibit 1-3
WISD Board of Trustees
2000-01**

Wall School Board Members	Title	Term Expires	Board Tenure	Occupation
Michael Block	President	2004	9 Years	Farmer
Monroe Dierschke, Jr.	Vice President	2002	8 Years	Farmer
Will Wilde	Secretary	2002	8 Years	Director of Public Works, City of San Angelo
Erwin F. Schwartz, Jr.	Member	2004	0 Years	Farmer
Kevin Niehues	Member	2002	5 Years	Farmer
Michael Hoelscher	Member	2003	4 Years	Farmer
John Begnaud	Member	2003	1 Year	County Horticulturist

Source: WISD Superintendent's office, May 2001.

The board's membership reflects the strong farming community of Wall. Five board members are farmers, one is the county horticulturist with the Texas A&M County Extension Agent Program, and one is the director of Public Works for the City of San Angelo. One new board member, Erwin F. Schwartz, Jr, was elected May 2001.

FINDING

Board members said there was an overall atmosphere of trust, mutual respect and cooperation among board members. Each member said the board works well together. Board members also said that this level of trust and respect extends to the superintendent and the district administration. Most votes are unanimous.

All board members view the superintendent as effective in his role and believe that communication among the board members and the superintendent is excellent. The superintendent has been with the district for nine years. All board members have a clear understanding of their role as policy makers and the administration's role as managers.

Approximately five to seven days before board meetings are held, members are contacted and given board packets. In addition, the superintendent stays in frequent contact with the board president and members via email and telephone to solicit any responses to their questions and concerns. The superintendent also meets with each board member regularly for one-on-one discussions. All board members attend school functions and see each other informally on campus.

Board members give strong support for the leadership team in place in WISD.

COMMENDATION

The board and superintendent work in an atmosphere of mutual respect, trust and cooperation.

FINDING

Board members take advantage of continuing education, with all members receiving more than the minimum number of hours required by law.

Exhibit 1-4 presents an overview of the minimum annual continuing education requirements prescribed by the Texas Association of School Boards (TASB) for new, as well as experienced board members.

**Exhibit 1-4
Overview of Continuing Education Requirements
For School Board Members**

Type of Continuing Education	First Year Board Member	Experienced Board Member
Local District Orientation	Required within 60 days of election or appointment	Not required

Orientation to the Texas Education Code	Three hours	Not required
Update to the Texas Education Code	Incorporated into Orientation to the Texas Education Code	After legislative session: of sufficient length to address major changes
Team-building Session/Assessment of Continuing Education Needs of the Board-Superintendent Team	At least three hours	At least three hours
Additional Continuing Education, based on assessed need and Framework for School Board Development	At least 10 hours	At least five hours
Total Minimum Number of Hours	Sixteen hours, plus local district orientation	Eight hours, plus update to the Texas Education Code

Source: TASB, Leadership Team Services, January 28, 2000.

**Exhibit 1-5
WISD Board Training
January 2000 through December 2000**

Board Member	Training Hours 1/1/00 - 12/31/00
Michael Block	14.50
Monroe Dierschke, Jr.	17.25
Will Wilde	9.50
Erwin F. Schwartz, Jr.	Elected May 2001
Kevin Niehues	13.50
Michael Hoelscher	18.50
John Begnaud	12.75

Source: WISD Superintendent's office, April 2001.

The Texas Education Agency (TEA) considers all district files as the office records for board member training. WISD, in addition, reports board training hours to TASB. According to summary reports and

interviews with the superintendent, board members earned more than the minimum continuing education hours required by law for the reporting period from January 2000 through December 2000 as shown in **Exhibit 1-5**.

COMMENDATION

WISD board members regularly participate in training to improve their skills.

FINDING

Financial information submitted to the board for approval lacks sufficient analysis for informed decision-making. While board members receive their board packets in advance of the meetings and have an opportunity to review the information in advance, the agenda packets provide limited financial, management and program information analyses.

The value of financial information without proper analysis is limited because it does not offer a way to evaluate financial performance or help the board and administration anticipate problems. One of the board members interviewed said that additional trend analysis of financial information would help the board make decisions. Examples of summary management reports that would be helpful are shown in **Exhibit 1-6**.

**Exhibit 1-6
Examples of Summary Executive Management Reports**

Sample Content and Frequency (Monthly, Quarterly, or Annually)
<ul style="list-style-type: none"> • Comparison of <i>budgeted</i> to <i>actual</i> revenue by fund and expenditures by function and related variance (Monthly).
<ul style="list-style-type: none"> • Actual amount of revenue and expenditure data for current and prior years for similar periods (Monthly). • Bar graphs and pie charts depicting comparative revenue and expenditure information (Monthly). • Administrative cost ratios, cost per student, transportation cost per mile, food and labor cost per meal, etc., compared to prior years (Annually). • Information on transfer students including numbers, originating district, revenue generated - all compared to prior years and current year's goals. • Actual excess cash invested monthly and year-to-date compared to similar period in prior years or current year goals (Monthly). • Year-to-date investments by type of investment instrument, including market value, yield and scheduled maturity (Quarterly).

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

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

Source: TSPR.

Executive level reports need not be extensive, but should provide basic summary level financial and program-related information to enable the board to make decisions efficiently. Reports provided to the board should include information in three essential areas:

- Budget control;
- Financial management and evaluation of financial performance;
- and
- Education program performance.

Recommendation 1:

Develop a summary reporting format to present financial, management and program-related information to the board.

These reports can be prepared from data captured by the district's financial system or by the responsible administrators. In cases in which original data must be accumulated, templates should be developed to simplify data compilation and comparison from one period to the next. This type of information not only helps the board to make informed decisions, but also improves and focuses the administration's efforts.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and business manager identify key data for the board packages, including budget information, financial management data and analysis and education program	November 2001
----	--	---------------

	performance and analyses.	
2.	The business manager submits the proposed package for approval.	December 2001
3.	The superintendent approves the format and establishes it as the basis for submitting information to the board.	January 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Although WISD's minutes are prepared in a timely fashion following each board meeting, they do not provide much detail. A short sentence is included for each agenda item, but it gives no detail on the discussions held on each topic. Only the resolution is recorded. Therefore, it is difficult to determine what the issues behind each agenda item were without attending the meeting.

The board minutes are kept to maintain a detailed record of the issues facing the district. Any member of the community should be able to request the minutes and gain a clear understanding of the issues. Further, if this information is not included in the minutes, there is no permanent record of fact if questions arise after key district staff and board members have left the district.

Other school districts have more comprehensive board meeting records. Grape Creek ISD prepares a succinct, yet complete recording of its board meetings, including where and when the meeting was held, a list of board members, staff and others present, items reviewed, votes cast and notes on board actions.

Recommendation 2:

Prepare more detailed board minutes.

Minutes should include the agenda number and title; group discussion notes; motions made, including names of individuals making and seconding the motions; votes taken by each board member and resolution. The date of the board meeting, and time of call to order and adjournment should also be included in the minutes.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board directs the secretary to take detailed notes including what was said and by whom during the board meeting.	October 2001
2.	The secretary divides each topic into the following sections: agenda number and title; group discussion; motions made; votes taken; and resolution.	October 2001
3.	The board monitors to ensure minutes are sufficiently detailed before approval.	November 2001 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

B. DISTRICT AND SCHOOL MANAGEMENT

A superintendent and senior administrators or cabinet members typically manage Texas school districts. As specified by Section 11.201 of the Texas Education Code (TEC), the superintendent primarily holds:

- Administrative responsibility for the planning, operation, supervision and evaluation of the educational programs, services and facilities of the district and for annual performance appraisals of the staff;
- Administrative authority and responsibility for the assignment and evaluation of all district personnel;
- Responsibility for termination or suspension of staff members or the non-renewal of staff members' term contracts;
- Authority over day-to-day management of district operations;
- Responsibility for preparation of district budgets;
- Responsibility for preparation of policy recommendations for the board and implementation of adopted policies;
- Responsibility for developing appropriate administrative regulations to implement board policies;
- Responsibility for leadership in improving student performance; and
- Responsibility for organization of the district's central administration.

Section 11.253(a) of the Texas Education Code requires "each school district to maintain current policies and procedures to ensure that effective planning and site-based decision-making occur at each campus to direct and support the improvement of student performance."

The Texas Education Code requires each school district to establish campus-level planning and decision-making committees that consist of representative professional staff from the school, parents, business representatives and community members. These committees advise and work with school administrators on campus planning, goal setting, budgeting and decision-making.

Section 11.253(c) of the Texas Education Code also requires that "each school principal, with the assistance of the campus-level committee, develop, review and revise the campus improvement plan for the purpose of improving student performance for all student population." The campus

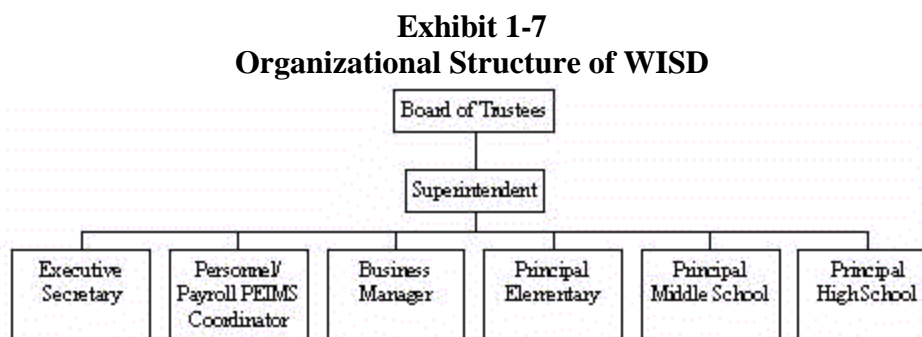
plan must outline the role of the school committees in goal setting, curriculum, budgeting, staff patterns and school organization.

By law, school districts must establish a district-level planning and decision-making committee configured like the campus committees. At least two-thirds of the elected professional staff representatives from the district must be classroom teachers. Section 11.252(a) of the Texas Education Code requires that "each school district have a district improvement plan that is developed, evaluated and revised annually in accordance with district policy, by the superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to academic excellence indicators such as dropout rates, percent of graduates who meet course requirements established for a recommended high school program, and results of Scholastic Aptitude Test."

The law requires each school district every two years to evaluate effectiveness of its decision-making and planning policies, procedures and staff development activities related to district and campus-level decision-making and planning. The evaluation is performed to ensure that district policies, procedures and staff-development activities are effectively structured to boost student performance.

The district is managed by a superintendent who directs all functional areas of the district including: personnel management, facilities use and management, asset and risk management, financial management, purchasing, technology, student transportation, food services and discipline management.

Exhibit 1-7 shows WISD's organizational structure.



Source: WISD Superintendent's office, April 2001.

The superintendent delegates responsibility to the three principals, the manager of Business and Finance and to the personnel/payroll coordinator specific functional tasks under his direction.

FINDING

Site-based decision-making (SBDM) provides a way for teachers, parents and community members to help central and campus administrators make decisions about improving student performance, and WISD has used site-based decision-making to improve its district management process. To involve more people in the decision-making process, the site-based committees for elementary, middle and high schools as well as the district site-based committee create subcommittees to address particular issues.

A committee was formed to hire a new English teacher, and all other English teachers were involved in the review of applications, interviews and decision to hire. When a parent, student or teacher has a recommendation, the recommendation goes through channels for feasibility and then to a committee chosen specifically for that recommendation. Previous committees have made recommendations on the school calendar, the dress code and new building construction. Each campus does not have a specific subcommittee; rather, the subcommittees are formed around specific issues.

COMMENDATION

WISD gives stakeholders an opportunity to be involved in the district's decision-making processes through its SBDM committees and subcommittees.

FINDING

The WISD District Improvement Plan (DIP) for 2000-01 contains: well-developed goals, measurable performance objectives, sequential activities, expected outcomes, identification of responsible staff, timelines, resources and the criteria to be used to measure progress toward meeting the goals. The plan is developed by a district site-based decision-making committee as defined in the Education Code. The plan includes the following goals:

Goal 1: Long Range Goal: To gain and maintain an exemplary status for all campuses by the end of the academic school year 2000-01 on all TAAS objectives.

Goal 2: Reading: To continually improve all student scores on the reading section of the TAAS test with special emphasis on students at risk.

Goal 3: Mathematics: Maintain exemplary status.

Goal 4: Writing: Maintain exemplary status or maintain 90 percent of all student groups including economically disadvantaged, Hispanic and Anglo students, passing TAAS writing objectives.

Goal 5: Technology: Utilize technology by increasing the availability of resources, which will enhance the learning experience and prepare students for the technological world.

Goal 6: Violence Prevention/Intervention - Safe School Environment: Provide a safe learning environment for all students, including at-risk students and staff through violence prevention, crisis intervention, conflict resolution and drug abuse prevention.

Goal 7: Drop Out/At Risk: Maintain a drop-out rate of less than 1 percent.

Goal 8: Provide information about higher education admissions and financial aid opportunities.

COMMENDATION

The WISD DIP provides a detailed roadmap for student performance.

FINDING

While the district has a DIP for 2000-01, it does not have a five-year strategic plan that looks comprehensively at all of the district's needs and identifies resources to meet those needs.

The current plan is not directly linked to the budget. There is no plan that addresses the district's business functions and management. Decisions on payroll, personnel management, transportation and food service have a direct impact on the district's operations and the services provided to students. Careful planning in these areas is essential to ensure all support staff understand their role in the education of students.

Recommendation 3:

Develop a long range strategic plan and link the plan to the budget and other district planning documents.

The district should expand the mandatory improvement planning process to develop a true strategic plan. The strategic plan should be integrated with other campus plans and the budget in order to fund the district's initiatives, as stated in the district's planning documents.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent, with the assistance of the district site-based decision making committee develops a plan of action and expands the district and campus improvement planning process into a true strategic plan and links them to the budget.	October 2001
2.	The superintendent presents the new strategic plan for board approval.	December 2001
3.	The board approves the plan.	January 2002
4.	The superintendent and his staff implement the strategic plan.	February 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

WISD has no documented local operating procedures in many areas to guide specific district operations. In a district the size of WISD, many key functional areas are handled by one position, making it critical to cross train employees. Operating procedures that document these functions are important to ensure that tasks can be accomplished in the event of an absence or the sustained illness of key staff.

The district uses several guides to help them perform tasks, such as the *RSCCC Payroll System User's Guide*, the *Financial Accountability Systems Resource Guide*, the *TRS Payroll Procedures Manual* and the *RSCCC Human Resources Manual*, but the district has not documented specific procedures tailored for WISD. These guides do not provide the level of detail necessary to understand WISD's administrative operations.

Other school districts have developed administrative manuals for employees about standard operating procedures. Ft. Bend ISD which is twice as large as Wall has a comprehensive human resources procedures handbook that includes step-by-step instructions for each human resources procedure, including recruitment, application procedures, position posting, procedures after application deadlines on posted positions, job offers,

transfers and reassignments, job allocations, resignations, progressive discipline, leave, contract calendars, stipends, salary schedule, appraisal information, payroll, computer screens, records retention, substitutes and personnel policy.

Recommendation 4:

Develop and implement a set of standard operating procedures for key functional areas and train staff in their application.

The district should compile an administrative manual that contains standard operating procedures and detailed descriptions of each process and procedure that are used to deliver services. Copies of all forms, as well as examples of computer screens used in the process, should be included in the manual. The manual should be updated regularly, and the director of business and finance should review the procedures with other administrative staff so continuous improvements are part of the district's overall quality control system.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and the business manager identify key functions.	October 2001
2.	The superintendent appoints staff to prepare department procedures.	December 2001
3.	Appointed staff prepare detailed operating procedures for key functions and develop an administrative handbook of the procedures.	January - February 2002
4.	Staff is trained and cross trained on the procedures.	April 2002
5.	Procedures are updated routinely.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district may not receive fair compensation for serving as the fiscal agent for both the Small School Cooperative (SSC) and the Fairview Accelerated Education Cooperative. The cost of providing these services to other schools in the cooperatives may exceed the amounts paid by member districts for these services. TEA allows the fiscal agent of the cooperative to receive a management fee ranging from 3 to 8 percent, for

acquiring the staff, processing payrolls and assuming other administrative program duties.

SSC is an arrangement designed to help member districts serve students with disabilities. SSC serves as the "Special Education Department" for 18 member school districts in the area. By sharing resources and staff, these districts can deliver higher quality services at a lower cost to the member districts. In general, belonging to a cooperative allows WISD and the other member districts to obtain the support services that could not otherwise afford because of their limited number of students and associated funding.

SSC has an administrative staff consisting of a director, a business manager, a payroll clerk and a transportation coordinator. This staff maintains payroll records, runs reports, reports PEIMS data, maintains personnel records, performs all accounting functions, including reconciliation of the bank statement, maintaining journals and ledgers, paying bills and other related functions.

The cooperative performs all personnel administrative tasks for SSC personnel under the direction of the WISD superintendent. As fiscal agent for SSC, WISD provides support to SSC staff, including coordinating and submitting all SSC PEIMS data. WISD is paid a fee of \$15,000 to serve as fiscal agent. The cooperative's total budget is \$4,676,647. WISD is receiving a fee equal to 0.3 percent for its services.

The Fairview Accelerated Education Cooperative was established August 1994, and WISD is also the fiscal agent for the cooperative. The district's fiscal agent fee was established at \$12,000 and that fee has not changed since the Fairview Cooperative was founded. Fairview serves as the alternative education facility for the communities surrounding San Angelo. The member school districts that use Fairview as their alternative education campus are Bronte, Grape Creek, Miles, Robert Lee, Sterling City, Christoval, Wall, Water Valley and Irion County. The student enrollment has increased yearly, from 13 in 1994-95 to 38 in 2000-01. The cooperative's total budget is \$510,536. WISD is receiving a fee equal to 2.3 percent for its services.

WISD staff perform all accounting functions, including reconciliation of the bank statement, maintaining journals and ledgers, paying bills, maintaining payroll records, reporting PEIMS data and other related functions for Fairview. The district also performs all personnel administrative tasks for the 14 employees at Fairview. Fairview does not have any support staff to perform these administrative tasks.

The district has not conducted any time studies to determine the actual cost of providing fiscal agent services to the two cooperatives, such as

staff salaries and benefits, administrative overhead, use of space, computers, equipment, supplies, payroll processing, postage and any other related items.

Recommendation 5:

Evaluate the fiscal agent fee pricing structure and determine if the district is recouping all of its costs.

The district should perform an internal analysis to determine the actual costs of providing fiscal agent services to Fairview Accelerated Education Cooperative and the Small Schools Cooperative. Any costs involved in recruiting special education staff also should be considered. A simple time study by staff that is performing the fiscal agent functions can assist in the process.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and the business manager determine the staff who are involved in providing fiscal agent services to the cooperatives.	October 2001
2.	The business manager develops and implements a process for recording and tracking the time of each staff person involved in providing fiscal agent services to the cooperatives.	November 2001
3.	The business manager assesses additional support provided, such as space, computers, equipment, supplies, payroll processing, postage and related items.	December 2001
4.	The business manager calculates the percent of salary, fringe benefits and overhead of fiscal agent staff required based on the time study results.	January 2002
5.	The superintendent provides the results of the fiscal agent fees studies to the superintendents and boards of the cooperatives and negotiates revised fees if necessary.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

C. PERSONNEL MANAGEMENT

Successful personnel management is a critical function and includes efficient recruiting, hiring, classification and compensation, benefit administration, training and development and performance evaluation. Compliance with equal employment opportunity statutes and other applicable federal and state laws and fair and workable policies, procedures and training are important to recruitment and staff retention.

The business manager, a personnel/payroll clerk and the executive secretary to the superintendent oversee the district's personnel management operations.

Exhibit 1-8 demonstrates that WISD's average teacher salary is lower than the state average and its peer districts with the exception of Grape Creek.

Exhibit 1-8
WISD and Peer District Average
2000-01 Teacher Salaries

District	Average Salary for Teachers
Bangs	\$36,172
Crockett County	\$39,184
Grape Creek	\$31,573
Holliday	\$36,091
Reagan County	\$38,796
Wall	\$34,187
State	\$38,359

Source: TEA, PEIMS 2000-01.

Exhibit 1-9 shows WISD teacher salaries by years of experience compared to peer districts and the state. While the PEIMS data for beginning teachers at WISD average \$25,052, the district starts beginning teachers at the state minimum rate, \$24,240 for teachers with no experience.

Exhibit 1-9
WISD, Peer District and State Average Teacher Salary
by Years of Experience
2000-01

Years of Experience	Wall	Bangs	Crockett County	Grape Creek	Holliday	Reagan County	State
Beginning Teachers	\$25,052	\$21,260	\$28,238	\$24,981	\$24,240	\$28,500	\$27,007
1-5 years	\$27,173	\$27,131	\$30,172	\$26,515	\$29,596	\$30,066	\$28,758
6-10 years	\$32,448	\$32,083	\$36,917	\$32,181	\$33,246	\$35,373	\$33,499
11-20 years	\$38,132	\$38,969	\$40,828	\$38,746	\$39,168	\$42,070	\$39,499
More than 20 years	\$41,105	\$43,408	\$45,425	\$42,807	\$41,251	\$44,818	\$43,602

Source: TEA, PEIMS 2000-01.

Exhibit 1-10 shows the total number of full time equivalent (FTE) positions at WISD.

Exhibit 1-10
WISD Number of FTE Employees
1996-97 through 2000-01

Classification of Staff	1997-98		1998-99		1999-2000*		2000-01	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Teachers	95.4	54.7%	98.6	53.6%	101.8	55.4%	103.5	52.6%
Professional Support	5.9	3.4%	8.2	4.5%	8.0	4.4%	9.0	4.6%
Campus Administrators	4.0	2.3%	4.0	2.2%	4.0	2.2%	4.0	2.0%
Central Administrators	1.5	0.9%	1.5	0.9%	1.5	0.8%	1.5	0.8%
Educational Aides	24.0	13.8%	23.8	12.9%	20.8	11.3%	30.4	15.4%
Auxiliary Staff	43.6	25.0%	47.7	26.0%	47.6	25.9%	48.5	24.6%

Total Staff	174.4	100.0%	183.8	100.0%	183.7	100.0%	196.9	100.0%
--------------------	--------------	---------------	--------------	---------------	--------------	---------------	--------------	---------------

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

Note: Percentages may not total to 100 due to rounding.

Staffing for campus and central administrators has remained static over the past four years, while the number of teachers and educational aides has increased.

FINDING

Teacher turnover for the district has decreased over the past four years, as shown in **Exhibit 1-11**. WISD has a turnover rate of 11.7 percent, below the statewide average of 15 percent and below the turnover rates for three of its peers.

Exhibit 1-11
WISD and Peer District Teacher Turnover Rate
1996-97 through 1999-2000

District	1996-97	1997-98	1998-99	1999-2000
Bangs	12.9%	18.7%	8.9%	9.0%
Crockett County	5.0%	17.7%	15.8%	14.3%
Grape Creek	12.9%	11.8%	19.9%	24.6%
Holliday	7.8%	1.6%	8.1%	8.2%
Reagan County	7.2%	10.2%	17.7%	14.2%
Wall	13.1%	17.6%	12.3%	11.7%
State Averages	12.6%	13.3%	15.5%	15.0%

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

While the AEIS data show a turnover rate for the district at 11.7 percent in 1999-2000, the district reports that only four teaching positions out of 101 were filled as a result of turnover, for a turnover rate of less than four percent. Employee turnover is a measure of workforce stability, job satisfaction and the adequacy of programs and initiatives designed to retain qualified personnel. High turnover rates disrupt the classroom in a smoothly running campus.

WISD has addressed the issue of retention of staff in various ways. By creating a warm, team-building atmosphere, in which every employee is valued, the district has been able to attract and retain quality teachers, and employee morale is high. In public forums and focus groups, teachers voiced their consistent satisfaction with the quality of the staff at the district and the continued emphasis the district places on learning. Sample teacher comments include:

"As a teacher within the district, I am extremely proud of the school. The supportive school board and outstanding administrators that we have make it a rewarding place to teach. Few discipline problems and outstanding scores speak for themselves."

"Best district I have ever worked in."

"Administrators work hard to accommodate the needs of students, parents, teachers and community. I truly believe this is one of the best school districts in the state!"

"Our teacher and student morale are high. I took a pay cut to work in this district. It is an excellent district to work for."

"We are encouraged to voice our opinions on matters that concern us and our administrators listen without fear on our part of some sort of retribution. I appreciate the warm, open, friendly, atmosphere at Wall."

The district recruits qualified teachers successfully, and there is a waiting list of teachers who want to be hired.

COMMENDATION

WISD provides a positive workplace for its employees and has reduced its turnover rate.

FINDING

Region 15 conducts the majority of the district's professional education training. Each year, the service center publishes a catalog of course offerings for the year - more than 200 in 2000-01. These courses are offered at multiple times at the service center in San Angelo. Most are targeted at educators, but there are a significant number of technology courses aimed at all school personnel.

All training provided through the center is tracked through a database. Employees may request a transcript of completed coursework to meet TEA certification renewal guidelines. In addition, employees may register online through the service center's Web site.

WISD's teaching staff has seven days of required staff development. Teachers and aides must attend three days of staff development in their teaching field during the summer break. WISD has required technology training for the past three years, which is offered at the beginning or end of the school year.

In 1999-2000, 159 WISD employees participated in 214 Region 15 training sessions, attending an average of 2.3 training programs each. Categories of training programs attended by WISD staff at the center include:

- "At risk";
- Classroom management;
- Drug education;
- Early childhood;
- General education;
- Gifted/talented;
- Language arts, social studies, science;
- Leadership;
- Mathematics;
- Reading/language arts;
- School safety;
- Social studies;
- Special education;
- TAAS;
- Technology; and
- TEKS.

In addition, Region 15 sponsors meetings for special interest groups to share ideas and best practices. These include meetings for technology staff, curriculum directors, gifted/talented staff, special education staff, Bilingual/ESL directors and migrant education directors. Region 15 provides the district cost effective services, such as printing documents for distribution to large numbers of employees.

COMMENDATION

WISD takes full advantage of the comprehensive selection of training offered by the Region 15.

FINDING

Performance appraisals are not provided to support staff in WISD. The support areas of maintenance, transportation and food service managers do not routinely annually evaluate WISD employees assigned to those areas. Key members of the superintendent's administrative team had not received annual performance appraisals, nor had an appraisal instrument been developed at the time of the review. The district principals evaluate all certified teachers at least once during the school year before contract renewal. The superintendent evaluates WISD principals once a year.

Interviews with staff and a review of personnel files revealed that while evaluations of professional staff and teachers are performed annually, paraprofessional staff, including staff in the district administration office, are not annually evaluated. By law, all Texas school district administrators are not to be paid without an annual evaluation on file. Section 21.354(c) of the Texas Education Code requires school districts to appraise each administrator annually. Moreover, section 21.354(d) prohibits school districts from paying administrators who have not been appraised in 15 months.

WISD policy states all employees shall have at least one evaluation conference at least annually to discuss the written evaluation, and that all employees shall receive a copy of their annual written evaluation. The policy does not specify procedures for conducting appraisals including timelines.

Recommendation 6:

Evaluate all employees' performance annually.

Annual performance appraisals are essential for providing staff feedback on their performance and offer an opportunity for employees to discuss ways to improve their performance and establish future goals and objectives. Performance appraisals also provide the superintendent a way to assess individual and group achievements and recognize and reward the staff that are responsible for the success of the school district's operations.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent meets with his staff to establish performance goals and objectives.	October 2001
2.	The business manager develops procedures for conducting appraisals, including timelines and appraisal instruments for all employee categories.	November 2001
3.	The business manager submits the recommended procedures to the superintendent for approval. then. once approved.	December 2001

	communicate them to WISD employees for immediate implementation.	
4.	The superintendent conducts an evaluation of the business manager and personnel/payroll clerk.	January 2002
5.	The superintendent, principals and department heads evaluate all staff based on performance expectations.	Annually

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district does not track the success of its recruiting activities. Because WISD, like other Texas districts, must conduct its recruiting efforts with limited resources, a formal recruitment strategy and process is essential to maximize the benefits of these efforts. A recruiting strategy can help the district focus its recruiting efforts on specific targeted staffing needs, including hard-to-fill positions and bilingual staff. For 2000-01, the district hired a total of 11 staff, including three teachers, six educational aides, one professional support staff member and one auxiliary staff. WISD's superintendent and principals attend Angelo State University job fair to recruit teachers in April of each year, and the district advertises all job openings in the local newspaper and posts all job openings internally.

Recommendation 7:

Develop a formal recruiting strategy to track the district's recruiting success.

The district should establish a mechanism to track its recruiting efforts and outcomes. The district should identify the types of recruiting it will conduct, the expected outcomes and the mechanisms to track and evaluate actual outcomes. At a minimum, the district should develop and maintain a database including each recruiting event, the number of contacts made, and the number of employees hired as a result of the event and its cost. This information would allow the district to focus its recruiting efforts and spend its recruitment funds efficiently.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent, the business manager and the principals develop a formal recruitment policy with specific initiatives outlined in a recruitment plan.	October 2001
----	---	--------------

2.	The superintendent implements the policy.	December 2001
3.	The business manager monitors the progress of the recruitment plan.	December 2001 -Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

D. COMMUNITY INVOLVEMENT

Community involvement is essential to both the success of a school district and the quality of life within a school district's community. Community involvement includes those activities that enable parents, business leaders and others with a stake in public education to become involved in the district.

Effective community involvement programs address the unique characteristics of the school district and the community. Critical to community involvement programs are strategies for communicating both with the community (external communications) and within the school district (internal communications). Other essential program components include methods for recruiting volunteers and soliciting business support for campus functions and outreach activities designed to encourage community participation in the district.

The superintendent maintains consistent, direct contact with individual community members and civic group organizations. The business manager and the principals are responsible for managing community involvement programs for the district. WISD also has a Web site that provides information on the district and its activities. The district publishes a monthly newsletter, and each of the schools provide its own internal newsletters to parents regularly, including weekly letters to parents, newsletters from the counselors and information on other activities.

The community provides ongoing support, resources and volunteers to the district.

FINDING

All WISD schools have one or more parent organizations that promote parental involvement. The elementary school has an active Parent Teacher Organization (PTO), which has a monthly program that includes a music recital with 75 to 100 parents attending the program each month. The PTO also sponsors a Halloween carnival each year to raise funds for the elementary school and the funds have provided the school computers, teacher training aides and other equipment and supplies.

Parents attend open houses, which are held at each campus once a year, with almost 100 percent of the parents attending. Parents also volunteer for projects they initiate, such as providing "cookouts" for staff and

students before field trips. Parents also donated their time to install a needed sprinkler system for the ball field, saving the district the labor cost for installation.

The middle school and high school have band booster clubs that involve high school parents in student's band activities, including raising funds for uniforms and help with University Interscholastic League (UIL) activities.

Many parents are involved in Project Graduation activities, which are recreational activities held at the end of senior students' last year of high school. Parents also participate actively with Future Farmers of America, which involves 50 to 100 WISD students each year.

There is an annual Thanksgiving banquet that is attended by many of the parents and community.

COMMENDATION

Many WISD parents are active in organizations and activities that support WISD's education mission.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

This chapter discusses Wall Independent School District's (WISD's) educational service delivery system, student performance and safety and security measures in five sections:

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

Effective educational service delivery requires appropriate leadership, dedicated and capable teachers and adequate resources. A thorough understanding of students' instructional needs is needed to tailor programs to fit local expectations and state goals.

BACKGROUND

WISD selected five Texas school districts to serve as "peer districts" for various comparisons: Bangs, Crockett County, Grape Creek, Holliday and Reagan County ISDs. All except Holliday ISD are located in the same general area of the state; Holliday ISD is located in north-central Texas. The Texas Education Agency (TEA) provided information on the state-mandated Texas Assessment of Academic Skills (TAAS) and other student performance measures, such as the Scholastic Aptitude Test (SAT).

TEA's Academic Excellence Indicator System (AEIS) reports provide demographic, staffing and financial data for each school district and school. These reports contain information gathered from each district and are available on TEA's Internet web site (www.tea.state.tx.us). The latest AEIS data, published by TEA in November 2000, are for the 1999-2000 school year. This report also uses data from WISD's fall 2000 Public Education Information Management System (PEIMS) report, which contains certain information for the 2000-01 school year, as appropriate. Comparative student data from 2000-01 will not be available until TEA circulates the fall 2001 reports.

Exhibit 2-1 presents demographic information for WISD, the peer districts, Regional Education Service Center XV (Region 15) and the state.

Exhibit 2-1

Demographic Characteristics of WISD

**Peer Districts, Region 15 and State
2000-01**

District	Student Enrollment		Ethnic Groups					Economically Disadvantaged	
	Number	5 Year Percent Change*	Percent African American	Percent Hispanic	Percent Anglo	Percent Other	Percent Minority	Percent	5 Year Percent Change*
Grape Creek	1,151	40.9%	2.1%	21.1%	76.5%	0.3%	23.5%	46.7%	0.9%
Bangs	1,111	2.6%	8.4%	13.7%	77.3%	0.6%	22.7%	44.4%	-4.3%
Holliday	956	-2.1%	0.2%	2.6%	97.0%	0.2%	3.0%	16.4%	49.1%
Wall	944	6.8%	0.2%	22.0%	77.8%	0.0%	22.2%	27.3%	-5.9%
Reagan County	892	-19.9%	2.7%	57.8%	38.9%	0.6%	61.1%	46.8%	4.7%
Crockett County	840	-16.3%	0.2%	64.5%	35.0%	0.2%	64.9%	51.0%	8.1%
Region 15	50,694	-3.8%	3.6%	47.9%	47.8%	0.7%	52.2%	53.5%	5.1%
State	4,071,433	6.3%	14.4%	40.5%	42.1%	3.0%	57.9%	49.2%	2.3%

Source: TEA 2000 fall PEIMS 1999-2000.

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

For 2000-01, WISD's enrollment was 944, a small decrease from 976 in 1999-2000. Holliday is closest to WISD in enrollment, with 956 students. WISD's enrollment increased by 6.8 percent over the last five years, which is about equal to the state increase of 6.3 percent. Three districts- Crockett County, Holliday and Reagan County- experienced declining student enrollment over the same period. Minority student enrollment in the districts ranges from 64.9 percent in Crockett County ISD to just 3 percent in Holliday ISD. WISD has the third-highest share of minority student enrollment at 22.2 percent.

Among the peer districts, WISD has the second-lowest share (27.3 percent) of economically disadvantaged students. Between 1996-97 and 2000-01, the state's share of economically disadvantaged students rose by about 2 percent. In WISD, by contrast, the share of economically

disadvantaged students fell by about 6 percent between 1996-97 and 2000-01.

WISD ranks first among the peers in instructional expenditures per student, at \$7,368 (**Exhibit 2-2**). This figure, however, cannot be compared directly to the peer districts or the state averages, since WISD serves as fiscal agent for a small schools special education cooperative that includes 18 districts. WISD ties for fourth with Holliday ISD in its instructional expenditures on gifted and talented education programs.

Exhibit 2-2
Actual Instructional Expenditures
WISD, Peer Districts and State
2000-01

District	Total Expenditures	Instructional Expenditure Per Student*	Percent Regular	Percent Gifted & Talented	Percent Special Education	Percent Career & Tech.	Percent Bil/ESL	Percent Compensatory
Wall**	\$12,942,502*	\$7,368	32.4%	0.5%	54.0%	3.5%	0.1%	8.3%
Crockett County	\$9,950,426	\$4,737	56.3%	1.6%	9.2%	5.5%	4.3%	18.7%
Reagan County	\$7,981,422	\$4,725	60.0%	1.2%	17.6%	4.1%	1.7%	9.0%
Bangs	\$7,805,136	\$3,653	56.8%	1.7%	21.1%	5.2%	0.1%	10.1%
Holliday	\$6,838,633	\$3,646	62.5%	0.5%	22.1%	4.1%	0.6%	5.3%
Grape Creek	\$7,120,924	\$2,869	60.3%	0.3%	21.6%	2.3%	3.2%	8.3%
State	\$31,639,852,01	\$3,738	61.5%	1.7%	15.2%	4.0%	3.7%	11.7%

Source: TEA fall 2000 PEIMS 1999-2000.

**Includes instruction and instructional leadership expenditures.*

***WISD is the fiscal agent for the Small Schools Special Education Cooperative and the Fairview Alternative Education Cooperative. WISD employees perform most of the cooperatives' administrative functions. Without these two functions, the district's actual budget is \$7.3 million.*

WISD ranks first among the peers in its share of students identified as gifted and talented (**Exhibit 2-3**). Its share of students enrolled in a bilingual or English as a Second Language (ESL) programs (2.4 percent) is second highest among the peers but significantly lower than the statewide average of 12.5 percent. WISD is fourth among the peers in its share of students receiving special education services and third in its share of students enrolled in career and technology education programs.

Exhibit 2-3
Student Enrollment by Program
WISD, Peer Districts, Region 15 and State
2000-01

District	Percent Bilingual/ ESL	Percent Career and Technology	Percent Gifted and Talented	Percent Special Education
Wall	2.1%	29.4%	10.9%	15.3%
Crockett County	3.6%	19.1%	10.8%	17.0%
Reagan County	6.2%	34.4%	9.5%	21.4%
Bangs	0.6%	31.8%	8.5%	22.2%
Grape Creek	2.3%	15.1%	8.0%	17.3%
Holliday	0.2%	30.8%	6.3%	6.2%
Region 15	6.8%	22.9%	8.1%	13.9%
State	12.5%	18.9%	8.4%	12.1%

Source: TEA, PEIMS 2000-01.

Exhibit 2-4 examines various categories of professional staffing. WISD and Holliday ISD have the highest share of teachers as a percent of total staffing. WISD ranks third in its share of minority teachers and fourth in its share of educational aides as a percent of total staffing. While the PEIMS report contains data for the special education cooperative, the AEIS report does not, leading to variances in their statistical reporting. For example, teachers are listed as about 46 percent of all staff in the PEIMS report but 55 percent in AEIS. This is because the PEIMS report includes 12 special education diagnosticians employed by the cooperative.

Exhibit 2-4
Percent Staff

**WISD, Peer Districts, Region 15 and State
2000-01**

Professional Staff	Bangs	Crockett County	Grape Creek	Holliday	Reagan County	Wall	Region 15	State Avg.
Teachers	52.0%	46.7%	54.2%	58.6%	50.3%	52.5%	50.0%	50.6%
Professional Support	4.1%	3.8%	5.8%	4.0%	4.9%	4.6%	6.8%	7.9%
Campus Administration	2.6%	3.5%	3.3%	2.6%	2.6%	2.0%	2.5%	2.4%
Central Administration	1.3%	1.3%	1.3%	0.9%	1.9%	0.8%	1.3%	1.0%
Educational Aides	13.8%	19.8%	12.4%	11.1%	15.4%	15.4%	12.4%	10.3%
Auxiliary Staff	26.1%	24.9%	23.1%	22.8%	24.9%	24.6%	26.9%	27.7%
Minority Teachers	3.8%	15.8%	2.4%	1.5%	6.4%	4.8%	16.7%	26.2%

Source: TEA, PEIMS 2000-01.

Exhibit 2-5 examines teacher experience and turnover rates. WISD has the second-lowest share of teachers with more than 20 years of teaching experience (13.3 percent). WISD ranks in the middle of the peer districts for teacher turnover, with a turnover of 11.7 percent of the teaching staff in 2000-01. While several staff members stated that many teachers want to teach in WISD, the district was second lowest among the peers for average years of teacher experience and average tenure with the district. While WISD's beginning teacher salary is about average for the peer districts, it is \$3,000 lower than the state average. WISD's average salary for teachers with six to 10 years of experience is second from the bottom of the peer districts and about \$2,600 below the state average.

**Exhibit 2-5
Teacher Experience and Turnover Rate
WISD, Peer Districts, Region 15 and State
2000-01**

	Bangs	Crockett County	Grape Creek	Holliday	Reagan County	Wall	Region 15	State
Teachers by Years of Experience								

Beginning Teachers	1.3%	4.8%	10.6%	1.5%	3.8%	3.9%	4.9%	7.8%
1-5 Years Experience	20.2%	30.6%	39.1%	23.9%	17.2%	21.0%	23.3%	27.3%
6-10 Years Experience	17.7%	17.7%	21.6%	19.4%	21.7%	27.9%	18.6%	18.1%
11-20 Years Experience	37.5%	26.2%	16.8%	27.5%	29.3%	32.3%	28.6%	25.3%
Over 20 Years Experience	23.3%	20.7%	11.9%	27.8%	27.9%	15.0%	24.6%	21.5%
Average Years Experience	13.9	11.7	8.1	14.2	13.8	10.3	11.9	10.8
Teachers Turnover Rate								
Turnover (1998-99)	9.0%	14.3%	24.6%	8.2%	14.2%	11.7%	13.6%	15.0%
Average Teachers Salary by Years of Experience								
Beginning Teacher	\$21,260	\$26,011	\$24,981	\$24,240	\$28,500	\$25,052	\$26,256	\$27,007
1-5 Years Experience	\$27,131	\$27,583	\$26,515	\$29,596	\$30,066	\$27,173	\$27,627	\$28,758
6-10 Years Experience	\$32,083	\$32,090	\$32,181	\$33,246	\$35,373	\$32,448	\$32,834	\$33,499
11-20 Years Experience	\$38,969	\$37,931	\$38,746	\$39,168	\$42,070	\$38,132	\$39,009	\$39,499
Over 20 Years Experience	\$43,408	\$41,808	\$42,807	\$41,251	\$44,818	\$41,105	\$42,433	\$43,602

Source: TEA, AEIS 1998-99 and PEIMS 2000-01.

WISD's share of teachers with a Masters degree is higher than the state average and all of the peer districts (**Exhibit 2-6**).

**Exhibit 2-6
Teacher Degrees**

**WISD, Peer Districts, Region 15 and State
2000-01**

Education Level	Bangs	Crockett County	Grape Creek	Holliday	Reagan County	Wall	Region 15	State
No Degree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%	1.3%
Bachelor	84.3%	86.1%	92.9%	96.3%	87.4%	74.9%	82.3%	74.8%
Master/Doctorate	15.7%	13.2%	7.1%	3.1%	12.6%	25.1%	16.7%	23.4%
Doctorate	0.0%	0.7%	0.0%	0.6%	0.0%	0.0%	0.1%	0.5%

Source: TEA, PEIMS 2000-01.

In Texas, teaching permits can be activated by the local school district and approved by the state's Commissioner of Education for degreed persons who are uniquely qualified to teach a particular assignment but lack formal teaching credentials. Districts also can activate temporary exemption permits for certified, degreed teacher who are not certified for a particular classroom assignment. This exemption cannot be renewed. Neither WISD nor any of the peer districts except Bangs use these types of permits.

Under the state's school accountability system, TEA assigns annual ratings to each district and school based upon TAAS scores, attendance, dropout rates and the quality of the data submitted to TEA. The accountability system includes five ratings for districts: Exemplary, Recognized, Academically Acceptable, Academically Unacceptable and Unacceptable: Data Quality (the latter pertaining to the data submitted to TEA).

To receive an Exemplary rating, at least 90 percent of all students, as well as 90 percent of African American, Hispanic, Anglo and economically disadvantaged students, must pass the TAAS reading, writing and mathematics tests. To achieve a Recognized rating, 80 percent of all students and each student group must pass the same TAAS reading, writing and mathematics tests. In 2000, to be rated Academically Acceptable, 50 percent of each student group must pass TAAS. Beginning in 2000, scores for students with disabilities, and from the TAAS Spanish version of reading and mathematics in grades 3 through 6 were included in the accountability calculations.

Although the state accountability system also considers attendance and dropout rates, TAAS is the key factor used in determining district ratings.

Exhibit 2-7 shows that four of the six peer districts were rated academically acceptable in 1996. By 2000, three districts-WISD, Crockett

County ISD and Reagan County ISD-were recognized. Grape Creek ISD was rated as academically acceptable while Bangs ISD was rated exemplary. Most, except Grape Creek and Holliday ISDs, improved or maintained their accountability ratings between 1996 and 2000. Grape Creek ISD was rated as recognized in 1996 through 1998 but was only academically acceptable in 1999 and 2000. Holliday ISD was recognized for two of the five years. WISD has been rated as recognized in each year from 1997 to 2000.

WISD had two campuses rated exemplary in 2000, its high school and elementary school. The middle school was rated as recognized. Fairview Accelerated, a WISD alternative education program, was rated as academically acceptable under the state's alternative accountability system; two specialized campuses were not rated because of the grade levels included.

Exhibit 2-7
Accountability Ratings
WISD Versus Peer Districts
1995-96 through 1999-2000

	1995-96	1996-97	1997-98	1998-99	1999-2000
Bangs	Recognized	Recognized	Recognized	Exemplary	Exemplary
Crockett County	Acceptable	Recognized	Recognized	Recognized	Recognized
Grape Creek	Recognized	Recognized	Recognized	Acceptable	Acceptable
Holliday	Acceptable	Recognized	Recognized	Acceptable	Acceptable
Reagan County	Acceptable	Recognized	Acceptable	Recognized	Recognized
Wall	Acceptable	Recognized	Recognized	Recognized	Recognized

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

WISD has a relatively low dropout rate, second only to Crockett County ISD among the peers, and an attendance rate close to the top of the peer districts (**Exhibit 2-8**). The WISD dropout rate was lower than the state and Region 15 averages.

Exhibit 2-8
Annual Dropout and Attendance Rate
WISD, Peer Districts, Region 15 and State
1998-99

	Crockett County	Wall	Reagan County	Grape Creek	Holliday	Bangs	Region 15	State Avg.
Dropout Rate	0.2%	0.4%	0.4%	0.6%	0.6%	1.1%	1.5%	1.6%
Attendance Rate	97.1%	96.9%	96.6%	95.8%	97.0%	96.3%	95.8%	95.4%

Source: TEA AEIS 1998-99.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

A. STUDENT PERFORMANCE

Effective instruction depends upon adequate human and fiscal resources and support from the district's central office. The school administrative and instructional team must be qualified and active in planning and delivering the curriculum. In particular, TAAS performance, the primary factor in determining district accountability ratings, depends on effective instruction.

TAAS is administered in grades 3 through 8 and in grade 10. TAAS includes a reading and mathematics test in grades 3 through 8 and grade 10 and a writing assessment in grades 4, 8 and 10. Science and Social Studies tests are included at grade 8 but are not used in determining accountability ratings. Because five tests are administered in grade 8, this grade usually has the lowest percent of students passing all tests taken. The Spanish version of TAAS is given in grades 3 through 6.

On an incremental basis, between 2000 and 2003, changes will be made in the TAAS administration schedule, particularly at the high school level. By 2003, TAAS will be administered in grades 9, 10 and 11. Reading and mathematics tests will be added at grade 9. The exit-level examination will be moved to grade 11 and will include science, social studies, English language arts and mathematics. A science test will be added to grade 5.

FINDING

WISD has used a number of techniques to improve the performance of its students. One service, Life Track, provides surveys to school districts to assess the success of their students after graduation. The information produced is used to improve instruction and services.

WISD starts every high school student with the state-recommended program plan but allows modifications to match individual student needs. WISD obtains grants to support its instructional programs. One example is a reading class for students in high school who are not able to read at grade level.

The middle school principal said that almost 95 percent of the school's students compete in academic competitions and the middle school counselor said that all students must participate in at least one. The school rewards all participants with a schoolwide party. While a high rate of participation in athletics is common in small schools, the fact that most

students also participate in academic related extracurricular activities is noteworthy.

TSPR's parent and staff surveys found a good deal of support for WISD's instructional delivery system. WISD's TAAS scores are excellent in every grade level and have increased in recent years. In 2000, the percent of students passing mathematics ranged from 93 to 100 percent across the district's various grade levels (**Exhibit 2-9**). The percent of students passing reading also was very high, ranging up to 100 percent passing. For grade 8, with its five tests, WISD's passing rate was almost 20 percent higher than the state or Region 15 averages.

Exhibit 2-9
Percent of Students Passing TAAS
WISD Versus Region 15 and State
1995-96 and 1999-00

Grade Level*	Reading		Mathematics		Writing		Science		Social Studies		All Tests Taken	
	1996	2000	1996	2000	1996	2000	1996	2000	1996	2000	1996	2000
Grade 3												
WISD	97	100	90	98							87	98
Region 15	83	89	81	82							74	79
State	81	88	77	80							70	77
Grade 4												
WISD	100	98	100	100	100	94					100	94
Region 15	80	90	83	88	85	92					70	81
State	78	90	79	87	86	90					67	80
Grade 5												
WISD	90	99	86	99							81	97
Region 15	83	89	82	94							75	87
State	83	88	79	92							74	85
Grade 6												
WISD	92	88	85	100							80	88

Region 15	81	90	83	94							75	87
State	78	86	78	89							70	82
Grade 7												
WISD	91	92	89	95							83	90
Region 15	84	85	77	92							73	82
State	83	84	72	88							68	79
Grade 8												
WISD	94	99	90	99	98	97	98	94	90	86	84	83
Region 15	78	88	69	91	76	85	80	88	71	73	54	65
State	78	90	69	90	77	84	78	88	70	72	54	65
Grade 10												
WISD	96	96	83	93	98	94					80	87
Region 15	80	90	65	86	86	91					59	80
State	82	90	67	87	86	91					61	80

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

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

As seen in **Exhibit 2-10**, While WISD has had a relatively small percent increase in the number of students passing all TAAS tests since 1995-96, it started at the highest level among the peer districts. In 2000, WISD was second highest among the peers for percent of students passing all tests taken, at 92.5 percent. This result was about 10 percent higher than the Region 15 average and almost 13 percent higher than the state average.

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

District	1995-	1996-	1997-	1998-	1999-	Percent	Percent of
----------	-------	-------	-------	-------	-------	---------	------------

	96	97	98*	99**	2000**	Change from 1996 to 2000***	Students Tested 2000
Bangs	85.3%	89.3%	81.2%	95.9%	93.1%	9.1%	84.1%
Wall	85.4%	89.1%	80.4%	92.3%	92.5%	8.3%	92.0%
Grape Creek	79.0%	83.7%	72.0%	85.4%	89.1%	12.8%	92.9%
Holliday	70.3%	80.2%	81.6%	84.6%	86.1%	22.5%	97.5%
Crockett County	68.5%	77.2%	80.9%	85.4%	83.9%	22.5%	91.2%
Reagan County	71.6%	78.8%	71.6%	81.1%	83.8%	17.0%	93.0%
Region 15	69.0%	76.2%	73.6%	80.7%	82.2%	19.1%	90.6%
State	67.1%	73.2%	73.1%	78.1%	79.9%	19.1%	90.2%

Source: 1995-2000 TEA AEIS Reports.

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

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

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

WISD uses a variety of methods and initiatives to ensure high performance on TAAS, including:

- Accelerated Reader Program;
- Saxon Math;
- Saxon Phonics; and
- Standardized Test for Assessment of Reading.

The Accelerated Reader program is a computer program that assists teachers in determining each student's reading comprehension level. Students select their own books and take tests on the computer that gives immediate feedback to the student and teacher regarding their

comprehension and allows teachers to plan exercises to improve their reading. The program encourages students to take books home to read. Teacher opinion and improved TAAS reading scores underscore the program's effectiveness. (More information about the Accelerated Reader program can be found at www.renlearn.com.)

WISD also has received technology grants such as those awarded by the state's Telecommunications Infrastructure Fund to obtain computers for instruction.

COMMENDATION

WISD uses a variety of techniques to guarantee the quality of its educational programs.

FINDING

While WISD's TAAS performance is generally very good, there are significant performance gaps between Anglo and Hispanic students in advanced academic areas. While the difference between Hispanic and Anglo students completing advanced courses was lower than the state average, it still amounted to 16 percent in 1999. WISD's performance gap for students taking college preparatory exams was considerably higher than the state average. The gap for completion of the state-recommended high school program, however, was most severe, at nearly twice the state average (**Exhibit 2-11**).

Exhibit 2-11
Percent of Students with Advanced Outcomes
Class of 1999

Outcome	Wall		State Average	
	Hispanic	Anglo	Hispanic	Anglo
Percent Completing Advanced Course	11.7%	18.5%	12.9%	21.3%
Recommended HS Program	15.4%	50.8%	10.9%	17.9%
Percent taking either ACT or SAT	41.7%	88.7%	44.5%	68.9%

Source: 1999-2000 TEA, AEIS Reports.

Smaller districts such as WISD tend to show greater performance gaps from year to year than the state average, given the districts' differing ability to offer advanced courses as well as differences in student demand. For the recommended high school program, the difference between Hispanic and Anglo students is much greater than the state average. Both

groups were reported as zero for recommended high school program in WISD in 1998. **Exhibit 2-12** examines the percent of WISD students passing the end-of-course (EOC) tests that are part of the TAAS assessment program. While Anglo students' performance was similar to the state average in and exceeded the state average on two of the four examinations, Hispanic performance in Algebra I was markedly lower than the state average. In other subjects, Hispanic student performance was similar to the state average; Hispanic students exceeded the state average in US History.

Exhibit 2-12
Percent of Students Passing End-of-Course Examinations
1999-2000

End of Course Examination	Wall		State Average	
	Hispanic	Anglo	Hispanic	Anglo
Algebra I	25.0%	55.2%	32.7%	56.7%
Biology	63.6%	93.4%	69.4%	91.2%
English II	69.2%	80.0%	71.1%	84.4%
US History	64.3%	89.7%	58.3%	84.0%

Source: 1999-2000 TEA, AEIS Reports.

WISD's District Improvement Plan (DIP), includes the following objective: "To continually improve all student groups including economically disadvantaged, Hispanic and Anglo [students] passing the TAAS reading objective. Economically disadvantaged students as well as at-risk students will improve the same as middle/upper social economic students."

The DIP also calls for improved mathematics and writing scores for all student groups, but does not include a goal or any strategies and objectives addressing the percent of students taking advanced courses, college preparatory tests, EOC exams or the discrepancy between Hispanic and Anglo students regarding these measures. The DIP also fails to address student performance in advanced academic studies or the percent of students taking recommended high school program. Because this issue is not mentioned in the DIP, the plan does not list a person responsible for ensuring that the district uses adequate measures and opportunities to increase the participation of Hispanic students in advanced courses and college preparatory exams.

Recommendation 8:

Promote the importance of high performance for all student groups through specific objectives in the District improvement plans.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs all campus principals to include specific performance objectives relating to high performance for each student group in each campus improvement plan.	October 2001
2.	Principals and counselors at each school develop programs that help all students understand the importance of and rewards for completing the recommended high school program.	November-December 2001
3.	The high school principal and the counselor arrange for presentations from local universities regarding the importance of challenging courses, high expectations for college and completion of the recommended high school program.	Spring 2002
4.	The superintendent includes a measure of gaps in student performance in advanced courses, the recommended high school program and college preparation as part of each principal's evaluation.	Spring 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

B. CURRICULUM AND INSTRUCTIONAL RESOURCES

Instructional resources are the written materials used to ensure successful learning, such as curriculum guides, as well as the fiscal and human resources needed to support teaching. For instruction to succeed, school districts must have a sound instructional management system.

FINDING

Wall High School has implemented a well-planned and effective block scheduling system. Broadly defined, block scheduling refers to the practice of organizing the school day into larger blocks of time, typically 90 minutes, with longer classes that last longer than the traditional 50 minutes. Some courses are offered on successive days to accommodate the longer periods.

To make Wall High School's scheduling system more flexible and increase the available amount of uninterrupted instructional time, the superintendent, with WISD board approval, directed the high school principal and staff to consider implementing block scheduling. The district thoroughly investigated for three years and spent the final year formally discussing the entire process. Before the new system was implemented groups of teachers were trained in the system. All teachers were encouraged to visit schools using block schedules. The block system now in place has benefited the high school in several ways. The system was well researched and approved by teachers. Teachers were trained prior to implementation and learned how to modify their lesson plans to fit the longer class segments. Teachers said they now could, for instance, conduct longer laboratory experiments, or take more time to introduce a new concept in math, English or science.

COMMENDATION

Wall High School has adopted a block scheduling system that is supported by staff, students and parents.

FINDING

WISD uses classroom computers to enhance its curricula. The district used a grant to hire an instructional technology coordinator with classroom experience to integrate computer technology into district classes. The middle school principal said the district is considering dedicating funds to

this position to continue providing support for teachers in this critical area. In addition to local funds, Wall ISD has received funding with the help of Region 5 from state TIF and plans on applying for more grants in the future. The Universal Services Fund E-Rate program also can provide technology funding.

WISD has 376 computers, or about one for every 2.5 students. All are linked to the Internet and can be used to research various school projects. WISD uses several software programs to enhance instruction, including the Accelerated Reader and STAR programs to help promote and improve reading; HeartBeeps, a teacher-friendly tool designed to blend computer technology with classroom instruction; and Athena 97, a fully integrated automated library system.

The district's Technology Plan states that:

Classroom computers are used at WISD to enhance the everyday curriculum. Teachers are able to use the Internet in the classroom as a reference for any subject. WISD plans to continue to teach students and teachers to use the Internet for research, distance learning, virtual field trips, student and teacher teleconferencing and lesson presentation. The district would like to make every teacher a "believer" in technology.

TSPR's teacher survey revealed that 74 percent of respondents expressing an opinion strongly agreed that WISD's computer instruction is effective. Parents and WISD administrators also strongly endorsed this position. Most respondents also agreed that all schools provide equal access to educational resources such as computers.

District staff members believe that the district's technology investment will improve student performance. The plan states that:

A significant improvement on TAAS scores is already evident. Technology has aided this improvement through the use of Internet projects and TAAS software. Borderline students are now interested in problem solving, and their writing skills have increased due to word processing and the Internet. Wall ISD is committed to expanding its technology base in order to reach as many students as possible.

Several areas in the district's technology base still need improvement, but in all WISD has incorporated technology in its classrooms wisely and successfully.

COMMENDATION

WISD has built an effective technology base that enriches the classroom experience.

FINDING

WISD does not have a comprehensive curriculum development and management system. WISD's curricula are designed to reflect the Texas Essential Knowledge and Skills (TEKS), the state-established list of the knowledge and skills students are expected to learn at each grade level.

WISD curriculum guides are out of date. Though the district supplements its curricula with instructional programs such as Accelerated Reader and Saxon Math, these programs target specific areas of study and cannot take the place of general curriculum guides.

A lack of coordination among subject areas and between grade levels has contributed to a disconnected curriculum plan. The high school principal and staff members at the middle school each told TSPR that there is a lack of vertical alignment between elementary and middle school and between middle and high school.

The district does not have a designated curriculum leader to develop and define the district's curricula. The 2000-01 district improvement plan does not identify the lack of curriculum guides as an area needing improvement. The superintendent is aware of this problem, however, and plans to begin taking steps to improve the district's curriculum management plan.

Region 15 has developed a Curriculum Collaborative Project (CCP), in collaboration with Region 5 intended to design an up-to-date curriculum reflecting the elements of the TEKS and TAAS for Region 15 schools. A comprehensive curriculum guide set purchased from CCP costs about \$600. Schools can use the guide as is or can customize it to fit their own instructional needs. More than 45 school districts are members of Region 5's Curriculum Leadership Cooperative (CLC).

Port Arthur ISD is an active member of the Region 5 CLC, using the CCP curriculum. The CLC provides member districts with a series of TEKS-inspired benchmarks and goals for each grade level and subject area. In addition to spending between \$50,000 and \$100,000 annually on curriculum revisions, Port Arthur participates in Project ABCD, a statewide project that provides the district with an additional \$7,500 per year for curriculum revision

Recommendation 9:

Develop a coordinated series of curriculum guides and update curriculum guides every four years.

WISD should develop a step-by-step plan for developing and updating guides for all grade levels. The guide development program should include both regular instructional programs and all other educational programs, such as bilingual/ESL, gifted and talented instruction and career and technology courses.

In revamping its curricula, the district should use resources available through Region 15, the state and the Internet. For instance, several Internet sites (such as school.discovery.com) assist schools and teachers in curriculum development. Other sites offer information on curriculum writing grants (see www.morriscatholic.org/grants).

In addition, WISD could partner with a neighboring district to jointly update and revise their curriculum guides, or to exchange other services for curriculum revision services. WISD should place its curriculum guides on the Internet for staff use.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent contacts Region 15 and joins the Curriculum Learning Cooperative.	September 2001
2.	The superintendent assigns a group of teachers to serve as a district Curriculum Advisory Council (CAC). CAC members would include all principals and two teachers each from the elementary, middle and high schools.	September 2001
3.	The superintendent approaches neighboring districts to propose a joint curriculum development project. The superintendent may also approach a neighboring district to propose an exchange of services for curriculum development.	September 2001
4.	The CAC reviews the CLC guides and determines the extent to which they must be modified to fit WISD instructional objectives. The teams develop a comprehensive matrix for all curriculum areas, including a chart illustrating the major curricular emphases by grade and subject and a schedule for addressing all curriculum areas at the rate of one or two per year. The CAC ensures that issues are considered.	November - December 2001
5.	The CAC develops a curriculum revision cycle that ensures that all curriculum guides are reviewed and updated on a four-year cycle. The CAC decides how many teams of teachers will be required to review each curriculum guide.	February 2002

6.	The superintendent reviews the proposed plan and submits to the board.	February 2002
7.	The board reviews and approves the curriculum management plan.	March 2002
8.	The CAC establishes teams of teachers and support employees to write guides in their curricular areas, to give teachers the information needed to plan and deliver lessons effectively.	Ongoing
9.	The CAC and the superintendent revise the guides as needed.	Ongoing
10.	The superintendent and Technology director develops a student project to place the curriculum online.	Fall 2002

FISCAL IMPACT

Purchasing a basic curriculum guide packet from Region 15 each year will cost about \$600. Assuming the packets need additional modifications, teams of teachers should develop revised guides and modify them on a cyclical basis. A two-teacher team should develop a curriculum guide for each grade level.

If six teachers were used each summer and paid a \$500 stipend to write and revise guides, the cost would be \$3,000 per year.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Develop a coordinated series of curriculum guides and update curriculum guides every four years.	(\$3,600)	(\$3,600)	(\$3,600)	(\$3,600)	(\$3,600)

Chapter 2

EDUCATIONAL SERVICE DELIVERY

C. SPECIAL PROGRAMS (PART 1)

Texas school districts provide educational programs such as special education, gifted and talented education and bilingual and compensatory education to meet the requirements of students with special needs. Career and technology programs are offered to allow students to gain entry-level employment upon graduation or to continue with post-secondary education.

Special Education

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

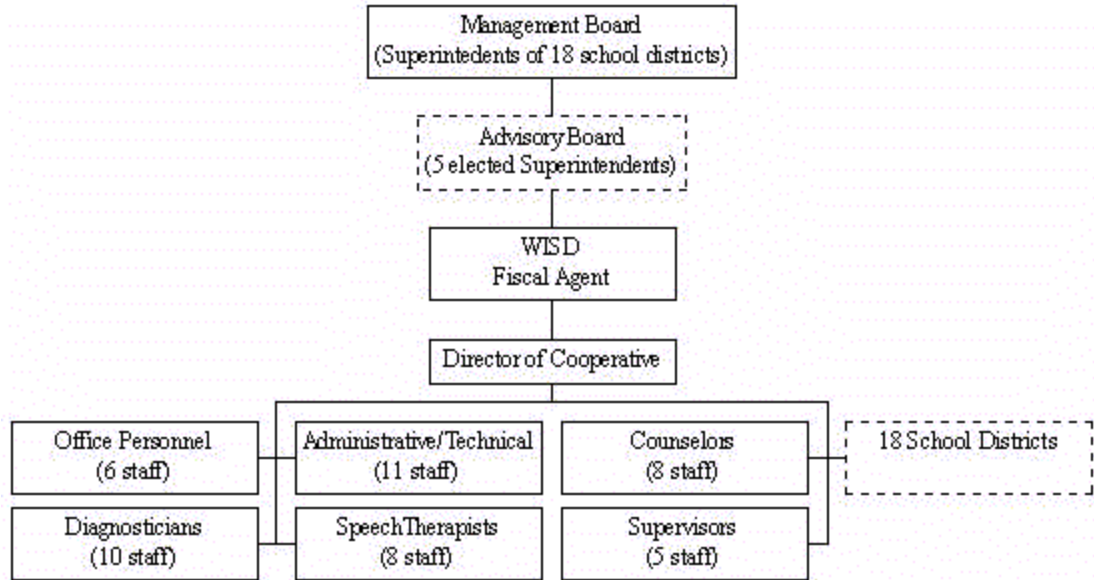
WISD is a member of the Small-Schools Cooperative, one of 137 shared service arrangements in Texas designed to assist member districts in providing educational services to all students with disabilities from birth through age 21. The cooperative includes 18 school districts and serves about 1,500 students.

Because of the small number of students enrolled in the member districts, the cooperative provides several multi-district classes. Several instructional arrangements are available through the cooperative, including four Pre-School Program for Children with Disabilities classes, three units for students with severe behavioral problems, pre-vocational and vocational training programs, functional living classes and one community-based program for secondary students with severe mental retardation.

Exhibit 2-13 displays the cooperative's organizational chart. The cooperative's management board is composed of the superintendents from each member district. The management board meets twice each year and elects members to serve on the cooperative's advisory board. The advisory

board meets monthly and includes superintendents from four member districts and the superintendent of the cooperative's fiscal agent district.

**Exhibit 2-13
Small Schools Special Education Organization
1999-2000**



Source: WISD Department of Special Education 1999-2000.

WISD serves as fiscal agent for the cooperative. In this role, WISD is responsible for making all applications needed to qualify for and receive funds on the cooperative's behalf and for preparing its budgets. The fiscal agent also is responsible for making required reports to TEA, but the co-op members have delegated this responsibility to WISD's Special Education director and the cooperative's business manager. The co-op director prepares the budget for approval by the management board and presentation to the WISD school board. WISD's Special Education director and staff prepare all special education reports required for WISD's participation as a co-op member district. WISD receives an administrative fee of \$15,000 for providing its services to the cooperative.

The cooperative provides its members with a wide range of services including initial student assessments, equipment, special units staff training, software and legal updates. In addition, the cooperative hires teachers and aides for multi-district classes and interpreters for deaf students and contracts with a child/adolescence psychiatrist, psychologists, counselors, physical therapists and occupational therapists. The co-op also provides homebound services.

As already noted, the cooperative operates several multi-district classes designed to meet students' special needs. These units are housed in various locations throughout the member districts. WISD employs eight special education teachers and five special education teacher aides. In addition, the cooperative pays for one additional teacher aide and four special education teachers assigned to the Fairview Alternative Education Program housed in WISD facilities.

Exhibit 2-14 compares WISD, Region 15, state and peer district special education enrollment information for 1998-99 and 1999-2000. For 1999-2000, WISD had the third-lowest share of students enrolled in special education, 14.7 percent; even so, this share was 2 percent higher than the statewide average. The district's share of special education teachers a percent of total teacher employment was the highest of the peer districts and substantially higher than the state and Region 15 averages.

Exhibit 2-14
Number and Percent of Special Education Students and Teachers
WISD and Peer Districts
1998-99 through 1999-2000

District	Special Education Student Enrollment				Special Education Teachers (FTEs)			
	1998-99		1999-2000		1998-99		1999-2000	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grape Creek	195	18.6%	195	17.4%	11.3	14.2%	10.6	13.1%
Crockett County	90	9.2%	77	8.4%	4.2	5.2%	4.0	4.9%
Holliday	77	7.8%	69	6.9%	3.2	4.8%	3.1	4.7%
Bangs	232	21.3%	239	22.1%	9.8	12.4%	8.9	11.6%
Reagan County	212	21.3%	197	21.3%	10.8	12.8%	9.5	11.3%
Wall	123	13.3%	143	14.7%	14.4	14.6%	15.7	15.5%
Region 15	7,428	14.4%	7,178	14.0%	381.5	9.9%	377.2	9.7%
State	476,712	12.1%	482,427	12.1%	24,744	9.5%	25,784	9.6%

Source: 1998-2000 TEA, AEIS Report and Small Schools Cooperative, San Angelo, Texas.

Exhibit 2-15 examines WISD's special education student enrollment by type of disability in 1999-2000. The majority of the district's special education students (99) had some form of learning disability. Twenty-two students had speech impairments and 11 were considered to be emotionally disturbed.

Exhibit 2-15
WISD Students Enrolled in Special Education
Number of Students by Disability
1999-2000

Type of Disability	Number of Students
Orthopedic Impairment	0
Other Health Impairment	7
Hearing Impairment	0
Visual Impairment	*
Deaf/Blind	0
Mental Retardation	*
Emotionally disturbed	11
Learning Disabled	99
Speech Impairment	22
Medically Fragile	*
Autism	*
Traumatic Brain Injury	0
Noncategorical Early Childhood	0
Total	143

Source: Small Schools Cooperative, San Angelo, Texas, 2001.

*Numbers less than five.

As fiscal agent for the cooperative, WISD's actual expenditures per student include payrolls for all teachers in the cooperative, not just WISD. As a result, PEIMS data report the district's per-pupil expenditure as

\$38,153 in 1999-00 (**Exhibit 2-16**). The 1999-00 AEIS report, reports WISD's spending as \$1,759 per special education student, a relatively low figure for the peer districts and one well below the state average of \$3,367 per student. The AEIS figure shows that membership in the cooperative allows the district to maintain a relatively low cost per student. The district, for instance, does not have to employ a full-time diagnostician, therapist or Special Education director, since these services are supplied in common for co-op members.

Exhibit 2-16
WISD Budgeted Expenditures for Special Education
WISD Versus Peer Districts
1999-00

District	Number of Students Enrolled	Actual Special Education Expenditures	Percent of Actual Expenditure	Per Student Expenditure
Wall*	143	\$5,455,866	54.0%	\$38,153
Holliday	69	\$1,094,273	22.1%	\$15,859
Crockett County	77	\$490,796	9.2%	\$6,374
Grape Creek	195	\$995,287	21.6%	\$5,104
Reagan County	197	\$993,305	17.6%	\$5,042
Bangs	239	\$1,133,222	21.1%	\$4,742
State	482,427	\$2,863,938,472	15.2%	\$5,937

Source: 1999-2000 TEA, AEIS Reports and fall 2000 PEIMS submission (Expenditures).

**WISD is fiscal agent for the Small Schools Special Education Cooperative.*

Exhibit 2-17 examines WISD's Special Education enrollment by ethnicity and type of instructional arrangement. In 1999-2000, 50 WISD students were "mainstreamed," meaning that they received lessons in a classroom with regular education students, while 59 were served in resource rooms.

Exhibit 2-17
WISD Students Enrolled in Special Education
By Instructional Arrangement and Ethnicity
1999-2000

Instructional Arrangements and Number of Students*	Total Number of Students Served/Placed (up to 4/09/01*)	
	White	Hispanic
No Instructional Setting (Speech Therapy Only)	19	2
Homebound	2	0
Hospital Class	0	0
Resource Room/Services	37	24
Vocational Adjustment	2	3
Off Home Campus	4	1
Early Child Multi District	1	2
Residential Care	3	1
Mainstream	39	19
Early Child Full Time	0	0
TX School Blind/Visually Impaired	0	0
TX School for the Deaf	0	0
Mild/Moderate/Severe (Self Contained)	1	1
Total	107	52

*Source: Small Schools Cooperative, San Angelo, Texas, 2000. *Total numbers provided by the Cooperative include students served as of 4/09/01.*

Exhibit 2-18 defines WISD's primary instructional arrangements for Special Education students.

Exhibit 2-18
Instructional Arrangement Definitions
1999-2000

Description of Basic Programs

Mainstream - To ensure the least restrictive environment appropriate for each student, district personnel first consider providing services in regular education classes with supplementary aids. Students with disabilities who spend all of their classroom hours in a regular classroom are considered "mainstreamed."

Resource - Resource students take a combination of regular classes and resource classes. In a resource class, some students move from the regular classroom to a resource classroom for specific instruction or tutoring, while other students spend most or all of the instructional day in a resource classroom.

Vocational Adjustment class - These classes provide educational and vocational services, such as job readiness training, to eligible secondary students.

Self-Contained classes - If a student's disability is so severe that he or she cannot receive a satisfactory education in a regular classroom, the student will be served in a separate "self-contained" classroom.

Behavior Management Units - Special education students who prove disruptive in regular classrooms are sent to a separate in-school alternative classroom reserved primarily for emotionally disturbed students.

Adaptive Physical Education - These classes provide specialized physical education training for students unable to benefit from the regular physical education program.

Homebound - This program provides at-home services for students at all grade levels who cannot attend school because of illness, injury or expulsion.

Source: TEA Division of Special Education.

FINDING

The cooperative provides WISD students with special education services in a timely and professional manner. The district's staff considers the most valuable services to include access to expert diagnosticians, therapists and psychologists; training materials and literature related to various special education topics; and periodic updates to current state and federal regulations and laws. The cooperative also provides special education units. The co-op director said that the district is committed to serving its students' needs in partnership with the cooperative staff. The cooperative staff also works closely with Region 15 to provide services to all member districts.

Community feedback indicated that WISD's special education program is well respected. One respondent noted, *"Special programs work very hard to meet the needs of all students. Each teacher teaches each student regardless of child's background or learning difficulties. They always go the extra mile."*

The cooperative has provided a computer-based educational system, INVEST Learning, for every member district. The cooperative purchased the hardware and the software connected with the system for each member district. The program is installed on a server so that additional computer stations can be added in the future.

Commendation

WISD's participation in the Small Schools Cooperative provides excellent services to the district's special education students and saves the district money by sharing the cost of services with neighboring districts.

FINDING

WISD does not use formal pre-referral intervention strategies. The cooperative provides helpful information for teachers regarding special education topics such as assessment and referrals transitions, but it does not focus attention on preventing unnecessary referrals.

In 1999-2000, WISD identified 13.3 percent of its student body as eligible for special education services (**Exhibit 2-14**). This level was slightly higher than the state average of 12.1 percent, but lower than three of the peer districts and Region 15. Only two districts, Crockett County and Holliday, had lower identification rates than WISD.

To serve the multiple needs of all students with disabilities and comply with the requirements of IDEA, an effective special education program should use pre-referral intervention practices. When a student experiences academic problems in the regular education program, a teacher should intervene to solve the problem. Only when the teacher has fully assessed other avenues and determined that special education testing is warranted, should the student be referred to special education staff members.

The Small Schools Cooperative provides WISD with the services of a diagnostician who assesses students referred for special education. If this assessment determines that special education is needed, the district is responsible for developing an individual education plan for the student.

Although WISD's teachers provide services for students experiencing learning difficulties, these are not necessarily coordinated or reported by using the pre-referral inventory. The district does not use campus-level committees to assess each student's needs before they are referred to special education. WISD's pre-referral process, moreover, does not identify a designated coordinator at each school. Increased communication between the Cooperative and the special education teacher and the regular education program in terms of preintervention practices is needed.

A special education referral may be warranted if a student does not improve after receiving services such as one-on-one instruction, tutoring, or other assistance from a classroom teacher, counselor or other school staff member. If pre-referral practices are not available, teachers may duplicate services, such as tutoring, that have already been provided to the student in the previous year. As a result, students may be identified for special education services too late to receive their full benefits. Effective pre-referral practices can minimize the number of referrals to special education.

At least two Texas school districts have created "best-practice" pre-referral systems that should be studied by WISD. Grape Creek ISD has instituted a special education pre-referral committee for its elementary that meets by teacher request or whenever a student is being considered for referral. This committee uses a form, the "Pre-Referral Checklist for regular classroom teachers," to ensure that educational efforts and strategies are provided or at least considered before referring a student to special education. The committee also documents these efforts for future reference.

Mount Pleasant ISD has established a series of Campus Intervention Teams (CIT) to "provide strategies for intervention when a need begins to arise for any student." Each CIT is made up of one "Maximum Achievement Learning Lab" teacher, the school counselor, the student's classroom teacher and the principal. Once a teacher fills out a pre-referral form on any student with difficulties, the CIT meets to discuss the student's needs. The goal of this process is to identify, document and implement intervention strategies, always considering the least restrictive alternatives first. According to MPISD principals and teachers, modifications can make the regular classroom setting work for students in 75 to 80 percent of all cases.

Recommendation 10:

Create a pre-referral system to discourage unnecessary student referrals to special education.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	Each school principal designates a Campus Intervention Team coordinator and determines who will serve on the team.	October 2001
2.	The director of the Small School Cooperative provides training for all CIT members.	October 2001
3.	Campus principals conduct monthly meetings with the CIT to discuss its effectiveness and provide continuous feedback.	October 2001
4.	Each principal informs parents about CIT procedures.	November 2001
5.	The director of the Small School Cooperative periodically evaluates the CITs to ensure they are remaining involved in pre-referral activities and making appropriate decisions.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Gifted and Talented

Texas state law requires all school districts to identify and provide services for "gifted and talented" students. Section 29.122 of the Texas Education Code states that school districts "shall adopt a process for identifying and serving gifted and talented students in the district and shall establish a program for those students in each grade level." In 1990, the State Board of Education (SBOE) adopted the *Texas State Plan for the Education of Gifted/Talented Students*, a guide for meeting the law's requirements. In 1996, SBOE updated the plan to incorporate Texas Education Code Section 29.123 requirements. The updated plan forms a basis for guaranteeing accountability for state-mandated services delivered to G/T students.

Exhibit 2-19 compares the peer districts' G/T enrollment and spending figures. WISD ranks fourth among the peers in spending per student (\$585), an amount also lower than the state average.

**Exhibit 2-19
Number and Percent of Gifted/Talented Students and Teachers
Actual Expenditures
WISD Versus Peer Districts
1999-2000**

	G/T Student Enrollment	G/T Teachers	Expenditures for G/T
--	-------------------------------	---------------------	-----------------------------

District	Number	Percent	Number*	Percent	Expenditure	per Student
Crockett County	47	5.2%	2.0	2.4%	\$86,592	\$1,842
Bangs	858	7.8%	1.6	2.1%	\$92,855	\$1,092
Reagan County	95	10.3%	0.3	0.4%	\$69,665	\$733
Wall	84	8.6%	0.8	0.8%	\$49,139	\$585
Holliday	69	6.9%	0.8	1.2%	\$25,035	\$363
Grape Creek	87	7.8%	0.2	0.3%	\$12,885	\$148

Source: 1999-2000 TEA, AEIS Reports and fall 2000 PEIMS submission (expenditures).

**Expressed in Full Time Equivalent.*

Chapter 2

EDUCATIONAL SERVICE DELIVERY

C. SPECIAL PROGRAMS (PART 2)

WISD's gifted and talented elementary students are served through a "pullout" program, for two to three hours a week. In the middle school, the district employs one certified G/T teacher who provides science enrichment for grade 7 G/T students. Sixth-grade students also may be placed in a gifted and talented homeroom class. Some students also may enroll in the pre-AP program. The district's coordinator for Gifted And Talented Education says the district is improving the program's instructional approach in the middle school. High school students are served through advanced placement courses.

FINDING

A 1998 District Effectiveness and Compliance (DEC) visit found that the district was not meeting all requirements of SBOE's state plan for G/T education. While WISD has made significant progress since the 1998 DEC visit, some areas of weakness still exist. Specifically, the DEC visit identified problems with the district's process for selecting G/T students and with the array of learning opportunities provided to them.

WISD still does not have updated curriculum guides for any of G/T classes. The G/T coordinator, who also teaches elementary G/T classes, compiles G/T teaching strategies and materials from the Internet and other sources. The coordinator told TSPR that there is no cooperation regarding gifted and talented education and that increased communication with other schools in the area is needed. Moreover, WISD's G/T program is not addressed in the district improvement plan. Both the district and campus improvement plans should outline specific strategies for improving G/T courses and curriculum guides, particularly in the district's middle and high school programs.

Several state regional service centers have fostered cooperative relationships among neighboring districts' G/T programs. Region 17 for example, has established an Advanced Academic Cooperative that offers member districts training in G/T education, pertinent legal updates, demonstrations, on-site technical assistance and a G/T resource library other services. Member districts pay a fee per student ranging from \$500 to \$7,500 depending on the services used. Region 5 has established a similar Advanced Academic Services Cooperative among area schools.

The Texas Association for Gifted and Talented Students offers a variety of publications and training materials to help schools districts improve their gifted and talented programs. The association also provides training opportunities for teachers and G/T coordinators.

Other pilot projects around the state are serving G/T students. As part of the Comptroller's *e-Texas* initiative, four school districts-Paris, Plainview, Pharr-San Juan-Alamo and Donna-are participating in a pilot Internet program designed to increase the learning opportunities available to Texas' students by way of distance learning. The project is coordinated by the Comptroller's office with the help of the University of Texas' High School Distance Learning Center, the Texas Association for the Gifted and Talented, IBM and Cisco Systems. IBM is providing laptop computers, a server and special software to each participating school district. Cisco Systems provides technical support to project participants. Both companies have been successful nationally and internationally with education-related projects. This pilot project specifically targets gifted and talented students.

Recommendation 11:

Meet the requirements laid out in the Texas State Plan for the Education of Gifted/Talented Students.

Full implementation of the state plan should result in a cohesive program that effectively addresses the concerns expressed by both parents and teachers.

This recommendation could be accomplished in a number of ways. One approach is to develop the resources and approaches wholly within WISD. By creating an internal task force of teachers and administrators, WISD could focus on the steps needed to fully implement the state plan. A five-member committee of four teachers and one administrator could be charged with developing a plan to fully implement the state plan's requirements in WISD.

Conversely, the district could work with neighboring districts to create an Advanced Academics Cooperative that would share teachers, curriculum, distance learning courses and other resources. A summer exchange program would help gifted and talented teachers. Because such a cooperative would take time to establish, the bulk of the implementation strategies and fiscal estimates below assume internal development. The district should use the Texas Association for the Gifted and Talented (www.txgifted.org) and other Internet resources for program development and funding. (See www.millville.cache.k12.ut.us/tag/gifted2.htm, the

GiftedResource Page at www.eskimo.com and the National Association for Gifted Children at www.nagc.org.)

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent creates a district-level Advanced Academics advisory committee.	October 2001
2.	The advisory committee conducts a needs assessment of the district's gifted and talented program.	October - November 2001
3.	The committee determines the extent to which each school in the district is implementing the recommendations in the <i>Texas State Plan for the Education of Gifted and Talented Students</i> .	Fall 2001
4.	The advisory committee develops a three-to-five-year plan for achieving exemplary status as outlined in the state plan and secures staff and board approval of its plan.	Ongoing
5.	The advisory committee develops measures to ensure that the district follows the State Plan and incorporate them into their campus improvement plans.	August 2002
6.	The superintendent approaches neighboring districts and Region 15 to propose the creation of an Advanced Academics cooperative that would share G/T teaching staff, services and expertise.	Ongoing
7.	The advisory committee contacts other school districts with exemplary, cost-effective G/T programs as well as other regions with Advanced Academic Cooperatives.	Ongoing

FISCAL IMPACT

The estimated fiscal impact consists of \$1,200 set aside to cover travel expenses and registration fees for one state conference per year.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Meet the requirement laid out in the <i>Texas State Plan for the Education of Gifted/Talented Students</i> .	(\$1,200)	(\$1,200)	(\$1,200)	(\$1,200)	(\$1,200)

School to Career Education

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

Texas Administrative Code chapter 74, subchapter A, requires school districts to offer CATE courses in at least three of eight areas: agricultural science and technology, business, health science technology, home economics, technology/industrial technology, marketing, trade and industrial and career orientation.

Exhibit 2-20 compares WISD's number and share of students enrolled in CATE courses with the peer districts, Region 15 and the state. WISD's percent of students in CATE courses, 31.5 percent, is similar to those of the three highest-ranking peers and higher than the state average. WISD's spending per student of \$1,151 is about equal to the state average and higher than all but one of the peer districts.

Exhibit 2-20
WISD Actual Expenditures for Career and Technology
Number of Teachers and Students
WISD, Peer Districts, Region 15 and State
1999-2000

District	Number and Percent of Students Enrolled		Number and Percent of CATE Teachers		Actual Career and Technology Expenditures		
	Number	Percent	Number	Percent	Amount	Percent	Amount per Student
Crockett County	248	27.2%	6.6	8.0%	\$294,672	5.5%	\$1,188
Wall	307	31.5%	6.6	6.5%	\$353,286	3.5%	\$1,151
Bangs	338	31.2%	4.5	5.9%	\$279,900	5.2%	\$828
Reagan County	335	36.2%	5.3	6.3%	\$231,459	4.1%	\$691

Holliday	349	34.7%	4.5	6.8%	\$203,525	4.1%	\$583
Grape Creek	222	19.8%	1.3	1.6%	\$107,158	2.3%	\$483
Region 15	11,645	22.8%	213.1	5.5%	N/A	N/A	N/A
State	741,806	18.6%	11,445	4.3%	\$759,455,669	4.0%	\$1,024

Source: TEA, AEIS 1999-2000 (expenditures).

Exhibit 2-21 summarizes WISD's 2001-02 course guide, which includes listings for Agricultural Science and Technology, Family and Consumer Services, Office Education and Tech/Prep courses.

Exhibit 2-21
WISD School-to-Career Program Offerings 2000-01

Vocational Agriculture	
Course Offerings Introduction to World Agricultural Science and Technology Applied Agricultural Science and Technology Introduction to Agricultural Mechanics Home Maintenance and Improvement Plant and Animal Production Food Technology Wildlife and Recreational Management Personal Skill Development in Agriculture Agribusiness Management and Business Entrepreneurship in Agriculture Introduction to Horticulture Science Agricultural Power Technology Agriculture Metal Fabrication and Technology Agricultural Structures Technology	Animal Science Equine Science Plant Soil Science Horticultural Plant Production Computer Applications in Agriculture Range Management and Ecology Environmental Technology Landscape Design, Construction and Management Fruit, Nut and Vegetable Production Agriculture Communications Agriculture Electronics Specialty Agriculture Advanced Animal Science Advanced Plant and Soil Science Applied Entomology Agriculture Biotechnology
Family and Consumer Sciences	
Course Offerings Personal and Family Development Career Studies Family and Career Management Individual and Family Life Family Health Needs	Nutrition and Food Science Food Science and Technology Consumer and Family Economics Apparel Textiles and Apparel Design Housing

Preparation for Parenting Child Development	Interior Design
Office Education	
Course Offerings Office Procedures Principal, Counselor, Elementary Work Permit Keyboarding	Business Computer Information Systems Computer Science Independent Study in Technology Applications Multimedia
Tech Prep	
Course Offerings Health Occupations General Drafting	Mechanical Drafting Culinary Arts

Source: WISD Central Administration.

FINDING

While Wall High School offers a comprehensive sequence of courses in agricultural science and family and consumer services, the district offers only a limited number of options for students interested in technology or other CATE areas. WISD lacks the sort of comprehensive, updated CATE Program that would offer preparation for high-skill, high-wage employment areas. WISD offers 30 different courses in vocational education and 14 in family and consumer sciences, but only seven in office education and four in tech prep.

The Technology Education Essential Knowledge and Skills, a series of guidelines adopted by the 1997 Legislature, are intended to assist communities in planning, developing and offering technology education courses. The guidelines provide a framework that describes what students should know and be able to do in six technology content areas and recommends a coherent sequence of courses for middle and high school programs. TEA defined these six areas as bio-related technology, computer technology, construction technology, energy power, manufacturing technology and transportation technology. Sample trades include electric engineering technician, electrician, computer system analyst, computer programmer and computer-aided design draftsman. Some of these courses are not available in WISD.

Tech Prep is a sequence of vocational/technical courses that can be taken for college credit toward an associate or bachelor's degree. An "articulation agreement"-a formal written contract between a public school system and a post-secondary institution-coordinates occupational training

offerings to eliminate unnecessary duplication of coursework and ensure that students receive college credit for work completed in high school. WISD has articulation agreements with Howard College, Big Spring College and Angelo State University. Through these agreements, the Tech Prep program at Wall High School offers courses for health occupations, general and mechanical drafting and culinary arts. Through the Concho Valley School To Work/Tech Program, students can take career courses at Howard University in American Sign Language, business office technology, computer-assisted design, computer information systems, criminal justice, health occupations and intergenerational studies.

Despite its articulation agreements, WISD does not do enough to inform students and parents of the advantages of the tech prep program and the benefits of earning college credit through cooperative and concurrent enrollment. The district's Web site, for instance, does not explain course options available to students through area colleges, or describe distance learning opportunities or the Concho Valley School to Work/Tech Prep Program.

Tech prep courses can be a smart choice for students. They are fully accredited, with faculty members that must meet the same accreditation standards required by four-year colleges and universities. The emphasis in tech prep courses is on real-world applications of learning and on smaller class sizes that enhance faculty/student interaction.

Exemplary tech prep programs often offer day, evening and weekend classes and flexible time lengths. Self-paced classes and technologically delivered instructions are common. Student support services, such as basic skill assessment, career aptitude/interest assessments and learning labs/tutorial support, help guarantee success. Austin Community College has excellent publications and additional informational sources available on its School Relations Office Web site at www.austin.cc.tx.us/highschl/. These resources include articles regarding College Early Start Programs and a list of dual-credit articulation and Tech-Prep Agreements.

Recommendation 12:

Strengthen the district's school-to-career program.

De-emphasizing vocational agriculture and family and consumer sciences and offering courses listed in the state's Technology Education Essential Knowledge and Skills, will help to ensure that students receive instruction in areas that lead to jobs or enhance high education possibilities.

IMPLEMENTATION STRATEGIES AND TIMELINES

1.	Counselors help students understand the benefits of tech prep courses.	October 2001
2.	The superintendent, high school principal and local school board develops a request for proposals for a regional vocational needs assessment.	October 2001
3.	The superintendent, high school principal and vocational director examine existing programs to obtain information to use in WISD's CATE program.	October 2001
4.	The superintendent, high school principal and vocational director consider the findings of the district's Life Track surveys to plan the transition to a balance of courses in the six areas defined by TEA.	November 2001
5.	The superintendent, high school principal and vocational director consider courses to be offered each year based on course enrollment and the subsequent educational and work patterns of recent graduates.	Spring 2002
6.	The superintendent orders a change in course offerings.	Spring 2002
7.	The superintendent, high school principal and vocational director consider course enrollment, Life Track findings and post-graduate plans to maintain an appropriate mix of school to career courses.	Ongoing
8.	The superintendent and counselors create an awareness campaign for students, beginning in middle school, that promotes the advantages of technical training programs.	September and Ongoing

FISCAL IMPACT

WISD already contracts with Life Track for follow-up studies, so no additional costs would result from this activity. The cost of a regional vocational needs assessment is estimated at \$5,000 in

2000-01. In addition, WISD should allocate \$5,000 per year to purchase equipment and materials needed for a shift in the district's CATE focus beginning in 2002-03.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Strengthen the district's school-to-career program.	(\$5,000)	(\$5,000)	(\$5,000)	(\$5,000)	(\$5,000)
(\$5,000)	\$0	\$0	\$0	\$0	
Total Net Costs	(\$10,000)	(\$5,000)	(\$5,000)	(\$5,000)	(\$5,000)

Compensatory Education

In addition to its regular classroom instruction program, WISD provides special support for students at risk of dropping out and those who are not performing at grade level. Given its high TAAS scores (more than 92 percent of the district's students passed all tests taken) and a dropout rate of just 0.4 percent (well under the state "exemplary" requirement of 1 percent), WISD obviously faces less of a challenge in this area than many other districts. Even so, WISD still must fulfill the requirements of various state and federal rules governing compensatory education.

Section 42.152 of the Texas Education Code was amended to include reporting and auditing systems covering the appropriate use of state-funded compensatory education first established in 1075. State compensatory fund rules, while requiring that expenditures be supplemental in nature, do allow a great deal of flexibility for identifying students and creating successful programs.

State compensatory funds are distributed to districts on the basis of their number of economically disadvantaged students, but the students served do not need to be economically disadvantaged. Students served by the state compensatory program are designated as "at risk."

The following are criteria listed in TEA's *Financial Accountability System Resource Guide* for identifying at-risk students.

Grades 7 through 12

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

Pre-kindergarten through Grade 6

- Did not perform satisfactorily on a readiness test or an assessment instrument at the beginning of the school year;
- Did not perform satisfactorily on TAAS;

- Is a student of limited English proficiency;
- Has been sexually, physically or psychologically abused; and
- Engages in conduct described by Section 51.03 of the Texas Family Code.

Texas Education Code Section 11.252 states that a district improvement plan must include a needs assessment and a detailed, measurable plan for improvement, and must include:

A comprehensive needs assessment; measurable district performance objectives; strategies for improvement of student performance; resources needed to implement identified strategies; staff responsible for ensuring the accomplishment of each strategy; timelines for ongoing monitoring of the implementation of each improvement strategy; and formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.

Texas Administrative Code Chapter 109, Subchapter (b) requires districts to follow specific guidelines on reporting procedures and the allocation of compensatory education funds. The rules state that:

Each district shall ensure that supplemental direct costs and personnel attributed to compensatory education and accelerated instruction are identified in district and/or campus improvement plans at the summary level for financial units or schools. Each district shall maintain documentation that supports the attribution of supplemental costs and personnel to compensatory education. Districts must also maintain sufficient documentation supporting the appropriate identification of students in at-risk situations, under criteria established in TEC Section 29.091.

FINDING

WISD's district improvement plan (DIP) lacks sufficient detail to accurately account for its compensatory fund spending. For instance, the DIP does not specify whether compensatory funding is used to supplement rather than supplant regular education spending.

TEA's *District Effectiveness and Compliance Report* of May 1, 1998 stated, "The resource component of the plan (campus and district improvement plans) should indicate how funds and other resources will be used to accomplish established goals and objectives." The TEA team recommended "that the district include student performance goals and objectives for all student populations as specified in Section 11.252 of the TEC (referenced above)."

WISD's district and campus improvement plans still lack the sort of detail required in state law and rule. For example, the Wall Junior High School CIP includes statements such as "six weeks grades" and "TAAS scores." These statements are found under Goal 1a: "To continually improve all Wall Junior High student scores on the reading portion of the TAAS test with special emphasis on students identified at risk." This does not include any specific targets for growth. In the same plan, several teachers, including regular and compensatory teachers, are listed under the same strategy. In this situation, it is not possible to verify that compensatory funds are being used in a supplemental fashion.

In several places within the DIP no specific funding amount is tied to approaches labeled as compensatory. In some cases, appropriate detail was provided, but in others it is not. For this reason, it is difficult to ascertain whether expenditures, which often are not enumerated, are supplemental in nature.

Recommendation 13:

Develop Campus and District Improvement Plans that comply with state mandates for compensatory funds.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs school principals to develop CIPs and a DIP that meet state mandates for compensatory funds.	September 2001
2.	The superintendent provides principals with copies of the requirements in state law pertaining to CIPs and DIP.	September 2001
3.	The superintendent reviews each CIP and DIP to ensure that they meet the state's requirements and include measurable objectives.	September 2001
4.	The superintendent reviews the district improvement plan to ensure that it meets state requirements.	September 2001
5.	The superintendent develops procedures to report the amount and use of supplemental funds received by every school.	September 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

D. ALTERNATIVE EDUCATION PROGRAMS AND DROPOUT PREVENTION

The primary goal of all public schools should be ensuring that their students receive a quality education and graduate from high school. Accurate tracking of students after they leave school can help districts achieve this goal.

TEA requires districts to report information on students who withdraw from school. This information is used to determine district dropout rates. Districts must follow TEA guidelines in reporting this information, and develop a comprehensive dropout prevention plan that addresses how schools will attempt to prevent students from dropping out.

FINDING

In the 1999-2000 class, 98.6 percent of students graduated from high school. **Exhibit 2-22** shows that WISD has a zero longitudinal dropout rate for the class of 1999-2000. The district's annual dropout rate of 0.4 percent is within TEA's "exemplary" range of less than 1 percent. WISD's share of students receiving a General Educational Development (GED) certificate in 1999-2000, as well as its longitudinal dropout rate for grades 7 through 12, was lower than the peer districts and the Region 15 and state averages. Continuing students are those who have not passed TAAS or completed sufficient credits, but continue to work towards a high school diploma.

Exhibit 2-22
Graduation and Dropout Rates
WISD, Peer Districts, Region 15 and State
1998-99

District	Graduated Percent	Percent with GED	Continuing Students	Longitudinal Dropout
Crockett County	93.4%	0.0%	0.0%	6.6%
Wall	98.6%	0.0%	1.4%	0.4%
Reagan County	92.6%	0.0%	5.9%	1.5%

Holliday	90.6%	4.7%	1.6%	3.1%
Bangs	84.2%	6.6%	2.6%	6.6%
Grape Creek*	N/A	N/A	N/A	N/A
Region 15	82.3%	3.6%	6.5%	7.6%
State Average	79.5%	4.0%	8.0%	8.5%

Source: TEA, AEIS 1998-99.

*Grape Creek ISD's high school program has not been in existence for the period of time required for this calculation.

According to WISD's high school principal, the school counselor identifies and personally meets with all potential dropouts, conducts individual student performance analyses and offers individual counseling. The high school principal, a veteran educator who has been with the district for about 18 years, identified two district efforts that have made an impact on the district's dropout rate:

- *The Fairview Accelerated Education Cooperative.* Founded in 1994, Fairview Accelerated Education Cooperative serves students in ten school districts. Fairview also includes a unit that serves as a disciplinary alternative education program. WISD acts as fiscal agent for the cooperative. To date, 153 students have graduated from Fairview, all of whom were previously classified as being at risk of dropping out of school.
- *The Texas Reading Academy.* WISD received a \$100,000 grant to establish the Texas Reading Academies, to support struggling readers in grades 6 through 10. The program provides reading instruction for eligible students. This grant allowed WISD to purchase 20 laptop computers for its reading classroom, PLATO software and teacher and parent training in PLATO. Grant funds also were used to expand WISD's library holdings, doubling the number of books targeted for poor readers and increasing the district's stock of books targeted at Hispanic interests.

The high school's campus improvement plan identifies activities and strategies intended to ensure that the dropout rate remains below 1 percent. The plan allocates funds to ensure a certified teacher is provided for students who are placed in detention repeatedly to help prevent such students from falling behind academically behind. Additional educational

support will be provided for students in the on-campus suspension program.

COMMENDATION

WISD's dropout prevention and recovery efforts, along with its support for students requiring additional instructional resources, are instrumental in keeping the district's dropout rate low and its graduation rate high.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

E. SAFETY AND SECURITY

One of the most critical issues facing school districts today is the need to provide safe and secure schools. Children and staff alike have a right to expect their schools to be free from harm and to be secure environments conducive to learning. But in recent years, research indicates that educators, parents and students perceive that crime and violence in schools is increasing. And they have reason to feel this way: According to a January 2000 TSPR report, *Keeping Texas Children Safe in School*, criminal activity in our schools is escalating.

The 1995 Texas Legislature addressed the issue of school violence by revising Chapter 37 of the Texas Education Code requiring each Texas public school to adopt a student code of conduct for discipline management and to establish consequences for misbehavior. The code also requires that each school district create an alternative education program for students guilty of misconduct. In addition, TEA collects and publishes data from each school district describing occurrences of violent and criminal activity on school grounds. Clearly, the state places a high value on the rights of children to attend public schools that provide a safe learning environment.

TSPR has discovered that many districts find it difficult to enforce state laws, and discipline often is meted out unevenly across districts. *Keeping Texas Children Safe in School* was a TSPR attempt to cause school officials to think differently about safety and security. According to the report, an effective program of safety and security begins with an understanding of three key elements:

- Prevention-the foundation laid to deter crime and violence, such as published codes of conduct that outline clear expectations and punitive measures for violations;
- Intervention-acts intended to defuse situations before they become dangerous, such as reminders of the consequences of misbehavior; and
- Enforcement-actions taken in the aftermath of misbehavior, such as placement in an alternative education program.

Exhibit 2-23 demonstrates TSPR's ten-step solution for a comprehensive and successful school safety program:

Exhibit 2-23
TSPR Ten Steps to School Safety

Key Elements	Steps	Processes and Practices
Prevention	Know your goals and objectives: where your district is going and what you want to accomplish.	<ul style="list-style-type: none"> • Identify roles and responsibilities. • Prepare a comprehensive plan.
	Establish clear expectations for students, parents, teachers and administrators.	<ul style="list-style-type: none"> • Develop the student code of conduct in compliance with the law, and make it clear. • Apply the code of conduct consistently. • Make sure everyone knows the rules.
	Address warning signs before they turn into trouble	<ul style="list-style-type: none"> • Know what to look for; share information. • Take action.
Intervention	Look for trouble before it finds you.	<ul style="list-style-type: none"> • Remember that detection takes many forms. • Restrict outsiders' access to students. • Establish an effective truancy program.
	Recognize trouble when you see it.	<ul style="list-style-type: none"> • Know who is in your neighborhood. • Give students ways to deal with bad situations. • Identify students and families who need help.
	Have individuals in the right place at the right time to intervene.	

	Have a plan of action appropriate for the occasion, and practice it.	<ul style="list-style-type: none"> • Action plans should be specific. • Rehearse the plan.
Enforcement	Leave no room for double standards.	<ul style="list-style-type: none"> • Use the student code of conduct to set the standard. • Apply the code of conduct consistently.
	Ensure that discipline management extends inside and outside the classroom.	<ul style="list-style-type: none"> • Provide teachers and staff with appropriate training in discipline-management techniques. • Give teachers support when students persistently misbehave.
	Alternative programs are not just a matter of compliance with the law; they are many children's last chance at success.	<ul style="list-style-type: none"> • Learn what works and try to reproduce it. • Know the alternatives.

Source: TSPR: Keeping Texas Children Safe in School, January 2000.

A 1994 TEA report noted that, as schools have grappled with safety issues, several "themes" have emerged, including:

- the importance of partnerships among schools, law enforcement and social service agencies to deal with problems and share information;
- the need for accurate record keeping and reporting of misbehavior at school, particularly of a criminal nature;
- the need for alternative education programs for students who cannot succeed in regular school environments;
- the importance of recognizing and imitating schools with effective safety and violence prevention programs; and
- the need for staff training to help educators manage critical situations.

TEA collects and reports a variety of data on misbehavior and violent incidents on Texas campuses. Alternative education programs were authorized with the 1995 revision of the Texas Education Code.

FINDING

WISD has become increasingly concerned about school violence. Although surveys indicate that most respondents feel as safe at WISD as they would anywhere else, the administration and staff members have become more alert to potential hazards. In the past two years, for example, WISD has:

- developed and printed a crisis management plan that is kept handy in each classroom;
- held related training programs and practice drills, as well as weather alerts;
- rehearsed evacuations, taking high school students into San Angelo on buses and activating a "buddy system" for kindergartners who are "adopted" by older elementary or junior high children and escorted to a designated safe place;
- sent administrators to workshops, often in cooperation with Region 15, to help them learn to profile students with potentially serious problems; and
- enlisted more cooperation from the sheriff's department by encouraging deputies to spend time on campus becoming acquainted with students as well as the school's physical layout.

COMMENDATION

WISD has developed a strategic approach to crisis management that ensures that the school is as ready as it can be for any unforeseen emergency, crisis or security breach.

FINDING

WISD participates with nine other small area school districts in a cooperative alternative education program (AEP). Each district contributes financially to the program to obtain equipment, materials, staff and transportation services for the Fairview Accelerated Education Cooperative campus located in WISD. WISD acts as fiscal agent for the cooperative.

Fairview's student enrollment has risen from 30 in 1994-95 to 48 in 2000-01. In the seven years Fairview has been operating, 153 students have graduated from the program. In 1999-2000, 28 students graduated from Fairview and only one dropped out. Although dropout data are not yet available for 2000-01, 27 students graduated and the only one that might be considered a dropout moved away. Students may participate in the program until they have caught up with their peers, at which time they can return to their home school or elect to stay in Fairview until they graduate.

Fairview also operates a discipline alternative education program at the same location for students who have violated state laws or district codes of conduct. The two programs do not mix. The Fairview campus also has an on-campus nursery for students with children.

COMMENDATION

The Fairview cooperative has proven to be a cost-effective solution for helping at-risk students.

FINDING

TSPR's surveys and comments submitted by staff, parents and members of the public indicate that certain urban problems are encroaching on WISD. In the small, close-knit community of Wall, volunteerism and cooperation are common, and the community takes great pride in its school district. However, most school districts are facing up to the reality that, even in remote areas, schools are becoming more vulnerable to drugs, gangs and random violence.

Given this state of affairs, a community-wide committee to address school safety and security seems not only appropriate but timely. Sharing ideas and resources through such a committee could prove to be an excellent way to air concerns and develop community-based solutions to local problems.

Recommendation 14:

Develop a community safety committee to tap into area resources and share information.

Assembling a strong group of community leaders to share ideas is an excellent way to begin. In addition to key school personnel, the group should include representatives from law enforcement, fire departments, social and psychological services, health care providers, emergency services and the business community. The group should be as large as possible to ensure that a fair number can attend each meeting. Members should meet at least once a month, initially to exchange ideas about how to increase safety awareness within the schools. For example, law enforcement officials should receive copies of school floor plans, daily e-mails of absentees and school crisis management plans. School officials might participate in the sheriff's "civilian rider" program. Law enforcement and emergency personnel could be invited to career days. Such resource sharing would allow the school district to tap into valuable community resources while exposing the community at large to the school's needs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and school principals meet to select school personnel to serve on the community safety committee.	October 2001
2.	Principals ask teachers and staff to suggest persons within the community who might serve on the committee.	October 2001
3.	The superintendent invites candidates to participate, explains the potential value of the initiative to the community and follows up with letters of appointment.	November 2001
4.	The superintendent describes the purpose of the committee and asks participants to bring suggestions for safety improvement to the next meeting.	December 2001
5.	At the next meeting, committee members begin brainstorming and interact to improve existing safety and emergency management practices.	January 2002 - Ongoing
6.	Committee members continue to meet and form subcommittees as appropriate.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Chapter 37 of the Code of Education requires each school district to prepare a student code of conduct that specifies expectations for appropriate behavior. WISD, however, does not have a consistent student code for its schools.

The high school, for example, has a "discipline management plan" that contains much of the material ordinarily found in a student code of conduct. The elementary and junior high codes are included in student handbooks but "code of conduct" is not mentioned on the cover. Taken as a whole, these materials appear to have been assembled to meet the state requirement, not necessarily to serve an instructive purpose. While conduct codes may vary among a district's schools, they should reflect a common intent and appearance.

Recommendation 15:

Review and revise school handbooks and disciplinary management plans to ensure that students, staff and parents are provided a common set of expectations and consequences.

The superintendent and principals should review all student handbooks and codes of conduct to ensure that their tenets are being enforced. The words, "Student Code of Conduct" should be clearly displayed on the front cover, even if the document is also considered a student handbook. Code-related materials should have a common format and should be dated. Each should have an accompanying signature page that parents and students should be required to sign and return, indicating that they have reviewed the information. In addition, code-related information should be reviewed during an in-service program at least annually.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent, school principals and other designees form a task force to review all handbooks for content, consistency and readability.	September 2001
2.	The task force begins its review of the code of conduct and the district disciplinary plan to ensure that the cited consequences are appropriate for misbehaviors at different grade levels.	September 2001
3.	The task force and/or its designees prepare handbooks for each school reflecting a consistency of intent across the district. Each should include a signature page.	December 2001
4.	Computer graphics and art teachers develop a competition for the cover design and general production of the manual.	January 2002
5.	The task force submits a draft of the codes to a representative group of teachers and students for their input and makes changes as appropriate.	February 2002
6.	The task force submits a draft of the materials to the district attorney for a legal opinion.	March 2002
7.	The task force arranges to have the student handbooks printed, perhaps by a community volunteer.	May 2002
8.	The task force distributes the handbooks to staff members during fall in-service training and trains them on key points.	August 2002
9.	The task force distributes handbooks to students early in the first month of school and holds informational assemblies on the contents.	August 2002
10.	Principals continue to revise a "master copy" of their school's handbook during each school year and print an updated	Ongoing

	version, as needed each summer.	
--	---------------------------------	--

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Although, the incidence of drug use by WISD students has been reported to be less than 1 percent, concern is increasing. As the community has grown and changed, WISD has found itself facing some of the same problems, urban schools confront. More than 400 parents and community members attended a special board meeting in February 2001 called to address this issue.

Comments gathered through TSPR surveys indicate that many members of the community remain deeply concerned about this issue. Nearly 40 percent of parents and 45 percent of students believe that drugs are a problem in the district, compared to 10 percent of teachers and 22 percent of district administration and support staff.

In an effort to attack the drug problem before it becomes serious, WISD contracts with a private drug-dog tracking firm. The district does not rely on the Sheriff's Department for this service because the department is in the process of certifying new dogs.

Recommendation 16:

Carry out drug searches at all schools using Sheriff's Department-certified dogs.

The Tom Green County Sheriff's Department will not charge for the use of its drug dogs, allowing the district to terminate its contracted service agreement and saving \$1,200 per year. This move will also demonstrate a strong partnership between the district and local law enforcement.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent or designee contacts the Sheriff's Department to ask for notification when its dogs have been certified.	October 2001
2.	The superintendent or a designee arranges for unannounced searches in all district schools.	November 2001
3.	The superintendent notifies board members, staff and students	November

of the new procedure, explaining that searches will be unannounced	2001
--	------

FISCAL IMPACT

The private company places drug dogs on campus four times a year at a cost of \$300 per visit. This recommendation would result in a savings of \$1,200 each year.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Carry out drug searches at all schools using Sheriff's Department-certified dogs.	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200

FINDING

WISD is accessed via Loop 570, which intersects US Highway 87, a major thoroughfare into San Angelo and a source of considerable concern among WISD personnel. Access to and from the school via the major highway is all too convenient, leaving the school vulnerable to unwanted intrusions. Furthermore, the speed limit is 70 miles per hour where Loop 570 intersects with the highway, making driving conditions potentially dangerous in the area, particularly in light of the amount of school traffic passing by. Finally, the Highway 87 road sign that points to WISD is so small that it is barely noticeable until a driver is almost upon it. This may lead to a serious accident, particularly with so many young drivers negotiating this intersection before and after school.

Recommendation 17:

Work with local law enforcement, the Texas Department of Public Safety and the community to study the intersection of US Highway 87 and Loop 570.

Administrators should meet with key community members and law enforcement personnel to decide how to propose a study of this dangerous intersection. The combination of poor roadside signage, a high speed limit and the number of teenage drivers who use US Highway 87 before and after school may prove deadly.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The high school principal meets with the Tom Green County	October
--	---------

	sheriff and a representative of the Texas Department of Public Safety to review procedures for recommending that the intersection be studied.	2001
2.	The principal and law enforcement officials gather data supporting the claim of a dangerous intersection, such as traffic accidents, affidavits of near-accidents and moving violations in the area.	December 2001
3.	The principal and/or superintendent follow procedures for recommending a study of the intersection, which might include meeting with a representative from the Texas Department of Transportation and/or county commissioners.	March 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 3

FINANCIAL MANAGEMENT

This chapter reviews the Wall Independent School District's (WISD) financial management operations in the following five sections.

- A. Accounting Department
- B. Budgeting
- C. Asset and Risk Management
- D. Purchasing
- E. Cash and Investments

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

BACKGROUND

WISD receives revenue from local, state and federal sources. The amount of state revenue provided to each school district is proportional, based on the district's property values. Districts with greater than the state average property wealth per pupil receive less from the state because of their ability to generate revenue from property taxes, while districts with lower than the state average property value per pupil receive more from the state.

WISD receives a greater percent of its revenue than the state average (**Exhibit 3-1**).

Exhibit 3-1
WISD, State and Peer District Revenue Sources
As a Percent of Total Revenues
Budget 2000-01

District	Local/Other Revenue	State Revenue	Federal Revenue
Bangs	25.0%	74.8%	0.2%
Crockett County	92.2%	7.7%	0.1%

Grape Creek	19.5%	80.4%	0.1%
Holliday	38.0%	62.0%	0.0%
Reagan County	68.5%	31.4%	0.1%
Wall	23.2%	73.0%	3.8%
*State Average	50.5%	46.1%	3.4%

Source: TSPR peer survey.

*TEA, AEIS 1999-2000.

Exhibit 3-2 provides the revenue, expenditures and fund balance for WISD for the last three years.

Exhibit 3-2
WISD Actual Revenues, Expenditures and Fund Balance
General Operating Fund
1997-98 through 1999-2000

	1997-98	1998-99	1999-2000	Percent Change
Revenue				
Local and Intermediate	\$1,181,979	\$1,304,360	\$1,522,576	28.8%
State	\$4,461,347	\$4,586,349	\$5,173,307	15.9%
Federal	\$0	\$12,339	\$11,125	(9.8%)
Total Revenue	\$5,643,326	\$5,903,048	\$6,707,008	18.8%
Expenditures				
Salaries	\$4,120,570	\$4,353,534	\$4,807,103	16.7%
Professional Services	\$352,686	\$373,956	\$454,413	28.8%
Supplies	\$384,448	\$366,434	\$436,402	13.5%
Other Operating Costs	\$411,446	\$492,233	\$633,198	53.9%
Debt Service	\$54,253	\$74,701	\$55,939	3.1%
Capital Outlay	\$167,392	\$234,251	\$306,869	83.3%
Total Expenditures	\$5,490,795	\$5,895,109	\$6,693,924	21.9%
Beginning Fund Balance	\$535,004	\$683,460	\$787,577	NA
Designated Fund Balance	\$0	\$500,000	\$500,000	NA

Unrestricted Fund Balance	\$535,004	\$287,577	\$343,065	(49.8%)
----------------------------------	------------------	------------------	------------------	----------------

Source: WISD Business Manager, WISD Annual Financial Audits.

Since 1997-98, WISD's revenue from the state has increased by 15.9 percent, while local revenue has increased by 28.8 percent. The district uses local revenue to support most of the district's funding needs, but not special education and food services. Since 1997-98, WISD's revenue from all sources increased by 18.8 percent.

Texas has a court-approved school finance system to equalize wealth among school districts that requires wealthy districts to pay into a pool that, together with additional state funds, subsidizes poor districts. Wealthy is defined as a district with property values of at least \$295,000 per pupil in weighted average daily attendance (WADA). The 2001 Texas Legislature has adopted a change that will raise that property value threshold for wealthy districts to \$300,000. WISD has a property value of \$105,362 per pupil.

Exhibit 3-3 compares WISD to its peer districts in terms of property value per pupil. WISD is third to last in its peer group. Only two of five peer districts exceed the state average. Two of the districts are considered to be wealthy districts. Crockett County has the highest property value per pupil based on its oil and gas property.

Exhibit 3-3
WISD and Peer District and State Average Property Value per Pupil
1999-2000

District	Property Value per Pupil
Bangs	\$102,363
Crockett County	\$720,191
Grape Creek	\$70,406
Holliday	\$122,214
Reagan County	\$337,603
Wall	\$105,362
State Average	\$198,090

Source: TEA, AEIS 1999-2000.

The state distributes payments to all districts based on the WADA basic allotment. This allotment is adjusted according to the property wealth of the district. WISD's basic allotment was \$3,456 per student for 2000-01.

More than half of WISD's taxable property base is made up of residential property. Undeveloped land makes up 28.6 percent of its total property value compared to 7.3 percent for the state. Only 15.8 percent of the Wall ISD property value is business or commercial property compared to 40.6 percent statewide (**Exhibit 3-4**).

Exhibit 3-4
WISD and State Property Value by Category
As a Percent of Total Property Value
1999-2000

Property Category	WISD	State
Residential	53.4%	48.7%
Business	15.8%	40.6%
Land	28.6%	7.3%
Other	1.1%	0.6%
Oil and gas	1.1%	2.8%
Total	100.0%	100.0%

Source: TEA, AEIS 1999-2000.

WISD ranks third among its peer districts in property value from residential property (**Exhibit 3-5**). The percent of oil and gas property and business property in WISD is low. A significant percent of two of the peer districts' property value is related to oil and gas.

Exhibit 3-5
WISD and Peer Districts Property Value by Category
1999-2000

District	Land	Business	Residential	Oil and Gas	Other	Total
Bangs	\$41,600,640	\$25,484,510	\$71,465,500	\$2,068,690	\$2,764,830	\$143,384,170
Crockett County	426,911,070	\$180,378,910	\$35,384,750	\$438,760,470	\$1,258,470	\$682,693,670
Grane	\$15,372,980	\$19,688,039	\$66,444,885	\$88,960	\$4,023,600	\$105,618,464

Creek						
Holliday	\$24,311,933	\$25,383,181	\$90,369,973	\$7,925,600	\$880,250	\$148,870,937
Reagan County	\$12,203,980	\$97,838,340	\$27,589,090	\$189,632,350	\$1,338,400	\$328,602,160
Wall	\$36,583,670	\$20,231,376	\$68,287,706	\$1,354,020	\$1,342,550	\$127,799,322

Source: TEA, AEIS 1999-2000.

Texas public school districts generate local revenue primarily through property taxes. The amount of revenue generated from property taxes is a function of the tax rate and the taxable value of property in the district. Districts are allowed to adjust tax rates to meet the district's operating and debt payment requirements. WISD's tax rate has increased by 4.2 percent since 1997-98 (**Exhibit 3-6**).

Exhibit 3-6
WISD Tax Rates and Tax Levy
1997-98 through 2000-01

Tax Category	1997-98	1998-99	1999-2000	2000-01	Percent Change
Maintenance and operations	\$1.144	\$1.220	\$1.435	\$1.435	25.4%
Interest and sinking fund	\$0.373	\$0.360	\$0.145	\$0.145	(61.1%)
Total Tax Rate	\$1.517	\$1.580	\$1.580	\$1.580	4.2%
Total Tax Levy	\$1,389,147	\$1,501,901	\$1,496,074	\$1,594,595	14.8%

Source: TEA, AEIS 1997-2000, WISD.

WISD has the highest property tax rate (**Exhibit 3-7**) of its peer group and is above the average state rate for 1999-2000. WISD increased its tax rate to \$1.58 for the 1998-99 school year.

Exhibit 3-7
WISD Adopted Tax Rate and Taxable Property Value
Compared to Peer Districts
1999-2000

District	Taxable Property Value/Pupil	M & O Tax Rate	I & S Tax Rate	Total Tax Rate
-----------------	-------------------------------------	---------------------------	---------------------------	-----------------------

Bangs	\$102,363	\$1.420	\$0.007	\$1.427
Crockett County	\$720,191	\$1.313	\$0.111	\$1.424
Grape Creek	\$70,406	\$1.475	\$0.000	\$1.475
Holliday	\$122,214	\$1.424	\$0.000	\$1.424
Reagan County	\$337,603	\$1.500	\$0.000	\$1.500
Wall	\$105,362	\$1.435	\$0.145	\$1.580

Source: TEA, AEIS 1999-2000.

Chapter 3

FINANCIAL MANAGEMENT

A. ACCOUNTING DEPARTMENT

The business operations for WISD are divided between the business manager and the superintendent. The business manager, who has been with the district for seven years, is responsible for cash management, financial reporting, accounting, accounts payable and accounts receivable, general ledger, budgets and asset and risk management. The business manager served as the administrative assistant to the superintendent for more than six years of the seven years. The business manager does not have a college degree, but is taking courses sponsored by the Texas Association of School Business Officials (TASBO). She plans to complete courses for certification as a Texas school business official within two years. The business manager does not have supervisory responsibility.

The superintendent directly supervises the staff responsible for insurance, fixed assets and payroll. The superintendent also approves all purchases. The business manager and the superintendent share responsibility for depository contracts, investments and bonded debt.

WISD's business and student management software is supported by Region 15 under the Regional Service Center Cooperative Computer System (RSCCC). Region 15 provides technical assistance, training and software modifications as needed to district staff. Region 15 responsibilities include:

- installation, demonstration and initial training;
- updating programs as mandated changes or enhancements occur;
- telephone assistance and on-site assistance as required; and
- training for the business and student system facilitator and primary campus operators.

The district pays Region 15 \$11,327 annually for the business system and \$11,327 for the student system. For a fee of \$58,473 RSCCC also supports the following programs found in **Exhibit 3-8**. That support includes training staff, updating the programs, enhancements and maintenance.

Exhibit 3-8
RSCCC Supported Programs by Cost
2000-01

Program	Cost
---------	------

Gifted/Talented	\$2,249
Instructional Services	\$3,705
Library Services	\$2,400
Living Science	\$539
Title I-Part A	\$4,525
NetXV Learning Resources	\$12,364
NetXV Distance Learning	\$5,000
Instructional Resources	\$2,245
DP Micro	\$18,427
Safe and Drug Free Schools	\$3,709
Math/Science	\$3,310
Total	\$58,473

Source: WISD.

FINDING

The business office does not have written, comprehensive operating policies and procedures for financial operations including accounts payable, accounts receivable, fixed assets, payroll, investments and cash management.

The current business manager has been serving in that position since December 2000. The former business manager served in that position for more than 19 years and was retained to provide training and temporary continuity to the office until June 30, 2001.

Recommendation 18:

Develop and implement detailed, comprehensive, written policies and procedures for financial and accounting operations.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The business manager coordinates with the payroll clerk and the fixed asset clerk to document existing procedures.	October 2001
2.	A draft of financial operating procedures is presented to the superintendent for review and approval.	November 2001

3.	The superintendent reviews and approves or amends the procedures as necessary.	November 2001
4.	Final policies and procedures are prepared and made available to business office staff.	December 2001
5.	Policies and procedures are updated as necessary.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The business office does not provide monthly budget reports to department heads and principals.

Financial information is essential to department heads and principals if they are to be held accountable for expenditures within their control. Without accurate, timely, useful budget information, department heads and principals cannot monitor their financial performance and take corrective action when needed.

Recommendation 19:

Prepare and distribute accurate, timely and useful budget reports to principals and department heads monthly.

To determine what financial information the department heads and principals need and want, the business manager should conduct a survey of users and develop the required reports in a format that is easy to understand and provides the necessary information.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The business manager surveys the principals and department heads to determine the financial information needed.	October 2001
2.	The business manager develops the necessary reports and distributes them to the users each month.	November 2001
3.	The business manager conducts a short workshop to explain how to interpret the financial information and to determine the adequacy of the financial information.	November 2001

FISCAL IMPACT

This recommendation can be implemented using existing resources.

FINDING

Internal controls over cash disbursements are weak.

Payroll check stock is kept in an unsecured area. Payroll checks require only the superintendent's signature. This signature may be manually affixed by the superintendent or applied by a rubber stamp kept in the superintendent's desk. The payroll clerk has access to the stamp. The business manager reconciles the payroll account.

Due to the small number of business office staff, small districts have limited ability to segregate critical financial functions, such as separating physical access and control from operational control. For example, persons with the authority to process disbursements should not have unsupervised access to blank checks.

Recommendation 20:

Provide additional internal controls over cash disbursements.

Store blank check stock in a locked cabinet or a locked office at all times, and limit access to the checks and to the signature stamp. The superintendent should assign responsibility for signing payroll checks to someone other than the payroll clerk.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The business manager places blank checks in a locked file cabinet or locked office.	October 2001
2.	The business manager should change the locks to the storage space and provide keys only to essential personnel.	October 2001
3.	The business manager drafts written policies and procedures limiting access to the room or file cabinet	October 2001
4.	The superintendent coordinates with the business manager to assign responsibility for signing payroll checks to someone other than the payroll clerk.	November 2001

FISCAL IMPACT

This recommendation can be implemented using existing resources.

Chapter 3

FINANCIAL MANAGEMENT

B. BUDGETING

All Texas school districts must comply with state financial reporting guidelines contained in TEA's *Financial Accountability System Resource Guide* (FASRG). The guide includes the accounting and financial reporting requirements of generally accepted accounting principles, federally mandated auditing and financial reporting requirements and TEA's financial reporting requirements.

According to the guide, budgeting is the process of allocating resources to the district's prioritized needs. In school districts, the adoption of a budget implies that the school board and district administrators have made a set of decisions, which match a school district's resources with its needs. The budget is a product of the planning process and helps officials control and evaluate a school district's funding sources and its other resources. With the assistance of the accounting system, administrators can execute and control budgeted activities and evaluate performance based upon comparisons between budgeted and actual operations.

Sound budget planning is important because the scope and diversity of school district operations make comprehensive planning necessary for good decision making. Through the budget, consensus is reached among citizens, school board members and district/campus staff on the future direction of a district's operations.

The link between planning and budget preparation in school districts gives budgets a unique role in these organizations. The public considers budgets in the public arena the ultimate policy document because they are the financial plans a school district uses to achieve its goals and objectives.

The budget reflects:

- the goods and services the district will and will not produce;
- the district's priorities;
- the relative weight given to the influence of various participants and interest groups in the budget development process;
- how the district has acquired and used its resources; and
- the district administrators' accountability and fiduciary responsibility to citizens.

Performance evaluation allows citizens and taxpayers to hold policymakers and administrators accountable for their actions. State laws and constitutions explicitly require accountability to citizens, and

accountability is a cornerstone of budgeting and financial reporting. The Governmental Accounting Standards Board (GASB) recognizes its importance in its Concepts Statement No. 1 (Section 100.177):

- financial reporting provides information to determine whether current year revenues were sufficient to pay for current year services;
- financial reporting demonstrates whether resources were obtained and used in accordance with the entity's legally adopted budget. It also demonstrates compliance with other finance related legal or contractual requirements; and
- financial reporting provides information to assist users in assessing the service efforts, costs and accomplishments of the governmental entity.

Regulatory mandates require budgets:

- to be balanced so current revenues are sufficient to pay for current services; and
- provide a basis for evaluating government operations.

The district's administrators and superintendent have primary responsibility for preparing budget guidelines and managing the budget process. Because these guidelines and the related processes create a framework for the entire budget development process, their careful design is critical.

The budgeting process has three major phases: planning, operation and evaluation. Planning sets the goals and objectives of campuses and the school district. Once the goals and objectives are established, programs are developed and resources are allocated to achieve desired results. The evaluation phase occurs at the same time as the operations phase. Throughout the school year, the budget is evaluated and amended when necessary to operate with the available resources to achieve the district's goals and objectives.

A district's chief financial officer usually writes guidelines and instructions on how to prepare the budget. These instructions include:

- a budget transmittal letter from the superintendent that provides the overall context for budget development at the district and campus levels;
- a budget overview that explains the district's budgeting philosophy and approach and outlines major assumptions;
- fiscal limitations and personnel hiring guidance;
- a budget calendar;

- information on which items are to be budgeted at the campus and department levels and what level of detail is required;
- a copy of standard budget preparation worksheets and submission forms; and
- a list of account codes necessary to prepare campus and department budgets. The list should include the function, object, sub-object and program codes.

As a small school district, WISD's budget process is relatively simple. The superintendent works with staff, the board and the public every spring and summer to develop the next year's budget. The district's accounting system, provided by the Regional Service Center Computer Corporation (RSCCC), has a budget module that facilitates planning, submission and implementation. Budget worksheets are prepared from this system that provide the current year budget, year-to-date actual expenditures and a column for the proposed budgeted amounts.

FINDING A limited general fund balance and declining enrollment are placing the district at financial risk. As shown in **Exhibit 3-2**, the district's undesignated fund balance at August 31, 2000 was sufficient to support district operations for less than three weeks. Moreover, a declining enrollment means the district will receive less state funds to support operating costs. The district, however, has projected increased state revenues for the last four years including the 2000-01 school year when enrollment declined by 32 students.

The following table (**Exhibit 3-9**) shows the enrollment, state revenue estimates and actual state revenue for the last four school years.

Exhibit 3-9
Wall ISD Enrollment and State Revenue
1996-97 through 2000-01

School Year	Enrollment	Budgeted State Revenue	Actual State Revenue
1996-97	884	\$3,825,526	\$3,841,311
1997-98	940	\$4,086,687	\$4,461,347
1998-99	927	\$4,283,756	\$4,586,349
1999-2000	976	\$4,763,254	\$5,173,307
2000-01	944	\$4,975,073	Not yet available

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

Budgeted state revenue for 2000-01 is \$211,819 more than the previous year although enrollment declined by more than 3 percent. The district's business manager told the TSPR review team the district may have to pay back more than \$200,000 in state revenue, because the district overestimated enrollment. The Legislature, however, has provided that no school district will receive less than 98 percent of its previous funding if the district's enrollment has declined. District officials now estimate that the district must repay approximately \$100,000 to the state.

Recommendation 21:

Develop a fiscal plan of action to replenish the general operating fund balance to optimum levels.

The plan should consider expenditure controls, additional sources of revenue and budget amendments. For example, when vacancies occur in non-instructional areas such as in administration and support departments, the district could consider delaying filling the positions as a way to reduce expenditures. TEA provides districts a formula for calculating the optimum fund balance based on the district's funding flows and the like. This formula will provide useful as the district creates its plans.

Increasing the district's fund balance should be a conscious part of the annual budgeting process to ensure that future revenue and expenditure estimates are more realistic.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and business manager identify potential lapsed salaries in the current budget year and identify areas where expenditures can be reduced without reducing classroom instruction and campus safety.	October 2001
2.	The superintendent and business manager with input from the board determine the desired level of fund balance that will ensure the district's fiscal integrity.	November 2001
3.	The superintendent and business manager develop a five- year plan to reach the desired fund balance.	November 2001
4.	The business manager monitors expenditures and revenues monthly to project year-end fund balance.	Ongoing

FISCAL IMPACT

This recommendation can be implemented using existing resources.

FINDING

The district does not have a budget calendar or comprehensive budget planning and development procedures that are tied to the district's strategic plan.

The budget process is initiated by the business manager and the superintendent when they believe it is appropriate, based on historical activities. The business manager provides a budget worksheet to the principals and all department heads except for maintenance and transportation during the spring of each year. Salaries are budgeted by the business office and the superintendent's office. This process is typical of small school districts. Grape Creek ISD prepares its annual budget using a similar process.

Recommendation 22:

Develop a budget calendar and comprehensive budget planning and development procedures.

Financial planning for district expenditures and revenue should be based on pre-planned activities, deliverables, milestones and timetables. The process should begin at campus and department levels and flow upward to the superintendent and board. Input should be solicited from all affected parties including teachers, administrators, clerical staff, board members, parents and the local community.

A budget calendar facilitates the planning and development of the budget and helps ensure that information on due dates and deliverables is disseminated.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The business manager and the superintendent coordinate to develop a budget calendar based on historical budgeting activities.	February 2002
2.	A comprehensive budget-planning document with detailed instructions is developed and distributed to departments and administrators.	February 2002
3.	A budget committee is formed from all payroll groups including administration, clerical, faculty and staff to review budget drafts throughout the budget process.	March 2002
4.	The board designates members to serve on the budget committee during the final phase of budget development.	July 2002

FISCAL IMPACT

This recommendation can be implemented using existing resources.

FINDING

WISD's enrollment has remained flat over the last four years, while staffing has risen by 12.9 percent (**Exhibit 3-10**).

Exhibit 3-10
Student Enrollment versus Staffing
1997-98 through 2000-01

	1997-98	1998-99	1999-2000	2000-01	Percent Change
Student Enrollment	940	927	976	944	0.4%
Staff	174.4	183.9	183.7	196.9	12.9%
Student/Staff Ratio	5.4:1	5.0:1	5.3:1	4.8:1	(11.1%)
Student/Teacher Ratio	9.9:1	9.4:1	9.6:1	9.1:1	(9.1%)

Source: AEIS 1997-98 through 1999-2000; PEIMS 2000-01.

While the district's enrollment of 944 is up by four students from 1997-98, staffing is up by 22.5 positions. This means that for every one student gained, more than five staff was hired. This is not a financially prudent action, and when coupled with a declining fund balance, this increase could signal impending financial difficulties in future years.

As shown in **Exhibit 3-11**, the district increased its professional staff, educational aides and auxiliary staff from 1997-98 through 2000-01.

Exhibit 3-11
WISD Staffing Trends
1997-98 through 2000-01

	1997-98	1998-99	1999-2000	2000-01	Percent Change
Professional Staff	106.8	112.3	115.3	118.0	10.5%
Teachers	95.4	98.6	101.8	103.5	8.5%
Professional Support	5.9	8.2	8.0	9.0	52.5%

Campus Administrators	4.0	4.0	4.0	4.0	0.0%
Central Administration	1.5	1.5	1.5	1.5	0.0%
Educational Aides	24.0	23.8	20.8	30.4	26.7%
Auxiliary Staff	43.6	47.7	47.6	48.5	11.2%
Total Staff	174.4	183.9	183.7	196.9	12.9%

Source: TEA, AEIS, 1997-98 through 1999-2000 and PEIMS 2000-01.

WISD does not have staffing allocation formulas to ensure staff is added in appropriate measure to the number of students enrolled in the district. The staff-to-student ratio has decreased from one staff per 5.4 students to one staff per 4.8 students. Bangs ISD, with a student enrollment of 1,083, has a staff of 145, for a staff-to-student ratio of one to 7.5.

Recommendation 23:

Implement a staffing allocation formula and reduce staffing to meet the formula allocations.

Implementing a staffing allocation formula for all staffing categories, including teachers, professional support and auxiliary staff to reflect differences in enrollment among schools will allow WISD to equitably and efficiently establish a baseline for administrative staffing. Additionally, the district will be able to allocate more budget resources to the classroom or other necessary administrative positions after thoroughly assessing each school's requirements using an equitable allocation base.

If the district kept its level of staff for teachers, professional support and auxiliary staff to the number of staff for each of these categories in 1997-98, staffing would be changed as shown in **Exhibit 3-12**.

**Exhibit 3-12
WISD Staffing to be Changed
2001-02**

Classification of Staff	Level of Staff in 1997-98	Level of Staff in 2000-01	Number to be Reduced
Teachers	95.4	103.5	8
Professional Support	5.9	9.0	3
Auxiliary Staff	43.6	48.5	5

Totals	144.9	161.0	16
---------------	--------------	--------------	-----------

Source: TSPR.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent institutes a hiring freeze and authorizes no vacancies to be filled unless they are critical vacancies.	Immediately
2.	The superintendent, principals and the business manager develop a staffing allocation formula that considers enrollment and the unique needs of each school.	October 2001
3.	The superintendent approves the staffing allocation formula and appropriately transfers personnel to fill vacant positions pending full implementation in the coming school year.	November 2001
4.	The superintendent implements staffing allocation formula in the 2002-03 budget process.	December 2001

FISCAL IMPACT

The district could achieve cost savings by implementing a staffing allocation formula. If the district reduced its staffing to its 1997-98 level, it could eliminate 16 staff members, including eight teachers, three professional support staff and five auxiliary staff.

Assuming that class schedules will only allow for the reduction of four of the eight teaching positions at an average salary of \$34,187, the fiscal impact would be \$146,392 (\$34,187 x 4 plus benefits of \$2,411 per year per staff).

The fiscal impact of eliminating three professional support staff at an average salary of \$35,271 is \$113,046 (\$35,271 x 3 plus benefits of \$2,411 per year per staff).

The fiscal impact of eliminating three auxiliary staff at an average salary of \$16,650 is \$57,183 (\$16,650 x 3 plus benefits of \$2,411 per year per staff).

The annual savings would be \$316,621. One-fourth of these savings are recognized in the first year as a result of the hiring freeze.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Implement a staffing	\$79,155	\$316,621	\$316,621	\$316,621	\$316,621

allocation formula and reduce staffing to meet the formula allocations.					
---	--	--	--	--	--

Chapter 3

FINANCIAL MANAGEMENT

C. ASSET AND RISK MANAGEMENT

Texas school districts have a fiduciary responsibility to protect publicly financed assets. School districts are protected against financial loss through sound cash and investment procedures, insurance programs and sufficient internal accounting controls.

School districts purchase fixed assets with money currently available within a given fund (for example, the general operating fund or capital projects fund). Fixed assets are tangible items that typically have significant value. It is critical, therefore, that districts establish controls and accountability over these items. Typically, school districts determine an appropriate unit cost to capitalize items as fixed assets. The capitalization threshold is the value that an item must have for it to be tracked in the fixed asset inventory system.

A school district must accumulate a variety of data about fixed assets to maintain control and ensure accountability. These data include quantity, location, condition and life expectancy.

Fixed asset records are necessary to designate who is accountable for the custody and maintenance of individual items and to assist in estimating future needs. To control capital transactions when acquiring fixed assets, school districts generally use a well-defined authorization procedure. Many federal programs require separate accountability for fixed assets.

School districts should maintain detailed subsidiary records to ensure adequate control of fixed assets. These records should include the following information at a minimum:

- the item purchased;
- date of purchase;
- purchase price;
- life expectancy;
- location number;
- inventory number;
- fund from which purchased; and
- other information that may be useful for control.

The subsidiary record, regardless of its physical form, should describe an item to permit positive identification and to determine its cost, purchase data and its location. Adequate accounting procedures and records for

fixed assets are essential to protecting school property. In addition, an appropriate system:

- designates responsibility for custody and proper use;
- provides data for managing fixed assets; and
- provides data for financial control, financial reports and adequate insurance coverage.

Of paramount importance is the security of the system. Any material change in how fixed assets are distributed or disposed is a financial matter that should be decided by the school district's administration. Management must impose discipline throughout the organization so managers can ensure fixed assets are adequately protected.

School district policies should address the use of a school district's fixed assets in a location other than that assigned. The policy should also address the off-site use of school district assets by employees.

Schools should periodically inventory certain fixed assets, such as furniture and equipment. Districts should take annual fixed asset inventories at the end of the school term before the staff members leave. Schools should settle discrepancies between the fixed asset inventory list and what is on hand in a timely fashion. Districts should list missing items and write off the assets in accordance with established policy.

FINDING

WISD has entered into a contract and interlocal cooperation agreement with the West Texas School Cooperative, sponsoring a modified self-insurance plan to provide health care benefits to staff members and their dependents. WISD helped start this cooperative agreement more than five years ago. The cooperative has grown from three participating schools to 11 schools in 2000-01. WISD makes contributions for staff members' coverage, and staff members are required to make contributions for dependent coverage. The district obtained excess loss insurance with limited annual claims paid to \$50,000 for any individual participant and an aggregate limit equal to \$2,268,045. Sonora Independent School District is the fiscal agent manager and is responsible for all financial activities of the insurance program.

The 2001 Texas Legislature established a statewide school employee health insurance plan for teachers and other employees of school districts. School districts with 500 or fewer employees-or 80 percent of the state's school districts in the state-will be required to participate in the new state insurance plan beginning in fall 2002.

Districts with between 501 and 1,000 employees may join the plan but must make this decision before September 30, 2001. Districts with more than 1,000 employees may join in 2005, unless the Teacher Retirement System (TRS), which will be administering the plan, determines that an earlier opt-in is feasible.

Districts that do not join the state insurance plan will still receive state support to continue their locally determined insurance programs. All districts, whether participating in the state insurance plan or not will receive from the state a \$75 a month per covered employee contribution for the district and \$1,000 a year "pass through" for each school employee.

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

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

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

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

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

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

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

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

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

WISD provides workers' compensation insurance through an interlocal agreement with the North Texas Educational Insurance Association Self-Insured Program. The program provides coverage of \$1,000,000 for any accident or occurrence and purchases stop-loss coverage up to a limit of \$10,000,000. The term of the interlocal agreement is continuous; however, it may be terminated by either party with 60-day written notice.

The district has entered into an interlocal agreement with the Texas Association of School Boards Unemployment Compensation Group Account for the purpose of providing unemployment compensation coverage.

Property and casualty coverage is provided through Key and Piskuran Insurance Agency located in Arlington, Texas. The district's coverage includes property, automobile liability, general liability, school professional legal liability and automobile physical damage liability. The annual premium for property, inland marine, crime and general liability coverage for 2000-01 is \$10,720. The district procured the insurance coverage through a sealed-bid process.

Recommendation 24:

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

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the business manager to establish a committee of representative teachers and other employees to research the options and prepare recommendations on how the district should approach the new employee health coverages in the coming year.	October 2001
2.	The business manager selects a committee and begins to gather information from TRS, Region 15 and the TEA on the program.	November 2001
3.	The committee examines the information and prepares a plan of action to be presented to the board.	December - February 2002
4.	The superintendent and business manager presents the plan to the board for review and approval.	March 2002
5.	Upon board approval, the committee informs the staff about the plan.	April 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district lacks policies and procedures for inventory and fixed assets transactions including asset transfers, dispositions and deletions. Assets are transferred between campuses and between departments based on oral agreements of the users. No formal documentation of the transfer occurs. Assets also are deleted from the inventory records based on oral communication between the custodian of the asset and the inventory clerk. There is no formal, documented process or approval and verification.

Disposal of obsolete and excess technology equipment is not properly documented to create an audit trail. Obsolete and broken computer components have been disposed in school dumpsters in the past. Currently, there are approximately 40 Intel 486 computers awaiting disposal. Disposal in this manner provides no accountability for end-of-life equipment and no salvage value to the WISD.

District resources should be safeguarded against damage, theft, misuse and loss. Documentation of fixed asset and inventory transactions and transfers are an essential element of internal controls over property, equipment and inventory.

Recommendation 25:

Develop and implement detailed policies and procedures for the acquisition, recording, use and disposal of property, plant, equipment and inventory.

The policies and procedures should include descriptions of the levels of authority required for fixed asset transactions as well as the associated forms used to document transactions, especially transfers, deletions and disposals.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The inventory clerk and the business manager develop written policies and procedures for fixed asset and inventory acquisition, use, storage, transfers, deletions and disposal.	October 2001
2.	Proposed policies and procedures are presented to the superintendent for review.	November 2001
3.	The superintendent reviews and approves the policies and procedures or makes amendments as necessary.	November 2001
4.	Policies and procedures are distributed to principals, department heads and administrators.	December 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

WISD does not use bar code technology to reduce the administrative costs of periodic inventories and repetitive transactions such as textbook issues and returns.

The district uses property tags and manually loads data into Microsoft Excel spreadsheets or Microsoft Access databases to inventory and track. The Grape Creek ISD uses the Athena Library Management System, which offers bar code technology to manage a wide variety of assets. Bar code technology reduces the administrative costs of physical inventory and also reduces the error rate involved in manual data entry as well as the time necessary to complete an inventory.

Recommendation 26:

Examine existing manual, administrative processes for potential use of bar code technology and the ability to support requirements with the Athena Library Management System.

Bar code technology mechanically generates bar code labels for various assets and locations. Automated systems can increase the speed of inventory and reduce the error rate of manual entry.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The technology coordinator organizes a group to examine labor intensive, administrative processes that could benefit from bar code technology.	October 2001
2.	The technology coordinator identifies and obtains approval, if required, to perform a bar coding pilot to prove the benefits and compatibility with the district's host software.	November 2001
3.	The technology coordinator establishes a bar coding policy and procedures for implementation.	December 2001

FISCAL IMPACT

This recommendation could be implemented using existing resources.

Chapter 3

FINANCIAL MANAGEMENT

D. PURCHASING

WISD has a decentralized purchasing process. Purchase orders are required for all purchases, regardless of the amount of the purchase. Principals and department heads approve purchase orders before the orders are submitted to the superintendent. The athletic director approves purchase orders for the Athletic Department. The district participates in a purchasing cooperative administered by Region 15 and Region 18. In addition, the district purchases computer equipment through the General Services Commission.

Approved purchase orders are sent to the business manager for processing. Accounts payable checks are printed monthly, usually on the Friday before the second Tuesday. In emergencies, manual checks can be printed.

The district follows board-approved purchasing policies that mirror the state guidelines including soliciting formal bids when required.

FINDING

The district does not routinely check its vendors against the delinquent tax roll to determine if the vendors owe back taxes to the district.

Although there are few vendors who provide services to the district who are located within the district's taxing area, the possibility exists that the district could be losing tax revenue from delinquent vendors. State law allows a taxing jurisdiction to withhold payments to an individual or vendor until outstanding debts are paid.

Recommendation 27:

Periodically compare the delinquent tax rolls to vendor files and withhold payment to vendors who are delinquent on tax payments.

Matching vendor files to tax rolls could be performed quarterly and as new vendors are added to the accounts payable master file.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board adopts a policy to withhold payments to vendors who are delinquent on tax payments to the	October 2001
----	---	--------------

	district.	
2.	The business manager develops and implements procedures to compare vendor files to delinquent tax files.	October 2001
3.	The matching process is performed quarterly and as new vendors are added to the vendor master file.	November 2001 and Ongoing

FISCAL IMPACT

Since there are few vendors operating with the taxing jurisdiction of the district, the fiscal impact of this recommendation would be minimal but the practice is a prudent business decision that could generate additional revenue for the district.

This recommendation could be implemented with existing resources.

Chapter 3

FINANCIAL MANAGEMENT

E. CASH AND INVESTMENTS

Statutes authorize school districts to invest in obligations of the U.S. Treasury or the State of Texas, certain U.S. agencies, certificates of deposit, money market savings accounts, certain municipal securities, repurchase agreements and common trust funds and other investments specifically allowed by Chapter 2256, *Public Funds Investment* and Chapter 2257, *Collateral for Public Funds*, of the Government Code.

Cash and temporary investments for all district funds for the year ended August 31, 2000 totaled \$1,244,689 and were attributed to in the following funds.

Exhibit 3-13
Cash and Temporary Investments by Funds
August 31, 2000

Funds	Amount
General	\$626,567
Special Revenue	\$336,968
Debt Service	\$48,524
Capital Projects	\$137,489
Internal Service	\$19,660
Trust and Agency	\$75,481
Total	\$1,244,689

Source: WISD.

WISD maintains 17 checking accounts, including the following:

- General operating fund;
- Interest and sinking fund;
- Construction fund;
- Special revenue fund;
- Special education fund;
- Lunchroom;
- Payroll;
- Computer clearing;

- Fairview Cooperative;
- Fairview Activity Fund;
- Wall High School Activity Fund;
- Wall Junior High School Activity Fund;
- Wall Elementary School Activity Fund;
- WISD textbook account;
- Workers' Compensation fund-Wall;
- Workers' Compensation-Special Education; and
- Small Schools Cooperative Flower Fund.

WISD investment policies and types of investments are governed by the Public Funds Investment Act. The district's investments consist of certificates of deposit and investments in TEXPOOL, a Texas Local Government Investment Pool. As of August 31, 2000, the district's investment in certificates of deposit had a carrying value of \$133,344 and investments in TEXPOOL had a carrying value of \$123,884.

Although **Exhibit 3-2** shows the district general fund balance as \$343,065, this figure does not represent the cash balance available for investment, because the fund balance does not mean cash in the bank.

WISD entered into a depository contract with Texas State Bank on June 17, 1997 and extended the contract through 2000-01. The district does not pay a fee for banking services and receives interest from its balance in the checking accounts. For the year ended August 31, 2000, the district received \$13,958 in interest revenue from its checking account balance with Texas State Bank.

FINDING

The district does not have an investment policy that complies with Government Code 2256 and 2257. The district's investments consist of certificates of deposit and investments in TEXPOOL. As of August 31, 2000, the district's investment in certificates of deposit had a carrying value of \$133,344 and investments in TEXPOOL had a carrying value of \$123,884.

District board policy states that the superintendent or other person designated by board resolution shall serve as the investment officer of the district. The business manager has been designated as an investment officer, but this designation has not been reflected in board policy. The board has not adopted specific investment policies for the district, and the district has not compiled written procedures for investment activities.

WISD investment policies lack the following items:

- a listing of authorized investments;
- a rule, such as the "prudent person rule," establishing the standard of care that must be maintained by the persons investing the public funds;
- investment guidelines that are appropriate to the nature of the funds, the purpose of the funds and the amount of the public funds within the investment portfolio;
- a policy on the diversification of the investment portfolio that is appropriate to the nature of the funds, the purpose of the funds and the amount of the public funds within the investment portfolio;
- guidelines on the collateral requirements, if any, for the deposit of public funds in a financial institution made pursuant to the Public Funds Investment Act, and, if applicable, guidelines for contractual arrangements for the custody and safekeeping of that collateral;
- a policy on the establishment of a system of internal controls and written operational procedures designed to prevent losses of funds that might arise from fraud, employee error, misrepresentation by third parties, or imprudent actions by employees of the district;
- performance measures that are appropriate to the nature of the funds, the purpose of the funds and the amount of the public funds within the investment portfolio;
- a policy on the appropriate periodic review of the investment portfolio, its effectiveness in meeting the district's needs for safety, liquidity, rate of return and diversification and its general performance;
- a policy establishing at least quarterly written reports of investment activities by the district's chief financial officer for submission to the governing body and chief executive office of the district. The reports shall include information on the securities in the portfolio by class or type, book value, income earned and the market value as of the report date;
- a policy on the selection of investment advisors, money managers and the financial institutions; and
- a policy on ethics and conflicts of interest.

Moreover, the district's investments in certificates of deposit are earning 6.33 percent for the general operating fund account and 4.83 percent for the interest and sinking fund account, while Texpool investments are currently earning 4.29 percent interest. Districts that do not regularly monitor their investments and do not move dollars into the highest yielding instruments lose interest dollars that can supplement the overall general fund budget.

Recommendation 28:

Amend the district investment policy; invest dollars in higher yielding instruments and formally designate the business manager as an investment officer.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and the business manager amend the district investment policies to include the above items.	November 2001
2.	The superintendent presents the investment policy to the board for approval.	December 2001
3.	The board approves or amends the investment policy in an open public meeting, and the approval is documented in the board minutes.	December 2001
4.	The superintendent provides approved investment policies to financial institutions that have on deposit investments of the district.	January 2002
5.	The superintendent prepares a quarterly report is prepared as required by the law.	Quarterly
6.	The board reviews and approves the investment policy annually.	Annually

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 4

OPERATIONS

This chapter reviews the operations of the Wall Independent School District's (WISD's) operations in four sections:

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

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

Chapter 4

OPERATIONS

A. FACILITIES USE AND MANAGEMENT

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

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

WISD has three schools, two of which are part of the same facility. Fairview Accelerated was the district's original elementary school on Route 4. Wall Elementary was added on to Wall Junior High in 1970 at the Highway 87 location. The high school is also located on Highway 87. **Exhibit 4-1** presents a profile of the district's facilities.

Exhibit 4-1
WISD Facilities

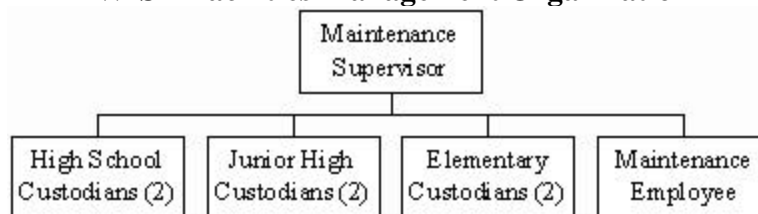
Location	Description	Year Constructed	Square Footage
Route 4	Fairview Accelerated	1925	6,832
Route 4	Classrooms	1970	3,844
Route 4	Fairview Gym	1973	4,500
Total Route 4			15,176
Hwy 87	Junior High School	1992	14,917
Hwy 87	Old Auditorium	1939	4,584
Hwy 87	Wall Elem. Main	1970	14,400
Hwy 87	Gym	1957	10,500

Hwy 87	Ag Building	1973	9,000
Hwy 87	Band Hall	1983	9,600
Hwy 87	H S Field House	1972	4,300
Hwy 87	Bus Garage	1988	1,800
Hwy 87	High School	1989	34,988
Hwy 87	H S Gym Addition	1989	20,064
Hwy 87	Elem. Cafeteria	1999	3,000
Hwy 87	J H Addition	1999	3,200
Hwy 87	H S Classrooms	1999	1,600
Total Hwy 87			131,953
Grand Total			147,129

Source: WISD Property Appraisal Schedules, February 6, 1997; WISD schedule showing additional space since 1996.

A maintenance supervisor is responsible for facilities management and reports to the superintendent. The district hires employees to perform all maintenance and custodial duties. These employees consist of two high school custodians, two junior high school custodians, two elementary school custodians and a maintenance employee. **Exhibit 4-2** presents the organization structure of the district's facilities management function.

Exhibit 4-2
WISD Facilities Management Organization



Source: WISD facilities organization chart.

In 1999-2000, the district spent \$660,915 on facilities management, up from \$597,316 in 1998-99. **Exhibit 4-3** presents a history of facilities maintenance and operations expenditures for WISD for 1996-97 through 1999-2000.

Exhibit 4-3
General Fund Plant Operations and Maintenance Expenditures
1996-97 through 1999-2000

District	1996-97	1997-98	1998-99	1999-2000
Salaries and Benefits	\$212,917	\$198,070	\$223,553	\$214,015
Contracted Services	\$210,572	\$201,033	\$215,856	\$273,471
Materials and Supplies	\$112,619	\$104,527	\$92,113	\$105,106
Other Operating	\$21,336	\$26,448	\$21,732	\$26,988
Capital Equipment	\$35,085	\$5,018	\$44,062	\$41,335
Total	\$592,529	\$535,096	\$597,316	\$660,915

Source: TEA, PEIMS, function 51-plant maintenance and operation 1996-97 through 1999-2000.

WISD peer districts range widely on per-student spending on facilities management. WISD is ranked third among its peers. **Exhibit 4-4** presents plant maintenance and operations expenditures per student for 1999-2000.

Exhibit 4-4
Peer Comparison of Plant Operations and Maintenance
Cost per Student
1999-2000

District	Expenditures per Student
Crockett County	\$1,437.06
Reagan County	\$961.67
Wall	\$855.25
Bangs	\$564.81
Holliday	\$533.95
Grape Creek	\$437.86

Source: PEIMS, 1999-2000.

Parents and teachers surveyed by TSPR during this review show a high level of satisfaction with maintenance services. **Exhibit 4-5** and **Exhibit**

4-6 show survey responses to questions regarding the quality and timeliness of facilities maintenance.

Exhibit 4-5
WISD Parent Survey - Facilities Maintenance

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
27.	Repairs are made in a timely manner.	40.5%	46.1%	8.9%	4.1%	0.4%
29.	Emergency maintenance is handled expeditiously.	38.7%	38.7%	19.7%	2.2%	0.7%

Source: TSPR Parent Survey, March 2001.

Exhibit 4-6
WISD Teacher Survey - Facilities Maintenance

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
49.	Buildings are properly maintained in a timely manner.	62.8%	32.6%	2.3%	2.3%	0.0%
50.	Repairs are made in a timely manner.	52.3%	39.5%	4.7%	3.5%	0.0%
51.	Emergency maintenance is handled promptly.	70.9%	26.7%	1.2%	1.2%	0.0%

Source: TSPR Teacher Survey, March 2001.

FINDING

WISD has a facilities planning committee that is already looking five to seven years into the future. The district facilities are at 75 percent capacity, but additional growth is expected. This committee, which consists of board members, district staff and community members, meets at least once per quarter to discuss long-range facility issues. Currently they are looking at possible sites for another school should enrollment continue to grow

The district does not have a formal facilities master plan, but the focus of this committee is to help the district be prepared for any growth it experiences. Many districts do not look forward until they near or exceed capacity, and then they focus only on the next construction project.

Parents, teachers and other members of the community feel that they have sufficient input into the facilities planning process. Teachers also recognize the long-range planning efforts undertaken by the district. **Exhibit 4-7** presents TSPR survey results of parents and teachers on questions regarding facilities planning.

**Exhibit 4-7
Parent and Teacher Survey Responses - Facilities Planning**

Parent Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
24.	Parents, citizens, students, faculty, staff and the board provide input into facility planning.	23.0%	38.7%	24.9%	11.2%	2.2%
Teacher Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
44.	The district plans facilities far enough in the future to support enrollment growth.	48.8%	40.7%	3.5%	7.0%	0.0%
45.	Parents, citizens, students, faculty, staff and the board provide input into facility planning.	44.2%	46.5%	8.1%	0.0%	1.2%

Source: TSPR Parent and Teacher Surveys, March 2001.

COMMENDATION

The district's facilities planning committee is effectively planning for the long-range facility needs of the district.

FINDING

WISD allocates utility and maintenance costs to special programs to minimize the impact on the general fund. Funds received through federal

programs provide a certain percent of the funds to be used for indirect cost recovery. WISD allocated \$173,811 to special revenue funds in 1999-2000, lowering its general fund investment in maintenance.

Indirect cost allocations are designed to help school districts avoid additional administrative and maintenance expenditures through the addition of special programs. If school districts prepare accurate allocation records, they can benefit from the indirect cost recovery provisions in federal funding programs.

COMMENDATION

WISD allocates utilities and maintenance costs to special programs, minimizing the district's general fund investment in plant maintenance and operations.

FINDING

WISD does not maintain an inventory of its space, limiting its ability to plan and measure efficiency. There are conflicting records of WISD square footage data. The district's property appraisal schedules reflect gross square feet of 139,329. Information on additions provided by the district show an additional 7,800 square feet, or a total of 147,129.

In November 1998, an outside firm conducted an energy efficiency audit for the school district through the "Energy Efficient School Partnership Service," a service sponsored by the Schools and Local Government Energy Program, a division of the State Energy Conservation Office (SECO). This study reflects 190,653 square feet, or 30 percent more space than the district's property appraisal schedules.

A separate facilities inventory by the superintendent and maintenance supervisor has several important benefits. Documenting the space the district has is the first step in facilities planning. Classroom capacity and utilization is important for scheduling and determining additional space needs. Square footage data is important to measure overall space utilization, and can also be compared to maintenance, custodial and energy costs over time to evaluate cost efficiency in these areas.

Most school districts maintain an inventory of facilities. It is common and necessary practice for effective facilities management.

Recommendation 29:

Develop and maintain a facilities inventory.

A facilities inventory should track the following items:

- facility name;
- date of initial construction;
- site size (acres);
- gross square feet - permanent space;
- gross square feet - portable buildings;
- total gross square feet;
- student capacity - permanent space;
- student capacity - with portable buildings;
- current enrollment;
- capacity variance - permanent space; and
- capacity variance - total space.

This information will help the district monitor the efficient use of its facilities and provide a starting point for its facilities planning efforts. Using existing financial data and this inventory, the district should develop and report statistics on maintenance cost per square foot, utilities cost per square foot, custodial cost per square foot and number of square feet of coverage per full-time-equivalent custodian. These statistics should be analyzed over time to evaluate efficiency in these areas.

A similar schedule of district-owned land should also be maintained. This schedule should include the lot description, date purchased, cost and number of acres.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and maintenance supervisor gather or measure square-foot data for each district facility.	October 2001
2.	The maintenance supervisor develops the facilities inventory and submits to the superintendent and board for review.	November 2001
3.	The maintenance supervisor updates the facilities inventory at the beginning of each school year and after any changes to the facilities.	Ongoing
4.	The superintendent and board monitor facility use and facility cost performance measures using square-footage data.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

WISD has not implemented energy conservation measures recommended by SECO in 1998.

Utilities cost remained relatively the same until 1999-2000, when costs increased \$25,000 due to additional space being added. This also added 11 cents to the district's per-square-foot cost. The district's overall utilities cost per square foot is \$1.56. **Exhibit 4-8** presents utilities costs at WISD for the past four years.

**Exhibit 4-8
Utilities Costs
1996-97 through 1999-2000**

Year	Amount	Square Feet	Cost per Square Foot
1996-97	\$212,604	139,329	\$1.52
1997-98	\$209,511	139,329	\$1.50
1998-99	\$201,988	139,329	\$1.45
1999-2000	\$230,303	147,129	\$1.56

Source: TEA, PEIMS 1996-2000.

The overall cost per square foot of \$1.56 in 1999-2000 is significantly higher than statewide best practices of \$1.00 per square foot.

In November 1998, SECO conducted a utility analysis for WISD as part of the "Energy Efficient School Partnership Service." SECO's study estimated that the district could save \$39,000 per year if it spent \$295,000 on retrofits and other energy conservation measures, providing a simple payback on its investment in 7.5 years. This analysis, however, may have been based on inaccurate square footage data. The square footage used in the report is 30 percent higher than the square footage listed in the district's records. Consequently, if the energy audit data is inaccurate, the estimated savings and payback period may also be inaccurate.

The district believes that the savings promised are inflated. The superintendent said that other school districts that have entered into guaranteed loan programs are trying to get out of their contracts with private companies because the companies do not comply with the loan agreement.

The district does have other options that can help them lower the overall cost per square foot including replacing old or broken caulking or weather stripping on doors and windows; checking outside air dampers, heating,

ventilation and air conditioner filters; turning off lights in unoccupied areas; sensibly reducing equipment run times during the summer months; and enforcing standard operation and maintenance practices for air conditioning equipment. The district should develop maintenance schedules for keeping tabs on the condition of these items. Savings generated from these actions may offset the cost of more expensive retrofits. It does little good to design or retrofit a building for energy efficiency if the building and its energy systems are not properly operated and maintained.

SECO has a program called *Watt Watchers* or *Watt Team* that is school-based. SECO provides free materials, training and site support. Student councils, science clubs, activity clubs and grade levels from first through twelfth grade can participate in the program. Students gain self-esteem, learn about energy resources and take an active role in teaching others the importance of energy efficiency. This program will not only save money at the schools, but students will learn how to develop a habit of saving energy in their homes as well. A program for high school students is offered through SECO's Texas Energy Education Development (TEED) project. Students conduct school-year long energy projects that promote energy conservation awareness. The projects range from designing posters containing energy-saving reminders to mentoring elementary and middle school students on energy-saving projects and weatherizing low-income homes in the community.

Another interesting opportunity to save energy at the campus level has to do with vending machines. The average soft drink machine uses two fluorescent bulbs, which total 80 watts, plus the energy required to operate the ballast, a component required to alter the electricity when using fluorescent bulbs. Using a very conservative estimate of only 2 kWh per day usage, a soda machine uses an annual total of 730 kWh just for lights. At an average rate of \$0.10 per kWh this amounts to \$73 per year for just one machine.

By developing policies and programs to promote and reward student and staff participation in energy conservation, Spring ISD achieved energy savings. Principals encouraged students and staff to participate in activities such as turning off lights and closing doors when leaving a room to retain air conditioning in the classrooms.

The bottom line for most energy management programs is getting the people who control the energy-using equipment to understand how they can help with overall energy conservation.

Program support for *Watt Watchers* is available from the State Energy Conservation Office

(1-800-531-5441, extension 3-1931) by phone, e-mail, fax and on the Comptroller's Web site at: <http://www.seco.cpa.state.tx.us>.

Recommendation 30:

Involve schools in energy conservation.

WISD should strengthen its existing energy conservation program by implementing SECO's "Watt Watchers" program at individual schools and by forming an energy conservation team consisting of the superintendent, principals, teachers and students. In addition, to reinforce sound energy conservation practices, WISD should send principals monthly reports of energy use compared to same month of previous year and prepare an annual energy report for each school and submit it to the board. Incentives and suggestions should be included with the reports to show principals what they can do to conserve energy at their campuses.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	WISD's superintendent contacts SECO for assistance with developing and implementing a "Watt Watchers" program at individual schools.	September 2001
2.	WISD's superintendent and principals help individual schools implement the "Watt Watchers" program.	September 2001
3.	The superintendent sends monthly reports including suggestions for energy conservation to principals.	November 2001
4.	The superintendent and principals visits each campus and meets with the head custodians to walk through each campus.	Quarterly beginning in January 2002
5.	The superintendent prepares and submits an annual report to the board.	May 2002 and annually thereafter

FISCAL IMPACT

This recommendation can be accomplished by a WISD energy management team. Energy savings from campus conservation measures could result in significant savings to the district, but are conservatively limited here to the savings that could be achieved through disconnecting lights on the eleven vending machines.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Involve schools in energy	\$803	\$803	\$803	\$803	\$803

conservation.					
---------------	--	--	--	--	--

Chapter 4

OPERATIONS

B. COMPUTERS AND TECHNOLOGY

Advances in telecommunications and information technology have allowed businesses to produce superior products at a lower cost, while helping improve customer service. School districts can incorporate technological advances into the classroom to allow simpler and faster access to educational information, to reduce administrative costs, to enhance instruction and to prepare students for the technological demands of college and the workplace.

To achieve and sustain reliable administrative and business computing support over the long term, the following five elements must be present in a district's technology program:

- Organization and Management;
- Technology Planning and Funding;
- Infrastructure, Hardware and Software;
- Technical Support; and
- Staff Development.

The WISD review considered each of the five elements. Only the elements with specific findings and recommendations are addressed in the following section.

The WISD technology infrastructure consists of 376 Pentium computers located at school campuses and district offices, supported by four servers and networked over a fiber optic backbone.

All maintenance is performed internally, and the technology team performs backups/systems administration.

Hardware consists of:

- 376 Pentium computers;
- about 210 computers located in two computer labs and one computer instruction classroom in the high school, two computer labs in the middle school two computer labs in the elementary school;
- all classrooms have three to five internet connected computers and a printer used for teacher e-mail, student projects the Accelerated Reader program; the high school has high print capacity laser printers at print stations throughout the high school campus;

- one mobile lab, consisting of a server, TV and 20 laptops is also employed for disability learning;
- a total of 20 Pentium I (90 Mhz processor) computers at the low end of the computer infrastructure used by the Accelerated Reader (AR) program;
- a total of 50 Pentium II (866 Mhz processor) computers obtained through a TIFF/PS-6 grant in two high school labs;
- one distance learning center at the high school established through a grant; and
- classrooms wired for 100-megabit (bandwidth) fiber optic backbone and cable TV.

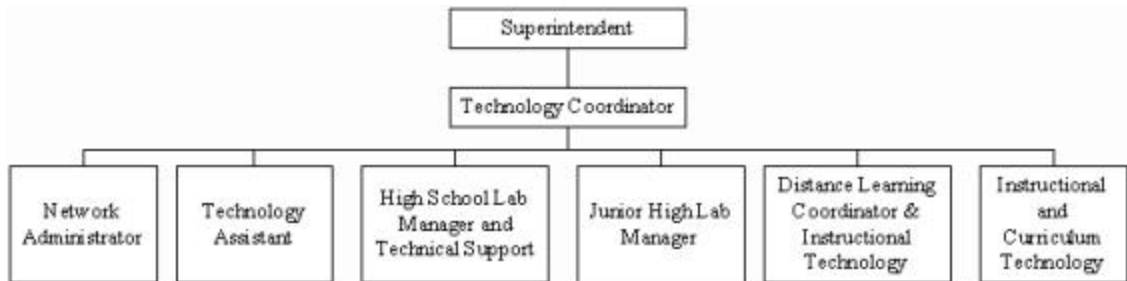
Software consists of:

- applications supporting education, including the Athena Library Management System with access to GALENET, Grade Speed and Accelerated Reader disability learning programs such as PLATO and INVEST;
- business and student management software supported by Region 15 under the Regional Service Center Cooperative Computer System on a fee basis;
- PCs/servers run on Windows NT 4.0; and
- Novell File and Print Server.

FINDING

The WISD organization is an exception to the small district model. Small school districts typically have simple organizational charts dictated by the limited staffing that available funding can support. This provides exceptional technology competency for the WISD. **Exhibit 4-9** shows the WISD Technology Department organizational chart.

Exhibit 4-9
WISD Technology
Organizational Chart
2000-01



Source: WISD Technology Department, April 2001.

Some personnel have more than one district function, and their supporting staff is a mix of full- and part-time personnel. Through grants and wise investments in hardware and personnel, WISD is able to employ a full-time technology coordinator and a full-time network administrator.

COMMENDATION

WISD has a superior technology team that provides outstanding support to the district's students, teachers and staff.

FINDING

WISD has maintained an impressive level of technology funding based on the current technology coordinator's records. Technology funding over the past six years is displayed in **Exhibit 4-10**.

**Exhibit 4-10
WISD Technology Funding**

School Year	District Funding	District Funding Remarks	Grant Funding	Grant Source	Total Funding
1995-1996	\$59,767	None	Not available	Not available	\$59,767
1996-1997	\$318,000	Included funds for fiber optic backbone	Not available	Not available	\$318,000
1997-1998	\$135,719	None	\$168,200	TIF	\$303,919
1998-1999	\$120,343	\$51,004 for construction	\$90,000 \$11,200	TIE-distance learning E-Rate	\$221,543
1999-2000	\$136,383	None	\$45,000 \$22,000	TIF PS6 E-Rate	\$203,383
2000-2001	\$111,168	None	\$65,000 \$65,000 \$8,200.00	TIE IV TEA - reading grant E-Rate	\$249,368

Source: WISD technology coordinator, April and May 2001.

Based on the technology team's combined vision and cooperation, technology funding for the last two years is averaging more than \$125 per

student in district funding and an additional \$105 per student in grants based on the 1999-2000 enrollment of 976 students. The result is an impressive three-students-per-computer ratio with Pentium 166 or better multimedia computers.

COMMENDATION

The WISD school board, superintendent, business manager and technology coordinator have established an outstanding working relationship resulting in a strong technology infrastructure.

FINDING

WISD has four servers in a small room connected to a teachers' lounge. These servers are the heart of the WISD network in terms of connectivity, operational support and data/file electronic storage. The server room is not adequately air-conditioned to ensure hardware reliability, and the door cannot be closed/locked without causing potential damage to the servers located there.

Excess heat buildup is the leading cause for premature hardware failure, and unlocked server spaces present potential security risks to district hardware and data files. The Grape Creek ISD adopted a locked/air-conditioned space for its network, file and data servers after an incident involving student access and manipulation of servers in an unlocked space.

A properly air-conditioned and locked space will minimize server maintenance costs/down time and preclude unauthorized access that could adversely impact WISD operations.

Recommendation 31:

Improve server room air-conditioning in order to protect the life of server components and secure the server room door.

A maximum cost of \$8,500 is based on the possibility of installing a small self-contained air-conditioning system in the server room.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The technology coordinator explores options for altering the building's air-conditioning system or providing an independent air conditioner to provide adequate air-conditioning to the server room as a locked space.	October 2001
----	--	--------------

2.	The technology coordinator prepares and submits a facility modification request and prepares a supporting budget issue.	November 2001
3.	The technology coordinator works with the business/financial manager to identify potential funding sources.	December 2001
4.	The technology coordinator, subject to funding approval, prepares and submits the required requisition with supporting documentation for contract action.	January 2002

FISCAL IMPACT

The cost of implementing this recommendation would involve modifying building ducting/thermostats or installing a small air-conditioning system. A maximum cost of \$8,500 is assigned based on the potential need to install a small self-contained air-conditioning system in the server room.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Improve server room air-conditioning in order to protect the life of the server components and secure the server room door.	(\$8,500)	\$0	\$0	\$0	\$0

Chapter 4

OPERATIONS

C. TRANSPORTATION

The Texas Education Code (TEC) authorizes but does not require each Texas school district to provide transportation for students between home and school, from school to career and technology training locations, for co-curricular activities and for extracurricular activities. The federal Individuals with Disabilities Education Act (IDEA) requires a school district to provide transportation for students with disabilities if the district also provides transportation for students in the general population or if students with disabilities require transportation to receive special education services.

The TEC states that a school district is eligible to receive state funding for transporting regular and special program students between home and school and career and technology students to and from vocational training locations. The Texas Legislature sets funding rules, and the TEA administers the program. Local funds must pay for transportation costs that the state does not cover.

State funding for regular education transportation is limited to transportation for students living two or more miles from the school they attend. For the regular program, TEA reimburses a local district according to a prescribed formula. This funding formula is based on linear density, which is the ratio of the average number of regular program students transported daily to the number of miles operated daily for those students. TEA uses this ratio to assign each school district to one of seven groups, with each group receiving a different per-mile reimbursement. TEA evaluates group assignments every year. To assign groups and funding for the next biennium, TEA calculates linear density using operations data from the first school year of the previous biennium. In 1999-2000, the WISD linear density was 084, placing the district in the third highest linear density group. The district was entitled to a reimbursement of 88 cents per mile for regular education route miles. The district's actual operating cost was 84 cents per mile in 1999-2000.

All transportation to and from school for special programs except certain field trips is eligible for state reimbursement. The Texas Legislature set a maximum rate of \$1.08 per mile for reimbursement for special program transportation. This reimbursement rate is lower than WISD's actual cost of \$1.21 a mile for special program transportation in 1999-2000.

Co-curricular trips take students to activities that are considered part of the student's required curriculum and usually take place during school hours. Extracurricular transportation takes students to events during and after school and on weekends. Extracurricular transportation consists largely of transportation to and from athletic events. No state funding is provided for extracurricular transportation.

Each school district is responsible for the capital cost of purchasing school buses. Districts may purchase school buses through the Texas General Services Commission under a state contract. Districts may also choose a lease-purchase method to obtain buses.

The WISD Transportation Department transports an average of 787 students a day between school and home on regular routes. WISD owns, operates and maintains a fleet of 20 regular school buses. In 1999-2000, WISD operated a total of 280,009 miles of regular transportation. The district's operating expenditures, net of debt service and capital outlay, were \$236,377 for regular transportation.

WISD serves as the "fiscal agent" for its special education cooperative and reports special education transportation cooperative data to the TEA that includes all school districts in the coop. In 1999-2000, the cooperative reported 160 students transported to and from multi-district classes, counseling appointments, physical therapy and other related services using a fleet of eight school buses. The cooperative's operating expenditures, net of debt service and capital outlay, were \$312,707 for special program transportation. The cooperative provided a total of 259,355 miles of special program transportation. The cooperative participates in the SHARS and MAC programs for reimbursement when eligible.

Under TEA guidelines, a school district may contract for private transportation where eligible students are reimbursed for transportation provided by a parent or by a common carrier (public transit). Eligible students are those students for whom an Admission, Review Dismissal committee has determined that special transportation is necessary in order for the student to benefit from the special education program including transportation for related services. The district arranges transportation using the most cost-efficient means while ensuring that the transportation is appropriate to meet the individual student's needs. The TEA Handbook on School Transportation Allotments states, "the need for private transportation shall be determined on an individual (case-by-case) basis" and approved "only in extreme hardship cases." The cooperative provides a private transportation program for special program students by reimbursing parents for private vehicle transportation. WISD coordinates this program and reports the mileage to TEA. TEA reimburses private transportation at a rate of 25 cents per mile, up to a maximum of \$816 per

student. In 1999-2000, WISD reported 50,016 reimbursable private program transportation miles for 50 students, for a state allotment of \$12,754.

The TEA School Transportation Operations Reports for 1996-97 through 1999-2000 provide a five-year history of the transportation service's cost and mileage. These reports are intended to track all costs and mileage related to transportation, including services not funded by the state. **Exhibit 4-11** compares transportation operations costs from 1996-97 through 1999-2000

Exhibit 4-11
WISD Regular and Special Program Transportation Operation Costs
1995-96 through 1999-2000

Item	1995-96	1996-97	1997-98	1998-99	1999-2000	Percent Change
Expenditures						
Regular Program	\$213,214	\$230,595	\$259,442	\$223,242	\$236,337	10.8%
Special Program	\$139,937	\$167,648	\$201,548	\$258,637	\$312,707	123.5%
Total	\$353,151	\$398,243	\$460,990	\$481,879	\$549,044	55.5%
Annual Miles						
Regular Program	231,337	241,303	264,364	276,675	280,009	21.0%
Special Program	125,250	152,463	256,489	290,905	259,355	107.1%
Total Miles	356,587	393,766	520,853	567,580	539,364	51.3%

Sources: WISD School Transportation Operation Reports, 1995 through 2000.

As the above chart shows, total costs increased 55.5 percent and total miles increased 51.3 percent between the 1995-96 and 1999-2000 school years. For the regular program, costs increased 10.8 percent and miles increased 21.0 percent. For the special program, costs increased 123.5 percent while miles increased 107.1 percent. Growth in special program miles and expenditures reflect the growth in that program.

Budgeted expenditures in 2000-01 are lower than prior-year levels. **Exhibit 4-12** presents the total budgeted transportation costs by expenditure type for 2000-01.

Exhibit 4-12
WISD Budgeted Transportation Costs by Type of Expenditure
2000-01

Object	Total Budgeted Expenditure
Salaries and Benefits	\$190,789
Purchased and Contracted Services	\$27,500
Supplies and Materials	\$157,300
Other Operating Expenses	\$11,665
Total Operating Expenditures	
Capital Outlay	\$114,294
Total Expenditures	\$501,548

Source: PEIMS 2000-01.

WISD parents are generally pleased with the bus service the district provides. **Exhibit 4-13** presents survey results on questions to parents regarding transportation services.

Exhibit 4-13
WISD Parents Survey -Transportation

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
49.	My child regularly rides the bus.	27.5%	27.5%	16.4%	15.6%	13.0%
50.	The bus driver maintains discipline on the bus.	21.6%	35.7%	28.6%	8.9%	5.2%
51.	The length of the student's bus ride is reasonable.	23.0%	37.5%	32.3%	5.9%	1.1%
52.	The drop-off zone at the school is safe.	33.8%	43.1%	16.4%	4.1%	2.2%

53.	The bus stop near my house is safe.	33.5%	42.8%	17.8%	5.2%	0.7%
54.	The bus stop is within walking distance from our home.	35.3%	42.8%	16.7%	4.8%	0.4%
55.	Buses arrive and depart on time.	35.7%	47.2%	14.2%	3.0%	0.0%
56.	Buses arrive early enough for students to eat breakfast at school.	17.5%	29.4%	41.6%	9.3%	2.2%
57.	Buses seldom break down.	32.0%	46.1%	19.7%	1.1%	1.1%
58.	Buses are clean.	33.1%	43.1%	20.5%	3.0%	0.4%
59.	Bus drivers allow students to sit down before taking off.	25.3%	37.9%	21.6%	10.0%	5.2%
60.	The district has a simple method to request buses for special events.	23.0%	33.5%	41.2%	1.9%	0.4%

Source: TSPR Parent Survey, March 2001.

FINDING

The Transportation Department has a bus replacement plan that has been effective in maintaining a current fleet of buses, but the plan is not being strictly followed, and WISD may be purchasing more buses than are needed in any given year. WISD has 21 buses in the regular transportation fleet. Sixteen buses are sent on routes each day. The spare bus ratio is 31 percent. **Exhibit 4-14** provides the details of the district's fleet of buses.

Exhibit 4-14 WISD Mileage Summary - Regular Program 1999-2000

Bus Number	Model/ Year Purchased	Average Mileage per Day	Total Mileage
11	International 1987	N/A	25,615

21	International 1991	N/A	100,512
23	International 1992	65.6	24,022
24	International 1992	N/A	11,019 (new odometer)
25	International	53	68,128
26	International	55 or 8	70,458
27	International	55 or 8	65,978
28	International	56	45,270
31	International	51	38,745
32	International	47	38,745
34	International	64	47,851
35	International	52	52,294
36	International 1996	31	44,113
38	International 1996	70	29,806
39	International 1997	62	38,251
41	International 1999	67	24,281
42	International 1999	42	23,999
43	International 1999	N/A	14,553
44	GMC Mid Bus 1994	16	91,154
47	International 2000	N/A	4,442
48	International 2000	N/A	4,120

Source: TEA School Transportation Route Services Report 1999-2000 and "WISD Bus Barn/Transportation" worksheet.

The district's bus replacement plan recommends purchasing three buses every two years, for a 14-year replacement cycle. **Exhibit 4-15** presents WISD's bus fleet by year of purchase.

**Exhibit 4-15
WISD Fleet Age
As of March 2001**

Year Purchased	Number of Buses
----------------	-----------------

1987	1
1991	1
1992	2
1994	1
1995	3
1996	2
1997	1
1999	3
2000	2
Average Age	5.95 years

Source: WISD Inventory Report.

As shown, the district has purchased eleven buses in the last five years or 2.25 buses on average. The district's plan suggests 1.5 buses need to be purchased each year to maintain a fourteen-year replacement cycle. Currently, the district has a young fleet, and this vehicle replacement plan will help keep the fleet young.

Recommendation 32:

Follow the district's 14-year bus procurement and replacement plan.

Setting aside a sum of money each year, whether buses are purchased or not, will allow the district to even out expenditures over time.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for Transportation Services revises the fleet procurement plan.	October 2001
2.	The director for Transportation Services presents to the superintendent and school board the proposed fleet procurement plan for approval.	November 2001
3.	The business manager or superintendent reflects the fleet procurement plan in the capital budget.	Fiscal Year 2001-2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Bus drivers are unable to communicate with the central office during their routes. The drivers do not have radios and do not carry cellular phones. One route has a cellular phone because it travels to a rural part of the district and drivers on extracurricular trips take a cellular phone with them. Some drivers carry a personal cellular phone.

The Transportation director said he is unable to respond to emergency situations because of this lack of communication. He does not know if a bus is running late or has been involved in an accident, and he cannot directly contact a driver if needed. The Transportation director said the need to communicate with drivers has not been brought up as a district issue yet.

Lack of communication with drivers is a safety issue. Although the district has not had an emergency situation yet in which immediate communication with a driver was necessary, a means of communication in the event of an emergency is important.

Many small school districts provide their drivers with cellular telephones. Christoval and Veribest ISDs provide drivers with cellular phones. Wall does provide cellular telephones for all its special education drivers

Recommendation 33:

Issue cellular phones to all bus drivers on routes.

WISD should purchase cellular phones and assign a phone to each driver. The district should develop a policy regarding the use of cellular phones and should monitor bills closely to ensure drivers do not use the phone for personal reasons.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Transportation director develops a cellular phone use policy for bus drivers and submits it to the superintendent and board for approval.	October 2001
2.	The business manager identifies the most cost-effective service option for adding cellular phones to the existing contract.	October 2001
3.	The business manager purchases the phones.	October 2001
4.	The Transportation director trains the bus drivers on the use of the phones and the phone-use policy and distributes them to	November 2001

each driver.	
--------------	--

FISCAL IMPACT

The district already has a contract with a cellular company, but a separate contract should be set up for the transportation phones since they will only be used locally and should not incur roaming charges. It is assumed that 15 phones will be needed at a cost of \$50 per phone and a \$50 per month service contract.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Issue cellular phones to all bus drivers on routes.	(\$1,500)	(\$750)	(\$750)	(\$750)	(\$750)

FINDING

The Transportation director allows several drivers to take buses home because they live a long way from the district bus lot, but a mile or less from the start of their route. The Transportation director estimated that the practice saves 76 miles per day, or 13,680 miles per year for a 180-day year. At a cost per mile of 84 cents, the practice saves the district \$11,491 per year.

While this practice saves the district money, it causes several management problems. First, when a driver who takes his or her bus home is absent, the bus is not available for a substitute driver to use. If a bus is parked at a driver's home, it is not available at night or during midday to be serviced. Currently, if a home-storage bus needs maintenance, the driver switches buses and uses another bus to take home.

Drivers keep track of and report their own hours. Drivers who take their bus home are paid from the time they leave their house to the time they return. Allowing some drivers to track their own hours while the others do not have this privilege is inequitable and leaves the district open to inaccurate claims for hours worked. However, the district states that this has not been an issue, since some drivers are teachers and do not get paid by the hour but receive a flat reimbursement rate for driving the bus.

Allowing drivers to take buses home also poses insurance problems. The district's insurance policy covers damage to buses at the district facility, but the policy is not clear as to whether or not drivers would be covered if the bus is at the driver's home. One incident of vandalism or accident during personal use could more than offset any savings achieved by this practice.

Recommendation 34:

Prepare policies and procedures governing the practice of taking buses home.

Amend the district investment policy; invest dollars in higher yielding instruments and include the business manager as an investment officer.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Transportation director develops a policy for bus drivers and submits to the superintendent and board for approval.	October 2001
2.	The board adopts the policy.	October 2001
3.	The Transportation director informs drivers of the new policy and evaluates each current situation against the policy.	November 2001
4.	The Transportation director makes necessary routing adjustments to implement the policy.	November 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

WISD provides a minimum level of driver training. The district trains drivers to get their commercial drivers license (CDL) and sends drivers to a state-required 20-hour training course provided by Region 15. The certification course includes instruction in each of the ten units comprising the Course Guide for School Bus Driver Training in Texas as developed by Southwest Texas Quality Institute (SWTQI). The Texas Administrative Code recommends the following hourly allocations for each unit:

- Introduction-1.0 hour;
- Student Management-2.0 hours;
- Know Your Bus-2.0 hours;
- Traffic Regulations-1.5 hours;
- Responsible Driving-4.0 hours;
- Emergency Evacuation-2.0 hours;
- First Aid-1.5 hours;
- Procedures for Loading and Unloading Students-2.5 hours;
- Special Needs Transportation-1.5 hours;
- Awareness of the Effects of Alcohol and Other Drugs-1.5 hours;
- and

- Summary and Written Test-1.0 hours.

This level of driver training is similar to other small districts in Tom Green County. Providing additional training or annual retraining in small districts is difficult due to limited resources. Grape Creek ISD recently contracted with a San Angelo service provider to supply eight hours of driver safety training. Based on Grape Creek ISD's contract, the additional eight hours of training can be provided at \$15 per hour, or \$120 per year.

The Small Schools cooperative has provided additional training for bus drivers and bus aides for the past three years. Several WISD drivers have participated in the training, including crisis intervention, managing behavior issues and student safety. In 2000-01 the drivers were trained on blood pathogen kits, CPR and confidentiality.

In the transit industry, training is one of the simplest ways to coordinate agency resources. The Gulf Coordinating Council in Galveston and Brazoria counties developed a safety committee dedicated to promoting safety regulations for operating passenger and cargo vehicles in the community. The committee developed driver safety standards and works to coordinate training efforts among agencies to maximize their resources. Examples of coordinated training provided include computer training for member agency administrative staff, passenger assistance (PASS) training, driver safety training for 14 drivers of member agencies and transit bus emergency evacuation training for 32 drivers, operators supervisors of member agencies.

Recommendation 35:

Provide expanded driver safety training.

WISD would have a difficult time providing expanded driver or providing annual retraining. However, coordinating with other districts in the area can permit additional training opportunities.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and the Transportation director meet with other Tom Green County school districts to identify consolidated training and retraining opportunities for bus drivers.	November 2001
2.	Bus drivers attend an additional four hours of driver safety training or retraining each year.	Ongoing beginning January 2002

FISCAL IMPACT

Based on Grape Creek ISD's contract, the additional eight hours of training can be provided at \$15 per hour, or \$120 per year.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Provide expanded driver safety training.	(\$120)	(\$120)	(\$120)	(\$120)	(\$120)

Chapter 4

OPERATIONS

D. FOOD SERVICES

School food service operations are responsible for providing students and staff an appealing and nutritious breakfast and lunch at a reasonable cost in an environment that is safe, clean and accessible. Each of these responsibilities must be accomplished in compliance with applicable federal and state regulations and local board policy.

The goals of a successful food services operation are to provide customer satisfaction and to contain costs. The first step in managing a financially successful operation is to know the financial objectives and goals of the school board. The next step is to have an efficient organization and a good accounting system.

Food service operations at WISD are organized under the Food Services Department. The Food Services Department operates three cafeterias: one at the elementary school, one at the high school and one at Fairview Alternative Campus. The high school cafeteria employs three full-time staff including the cafeteria manager. The elementary school cafeteria employs four full-time staff. The alternative school has one part-time employee. Each cafeteria manager reports to the principal of his or her campus. The principals report directly to the superintendent.

The WISD school board adopted the following amounts for cafeteria meals beginning in the 1998-99 school year (**Exhibit 4-16**).

Exhibit 4-16
Cafeteria Meal Prices

Lunch		Breakfast	
Adults	\$2.00	Adults	\$2.00
Grades 6-12	\$1.75	Students	\$1.00
Grades K-5	\$1.50	Reduced-price	\$0.30
Reduced lunch	\$0.40		

Source: WISD.

WISD participates in the National School Lunch and School Breakfast programs and receives reimbursement for meals served to low-income families. **Exhibit 4-17** summarizes the reimbursement rates for 2000-01.

**Exhibit 4-17
Federal Reimbursement Rates
2000-01**

Reimbursable Lunches:	
Full price	\$0.19
Reduced Price	\$1.62
Free	\$2.02
Reimbursable Breakfasts:	
Full price	\$0.21
Reduced Price	\$0.82
Free	\$1.12
Breakfast-Severe Needs Schools	
Reduced Price (Additional)	\$0.21
Free (Additional)	\$0.21

Source: TEA memo.

In October 2000, 31.5 percent of the district enrollment was approved for free or reduced-price meals through the National School Lunch Program and the School Breakfast Program. In these programs, students who live in households where the household income is less than 185 percent of the federal poverty level receive a reduced-price meal (**Exhibit 4-18**).

**Exhibit 4-18
WISD Free and Reduced-Price Lunch Participation Rates
April 2001**

	District
Average Daily Attendance	905
Number Eligible	285
Percent Eligible	31.5%

WISD Food Services Department, April 2001.

Students receive a free meal if the household income is less than 130 percent of the federal poverty level.

FINDING

The district is potentially losing state compensatory education funds by not identifying all students who would be eligible for free and reduced-price lunches.

The process used by WISD to identify and enroll students for the free and reduced-price lunch and breakfast programs consists of sending applications to students' homes twice a year. Parents and guardians are responsible for completing, signing and returning the forms to WISD administrators.

Identifying students who are eligible for free and reduced-price lunches and breakfasts is a difficult process. Parents are sometimes reluctant to complete program applications because of pride or because they may not understand the forms. Also, students may not want to be identified as economically disadvantaged and request that parents leave them off the applications.

By failing to identify all students who would be eligible for the free and reduced-price lunch and breakfast programs through the National School Lunch and Breakfast Program, school districts are losing federal Compensatory and Title I funds. These funds flow to a school district based on the number of students approved for the National School Lunch and Breakfast Program.

Successful programs have adopted some of the following techniques:

- Family identification - If a family fills out a form for one child, all of the siblings in the same household are automatically qualified.
- Direct certification - Some districts do not require families to complete an application for the federal free and reduced-price lunch and breakfast programs if the students are pre-certified as eligible by the Texas Department of Human Services through the Temporary Assistance for Needy Families (TANF) program.
- Incentive awards - A school conducts a contest open to all students regardless of the family economic status and gives prizes to students and parents for completing an eligibility application. There is no stigma attached to the application process since all students could complete an application and be eligible for the prizes.
- Advertising campaigns - Billboards, posters and flyers are used to disseminate information about the program.

- Parental assistance - A district provides parents assistance in completing applications. The technique is critical for non-English speaking or illiterate parents. El Paso ISD provides applications and assistance in both English and Spanish. Other districts have staff available during registration and the first days of school to help parents read and complete the applications.

WISD receives \$621.42 in Compensatory and Title I funds for each student who is approved for free and reduced-price lunches and breakfasts. An approved student does not have to ever eat a meal provided through the program for the district to receive funds for that child. The only requirement is that the student is eligible and approved.

Recommendation 36:

Develop strategies to increase the number of students identified as eligible for free and reduced-price meals.

Consider the techniques discussed above and adopt and implement the processes and techniques that best fit the WISD community.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and principals establish a marketing program to increase awareness of the National School Lunch and Breakfast programs through media available to the district.	October 2001
2.	The superintendent and principals provide staff to assist parents in completing applications during registration and to be available to answer questions in person and by telephone both in English and Spanish.	October 2001
3.	The superintendent and principals initiate a contest to award prizes for students submitting completed applications.	October 2001

FISCAL IMPACT

The district could receive \$17,710 in additional compensatory education funds if the number of eligible students was increased by just 10 percent (.10 x 285 x \$621.42 = \$17,710).

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Develop strategies to increase the number of students identified as	\$17,710	\$17,710	\$17,710	\$17,710	\$17,710

eligible for free and reduced price lunch participation at all campuses.					
--	--	--	--	--	--

FINDING

The WISD food services program is operating at a deficit (**Exhibit 4-19**). Local funds must be used to support the food services operation.

**Exhibit 4-19
Food Service Revenue and Expenditures
1997-98 through 1999-2000**

	1997-98	1998-99	1999-2000
Revenues	\$191,257	\$212,152	\$226,783
Expenditures	\$207,579	\$230,500	\$244,326
Profit/(Loss)	(\$16,322)	(\$18,348)	(\$17,543)

Source: WISD Director of Business and Finance.

Most of the cost of operating the Food Services Department is associated with the labor costs of preparing and serving meals. A WISD cafeteria worker is paid on average \$7.48 per hour for seven hours per day for 179 days. Cafeteria workers also have benefits that amount to about 16 percent of their salary. **Exhibit 4-20** shows the number of and hours worked for cafeteria workers who perform food service operations at the campus level.

**Exhibit 4-20
WISD Cafeteria Staffing
2000-01**

Position	Hours per Day
High School	
Cafeteria manager	8
Cafeteria worker	7
Cafeteria worker	7
Elementary School	
Cafeteria manager	8

Cafeteria worker	7
Cafeteria worker	7
Cafeteria worker	7
Fairview Alternative Campus	7
Total	58

Source: WISD Food Services director.

Meals Per Labor Hour (MPLH) is a standard performance measure of efficiency for school districts, hospitals, restaurants and other food service operations. MPLH is the number of meal equivalents served in a given period of time divided by the total hours worked during that period. Meal equivalents are lunches plus an equivalent number of breakfast and a la carte sales. Usually the meal equivalents are approximately equal to the dollar value of a complete reimbursable meal. TSPR used the guidelines provided in **Exhibit 4-21** to evaluate WISD's staffing structure.

Exhibit 4-21
Recommended Meals Per Labor Hour (MPLH)
April 1999

Number of Meal Equivalents	Meals Per Labor Hour (MPLH)	
	Conventional System	Convenience System
	Low/High	Low/High
Up to 100	8/10	10/12
101-150	9/11	11/13
151-200	10-11/12	12/14
251-300	13/15	15/16
301-400	14/16	16/18
401-500	14/17	18/19
501-600	15/17	18/19
601-700	16/18	19/20
701-800	17/19	20/22
801-900	18/20	21/23
901+	19/21	22/23

Source: School Foodservices Management, Dorothy Pannell-Martin, 1999

The conventional system of food delivery includes preparing food on the premises and using washable dishes. The convenience system uses the maximum amount of processed food and disposable items. TSPR used the conventional system to evaluate food service productivity since it is a more conservative approach than the convenience system.

WISD's Food Services Department's MPLH are less than recommended in all of its cafeterias. **Exhibit 4-22** illustrates WISD's MPLH for each campus kitchen compared to the industry standard. If the MPLH rate is higher than the recommended rate, either the number of meals served is low or the number of hours worked is high. The number of hours worked is a function of two variables: the number of staff employed and the hours per worker. Both variables are controllable.

Exhibit 4-22
WISD Meals per Labor Hour
February 2000

School	Total Meals Served	Total Hours Worked	WISD Reported MPLH	Industry Rec. MPLH	MPLH Variance +/-(-)
High School	4,365	440	9.22	14	4.78
Elementary School	6,702	580	11.65	15	3.44
Fairview Alternative Campus	462	140	3.30	8	4.70
Total	11,529	1,300	9.94	N/A	12.92

Source: WISD Food Services Department, Dorothy V. Pannell, Controlling Costs in the Foodservice Industry.

In order to achieve recommended MPLH, a school food service operation would have to reduce the number of staff or the hours worked per employee. **Exhibit 4-23** shows the number of hours worked at each campus compared to the industry-recommended hours. The district employs 2.5 excess FTEs for the number of meals served.

Exhibit 4-23
WISD Food Services Department

**MPLH Comparison
February 2000**

School	Meals Served Daily	Hours Worked Daily	Allowable Hours at Standard MPLH	Hours Above (Below) Standard	Equivalent FTEs Hours
High School	218	22	15	7	1.0
Elementary School	335	29	22	7	1.0
Fairview Alternative Campus	23	7	3	4	0.5
Total	576	58	40	18	2.5

Source: WISD Food Services Department, Dorothy V. Pannell, Controlling Costs in the Foodservice Industry.

Deficit spending in food service requires the district to replace lost dollars with general revenues that would otherwise be available for instruction. Improving productivity is a key factor in eliminating the district's deficit in the food service operation.

Recommendation 37:

Establish Meals Per Labor Hour standards and modify staffing levels at each campus to meet industry recommendations.

The Food Services Department should develop a standard MPLH for each campus based on the district's unique factors affecting productivity such as staffing levels, kitchen design, pre-processed foods, type of menu, type of equipment, training and skill level of employees, degree of automation and the number of personal breaks.

Once the district has a standard MPLH for each campus, the district should compare its actual MPLH to the standard. Staffing levels may need to be adjusted to reflect the appropriate staffing level determined by the district.

In addition, meals served at Fairview Alternative campus could be prepared at either the high school or elementary school cafeteria and transported in heated compartments to Fairview.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The cafeteria managers develop campus-specific MPLH standards.	October 2001
2.	The cafeteria managers develop a plan to increase productivity.	October 2001
3.	The cafeteria managers implement the plans for improving productivity.	November 2001
4.	The cafeteria managers evaluate the productivity of each campus monthly according to the MPLH standards.	December 2001
5.	The cafeteria managers and the business manager develop a plan to reduce labor costs at campuses that exceed the MPLH standards.	January 2002
6.	The cafeteria managers evaluate the productivity monthly.	Ongoing
7.	The cafeteria managers modify the staffing levels at each campus.	June 2002

FISCAL IMPACT

By applying MPLH standards, two staff positions could potentially be eliminated. Savings are recognized in the Financial Management chapter as a part of overall staffing reductions.

FINDING

Lunch serving times do not provide sufficient time and space for all students to eat their meals in a comfortable manner.

High school students are all served during one lunch period. Seniors eat first, followed by juniors, sophomores and freshman. The cafeteria manager stated that few freshman eat lunch in the cafeteria because there is not enough time and there is not enough room. Students were observed standing against the wall, holding trays and trying to eat. The cafeteria manager estimates that at least 40 additional freshmen would eat if given time and space.

Recommendation 38:

Stagger lunch serving times to accommodate all grade levels.

Provide two lunch periods of 30-40 minutes each. Seniors and juniors could be served during one period and sophomores and freshman in the other period.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The school principals meet with the cafeteria managers to develop a serving schedule that would accommodate all students and would not be disruptive to the curriculum schedule.	October 2001
2.	The principals and faculty develop class schedules to facilitate two lunch periods.	November 2001
3.	The superintendent reviews and approves the class schedules and lunch periods.	December 2001
4.	The principals announce the change to lunch periods and class schedules to students for the following semester.	January 2002
5.	Amended class schedules and serving periods are implemented.	February 2002

FISCAL IMPACT

The fiscal impact is based on the assumption that 40 additional students will be served lunches at the high school. The annual additional revenue would be \$12,600 (40 meals x \$1.75 per meal x 180 days). The cost to serve 40 additional meals per day is based on food cost of 40 percent of the price, or \$.70 per meal. Total annual cost would be \$5,040 (\$.70 x 40 meals x 180 days). No additional labor would be required. The net additional revenue for the first year would be one half of the normal annual net revenue since the program would not be implemented until January 2002. Annual net revenue would be \$7,560 (\$12,600 - \$5,040).

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Stagger lunch serving times to accommodate all grade levels.	\$3,780	\$7,560	\$7,560	\$7,560	\$7,560

FINDING

Cafeteria managers do not receive financial and performance information from the business office.

The Food Services Department reports a loss from food service operations annually. However, individual cafeteria managers are not held accountable for the financial operations of food service operations at their campuses.

The cafeteria managers are only held accountable for monitoring inventory levels, production and overall revenues of their cafeterias. Revenue information is compiled by campuses through the district's point-of-sale system, but expenditure information is not available for each campus because the point-of-sale system is not linked with inventory, payroll and the purchase order system.

Information used by the Food Services Department to monitor campus performance is compiled monthly and includes:

- Average Daily Participation (ADP);
- days in operation;
- number of Type A lunches served;
 - regular price
 - reduced price
 - free
- labor cost; and
- Federal reimbursement amount.

Breakfast sales information is also provided to the cafeteria managers.

These reports provide fragmented financial performance information and do not provide a true profit and loss by campus. Districts must take action to replicate good performance and improve the operations that are performing poorly, but without campus-specific information, individual campus deficiencies are not conspicuous. Timely, accurate and useful financial reports are critical to the continued profitability of the WISD food service operation.

The key to operating profitably in the food services market is to control costs. To control costs, managers need to know their costs, know what costs should be and how to keep prices low.

Dorothy Pannell-Martin in *Controlling Costs in the Food Service Industry, 1998*, recommends distributing five financial and operating reports to cafeteria managers to enable them to monitor, evaluate and take corrective action when appropriate. These five reports are:

- Budget - spells out management's ideals, goals and objectives in financial terms;
- Profit and loss statement - an accumulative report that indicates how the operation has been doing financially over a period of time;
- Balance sheet - provides a snapshot of how the operation is doing at a point in time. It tells the operation's worth and describes the assets (facilities and equipment) of the operation;

- Cash flow statement - shows the cash inflow and outflow for a period of time; and
- Performance ratios and trends, including:
 - food cost as percent of sales
 - labor cost as percent of sales
 - break-even point
 - inventory turnover
 - participation rates
 - average daily labor costs
 - average daily food costs.

Recommendation 39:

Compile and distribute accurate, detailed and useful campus-specific financial and performance reports to cafeteria managers on a quarterly basis.

Cafeteria managers should be held accountable for the financial operations of their respective campuses. Cafeteria managers and staff should use these reports to monitor, evaluate and take corrective action as needed to address deficiencies and share best practices.

The point-of-sale system should be enhanced to include cost of goods sold information, such as inventory and purchases.

Annual performance goals should be set for each campus cafeteria and should focus on improvement.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The cafeteria managers meet with the business manager to develop detailed budgets and financial reports for each campus.	October 2001
2.	The business manager meets with cafeteria managers to explain the budgets and financial reports that will be provided and to solicit feedback regarding other useful managerial reports.	November 2001
3.	The cafeteria managers hold quarterly meetings to review performance discuss needed corrective actions and share best practices.	Quarterly

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The Food Services Department does not solicit feedback from students about quality, taste, variety, price or quantity of menu items served. TSPR conducted community meetings in WISD and received a number of negative comments about Food Services.

In a survey of principals and assistant principals, teachers and parents about Food Services operations, respondents said that the food looks and tastes good, students have enough time to eat and students do not wait in line longer than 10 minutes. However, 50 percent of students surveyed responded that students do not have enough time to eat (**Exhibit 4-23**).

Exhibit 4-24
Food Services Survey Results
March 2001

Survey Question	Strongly Agree/Agree	No Opinion	Disagree/Strongly Disagree
<i>The cafeteria's food looks and tastes good.</i>			
Teachers	68.6%	17.4%	14.0%
Parents	52.1%	23.8%	24.1%
Students	34.2%	25.0%	40.8%
<i>Students have enough time to eat.</i>			
Parents	65.4%	11.5%	23.1%
Students	38.4%	11.6%	50.0%
<i>Students wait in food lines no longer than 10 minutes.</i>			
Teachers	85.9%	5.9%	8.2%
Parents	61.4%	22.3%	16.3%
Students	41.6%	22.5%	35.9%

Source: TSPR Surveys, March 2001.

Interviews with cafeteria managers and staff revealed that the cafeteria workers were aware of the problems regarding the amount of time students waited in line.

Recommendation 40:

Solicit input from students, parents and faculty regarding food quality, quantity, price, variety, nutrition and any other areas of food operations and implement corrective action where needed.

Food Services staff could have students, parents and faculty conduct taste tests to provide feedback on the menu. Comment boxes could be located in each cafeteria. Also, students and faculty should be given short questionnaires to take home or to the classroom.

Based on the results of surveys and suggestions, the cafeteria managers should develop and implement corrective actions and conduct follow up surveys to determine if the actions taken were proper and adequate.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The cafeteria managers create food taste-tests and provide suggestion boxes in a conspicuous location in each cafeteria.	November 2001
2.	The cafeteria managers develop survey questionnaires for students, parents, teachers and administrators.	December 2001
3.	The cafeteria managers coordinates with the central office for distribution of food service surveys with the annual district surveys of parents.	January 2002
4.	The cafeteria managers compile results of taste tests and suggestion boxes monthly and review survey results in the fall and spring.	February 2002
5.	The cafeteria managers develop and implement corrective actions.	March 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

There are no incentives for cafeteria workers to obtain certification.

The Texas School Food Service Association has a certification program developed to train food service workers in the areas of school food service programs. Certification courses are offered for the following levels:

- Level 1 Apprentice
- Level 2 Technician
- Level 3 Specialist
- Level 5 Supervisor
- Level 6 Coordinator

- Level 4 Manager
- Level 7 Administrator

Cafeteria staff are eligible for membership in the Texas School Food Service Association (TSFSA). The district pays for the certification courses but does not provide official recognition or advancement to workers who complete certification programs.

Recommendation 41:

Develop and implement a plan to recognize cafeteria workers who complete certification classes.

The recognition plan should provide recognition, the opportunity for advancement and monetary stipends upon completion of classes.

IMPLEMENTATION STRATEGY AND TIMELINE

1.	The Food Services director and cafeteria managers and the business manager develop incentives to recognize cafeteria staff who completes certification training.	October 2001
----	--	--------------

FISCAL IMPACT

The fiscal impact of this recommendation would be dependent upon how many cafeteria staff complete the certification programs annually. Assuming all cafeteria staff completed certification classes, the estimated annual cost for providing a \$100 stipend to each of the eight cafeteria staff would be \$800 (\$100 x 8 staff).

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Develop and implement a plan to recognize cafeteria staff who complete certification classes.	(\$800)	(\$800)	(\$800)	(\$800)	(\$800)

Appendix A

ADMINISTRATIVE AND SUPPORT STAFF SURVEY

Demographic Data

1.	Gender (Optional)	Male	Female	No Answer				
		7.4%	88.9%	3.7%				
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	No Answer	
		77.8%	0.0%	7.4%	0.0%	7.4%	7.4%	
3.	How long have you been employed by Wall ISD?		1-5 years	6-10 years	11-15 years	16-20 years	20+ years	No Answer
			33.3%	33.3%	14.8%	7.4%	7.4%	3.7%
4.	Are you a(n):							
	a. administrator	7.4%	b. clerical staffer	18.5%	c. support staffer	55.6%	No Answer	18.5%
5.	How long have you been employed in this capacity by Grape Creek ISD?							
	1-5 years	33.3%	6-10 years	29.6%	11-15 years	18.5%		
	16-20 years	7.4%	20+ years	0.0%	No Answer	11.1%		

SURVEY QUESTIONS

A. District Organization And Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The school board allows sufficient time for public input at meetings.	29.6%	44.4%	22.2%	3.7%	0.0%
2.	School board members listen to the opinions and desires of others.	33.3%	40.7%	25.9%	0.0%	0.0%

3.	The superintendent is a respected and effective instructional leader.	51.9%	40.7%	7.4%	0.0%	0.0%
4.	The superintendent is a respected and effective business manager.	48.1%	48.1%	3.7%	0.0%	0.0%
5.	Central administration is efficient.	44.4%	48.1%	7.4%	0.0%	0.0%
6.	Central administration supports the educational process.	48.1%	48.1%	0.0%	3.7%	0.0%
7.	The morale of central administration staff is good.	48.1%	48.1%	0.0%	3.7%	0.0%

B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
8.	Education is the main priority in our school district.	63.0%	37.0%	0.0%	0.0%	0.0%
9.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	48.1%	29.6%	22.2%	0.0%	0.0%
10.	The needs of the college-bound student are being met.	44.4%	29.6%	18.5%	7.4%	0.0%
11.	The needs of the work-bound student are being met.	29.6%	44.4%	18.5%	7.4%	0.0%
12.	The district has effective educational programs for the following:					
	a. Reading	51.9%	44.4%	3.7%	0.0%	0.0%
	b. Writing	44.4%	48.1%	7.4%	0.0%	0.0%
	c. Mathematics	40.7%	51.9%	3.7%	3.7%	0.0%

	d. Science	44.4%	51.9%	3.7%	0.0%	0.0%
	e. English or Language Arts	48.1%	48.1%	3.7%	0.0%	0.0%
	f. Computer Instruction	37.0%	55.6%	3.7%	0.0%	0.0%
	g. Social Studies (history or geography)	33.3%	55.6%	11.1%	0.0%	0.0%
	h. Fine Arts	25.9%	63.0%	7.4%	0.0%	0.0%
	i. Physical Education	44.4%	48.1%	3.7%	3.7%	0.0%
	j. Business Education	29.6%	48.1%	14.8%	7.4%	0.0%
	k. Vocational (Career and Technology) Education	33.3%	40.7%	14.8%	11.1%	0.0%
	l. Foreign Language	14.8%	55.6%	22.2%	7.4%	0.0%
13.	The district has effective special programs for the following:					
	a. Library Service	51.9%	37.0%	11.1%	0.0%	0.0%
	b. Honors/Gifted and Talented Education	25.9%	48.1%	18.5%	7.4%	0.0%
	c. Special Education	37.0%	51.9%	7.4%	3.7%	0.0%
	d. Head Start and Even Start programs	7.4%	25.9%	51.8%	14.8%	0.0%
	e. Dyslexia program	11.1%	7.4%	63.0%	11.1%	7.4%
	f. Student mentoring program	11.1%	51.9%	29.6%	7.4%	0.0%
	g. Advanced placement program	25.9%	33.3%	37.0%	3.7%	0.0%
	h. Literacy program	22.2%	18.5%	48.1%	11.1%	0.0%
	i. Programs for students at risk of dropping out of school	14.8%	44.4%	33.3%	7.4%	0.0%
	j. Summer school programs	25.9%	55.6%	18.5%	0.0%	0.0%
	k. Alternative education programs	33.3%	40.7%	25.9%	0.0%	0.0%

	l. English as a Second Language program	22.2%	51.9%	18.5%	7.4%	0.0%
	m. Career counseling program	22.2%	33.3%	29.6%	14.8%	0.0%
	n. College counseling program	22.2%	33.3%	29.6%	11.1%	3.7%
	o. Counseling the parents of students	22.2%	29.6%	37.0%	3.7%	7.4%
	p. Dropout prevention program	22.2%	29.6%	44.4%	3.7%	0.0%
14.	Parents are immediately notified if a child is absent from school.	25.9%	37.0%	25.9%	3.7%	7.4%
15.	Teacher turnover is low.	55.6%	37.0%	3.7%	3.7%	0.0%
16.	Highly qualified teachers fill job openings.	51.9%	29.6%	11.1%	7.4%	0.0%
17.	Teacher openings are filled quickly.	55.6%	40.7%	3.7%	0.0%	0.0%
18.	Teachers are rewarded for superior performance.	25.9%	25.9%	37.0%	7.4%	3.7%
19.	Teachers are counseled about less than satisfactory performance.	18.5%	33.3%	40.7%	0.0%	7.4%
20.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	48.1%	44.4%	3.7%	3.7%	0.0%
21.	The student-teacher ratio is reasonable.	44.4%	48.1%	7.4%	0.0%	0.0%
22.	Students have access, when needed, to a school nurse.	44.4%	48.1%	3.7%	0.0%	3.7%
23.	Classrooms are seldom	29.6%	48.1%	11.1%	3.7%	7.4%

	left unattended.					
--	------------------	--	--	--	--	--

C. Personnel Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
24.	District salaries are competitive with similar positions in the job market.	7.4%	25.9%	29.6%	22.2%	14.8%
25.	The district has a good and timely program for orienting new employees.	25.9%	40.7%	29.6%	0.0%	3.7%
26.	Temporary workers are rarely used.	18.5%	40.7%	25.9%	11.1%	3.7%
27.	The district successfully projects future staffing needs.	22.2%	48.1%	22.2%	3.7%	3.7%
28.	The district has an effective employee recruitment program.	22.2%	48.1%	18.5%	11.1%	0.0%
29.	The district operates an effective staff development program.	25.9%	48.1%	14.8%	11.1%	0.0%
30.	District employees receive annual personnel evaluations.	33.3%	37.0%	18.5%	3.7%	3.7%
31.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	18.5%	29.6%	25.9%	18.5%	7.4%
32.	Employees who perform below the standard of expectation are counseled appropriately and timely.	18.5%	29.6%	37.0%	14.8%	0.0%

33.	The district has a fair and timely grievance process.	25.9%	37.0%	33.3%	0.0%	3.7%
34.	The district's health insurance package meets my needs.	18.5%	25.9%	18.5%	33.3%	3.7%

D. Community Involvement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
35.	The district regularly communicates with parents.	40.7%	40.7%	11.1%	3.7%	3.7%
36.	The local television and radio stations regularly report school news and menus.	14.8%	51.9%	14.8%	14.8%	3.7%
37.	Schools have plenty of volunteers to help student and school programs.	33.3%	48.1%	11.1%	7.4%	0.0%
38.	District facilities are open for community use.	44.4%	48.1%	7.4%	0.0%	0.0%

E. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
39.	Parents, citizens, students, faculty, staff and the board provide input into facility planning.	33.3%	40.7%	18.5%	7.4%	0.0%
40.	The architect and construction managers are selected objectively and impersonally.	18.5%	33.3%	44.4%	3.7%	0.0%
41.	Schools are clean.	48.1%	40.7%	3.7%	3.7%	3.7%

42.	Buildings are properly maintained in a timely manner.	48.1%	40.7%	3.7%	3.7%	3.7%
43.	Repairs are made in a timely manner.	48.1%	25.9%	14.8%	3.7%	7.4%
44.	Emergency maintenance is handled promptly.	48.1%	37.0%	11.1%	3.7%	0.0%

F. Financial Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
45.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	29.6%	40.7%	29.6%	0.0%	0.0%
46.	Campus administrators are well trained in fiscal management techniques.	44.4%	29.6%	22.2%	3.7%	0.0%
47.	The district's financial reports are easy to understand and read.	29.6%	18.5%	48.1%	3.7%	0.0%
48.	Financial reports are made available to community members when asked.	29.6%	25.9%	44.4%	0.0%	0.0%

G. Purchasing and Warehousing

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
49.	Purchasing gets me what I need when I need it.	29.6%	37.0%	18.5%	14.8%	0.0%
50.	Purchasing acquires the highest quality materials	29.6%	48.1%	22.2%	0.0%	0.0%

	and equipment at the lowest cost.					
51.	Purchasing processes are not cumbersome for the requestor.	40.7%	25.9%	29.6%	3.7%	0.0%
52.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	22.2%	40.7%	33.3%	3.7%	0.0%
53.	Students are issued textbooks in a timely manner.	44.4%	48.1%	3.7%	3.7%	0.0%
54.	Textbooks are in good shape.	48.1%	48.1%	3.7%	0.0%	0.0%
55.	The school library meets students' needs for books and other resources for students.	51.9%	40.7%	7.4%	0.0%	0.0%

H. Safety and Security

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
56.	Gangs are not a problem in this district.	44.4%	40.7%	11.1%	3.7%	0.0%
57.	Drugs are not a problem in this district.	25.9%	33.3%	18.5%	14.8%	7.4%
58.	Vandalism is not a problem in this district.	33.3%	37.0%	11.1%	18.5%	0.0%
59.	Security personnel have a good working relationship with principals and teachers.	29.6%	22.2%	37.0%	11.1%	0.0%
60.	Security personnel are respected and liked by the students they serve.	25.9%	22.2%	48.1%	0.0%	3.7%
61.	A good working arrangement exists	44.4%	37.0%	14.8%	3.7%	0.0%

	between the local law enforcement and the district.					
62.	Students receive fair and equitable discipline for misconduct.	37.0%	33.3%	14.8%	3.7%	11.1%

I. Computers and Technology

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
63.	Students regularly use computers.	55.6%	37.0%	3.7%	3.7%	0.0%
64.	Students have regular access to computer equipment and software in the classroom.	55.6%	37.0%	7.4%	0.0%	0.0%
65.	Teachers know how to use computers in the classroom.	51.9%	37.0%	7.4%	3.7%	0.0%
66.	Computers are new enough to be useful for student instruction.	55.6%	37.0%	3.7%	3.7%	0.0%
67.	The district meets students' needs in computer fundamentals.	51.9%	37.0%	7.4%	3.7%	0.0%
68.	The district meets students' needs in advanced computer skills.	51.9%	25.9%	14.8%	7.4%	0.0%
69.	Teachers and students have easy access to the Internet.	55.6%	37.0%	3.7%	3.7%	0.0%

NARRATIVE COMMENTS

The narrative comments below reflect the perceptions and opinions of administrative and support staff survey respondents.

- Cafeteria food for teachers could be better.

- When there is an opening in another area, all staff should be notified.
- Principal should not even be aware when drug dogs are coming.
- Health insurance is way too expensive.
- Teachers aides salaries should be higher for the amount of work they do.
- Higher pay for substitute teachers.
- Why does administration get free lunches and teachers have to pay?
- No one checks when we tell them there are kids at Wall that are not living in the district.
- More choices of cafeteria food for teachers.
- Staff mows grass when kids are on the playground.
- Cafeteria in middle and high schools lacks variety. Students and staff quickly tire of the same menu items. Never more than one choice of an entrée.
- Excellent place to work.
- Having worked in the San Angelo ISD for seven years before coming to Wall ISD, I can honestly say WALL is "head and shoulders", above San Angelo in every way! Wall's superintendent is truly an honorable and genuine person who puts the students welfare first.
- I am proud of Wall ISD and very proud to work for Wall ISD. I believe our performance is respected by residents of our school district as well as by people in surrounding districts.
- I have worked at WISD for over 12 years. The district continues to strive for better performance each and every year, even though we have been at the top for sometime. I can't imagine there being a better district out there, but I would in no way trade for this one if there is. We will continue to compete at a high level in our TAAS scores, college entrance scores and the over-all education of our students. The students and teachers at Wall expect the top and will always work hard and not be satisfied with less. Would receive an A+ in my opinion in education, sports, UIL, testing, transportation and the well being of students. Thanks
- Most of the teachers at Wall are very good at their job, but some will not go the extra mile to help a student if he is Mexican. Most of them don't even talk to the ladies in the cafeteria.
- There is not a better place to work than Wall ISD. They help all their employees with every situation that comes up. Their employers and students are first on their minds and will help them with anything.
- Wall ISD is a wonderful place to work and an excellent place for your child to go to school. Great administration and staff to work with.

- We need more upgraded computers. More computer workshops for staff to keep up with the growing world of technology. There is so much more to learn to be able to give our students the best possible advanced computer skills. The basics are not enough. We need more money for software, e-books - we have none. We need to put less money in sports and more money into education. Sports are important, but educating our children and making sure they have the best educational background we can give them to help them be better prepared for life after high school.

Appendix B

TEACHER SURVEY RESULTS

DEMOGRAPHIC DATA

1.	Gender (Optional)	Male	Female	No Answer			
		15.1%	76.7%	8.1%			
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	No Answer
		87.2%	0.0%	3.5%	0.0%	1.2%	8.1%
3.	How long have you been employed by Wall ISD?	1-5 years	6-10 years	11-15 years	16-20 years	20+ years	No Answer
		32.6%	29.1%	16.3%	9.3%	11.6%	1.2%
4.	What grade(s) do you teach this year?						
	Pre-Kindergarten	Kindergarten	First	Second	Third		
	0.0%	11.6%	14.0%	12.8%	14.0%		
	Fourth	Fifth	Sixth	Seventh	Eighth		
	12.8%	4.7%	16.3%	18.6%	22.1%		
	Ninth	Tenth	Eleventh	Twelfth			
	26.7%	26.7%	29.1%	25.6%			

SURVEY QUESTIONS

A. District Organization and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The school board allows sufficient time for public input at meetings.	46.5%	37.2%	15.1%	1.2%	0.0%
2.	School board members listen to the opinions and desires of others.	53.5%	40.7%	5.9%	0.0%	0.0%

3.	School board members work well with the superintendent.	61.6%	33.7%	4.7%	0.0%	0.0%
4.	The school board has a good image in the community.	54.7%	39.5%	5.9%	0.0%	0.0%
5.	The superintendent is a respected and effective instructional leader.	84.9%	15.1%	0.0%	0.0%	0.0%
6.	The superintendent is a respected and effective business manager.	87.2%	12.8%	0.0%	0.0%	0.0%
7.	Central administration is efficient.	80.2%	18.6%	1.2%	0.0%	0.0%
8.	Central administration supports the educational process.	87.2%	12.8%	0.0%	0.0%	0.0%
9.	The morale of central administration staff is good.	79.1%	18.6%	2.3%	0.0%	0.0%

B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
10.	Education is the main priority in our school district.	84.9%	14.0%	0.0%	0.0%	0.0%
11.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	75.6%	24.4%	0.0%	0.0%	0.0%
12.	The needs of the college-bound student are being met.	66.3%	30.2%	3.5%	0.0%	0.0%
13.	The needs of the work-bound student are being met.	47.7%	44.2%	4.7%	3.5%	0.0%

14.	The district provides curriculum guides for all grades and subjects.	50.0%	33.7%	10.5%	3.5%	2.3%
15.	The curriculum guides are appropriately aligned and coordinated.	45.3%	40.7%	11.6%	2.3%	0.0%
16.	The district's curriculum guides clearly outline what to teach and how to teach it.	39.5%	41.9%	15.1%	3.5%	0.0%
17.	The district has effective educational programs for the following:					
	a. Reading	73.3%	24.4%	2.3%	0.0%	0.0%
	b. Writing	68.6%	29.1%	2.3%	0.0%	0.0%
	c. Mathematics	66.3%	31.4%	2.3%	0.0%	0.0%
	d. Science	66.3%	30.2%	2.3%	1.2%	0.0%
	e. English or Language Arts	69.8%	27.9%	1.2%	0.0%	0.0%
	f. Computer Instruction	73.3%	25.6%	1.2%	0.0%	0.0%
	g. Social Studies (history or geography)	47.7%	46.5%	3.5%	1.2%	0.0%
	h. Fine Arts	58.1%	37.2%	3.5%	1.2%	0.0%
	i. Physical Education	53.5%	38.4%	4.7%	3.5%	0.0%
	j. Business Education	47.7%	39.5%	11.6%	1.2%	0.0%
	k. Vocational (Career and Technology) Education	58.1%	30.2%	10.5%	1.2%	0.0%
	l. Foreign Language	50.0%	44.2%	5.8%	0.0%	0.0%
18.	The district has effective special programs for the following:					
	a. Library Service	58.1%	39.5%	2.3%	0.0%	0.0%
	b. Honors/Gifted and Talented Education	38.4%	40.7%	11.6%	5.8%	3.5%

	c. Special Education	60.5%	36.0%	1.2%	2.3%	0.0%
	d. Head Start and Even Start programs	17.4%	22.1%	47.7%	10.5%	2.3%
	e. Dyslexia program	14.0%	17.4%	51.2%	14.0%	3.5%
	f. Student mentoring program	31.4%	37.2%	25.6%	4.7%	1.2%
	g. Advanced placement program	46.5%	43.0%	7.0%	3.5%	0.0%
	h. Literacy program	36.0%	36.0%	26.8%	1.2%	0.0%
	i. Programs for students at risk of dropping out of school	41.9%	41.9%	14.0%	1.2%	1.2%
	j. Summer school programs	44.2%	40.7%	9.3%	3.5%	2.3%
	k. Alternative education programs	47.7%	43.0%	8.2%	1.2%	0.0%
	l. "English as a Second Language" program	41.9%	50.0%	7.0%	1.2%	0.0%
	m. Career counseling program	32.6%	41.9%	22.1%	2.3%	1.2%
	n. College counseling program	33.7%	44.2%	18.6%	2.3%	1.2%
	o. Counseling the parents of students	23.3%	43.0%	24.4%	7.0%	1.2%
	p. Drop out prevention program	33.7%	40.7%	23.3%	1.2%	1.2%
19.	Parents are immediately notified if a child is absent from school.	43.0%	34.9%	19.8%	2.3%	0.0%
20.	Teacher turnover is low.	90.7%	9.3%	0.0%	0.0%	0.0%
21.	Highly qualified teachers fill job openings.	74.4%	24.4%	0.0%	1.2%	0.0%
22.	Teacher openings are filled quickly.	83.7%	16.3%	0.0%	0.0%	0.0%
23.	Teachers are rewarded	30.2%	36.0%	17.5%	15.1%	1.2%

	for superior performance.					
24.	Teachers are counseled about less-than-satisfactory performance.	31.4%	45.3%	22.1%	1.2%	0.0%
25.	Teachers are knowledgeable in the subject areas they teach.	64.0%	36.0%	0.0%	0.0%	0.0%
26.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	67.4%	29.1%	1.2%	2.3%	0.0%
27.	The students-to-teacher ratio is reasonable.	72.1%	26.7%	0.0%	1.2%	0.0%
28.	Classrooms are seldom left unattended.	58.1%	37.2%	2.4%	2.3%	0.0%

C. Personnel Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
29.	District salaries are competitive with similar positions in the job market.	7.0%	32.6%	18.6%	32.6%	9.3%
30.	The district has a good and timely program for orienting new employees.	34.9%	44.2%	14.0%	7.0%	0.0%
31.	Temporary workers are rarely used.	43.0%	46.5%	9.3%	1.2%	0.0%
32.	The district successfully projects future staffing needs.	40.7%	47.7%	9.3%	2.3%	0.0%
33.	The district has an effective employee recruitment program.	43.0%	39.5%	15.1%	2.3%	0.0%

34.	The district operates an effective staff development program.	53.5%	44.2%	1.2%	1.2%	0.0%
35.	District employees receive annual personnel evaluations.	66.3%	33.7%	0.0%	0.0%	0.0%
36.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	16.3%	31.4%	37.2%	14.0%	1.2%
37.	Employees who perform below the standard of expectation are counseled appropriately and timely.	29.1%	33.7%	32.6%	4.7%	0.0%
38.	The district has a fair and timely grievance process.	33.7%	36.0%	30.2%	0.0%	0.0%
39.	The district's health insurance package meets my needs.	20.9%	43.0%	14.0%	16.3%	5.8%

D. Community Involvement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
40.	The district regularly communicates with parents.	59.3%	38.4%	1.2%	1.2%	0.0%
41.	The local television and radio stations regularly report school news and menus.	27.9%	34.9%	17.5%	15.1%	4.7%
42.	Schools have plenty of volunteers to help student and school programs.	48.8%	40.7%	7.0%	1.2%	2.3%

43.	District facilities are open for community use.	60.5%	36.0%	3.5%	0.0%	0.0%
-----	---	-------	-------	------	------	------

E. Facilities Use and Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
44.	The district plans facilities far enough in the future to support enrollment growth.	48.8%	40.7%	3.5%	7.0%	0.0%
45.	Parents, citizens, students, faculty, staff and the board provide input into facility planning.	44.2%	46.5%	8.1%	0.0%	1.2%
46.	The architect and construction managers are selected objectively and impersonally.	34.9%	29.1%	33.7%	1.2%	1.2%
47.	The quality of new construction is excellent.	41.9%	43.0%	11.6%	2.3%	1.2%
48.	Schools are clean.	68.6%	27.9%	1.2%	2.3%	0.0%
49.	Buildings are properly maintained in a timely manner.	62.8%	32.6%	2.3%	2.3%	0.0%
50.	Repairs are made in a timely manner.	52.3%	39.5%	4.7%	3.5%	0.0%
51.	Emergency maintenance is handled promptly.	70.9%	26.7%	1.2%	1.2%	0.0%

F. Financial Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
52.	Site-based budgeting is used effectively to	36.0%	43.0%	18.6%	1.2%	1.2%

	extend the involvement of principals and teachers.					
53.	Campus administrators are well-trained in fiscal management techniques.	50.0%	40.7%	8.1%	0.0%	1.2%
54.	Financial reports are allocated fairly and equitably at my school.	40.7%	47.7%	8.1%	2.3%	1.2%

G. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
55.	Purchasing gets me what I need when I need it.	48.8%	44.2%	5.8%	0.0%	1.2%
56.	Purchasing acquires the highest quality materials and equipment at the lowest cost.	46.5%	41.9%	11.6%	0.0%	0.0%
57.	Purchasing processes are not cumbersome for the requestor.	48.8%	43.0%	7.0%	1.2%	0.0%
58.	Vendors are selected competitively.	37.2%	37.2%	25.6%	0.0%	0.0%
59.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	31.4%	40.7%	22.1%	5.8%	0.0%
60.	Students are issued textbooks in a timely manner.	67.4%	31.4%	0.0%	1.2%	0.0%
61.	Textbooks are in good shape.	60.5%	38.4%	1.2%	0.0%	0.0%
62.	The school library meets students' needs for books and other	70.9%	26.7%	1.2%	1.2%	0.0%

resources.					
------------	--	--	--	--	--

H. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
63.	The cafeteria's food looks and tastes good.	18.6%	50.0%	17.4%	10.5%	3.5%
64.	Food is served warm.	30.2%	57.0%	8.2%	4.7%	0.0%
65.	Students eat lunch at the appropriate time of day.	46.5%	50.0%	1.2%	2.3%	0.0%
66.	Students wait in food lines no longer than 10 minutes	41.9%	43.0%	5.9%	7.0%	1.2%
67.	Discipline and order are maintained in the school cafeteria.	54.7%	39.5%	2.3%	3.5%	0.0%
68.	Cafeteria staff is helpful and friendly.	55.8%	30.2%	3.5%	8.1%	0.0%
69.	Cafeteria facilities are sanitary and neat.	64.0%	20.9%	15.1%	0.0%	0.0%

I. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
70.	School disturbances are infrequent.	69.8%	26.7%	2.3%	1.2%	0.0%
71.	Gangs are not a problem in this district.	64.0%	30.2%	4.7%	1.2%	0.0%
72.	Drugs are not a problem in this district.	34.9%	43.0%	11.7%	9.3%	0.0%
73.	Vandalism is not a problem in this district.	46.5%	43.0%	7.0%	3.5%	0.0%
74.	Security personnel have a good working relationship with	33.7%	20.9%	45.4%	0.0%	0.0%

	principals and teachers.					
75.	Security personnel are respected and liked by the students they serve.	32.6%	14.0%	53.5%	0.0%	0.0%
76.	A good working arrangement exists between the local law enforcement and the district.	55.8%	34.9%	9.3%	0.0%	0.0%
77.	Students receive fair and equitable discipline for misconduct.	48.8%	37.2%	8.2%	4.7%	1.2%
78.	Safety hazards do not exist on school grounds.	40.7%	48.8%	7.0%	3.5%	0.0%

J. Computers and Technology

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
79.	Students regularly use computers.	81.4%	17.4%	0.0%	0.0%	0.0%
80.	Students have regular access to computer equipment and software in the classroom.	77.9%	22.1%	0.0%	0.0%	0.0%
81.	Teachers know how to use computers in the classroom.	55.8%	43.0%	0.0%	1.2%	0.0%
82.	Computers are new enough to be useful for student instruction.	76.7%	23.3%	0.0%	0.0%	0.0%
83.	The district meets students' needs in classes in computer fundamentals.	73.3%	25.6%	1.2%	0.0%	0.0%
84.	The district meets students' needs in classes in advanced computer skills.	61.6%	31.4%	4.7%	1.2%	0.0%

85.	Teachers and students have easy access to the Internet.	80.2%	19.8%	0.0%	0.0%	0.0%
-----	---	-------	-------	------	------	------

Appendix B

TEACHER SURVEY RESULTS

NARRATIVE COMMENTS

The narrative comments below reflect the perceptions and opinions of teacher survey respondents.

- Administration, parents, teachers, and staff of this community strive to improve each year. We are in the business of educating young people and families to provide them with the best skills needed to meet the future. The road is not easy, sometimes, because of more and more mandates, regulations, over-testing or high emphasis on testing, etc. Despite that we plan to continue "capturing kids hearts" and producing citizens who can help others in the future to cope with these same stressful activities sent to us today!
- As a parent of three children who have reaped the generous benefits of an outstanding school, I could not be more pleased. There is no such thing as a "perfect" school, but I feel that Wall ISD comes as close as possible. It has become, in the last 5 years, an exceptionally well rounded educational facility serving its community well. As a teacher within the district, I am extremely proud of our school. The supportive school board and outstanding administrators that we have make it a rewarding place to teach. The outstanding scores and low number of discipline problems speak for themselves.
- As a parent/teacher, I have been very pleased with the educational performance of Wall ISD. Over 50% of my son's 1999 graduating class had a GPA of 90 or above. They leave a small country school with confidence as well as the ability to learn to follow their dreams. I have another child graduating this year and she too, is ready to go to college with plenty of self-confidence and the ability to make her dreams come true. Wall ISD is a great school, and I am very thankful to be here and have my children here.
- Best Board
Best Administration
Best Faculty
Best Students:
And we can prove it!
- Best district I have ever worked in. The only problem is the community takes us for granted.
- Confidentiality needs to improve in the counselor's office to build good rapport with students.
- Contracts are vague.

- Teachers are allowed freedom to teach what and as they feel, they need to teach in order to be the more effective. This allows teachers to be at their best. Administrators work hard to accommodate the needs of students, parents, teachers and community. I truly believe this is one of the best school districts in the state!
- Excellent place to work.
- For the time I have been employed at Wall ISD the administrators, principals, and other faculty have been very devoted to the entire educational process. The educational process has been advanced with computers, distance learning, core subjects, a strong athletics program, and a wonderful choice of extra curricular activities for the students. The staff works well together, and it benefits the students in the long run.
- I am proud to be a small part of the Wall ISD team. We work together to be the best school we can be. I am glad that my own children attend Wall schools.
- I feel like Wall ISD is an excellent school. We have exemplary ratings on TAAS in the elementary and high school. Our teacher and student moral is high. I took a pay cut to work in this district. It is an excellent district to work for. I have utmost respect for our superintendent.
- I feel very privileged to work at Wall ISD. I have taught in other school districts, and they are not nearly as effective as Wall. One of the greatest characteristics that Wall possesses is trust. There is a trust between the board, administration, teachers, students and parents. The entire school atmosphere is very conducive to learning. It is a wonderful school district to teach in, and the students are fortunate to get to attend such an exemplary school district.
- I feel Wall has a very good record and because of this people keep trying to move to our school district. We have good TAAS scores, good teacher-student ratio (which in my opinion is the biggest asset), and teachers that care about the students. At Wall, we do not have many discipline problems, gang or drug problems. I feel Wall is a good school district to work for.
- I have worked in another district in Tom Green County and Wall ISD is, hands down, far superior. We are encouraged to express our opinions on matters that concern us and our administrators listen without fear on our part of some sort of retribution. I appreciate the warm, open, friendly, atmosphere at Wall.
- I think we have an excellent school with teachers and administrators that care about our students and our community. I also think we have the best superintendent in the state.
- In my 20 plus years at Wall, I have always respected Wall for being there for the children. The treatment of each child and

educational programs for the children are based on the needs of the individuals. Each student is challenged on their own level and progresses at a rate that builds success and self-confidence in that student. I am proud to be associated with Wall as a teacher and parent of two Wall graduates.

- I've been teaching at Wall ISD for 11 years now. It's been a very rewarding experience for me as a parent and as a teacher. The staff and the community really work together for the sole purpose of educating our children.
- Not only am I employed by this district, but my three sons have attended Wall their entire school career (2 have graduated (with honors) and one is a junior this year). Since I am both a parent and employee, I have the opportunity to see this district from both sides and I would match ours to any in the United States and we would still be considered a superior educational learning center! Every child is important, every single day. The best comes out in a child who attends Wall ISD.
- In my opinion, students in Wall ISD are educated on a higher level than students in other districts. This speaks to the quality of the education given to all our students. Our district provides for teacher needs and turnover here is very low. I am proud to say I teach at Wall.
- Overall, Wall ISD is an excellent school.
- Teachers of federally funded programs should have knowledge of the amount allocated per campus or per grade level: e.g. - x dollars per primary campus and x dollars per secondary campuses.
- This is the strongest and most successful school that I have experienced. Teachers, students, parents and administrators work well together to insure success.
- Wall High School is a very good place to be employed as a teacher.
- Wall High School is an exemplary school.
- Wall is a great place to receive an education! TAAS scores are great!
- Wall is a great school!
- Wall is a nice place to work. Sometimes athletics takes priority over academics. All the teachers have high expectations for all students. Some teachers need to remember that all students do not learn the same way.
- Wall is an excellent school. It is a pleasure to teach here and be a part of such a positive educational institution.
- Wall is an exceptional school compared to other area schools. The custodial staff, faculty and administration truly care about the students and each other. Perhaps this audit will reveal that Wall ISD is a leader in public education today.

- Wall ISD expects and maintains the highest ideals for educational performance.
- I feel WISD meets all educational performances. It is a fine, quality, and respected school. It is admired by all local schools of all sizes around the area. I am proud my children attend such a fine school. I feel lucky to be teaching here.
- Wall ISD has an exceptional quality of students. I feel that the main problem is the quality of principals. They, with the exception of [one principal], do not provide adequate leadership. They do not seem like they are in control, rather try to keep everyone happy.
- Another problem is the food served in the cafeteria. There is little variety. Every Monday Pizza or Hot Pockets are served. Every Friday, except during Lent, hamburgers are served.
- Also, there are too many families in the community given jobs. They don't seem willing to go outside family members.
- Wall ISD has an outstanding reputation and is known throughout the region and state for academic excellence. Teachers want to be a part of the district's faculty; parents want their children to be a part of the district's student body.
- Wall ISD is not perfect but it is a district that strives toward excellence in meeting the community's many needs. I am proud to be a part of such an excellent school system.
- Wall ISD is a wonderful place to work. I teach with the latest technology to students who, for the most part, want to learn and behave in class.
- Wall ISD is an excellent educational facility where the teachers are truly concerned about the students.
- Wall ISD is an excellent place to teach. I will never be looking for another job. The students are eager to learn and very well behaved.
- Wall ISD is exemplary for a reason. It is a great district. It is a wonderful place to work.
- Wall ISD is one of the best if not the best school district in this area. As a teacher, I feel there are high expectations of my performance which carries over to my students. Students at Wall ISD receive an excellent education. It is also a great place to work with great students, great teachers, and supportive administrators.
- Wall ISD is the "last frontier" in public education. We have a minimum of discipline problems, and the LARGE majority of these are of a minor nature. Teachers have the freedom to teach and to try innovative instructional techniques. Parental support is extremely high, and the students know that they are expected to perform in a positive manner. We are extremely fortunate to work for the Wall ISD. I wouldn't want to be in any other school system.
- Wall ISD is very committed to educational and student needs. The district provides a high quality of education in all areas. The community is very active in school programs. The expectation of

students is high and they are provided with many opportunities to excel. Teachers are allowed to develop programs to help improve student performance. Teachers are supported by the administration and faculty morale is very high which helps promote high educational performance.

- Wall ISD success is evident by the number of teachers wanting to get into the system and the number of parents wishing to transfer students into the district. Its reputation both locally and statewide is excellent. I have taught for 31 years in more than one district and I have not seen a district which better serves and meets the needs of its students.
- While there may be some areas that could be improved, Wall ISD is an excellent district to teach in and provides a safe and educationally rich environment for students.

Appendix C

PARENT SURVEY RESULTS

Demographic Data

1.	Gender (Optional)	Male	Female	No Answer			
		32.0%	61.7%	6.3%			
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	No Answer
		83.6%	0.0%	7.4%	0.0%	0.4%	8.2%
3.	How long have you lived in Wall ISD?		0-5 years	6-10 years	11 or more	No Answer	
			23.8%	25.3%	49.4%	1.5%	
4.	What grade level(s) does your child(ren) attend?						
	Pre-Kindergarten	Kindergarten	First	Second	Third		
	0.4%	2.2%	11.5%	17.1%	8.9%		
	Fourth	Fifth	Sixth	Seventh	Eighth		
	15.6%	16.7%	16.7%	15.6%	12.3%		
	Ninth	Tenth	Eleventh	Twelfth			
	18.6%	12.6%	13.4%	11.5%			

SURVEY QUESTIONS

A. District Organization and Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The school board allows sufficient time for public input at meetings.	23.0%	44.6%	23.0%	7.4%	1.9%
2.	School board members listen to the opinions and desires of others.	23.4%	47.2%	18.2%	7.4%	3.7%
3.	The superintendent is a	42.0%	37.5%	15.6%	3.7%	1.1%

	respected and effective instructional leader.					
4.	The superintendent is a respected and effective business manager.	43.5%	37.5%	14.9%	3.0%	0.7%

B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
5.	The district provides a high quality of services.	44.6%	47.2%	4.9%	2.6%	0.7%
6.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	24.2%	50.2%	21.9%	3.3%	0.4%
7.	The needs of the college-bound student are being met.	31.6%	43.9%	15.9%	7.1%	1.5%
8.	The needs of the work-bound student are being met.	25.7%	42.8%	23.1%	7.8%	0.7%
9.	The district has effective educational programs for the following:					
	a. Reading	51.3%	43.9%	1.5%	3.3%	0.0%
	b. Writing	42.8%	51.7%	2.6%	3.0%	0.0%
	c. Mathematics	45.4%	47.6%	1.5%	4.5%	1.1%
	d. Science	44.2%	51.3%	1.1%	3.3%	0.0%
	e. English or Language Arts	43.5%	51.3%	1.5%	3.3%	0.4%
	f. Computer Instruction	44.6%	49.8%	2.9%	2.2%	0.4%
	g. Social Studies (history or geography)	38.7%	49.1%	3.3%	8.2%	0.7%
	h. Fine Arts	35.3%	43.9%	9.0%	10.4%	1.5%
	i. Physical Education	41.6%	48.0%	2.3%	4.8%	3.0%

	j. Business Education	26.8%	36.4%	30.4%	5.9%	0.4%
	k. Vocational (Career and Technology) Education	26.4%	39.4%	24.9%	8.9%	0.4%
	l. Foreign Language	20.4%	46.8%	19.7%	10.4%	2.2%
10.	The district has effective special programs for the following:					
	a. Library Service	37.5%	50.2%	6.7%	4.5%	1.1%
	b. Honors/Gifted and Talented Education	20.4%	42.8%	15.2%	15.2%	6.3%
	c. Special Education	26.0%	40.9%	25.7%	6.3%	1.1%
	d. Head Start and Even Start programs	12.6%	28.3%	50.9%	5.9%	1.9%
	e. Dyslexia program	5.9%	13.8%	65.8%	7.8%	6.3%
	f. Student mentoring program	14.5%	40.1%	38.6%	4.8%	1.9%
	g. Advanced placement program	22.3%	37.5%	34.9%	4.1%	1.1%
	h. Literacy program	20.4%	39.0%	35.7%	3.7%	1.1%
	i. Programs for students at risk of dropping out of school	11.5%	31.2%	46.8%	7.8%	2.6%
	j. Summer school programs	17.1%	42.8%	30.1%	9.7%	0.4%
	k. Alternative education programs	20.8%	34.6%	39.4%	5.2%	0.0%
	l. "English as a second language" program	13.8%	32.0%	47.9%	4.8%	1.5%
	m. Career counseling program	15.6%	38.3%	27.5%	14.9%	3.7%
	n. College counseling program	16.0%	33.8%	32.7%	11.5%	5.9%
	o. Counseling the parents of students	17.5%	36.4%	25.6%	14.5%	5.9%

	p. Drop out prevention program	14.9%	23.0%	52.0%	7.1%	3.0%
11.	Parents are immediately notified if a child is absent from school.	24.2%	37.2%	22.7%	11.5%	4.5%
12.	Teacher turnover is low.	50.2%	37.5%	9.3%	2.2%	0.7%
13.	Highly qualified teachers fill job openings.	40.1%	34.2%	13.0%	10.4%	2.2%
14.	A substitute teacher rarely teaches my child.	21.2%	48.3%	10.8%	16.4%	3.3%
15.	Teachers are knowledgeable in the subject areas they teach.	36.1%	48.3%	9.3%	5.9%	0.4%
16.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	39.8%	44.2%	9.7%	5.2%	1.1%
17.	Students have access, when needed, to a school nurse.	52.8%	40.9%	3.3%	2.6%	0.4%
18.	Classrooms are seldom left unattended.	31.6%	41.6%	9.7%	11.5%	5.2%
19.	The district provides a high quality education.	54.3%	38.3%	3.7%	2.6%	1.1%
20.	The district has a high quality of teachers.	52.8%	34.2%	7.1%	5.2%	0.4%

C. Community Involvement

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
21.	The district regularly communicates with parents.	32.3%	44.6%	7.8%	12.6%	2.6%
22.	District facilities are open for community	37.2%	39.4%	16.7%	6.3%	0.4%

	use.					
23.	Schools have plenty of volunteers to help students and school programs.	33.1%	38.7%	15.6%	11.2%	0.7%

D. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
24.	Parents, citizens, students, faculty, staff, and the board provide input into facility planning.	23.0%	38.7%	24.9%	11.2%	2.2%
25.	Schools are clean.	47.6%	49.1%	1.5%	1.9%	0.0%
26.	Buildings are properly maintained in a timely manner.	45.7%	48.7%	2.6%	3.0%	0.0%
27.	Repairs are made in a timely manner.	40.5%	46.1%	8.9%	4.1%	0.4%
28.	The district uses very few portable buildings.	45.0%	46.1%	3.3%	4.5%	1.1%
29.	Emergency maintenance is handled expeditiously.	38.7%	38.7%	19.7%	2.2%	0.7%

E. Asset and Risk Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
30.	My property tax bill is reasonable for the educational services delivered.	26.8%	50.9%	13.4%	7.1%	1.9%
31.	Board members and administrators do a good job explaining the use of tax dollars.	24.9%	39.4%	22.3%	10.8%	2.6%

F. Financial Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
32.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	16.4%	30.1%	44.3%	7.8%	1.5%
33.	Campus administrators are well trained in fiscal management techniques.	23.8%	40.5%	29.0%	5.9%	0.7%
34.	The district's financial reports are easy to understand and read.	15.2%	28.3%	49.4%	5.6%	1.5%
35.	Financial reports are made available to community members when asked.	14.5%	29.7%	40.5%	11.9%	3.3%

G. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
36.	Students are issued textbooks in a timely manner.	43.5%	50.2%	3.0%	2.6%	0.7%
37.	Textbooks are in good shape.	39.0%	51.3%	4.8%	4.1%	0.7%
38.	The school library meets student needs for books and other resources.	40.5%	49.8%	4.1%	5.2%	0.4%

H. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
39.	My child regularly	27.5%	37.5%	7.4%	18.2%	9.3%

	purchases his/her meal from the cafeteria.					
40.	The school breakfast program is available to all children.	21.6%	36.1%	33.8%	5.9%	2.6%
41.	The cafeteria's food looks and tastes good.	15.2%	36.8%	23.8%	17.8%	6.3%
42.	Food is served warm.	23.0%	47.2%	21.2%	6.3%	2.2%
43.	Students have enough time to eat.	14.5%	50.9%	11.5%	16.4%	6.7%
44.	Students eat lunch at the appropriate time of day.	21.6%	64.7%	7.8%	4.5%	1.5%
45.	Students wait in food lines no longer than 10 minutes.	19.0%	42.4%	22.3%	11.2%	5.2%
46.	Discipline and order are maintained in the school cafeteria.	25.7%	56.1%	10.4%	5.6%	2.2%
47.	Cafeteria staff is helpful and friendly.	30.9%	49.1%	11.5%	6.7%	1.9%
48.	Cafeteria facilities are sanitary and neat.	36.8%	56.1%	4.5%	1.5%	0.7%

I. Transportation

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
49.	My child regularly rides the bus.	27.5%	27.5%	16.4%	15.6%	13.0%
50.	The bus driver maintains discipline on the bus.	21.6%	35.7%	28.6%	8.9%	5.2%
51.	The length of the student's bus ride is reasonable.	23.0%	37.5%	32.3%	5.9%	1.1%
52.	The drop-off zone at	33.8%	43.1%	16.4%	4.1%	2.2%

	the school is safe.					
53.	The bus stop near my house is safe.	33.5%	42.8%	17.8%	5.2%	0.7%
54.	The bus stop is within walking distance from our home.	35.3%	42.8%	16.7%	4.8%	0.4%
55.	Buses arrive and depart on time.	35.7%	47.2%	14.2%	3.0%	0.0%
56.	Buses arrive early enough for students to eat breakfast at school.	17.5%	29.4%	41.6%	9.3%	2.2%
57.	Buses seldom break down.	32.0%	46.1%	19.7%	1.1%	1.1%
58.	Buses are clean.	33.1%	43.1%	20.5%	3.0%	0.4%
59.	Bus drivers allow students to sit down before taking off.	25.3%	37.9%	21.6%	10.0%	5.2%
60.	The district has a simple method to request buses for special events.	23.0%	33.5%	41.2%	1.9%	0.4%

J. Safety and Security

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
61.	Students feel safe and secure at school.	39.4%	49.8%	2.7%	6.3%	1.9%
62.	School disturbances are infrequent.	35.3%	54.6%	3.7%	5.2%	1.1%
63.	Gangs are not a problem in this district.	32.3%	48.3%	7.4%	10.4%	1.5%
64.	Drugs are not a problem in this district.	18.6%	33.8%	10.4%	28.6%	8.6%
65.	Vandalism is not a problem in this district.	21.6%	46.5%	11.5%	15.2%	5.2%
66.	Security personnel	17.1%	24.5%	49.1%	4.8%	4.5%

	have a good working relationship with principals and teachers.					
67.	Security personnel are respected and liked by the students they serve.	16.0%	21.9%	53.9%	3.3%	4.5%
68.	A good working arrangement exists between the local law enforcement and the district.	25.3%	47.6%	16.7%	7.8%	2.6%
69.	Students receive fair and equitable discipline for misconduct.	26.0%	48.7%	4.9%	14.5%	5.9%
70.	Safety hazards do not exist on school grounds.	22.3%	49.1%	17.5%	7.8%	3.3%

K. Computers and Technology

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
71.	Teachers know how to use computers in the classroom.	33.5%	52.4%	10.8%	3.0%	0.4%
72.	Computers are new enough to be useful to teach students.	39.8%	55.8%	2.3%	2.2%	0.0%
73.	The district meets student needs in computer fundamentals.	38.7%	54.6%	3.7%	3.0%	0.0%
74.	The district meets student needs in advanced computer skills	34.9%	46.1%	13.8%	4.8%	0.4%
75.	Students have easy access to the internet.	33.8%	51.3%	10.4%	4.1%	0.4%

Appendix C

PARENT SURVEY RESULTS

NARRATIVE COMMENTS

The narrative comments below reflect the perceptions and opinions of parent survey respondents.

- Amount of cafeteria food for high school students is inadequate. Often the cafeteria "runs out" of milk before all students are served. In the high school cafeteria, the variety of meals served rarely exceeds five meals. There is never more than one choice for the main course.
- An overall great school!
- As a parent of a Wall high (junior) student, I feel my tax dollars are being spent well and wisely. Our school is reputable in other areas of the state because of the high standards held at Wall. Any problems of safety, drugs, or alcohol that have been reported were dealt with in the proper way and according to the legal rights of all those involved. The school board, superintendent, principals, teachers, parents and community form a very effective educational team that we are quite proud of.
- As a parent with a child of special needs and learning disabilities, I would like Wall ISD to be more attentive, informed, and inviting to learning differences and the way we can correct and guide our children through them. Their teachers need more education in this field.
- At a recent meeting at the high school to discuss drug use, parents were not allowed ample time to voice their opinions and ask questions. I believe the school board needs to be more open to discussion and input from concerned parents, and not try to evade important issues and "sweep them under the rug." I also feel that having women on the board would be beneficial; the current board is all male.
- Best school around -- would not trade.
- Better elementary lunches and not the same menu every week - we need more of a variety - not always pizza, hamburgers and chicken nuggets every week.
- There are children attending Wall from other districts.
- More focus on Math, not so much on AR (reading) in elementary.
- Coming from a San Angelo school, Wall ISD really is different in a very good way. I see respect between teachers and students. The classrooms are quiet and well organized. My child's grades and behavior have greatly improved. I find this school to be well organized, very clean and the teachers are very, very friendly, as

well as the staff. Needless to say, we are very happy with the school and we hope and plan to stay there until graduation. Thank you very much!

- Constant fundraisers for every organization that never pays for anything. Where does all the money go?
- Counselors in HS should be more helpful for college bound students.
- Excellent at meeting physical, emotional and educational needs of students.
- Excellent school.
- Excellent!
- Fix the roof in the 6th grade hallway and in Coach Mackey's room. School is great. I went and so did my son. UIL has been winning for 27 years. Principal is nice, but strict.
- Great school - we love it- accountability is the key with strong parent-teacher relationships.
- Great School!
- I am a product of San Angelo schools; however, I chose to live in Wall so my children could attend school here. It is the best decision I've ever made.
- I am very pleased with the education my children receive at WISD. The faculty and administration do a great job. We enjoy the feeling of a smaller school.
- I am very pleased with the educational performance of Wall ISD. It is a wonderful school.
- I am very pleased with Wall ISD!
- I am very pleased with Wall ISD. My children do well in school and have opportunities I never had. The teachers are top-notch and the school is respected for its academic level. My children have the opportunity to participate in advanced classes and the GT program. I would not change anything for my children, but I do think that Wall teachers deserve more pay for the excellent job they do.
- I believe that Wall ISD has a lot of great teachers. I believe the students get a good education. I feel the administration lack in disciplinary areas. I feel because of the lack of discipline, we are having security, drug and gang problems. I feel that when you go to the administration with a problem they don't listen. I feel the administration denies there is a problem. I feel the teachers won't go to the administration with the problems because they get told to handle the situation themselves.
- I believe the WISD does an outstanding job preparing students for the future, but I believe there is room for improvement in the areas such as safety and security. I also do not understand why kids in first grade through third grade are made to take timed math test with so many problems and so little time. I believe these tests on kids who are just starting to learn and get comfortable with school

only tends to crush their self esteem and gives them a sense of failure. My student is a GT student and we have been told he has an extremely high IQ for his age, but he feels that he cannot do math because of these impassioned math test.

- I feel like Wall ISD is a great place to educate my child. The teachers (for the most part) are excellent. They prepared our daughter well for college. The administration is usually easy to work with, if you take time to sit down and talk to them. As the school grows, we gain more problems with drugs and gangs but this isn't a major problem yet.
- The maintenance on school grounds and buses is superb.
- I feel that my children are getting a great education at Wall ISD.
- I feel that the school district puts too much importance on sports. Winning is not everything, self esteem and self worth is. Wall does not teach this; if you don't win, you are nothing. Every time we get a coach that does teach these things, he or she is encouraged to find employment elsewhere.
- I don't appreciate teachers who don't issue books stating, that, "as long as the kids are good, we won't need them."
- I also do not appreciate High School teachers (mainly math, science and English) who before Christmas holidays, told the kids that they could raise their grades by bringing non-perishable food items for the needy. One girl raised her science grade by bringing 98 items. I do appreciate community service projects, but I see this as buying grades. What happened to giving because you want to and because you care. Too many people are related to each other, and this causes problems. The whole system needs to be looked at.
- I feel that the services my children receive at Wall ISD could not be better anywhere. I have felt safe about my children loading on a Wall bus at the age of five until the present. The safety and transportation are second to nobody. The teachers my children have are excellent individuals, and the education they receive has to be one of the best. In my opinion, Wall has to rate as one of the best.
- I feel there is a discipline and drug problem developing and the administration is adamant in denying it exists. Administration should welcome constructive criticism and not try to suppress it.
- I feel there is a problem with hiring too many ex-students as teachers, coaches, principals, etc. Are they the best we can get or are they hired because they grew up in Wall or married someone from Wall?
- A drug problem that has recently come up was not handled in a way which satisfied me. I get the feeling things are being covered up to keep Wall known as a good school and to not ruin its reputation or because faculty and administration do not want it known that they failed at their jobs - or is it both?

- I feel this is the best school in Tom Green County!
- I feel Wall ISD is an excellent school. It has all of the latest educational opportunities and technology the larger school districts may have, yet it is a small school with relatively few problems. It serves the GT students as well as those with learning disabilities very well. Wall has fully accredited excellent teachers K-12. Overall, I have been very satisfied with my children attending Wall schools.
- I feel Wall ISD provides a wonderful environment for my children to learn and develop as people. The faculty and administrators are all so positive and kind to parents and the children. The faculty also appears to do a tremendous job of educating the children as evidenced by the school's top performances in all competitions and aptitude testing. It is truly a great place for my children to attend.
- I have been a lifelong resident of Wall. I graduated from Wall ISD. I have watched the discipline at Wall decline, and along with it the safety and security of its students. When a new teacher is hired it is always someone from the community, not always the best qualified for the position. Coaches have been known to not come to class, or even stay to teach class for several days in a row, with no disciplinary action taken. When administrators are asked about things like this, it always gets swept under the rug. It seems at times that the student board members are not told what is going on at school or are maybe only informed of the things the administrators want them to know. In conclusion I would say that Wall ISD is a good school when compared to some of the other districts in the area, but some of the things that have happened in the last couple of years could change that if they are not straightened out soon.
- I have called numerous times about the bus driver taking off before any kids have a seat. My kids are told that they had better hurry up if they want to play during lunch time. I think if a child is not finished eating, they should be allowed to stay in the cafeteria.
- I have had some problems with the use of negative, instead of positive, reinforcement. Not allowing a whole class to participate in an event because of one student not completing is not correct in a classroom environment.
- The school has a tendency to schedule holidays and days off different from working parents and other local schools. I have counted 7 different days off that could have been moved to Friday instead of Monday, or vice-a-versa to match "normal holidays." Extra days are taken from work when there isn't a need to be different. Shut down the school, either early or all day, for sporting events.
- The overall education is impressive at the school.

- I have nothing to say about Wall ISD except it is a wonderful, safe, exemplary rated school.
- I think Wall ISD is excellent and has excellent staff, and administration!
- I would like to begin my comments by stating that I am proud of the way Wall ISD maintains the daily building maintenance. Our schools are always clean. It is always refreshing to walk into the buildings and see sparkling floors, clean walls and clean restroom facilities.
- Another compliment I would like to give to Wall ISD is that the majority of teachers are very cooperative when working with a student having difficulty with the content of a subject. They are more than willing to help and seem truly concerned with the students progress.
- A major area of concern is the amount of time the students are left unsupervised. This has been a problem for my youngest child from the elementary campus through high school. Teachers leaving their classrooms seems to be a regular occurrence. This is educational time lost to my child. I consider time by the teacher spent on the computer checking personal e-mail, talking on the cell phone, and reviewing and highlighting sporting events as leaving the class unattended as well as physically leaving the classroom.
- Another area of concern is the amount of student teachers on campus each year. My youngest child has rarely had a school year go by without being instructed by at least one student teacher. When the curriculum is departmentalized several student teachers are addressing education and with my comments in the previous paragraph I wonder how closely they are being monitored.
- Thank you for giving me the opportunity to be a part of this survey.
- I would like to see a better implementation of prep courses for computer science majors in our school.
- I would like to see more in the way of music, (i.e. - more time spent for younger children and more than one person working with the high school band.) Mr. Hobson has more than his fair share and another person helping him would enable more students to participate in the band - and I strongly believe more would.
- I would not want my children to attend any other schools in the state of Texas. Wall is the best school district in Tom Green county by far!
- I'm not always notified of meetings.
- It's always been a pretty good school. Most jobs are filled by persons from Wall or are related to Wall people; therefore "control" in the school is closely maintained from letting too many "outsiders" in. Discipline problems are usually handled according to "who" the perpetrator is or is related to. Drug problems are

evolving, but the school has ignored and not wanted to admit that they are there. Too many coaches that are not good teachers are in the classrooms. Coaches use tobacco on campus. Athletic director doesn't value other sports equally with football.

- Maintenance mows the grass when the children are on the playground.
- Seconds need to be served to older children in the cafeteria.
- Maintenance people often give children a ride on the back of the golf cart.
- Children that are not living in the district come to school here. No one cares or checks out the address.
- Mr. Holik is the best principal Wall has ever had. School discipline gets an A+, teachers get an A+, the school secretary is fantastic and the athletic program is great. My boys went to grade school and junior high in Houston. Wall is no comparison to Houston. They both were on the honor roll and are turning out excellent. Every thing about Wall School is excellent in my book. I'm proud to have had my kids go to Wall!!!
- My 12th grader has been at Wall since 8th grade. The nurses, office personnel, and the teachers have all worked closely with us as she has a severe health condition that at times requires homebound services. After being gone for 13 years and coming back to a school district that will take a special interest in a student such as ours was and is a blessing.
- My child attended kindergarten at Wall and is now in first grade. We have been very pleased with the school. The principal and the staff do an excellent job of communicating with the parents. The teachers have been wonderful. My husband and I enjoy visiting the campus because it is a friendly but controlled environment. Our daughter loves the school and has learned to read and write very well. Thank you for your interest in our school. I recently attended a school board/community meeting. I was satisfied.
- My child has enjoyed her years at Wall. She is educationally challenged by her fellow students and teachers. My child could not be in a better school or have a better high school principal.
- My child needs more help with math. She received help last year because they had room however, this year she has received no help from Wall ISD. We paid Sylvan \$280 to \$395 to give her the help she needs - that's a lot of money. We can't afford this much longer. I also feel that the children do not get enough time for breakfast. The buses arrive at 7:30 to 7:35. I believe they have until 7:45 to eat breakfast.
- My daughter has excelled in her studies. She is reading at a much higher level than I had ever expected her to at her age. She loves her teachers and her classmates.

- My high school student has not received proper counseling for college. When she went to ask about ACT/SAT information, she was told to go find it on the Internet! She takes a lunch to school daily.
- My house is just outside the school district therefore we do not pay ISD taxes. Some cafeteria questions will apply to my 1st grade student but does not apply to my 8th grade student. The classroom atmosphere is wonderful for both my daughters.
- We have no complaints with Wall ISD and are very happy here. Thank you for allowing me to have a say in our children's education.
- My only comment in addition to these questions would pertain to coaches teaching. Some do a good job. The other half are lousy, especially during their particular sport's season.
- My son is a good student, gets good marks and loves his school. He is quiet about his thoughts, but shared with me that he is proud to be at Wall. From the highest (superintendent) to the most needed (custodian), Wall High School is excellent and the cleanest school grounds I've ever seen are at Wall. Their computers are state of the art. The kids are taken care of.
- My son is in Special Ed for his dyslexia, school had already went for 6 weeks when I found out that few of his teachers were aware of his modifications in class that were outlined in the ARD. It was explained to me that it is the teacher's responsibility to read student files and know their needs. I have asked for a laptop for him to use in each class but one is still not furnished for him to use.
- My son is involved with many activities at school. He is receiving the finest education possible. No person is absolutely perfect. No school district is absolutely perfect, but Wall ISD is the closest to perfect as your going to get.
- Our school is not perfect, but I know of no perfect school. With the resources and personnel available, this school provides a good quality education to any student for our size school. If there are areas that need improvement, I believe the administration will welcome suggestions to cover any areas that are lacking.
- Our school is wonderful and gives us a good education!
- Over the years my son has attended Wall ISD. I feel he has had a very good education. I volunteer at the school and have had the opportunity to see first-hand how well instructed and know the caring attitude of the teachers and administrators. Wall is a one-of-a-kind school, where parents and school personnel are devoted to seeing that the best education is available for our students.
- Overall school performance is great. I have some concerns about this districts avoidance of 504's and coaches teaching critical classes that they don't teach well or miss too much.
- Overall school performance is outstanding.

- Question 69: Preference is given to the select kids who repeatedly get into trouble!
- Older kids use vulgar words and take cigarette packs on school buses.
- Since I teach at Wall, I have a choice as to whether or not my child attends Wall ISD. I am thankful for the opportunity my child has to attend school at Wall. I feel that her educational needs are being met that will prepare her for college and a contributing adult.
- So far educational performance has been great for my 2 little ones, have not had any problems yet, and if I had it has been brought to the teachers and the principal's attention. Only one comment - school buses for kindergarten to 12th - some older kids are using vulgar words and even carrying cigarette packs on the school bus - I've complained but it still has not changed.
- Some teacher quality is lost by only hiring relatives of current WISD employees or Wall graduates. Very few job vacancies are advertised for more than 1-2 days and almost always filled by a relative. At WISD it is who you know/are related to and not how well you can do the job. This does affect the quality of education my children receive.
- Some teachers dress worse than students should.
- Bleachers are extremely dangerous at upper levels.
- Too many teachers related to one another.
- Students only have about 5 to 10 minutes to eat breakfast - they can't arrive before 7:40, but have to be in class at 7:55.
- Wall has a high paid athletic director that just takes care of buses and books. Wall is too small of a school to not have the athletic director coach as well.
- Lunches are not attractive to children - most throw them away.
- Coaches abuse students - won't let them have water on 100 degree days.
- Spec Ed - My 3rd grader is ADHD and has some learning disorders. I have nothing but compliments for his spec ed teachers! However, I have had some differences with his mainstream teacher not wanting to implement his modifications in her classroom. This has made it necessary for me to take time off work twice for conferences with her. I feel that I should not have to remind her of his modifications. I have also been somewhat disappointed in the content of the summer school program for him - he really didn't get help with his weak areas. I did not send him to summer school last year for that reason, nor will I send him to summer school this year.
- Career counseling - My 12th grader has had little or no counseling about college or careers. The closest she has come to "career counseling" is requiring her to write a research paper on 2 possible career choices! However, her high school counselor is being very

helpful in helping her with the process of applying for college, financial aid, etc.

- Sub teachers - My daughter's English AP teacher has missed an excessive number of days! Often the sub for that class has no lesson for them, so they do nothing. Then this absentee teacher sends me a 3 week report stating that my daughter is not applying herself! While I agree she could be doing somewhat better in that class, I really don't think this teacher has applied herself at all. I have talked with the principal about this matter, as have several other parents.
- Unattended Classrooms - One of my daughter's teachers passed out a test and then left the room! This same teacher was also letting the students grade their own test! Obviously, blatant cheating was going on. When I confronted the teacher about this, he indicated that he was aware of the cheating; "but I find it catches up to them in college - they realize they didn't learn everything they should have here."
- Drop-off zone - The bus drop off zone is safe, but the drop off zone for the parents dropping kids off at school is horrendous. You can get to a safe place to let the child out of the car, but then you have to start praying that you can get out of the parking lot without getting hit by other parents who can't seem to figure out how to drive into and out of the lot the same direction as 75% of the other parents!
- Safety - Gangs are not a problem. I personally think that it is due to the citizens of the community making sure that the few gang members from nearby San Angelo realize that they are very unwelcome - remember, this is a common-sense, tight-knit farming community - use your imagination!
- However, I do believe there is a drug/alcohol problem here - maybe not on campus, but in the community. The sheriff's department has been very willing to help out the schools in any way they can. In fact, more mornings than not, there is a sheriff department vehicle parked in plain site to help remind folks to slow down.
- The high school principal has indicated (at a recent town hall meeting) that he does take many factors into account when having to punish a student for misconduct. I agree with what he said about, "sometimes the situation at home is bad, and the student may act out at school because of the home situation." I appreciate the fact that he realizes that there are times when it may not be in the best interest of the student to follow the handbook to the letter.
- In general, I am very happy with the Wall ISD. I grew up near Ft. Worth, graduated from a 4A high school, and was, quite frankly, worried about what such a small school as Wall would offer my children. My daughter has gone to Wall from Kindergarten thru

12th, and the only thing I see lacking in a small school is the lack of fine arts classes - band, theatre, and art classes are all that Wall has. However, if I had to choose between Wall and a 5A school with all its bells and whistles, Wall would be my choice hands down! The principals have shown themselves to put the students first, and to always be available to anyone who needs to talk to them. I have dropped in and they have both made me feel welcome and have listened closely to my concerns. For the most part, the teachers themselves have also made themselves equally available. I have also noticed over the years that all Wall ISD employees make it a point to know each student - not just the high-achievers or the troublemakers. I think this attitude, combined with a very strong interest in education among the members of the community, are what help Wall achieve it's high standards. At the recent town meeting, called by members of the community, the attendance was so high that the gym was almost completely full. I personally saw not only parents and teachers, but grandparents, and at least 3 sets of great-grandparents! I think the key to giving Texas students a quality education is not just making sure that their money goes where it should, but keeping the parents involved, the community involved and allowing teachers to maintain discipline in their classrooms!

- I'm not sure if my comments are what you are looking for with your survey, but I sure appreciate the opportunity to respond! And, you may be interested to know that about once a week I am asked by co-workers who live in the San Angelo ISD of any available homes in the Wall District!
- Students need more help from the counselor on college needs and scholarship help. Some people receive all the help while others get none.
- The administrators at Wall really do a good job, however, it's obvious that way too much of their time is spent on red tape, government regulations, and documentation. This is very expensive for all districts in the state. Simplification should be stressed to the legislature. The people in Wall community expect a lot from their school. Most of them don't realize how good they've got it. Students who are willing to learn have every opportunity you can expect. Parents who gripe the loudest seem to be those lazy individuals who want the schools to raise their kids without much parental help. Thanks for you interest in our school.
- The athletic director's responsibilities should be reviewed. Football bleachers need repairs before someone dies. Teachers should have a dress code - flip flop shoes should not be allowed. Jr. High coaches are not respected by students and teachers, they act more like drill sergeants than coaches - won't allow water to students or breaks on very hot days. Principals never act on complaints on

teachers or even respond. Too many faculty members are family with each other.

- The main reason my wife works at Wall is that our son can attend one of the best schools in Texas. For its size, Wall offers a variety of challenging classes. Teachers are not only qualified, but they also care about the students. My only complaint about the use of funds is that there is no help with travel money for kids to go to academic contests, which keeps impoverished students from competing as fully as they would like to.
- The school is more of a "favorite person school." If you have money or have a certain name, you will receive help and support to go forward. If you're a poor Spanish person, you're treated like a low-life and not supported.
- The school, the staff and the administration are the best in the state. I am very pleased with my children's education and plan to keep them in Wall ISD until they graduate from high school. Teacher pay at Wall is very low compared to many school districts in Texas, yet the turnover rate is also very low. That says a lot for the morale of the students and staff!
- The Wall schools are a very good place for children to be taught. The teachers take the time to truly work with and teach the children.
- There is a drug and gang problem beginning. That needs to stop.
- There is not any other school district I would rather have my kids going. Wall is the best. Everyone has the best interest of the students in mind.
- There needs to be an on-campus officer working the school. There also needs to be a student crime stoppers program.
- This district has a problem with nepotism. Too many coaches are hired for their coaching ability and allowed to do a very poor job of teaching their subject - usually history or geography. Children are often left unattended in classrooms while the coaches visit in the halls or tend to coaching duty during class time. A lot of problems are swept under the rug in order to preserve the appearance of the school. There is a definite "good ole boy" system in place between the principals and certain teachers. Complaints are not taken seriously. Many teachers are hired because of family ties rather than qualification for the job. Too much emphasis is put on the TAAS score.
- This district has no security personnel at any of their schools. The superintendent and principals are very uncooperative with the Rio Concho Multi Agency Drug Task Force in allowing their agents with drug dogs to work their campuses at no additional charge, other than consuming taxes we already pay to provide these public services. Instead the district chooses to spend the district's money, which is also taxpayer money, to hire private drug dogs. This

district needs to adopt a "zero tolerance" policy for drugs, alcohol and weapons found on campus. They also need to get out of their "small school mentality" and hire full time law enforcement security for the protection of our children and staff as a deterrence to the violence that our nation's schools are experiencing and could very well occur at our school as well.

- I have personally witnessed on a daily basis, the unacceptable lack of adult supervision of our elementary students (worker/ student patio) on their playground and during bus loading. The buses are left unattended with engines idling and no drivers in them, while small children occupy and play in them on a daily basis. This, by the way is a violation of *Texas Transportation Code 545.404*.
- Very pleased.
- Very professional administration and staff, quality facilities and well maintained. State needs to provide a large share of the funds to operate the district.
- Wall as a whole is a great school, however, I am concerned about the "GT" program. It seems to me that the "GT" teacher chooses favorites to be in her class. Also, the field trips that I have chaperoned were not well thought out/planned. I would personally like to see our "GT" kids challenged more with a teacher that is qualified as "GT" themselves. My opinion were in gifted programs in another school and learned much more than they are here. Please review the "GT" program.
- Wall is a really good school. Sure they have a few kids that get into drugs, but not as much as other schools.
- Wall is a very good school and I am proud to have my children attend this school. However, I would like to see more drug dogs and local law enforcement officers in the school.
- Wall is unable to keep janitorial staff leaving bathrooms without soap and towels.
- Recess remains one of the most unsafe places. Leave 1 aide in charge off 1 clan, which is 60 to 80 children, and usually there is more than one grade on the playground.
- School buses are started and left running without a bus driver while children load to leave at the end of the day.
- Wall is famous of status quo and they love to say, "that's the way we've always done it." The school is growing, yet the programs seem to stay the same without any new materials being used and it is usually because there is no money. I tried to start an education foundation and have had good response from the school board but not with the parents or community leaders. It is not sports related.
- Wall ISD has an exceptional academics program. We are very proud of our school. Our frustration lies in the way discipline is or is not enforced on the high school level. We would like to know that discipline and rules are being enforced to ensure our school

will be a safe and academically positive environment when our children reach high school.

- Wall ISD has been an excellent system for my child. She has attended two other excellent schools - College Station ISD and Round Rock ISD. She is happier in the small school, family-like atmosphere of Wall ISD than she was in previous schools. Expectations of student success is evident. The school culture is one of high expectations and excellent academics as well as good discipline. I hope my child can finish her school career here.
- Wall ISD has one of the best reputations for standards in the area regardless of size.
- Wall ISD is a good school. The community is mostly strong and behind the school in all of its goals. The administration is very lacking on discipline and it is my belief that this will allow a very small problem to escalate into a big one. The school district has a handbook, which promises harsh disciplinary measures to those students who get out of line, but this handbook is not used by the principals or the superintendent. They prefer to cover up incidents requiring disciplinary action in order to maintain their "Exemplary Campus" status. The present administration would rather ignore a drug problem than prosecute those responsible for the problem. The superintendent is also obviously afraid of a lawsuit and is willing to let students off if they threaten to sue.
- Wall ISD is a wonderful school that we are proud to be part of.
- Wall ISD is an excellent school system and we are exceptionally pleased with the school.
- Wall ISD is doing a great job with my kids. My two autistic sons have come a long way thanks to the Special Education Services provided. My biggest concern is school security. In light of all the recent school shootings, I want the State of Texas to provide funds to help build security fences and purchase metal detectors. I think there should also be a full-time patrolman on campus. The school staff is doing what it can in these areas, but I think more outside help is needed. Thank you in advance for your help.
- Wall ISD is great!
- Wall ISD is superior to the local (SAISD) in terms of grades, college prep, and one-on-one student teaching.
- Wall ISD is the best school district you could have your children go to. The teachers keep informed and updated on all the latest teachings. Everyone has the student's interest in mind. Wall is great.
- Wall Jr. High is a good school. The Special Educational department is disappointing to me. After the excellence in Wall Elem Spec Ed and cooperation. I am disappointed with the junior high.

- Wall school is a good school with strong community support. The teachers are mostly local people. That makes them hard to fire! The superintendent and principals are gutless on discipline; also locals! Other than that, the taxes are too high for what we receive. All in all, we have a very good school that I am proud to call my home. It is also safe and a good place to grow up.
- We are not notified when there are informative meetings.
- We are very pleased with the Wall ISD. Our children have attended Wall since they began school. We feel the administration as well as the teachers are very qualified, dedicated individuals who put the children first.
- We have lived here 6 years and my daughter still goes to Wall and my older son is in a co-op at Grape Creek, but is still registered at Wall. I've enjoyed them going to Wall. It's a great school in my opinion. The teachers are all friendly. We are always in contact with each other on a regular basis. If she gets hurt, I find out immediately, not later. The other school I like is Grape Creek - they are great. Thank you.
- We love Wall ISD!
- We saved and financed everything we could to build our home in Wall ISD. The reputation and high quality of teaching is unbeatable in our area and in the city limits! I contribute this to a strong, verbal school board, administration, principals and great staff! We are proud to be members of Wall ISD. We would never want to move anywhere else. Thank you!
- We, the parents, feel that Wall ISD is one of the greater school districts in our area. It is a great place to have our daughter get a good education with good teachers.
- Your survey has shown me that I haven't been involved with the school system. My knowledge of administration and some of the programs provided is sorely lacking. However, the school and its teachers are very high caliber. I couldn't say enough about these dedicated individuals.

Appendix D

STUDENT SURVEY RESULTS

Demographic Data

1.	Gender (Optional)	Male	Female	No Response			
		49.2%	50.0%	0.8%			
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	No Response
		70.8%	0.8%	19.2%	0.8%	3.3%	5.0%
3.	What is your classification?	Junior	Senior	No Response			
		54.2%	45.8%	0.0%			

SURVEY QUESTIONS

A. Educational Service Delivery and Performance Measurement

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The needs of the college-bound student are being met.	15.8%	55.8%	16.7%	8.3%	3.3%
2.	The needs of the work-bound student are being met.	14.2%	47.5%	27.5%	9.2%	1.7%
3.	The district has effective educational programs for the following:					
	a. Reading	30.0%	56.7%	7.5%	5.8%	0.0%
	b. Writing	30.0%	53.3%	10.0%	6.7%	0.0%
	c. Mathematics	40.8%	51.7%	4.2%	1.7%	1.7%
	d. Science	39.2%	49.2%	5.8%	5.8%	0.0%
	e. English or Language Arts	35.0%	52.5%	8.3%	4.2%	0.0%
	f. Computer Instruction	39.2%	50.8%	8.3%	1.7%	0.0%

	g. Social Studies (history or geography)	33.3%	47.5%	9.2%	10.0%	0.0%
	h. Fine Arts	38.3%	50.0%	7.5%	2.5%	0.8%
	i. Physical Education	40.0%	43.3%	11.6%	3.3%	1.7%
	j. Business Education	21.7%	43.3%	28.3%	6.7%	0.0%
	k. Vocational (Career and Technology) Education	24.2%	43.3%	20.8%	11.7%	0.0%
	l. Foreign Language	33.3%	37.5%	19.1%	7.5%	2.5%
4.	The district has effective special programs for the following:					
	a. Library Service	27.5%	47.5%	22.5%	2.5%	0.0%
	b. Honors/Gifted and Talented Education	20.8%	50.0%	20.8%	5.0%	3.3%
	c. Special Education	23.3%	40.0%	35.8%	0.8%	0.0%
	d. Student mentoring program	15.0%	41.7%	36.6%	5.0%	1.7%
	e. Advanced placement program	20.8%	54.2%	20.0%	5.0%	0.0%
	f. Career counseling program	15.0%	39.2%	34.2%	7.5%	4.2%
	g. College counseling program	16.7%	38.3%	31.7%	10.0%	3.3%
5.	Students have access, when needed, to a school nurse.	33.3%	54.2%	9.2%	2.5%	0.8%
6.	Classrooms are seldom left unattended.	24.2%	41.7%	22.5%	9.2%	2.5%
7.	The district provides a high quality education.	40.8%	49.2%	7.5%	1.7%	0.8%
8.	The district has a high quality of teachers.	30.0%	45.0%	16.6%	5.8%	2.5%

B. FACILITIES USE AND MANAGEMENT

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
9.	Schools are clean.	67.5%	30.0%	1.7%	0.8%	0.0%
10.	Buildings are properly maintained in a timely manner.	62.5%	34.2%	2.5%	0.8%	0.0%
11.	Repairs are made in a timely manner.	52.5%	37.5%	8.3%	1.7%	0.0%
12.	Emergency maintenance is handled in a timely manner.	53.3%	35.8%	10.0%	0.8%	0.0%

C. PURCHASING AND WAREHOUSING

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
13.	There are enough textbooks in all my classes.	25.0%	49.2%	9.2%	15.8%	0.8%
14.	Students are issued textbooks in a timely manner.	35.8%	50.8%	11.7%	0.8%	0.8%
15.	Textbooks are in good shape.	11.7%	36.7%	26.7%	21.7%	3.3%
16.	The school library meets students needs for books and other resources.	25.8%	45.8%	10.8%	12.5%	5.0%

D. FOOD SERVICES

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
17.	The school breakfast program is available to all children.	7.5%	16.7%	44.1%	13.3%	18.3%
18.	The cafeteria's food looks and tastes good.	9.2%	25.0%	25.0%	24.2%	16.7%

19.	Food is served warm.	17.5%	48.3%	19.2%	11.7%	3.3%
20.	Students have enough time to eat.	14.2%	24.2%	11.7%	24.2%	25.8%
21.	Students eat lunch at the appropriate time of day.	30.0%	51.7%	12.5%	3.3%	2.5%
22.	Students wait in food lines no longer than 10 minutes.	12.5%	29.2%	22.5%	26.7%	9.2%
23.	Discipline and order are maintained in the schools cafeteria.	18.3%	55.0%	17.5%	5.0%	4.2%
24.	Cafeteria staff is helpful and friendly.	40.0%	46.7%	11.7%	1.7%	0.0%
25.	Cafeteria facilities are sanitary and neat.	37.5%	50.8%	10.0%	0.0%	0.8%

E. TRANSPORTATION

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
26.	I regularly ride the bus.	4.2%	12.5%	33.3%	11.7%	38.3%
27.	The bus driver maintains discipline on the bus.	6.7%	25.8%	58.3%	5.0%	4.2%
28.	The length of the bus ride is reasonable.	7.5%	23.3%	60.8%	5.0%	3.3%
29.	The drop-off zone at the school is safe.	15.8%	29.2%	51.6%	1.7%	1.7%
30.	The bus stop near my house is safe.	17.5%	27.5%	50.0%	4.2%	0.8%
31.	The bus stop is within walking distance from our home.	18.3%	29.2%	45.0%	3.3%	4.2%
32.	Buses arrive and depart on time.	13.3%	26.7%	55.8%	2.5%	1.7%

33.	Buses arrive early enough to eat breakfast at school.	7.5%	12.5%	66.6%	7.5%	5.8%
34.	Buses seldom break down.	12.5%	25.8%	55.8%	3.3%	2.5%
35.	Buses are clean.	12.5%	34.2%	49.1%	0.8%	3.3%
36.	Bus drivers allow students to sit down before taking off.	10.0%	27.5%	52.5%	5.8%	4.2%

F. SAFETY AND SECURITY

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
37.	I feel safe and secure at school.	32.5%	44.2%	11.7%	8.3%	3.3%
38.	School disturbances are infrequent.	27.5%	40.8%	18.3%	10.0%	3.3%
39.	Gangs are not a problem in this district.	40.8%	38.3%	11.7%	6.7%	2.5%
40.	Drugs are not a problem in this district.	5.0%	17.5%	32.5%	28.3%	16.7%
41.	Vandalism is not a problem in this district.	16.7%	34.2%	28.3%	15.0%	5.8%
42.	Security personnel have a good working relationship with principals and teachers.	11.7%	25.0%	53.3%	4.2%	5.8%
43.	Security personnel are respected and liked by the students they serve.	9.2%	23.3%	57.5%	5.0%	5.0%
44.	A good working arrangement exists between the local law enforcement and the district.	15.0%	30.8%	45.8%	1.7%	6.7%
45.	Students receive fair and equitable discipline for misconduct.	10.8%	32.5%	22.5%	16.7%	17.5%

46.	Safety hazards do not exist on school grounds.	14.2%	35.8%	36.7%	8.3%	5.0%
-----	--	-------	-------	-------	------	------

G. COMPUTERS AND TECHNOLOGY

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
47.	Students have regular access to computer equipment and software in the classroom.	48.3%	38.3%	10.0%	1.7%	1.7%
48.	Teachers know how to use computers in the classroom.	33.3%	51.7%	9.2%	4.2%	1.7%
49.	Computers are new enough to be useful for student instruction.	47.5%	43.3%	6.7%	2.5%	0.0%
50.	The district offers enough classes in computer fundamentals.	40.8%	44.2%	10.8%	4.2%	0.0%
51.	The district meets student needs in classes in advanced computer skills.	35.0%	46.7%	15.0%	3.3%	0.0%
52.	Teachers and students have easy access to the Internet.	50.0%	37.5%	10.0%	2.5%	0.0%

NARRATIVE COMMENTS

The narrative comments below reflect the perceptions and opinions of student survey respondents.

- Everything at school is great, but the only problem I have is the time for lunch. We have 30 minutes to eat, but it takes at least 5 minutes to get just the Juniors through and there isn't enough time to eat for the freshmen. I believe we need at least 45 minutes to 1 hour to eat, so this way we can eat without hurrying all the way through and have time to let the food settle in our stomachs. Thank you for the time.

- Excellent.
- Good job on most things but homework is too much and the dress code stinks. We should be semi-comfortable to come to school. The school should consider giving less home work because we don't have enough time to do it all. The dress code should also be changed. Shirts don't need to be tucked in and it needs to be a little less strict.
- I believe that this school is an overall good school, but I do have a problem with tobacco use by coaches in the classroom. Also, we have a huge problem with the counselor not helping to plan for college with seniors. Every time you try to get help she only helps the few students that go to her office every day. I think we need to fix this problem.
- I believe there should be a time for us to go outside and eat if we want to. After staying in one building for so long you get a little crazy. Getting swats for behavior is nonsense, that is something Kindergarteners should have, not teens/adults.
- I don't like the last name deal. If you have a certain last name you are treated differently.
- I don't like the way some of the teachers are prejudiced and take up for farmers.
- I feel safe at Wall and it is a good educational school. But things could change like the items I strongly disagreed with.
- I feel that money is not being spent fairly between football and other sports. Football gets all the money and tennis, baseball and softball barely get anything. This school is also prejudiced and takes the sides of students who have a name that has been at this school forever. If you do not believe me do a survey about that.
- I feel that our conduct for misbehaving kids is not fair. It seems that if a good student gets into trouble, they don't get the same punishment as a student who acts kind of bad. I feel that they favor kids with certain last names.
- I feel that our counselor doesn't help all seniors that need help with scholarships. She only helps the top few people, which are not the ones that need it. It is the middle group because the top students already have scholarships. Other than that, the school is wonderful.
- I feel that this school is A-OK. In further comment, I would like to attend this school for the rest of my life. Bye.
- I feel Wall is a great school. I think foreign language should have a bigger variety of languages, like French and so on. Our principal is liked and loved by many students, and I feel that we couldn't have a better person for the job. He takes care of business properly in my opinion. Wall is almost perfect but it would be nice to have a salad bar.
- I feel we are very special to go to this school. Most of the teachers are there to help you. I feel I have learned a lot, so that I may better

myself through high school and through college. I always hear from other schools that I am so lucky to go to Wall because of the outstanding teachers and the level of education we have. In conclusion, Wall ISD is a very good and handsome school.

- I love my school.
- I think that what we wear does not have anything to do with our education. The only reason they give us a dress code is because other people stereotype, but that does not matter at all.
- I think Wall ISD does an excellent job. I have been here since Kindergarten, and it is rare to have any misconduct.
- I wish the good kids would get off as easy as the bad kids when the same rules are broken. The disciplinary actions taken are usually unfair and in regard to the feelings of authority figures and not the student who has never done anything wrong, most often receiving the harshest punishment.
- It is a great school with regular school problems. We really don't have security because we have really never needed it. It is a safe school and atmosphere.
- It is good.
- One main thing I do not understand is the dress code. The dress code is strictly enforced. Why should the teachers or principals care about what color someone's hair is when we have drugs on campus? To me, drugs are a big problem at Wall and instead of worrying about how short shorts are, they should worry more about keeping Wall a place where students don't feel threatened to go. Drugs, alcohol, threats and disrespect are some big problems in Wall. Also, everything in Wall is political. If you don't have the right name or if you haven't lived here your whole life, then they hold that against you. Wall should just worry more about the drugs than being so naïve to the problems.
- Some of the coaches use tobacco products on school grounds and in the classrooms.
- Something needs to be done about the drug problem. Our school board and administrators need to open their eyes and realize we do have a serious drug problem. I interact every day with my fellow students, and I hear the comments made about drugs. I do not feel safe at my school. I have to always be watching around me, and I feel that school should feel like home - safe. How am I supposed to get a good education when there are threats being made? All I want is something to be done and have my school back. Another thing about our school is the dress code. I want to know why you have to be sent home for the way you dress, but when there is a threat, you only get detention. Our school also needs to look at the athletic program. Football is not the only sport at Wall. One last thing about drugs - if I am current, any kind of drug is illegal, and when

there are drugs caught on campus, a law enforcement officer should be called. Please try and make my school a better place.

- The educational performance is fair. In my opinion, teachers need to show us more of what college will be like.
- About the safety and discipline problems, I feel that punishments are given to certain students that aren't given to others. When a group of students gets into a dispute with another group of students, the punishments are one-sided and unfair, in my opinion.
- The educational performance of Wall ISD is well above normal. The faculty is always ready to help and work well with the students.
- The educational program at Wall ISD is well above par - terrific.
- The only problem I really have is if a conduct book is signed, and if a problem were to arise, the right punishment would not be given, as stated in the book, and our faculty, staff and administration would not follow through with the rules. I don't understand the guys dress code about sideburns or other facial hair, yet students have drugs on campus and don't get punished. Thank you.
- The school's great. I've been to many schools, and Wall is, by far, the best.
- The teachers sometime give the students a hard time over little things. We have to tuck in our shirts and I think that is dumb because some clothes aren't made to be tucked in. Some teachers spread rumors about students.
- This is a nice school.
- Wall High School is a nice place to live. I like it here.
- Wall High School is a very good school, and the teachers and other faculty members are like family to all the kids. The teachers support all the kids during classes, sports and graduation. The teachers, as well as our office faculty, are the reasons all the kids have done so well in grades, in other activities, and after they graduate.
- Wall ISD does an excellent job at conducting the activities and everything at school. But they could have better food and not start that early.
- We need a more concerned counselor.
- Yea, I guess this is a decent school.

Appendix E

FOCUS GROUP COMMENTS

As part of the review process, focus groups were held at Wall schools in which teachers participated by commenting on 11 specific topics of review; and in some cases, discussed these topics with review team members.

The following comments convey the teacher's perception of Wall Independent School District and do not reflect the findings or opinion of the Comptroller or review team. These are actual comments received for each focus area.

District Organization Management:

Teachers have an open invitation to attend Board meetings if we want. Some of us have made presentations. The Board makes an effort to keep us informed. To get on the agenda, teachers call the superintendent's office.

- The Board takes the input of the teacher when it is warranted.
- The Board tries to keep class sizes small.
- The School Board policy should be published on the Internet.
- Teachers are in no way intimidated by administration.
- The superintendent is accessible and keeps us in the loop.
- Overall, communication from administration is clear.
- The principal keeps us informed and is always accessible when there is a discipline problem.
- We have full access to administrative staff; we can just pop in.
- Teachers find out what's going on in the district by word of mouth, although the superintendent does visit with us. We also use e-mail.
- The support staff is wonderful.
- There are faculty meetings every two weeks during lunch. Committees are formed to address certain issues and report back. The principal conducts the faculty meetings.
- Site-based management works well.

Educational Service Delivery

- Teachers don't get told "no" when we need something. Administration will find a way to get something if we need it.
- We have the support we need from the administration and our service center.
- The Regional Service Center is very accessible and quick to respond. Teachers can call them directly or go "online" for help.

The Service Center even calls on them. They can get catalogs and "living" supplies free.

- Classes are all small. This is a great place to work.
- Our students do really well on TAAS because we align our objectives and have tutorials and a good tracking system. We also offer additional reading and math when needed.
- Teachers hold students accountable for their grades. If they aren't doing well, teachers put the responsibility on the students.
- Teachers frequently call students at home.
- Teachers are treated like professionals. We're not told when to come or leave because the administration knows we will do what we have to in order to do a good job.
- Next year, parents and students will be able to go to the Internet and see their grades as well as what was accomplished on a daily basis.
- Parents don't want their kids going anywhere else but Wall.

Personnel Management

- Salary is at state base, but teachers will take pay cuts to work at Wall. This is so money can go to instruction.
- Teachers want better insurance, because what is available is too expensive.
- Teachers are informed about their benefits and know what to expect.
- The leave policy is good, and the evaluation system is fair.
- Substitutes are well-qualified and some are certified.
- The elementary school needs an assistant principal, because the principal and counselors are spread too thin.
- When hired, one teacher was told, "I can guarantee you're gonna love it here, because we're going to have school."
- Teachers are involved in interviewing new teachers.
- Teachers can take any kind of staff development we want as long as the principal approves. The principal might suggest certain areas such as technology, gifted-and-talented, etc. He keeps us informed of upcoming workshops we might be interested in.

Community Involvement

- The PTO is very active and does fundraisers to earn money to help with field trips, workshops, whatever. We have 95% percent attendance at PTO meetings.
- There are large numbers of volunteers. Dads help out as well, having cookouts periodically. They even put in a sprinkler system.
- Businesses support our alcohol-free prom night with donations, and parents help with Project Graduation.

- Parents are very supportive; they are more concerned about their children making a B than a D.
- The community raised \$25,000 in just two weeks for a family in which the mother was ill.
- The military come and share their experiences, so students know there's a world outside of Wall.
- You just have to tell your students what you need, and you get all the support you want. The community takes care of the school. This IS the community.
- A community Thanksgiving program, sponsored by the Catholic Church and the Brethren ministry, raises money for a scholarship for a high school student.
- The churches help make this a strong community.

Financial Information

- Teachers have their own budget, and the process is improved over last year. Site-based management team reviews the budget.
- Teachers budget to attend a state convention, and the district usually finds the money.

Purchasing and Warehousing

- When it comes to buying supplies, there is give and take based on teachers' needs. If something unexpected comes up, teachers will volunteer part of their money to help another teacher.

Safety and Security

- There are practice drills for fire, tornado, and bomb scares, and there is a crisis team.
- Although there are no cameras in the halls, someone is going to stop anyone who hasn't checked in. There are security cameras in the high school parking lot.
- Every room has intercom w/ button.
- Teachers should probably wear badges and so should visitors.
- The environment feels safe because you are surrounded by people who will help because other students won't condone bad behavior. The students are as concerned about safety as the teachers; if they suspect a problem, they tell someone.
- Teachers who worked other places feel safer here but are encouraged to keep their eyes open.
- Children are protective of the teachers.
- Teachers put kids on bus, and nobody goes with anyone other than the custodial parent.
- The superintendent is involved in the teachers' lives.

- Teachers call on students at home if we're concerned about their absence; the parents feel free to call us as well.
- Take a look at the restrooms. They are neat and clean because students police themselves.
- I have been here four years and have yet to send a child to the office.

Computers and Information Technology

- Our school Board has always had the foresight to keep us ahead.
- Learning new technology is not an option. All teachers are expected to use the new technology.
- Teachers are trained often in new technologies and do summer workshops. Training is paid for and may reach 30 hours per teacher in a year.
- We could use another projector -- we only have one.
- We are only a phone call away from resolving any computer problem.
- If grants are not available, we can't afford new computers - and journalism needs a new one.

Transportation

- Buses are clean, efficient, well-kept and never break down.
- If there are problems on the bus, the bus drivers handle them. They are really concerned about kids - probably because they are teachers also. They receive stipends for driving the buses.
- Buses need air-conditioning.

Food Service

- Food is pretty good, but it is school food.
- The food isn't any good.
- I wish the food tasted better.
- We let the kids order pizza once a month, and Chick-Fil-A comes out on Thursdays.
- Facilities are very clean.
- Middle school kids eat in classrooms, and they run out of food for the elementary and middle school kids.
- The kitchen is too small at the high school.
- Teachers have to pay more for food than kids do.