

Executive Summary

The Wimberley Independent School District A Texas School Performance Review

The 1990 Texas Legislature created the Comptroller's Texas School Performance Review (TSPR) to help the state's school districts, both large and small, to deliver the best possible educational services to their children in the most efficient and cost-effective way. Texas is now engaged in a critical debate over how-and how much-to pay to educate its children, and all of the state's customers deserve to know that schools are accountable for the cost and quality of the education they deliver.

Who are these customers? They are the parents and families, as well the children, and the teachers, principals, and employees who work in more than 1,000 school districts across Texas. Ultimately, the taxpayers who support local schools also benefit from efficient and effective schools, and they deserve to know that their tax dollars are not wasted. Only then will they be willing to invest the time, energy, and resources required to ensure our children receive the education they need to succeed.

TSPR IN WIMBERLEY

TSPR began its review of the Wimberley Independent School District (WISD) in February 1998. As in its previous reviews of 28 other Texas school districts, the review team went to Wimberley in response to a local call for assistance. In July 1997, the Board of Trustees and Superintendent David Simmons, along with many members of the Wimberley community, requested a performance review of WISD.

WISD presented a unique challenge for the TSPR team, which had not reviewed a district with a student population of less than 2,000 since its initial 1991 pilot project. The majority of districts reviewed by TSPR had fallen in the moderate to large range, including six of the state's largest districts: Houston, Dallas, Austin, San Antonio, Ysleta in El Paso, and Corpus Christi.

TSPR's follow-up discussions with three smaller districts reviewed during its initial pilot project-the San Saba, Cherokee, and Richland Springs Independent School Districts (ISDs)-indicated that the review process was not sufficiently sensitive to smaller districts' needs. These districts' staff said they were overwhelmed by requests for data they did not have. Some

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

This section of the report reviews the organization and management functions of the Wimberley Independent School District (WISD) and contains six major subsections:

- A. Governance
- B. Planning
- C. District and School Management
- D. District and School Community Involvement Initiatives
- E. Districtwide Policies and Procedures
- F. Personnel Management

recommendations stemming from those reviews proved unworkable because the districts simply did not have the resources to accomplish what larger districts can.

WISD and Hamilton ISD requested reviews last year and expressed their willingness to work with TSPR to modify the review process to meet the needs of smaller districts. Months in advance of the review, TSPR gave these districts a preliminary list of data the review team would need so the district could compile basic documentation at a less demanding pace. In contracting for consulting services, the Comptroller asked potential consultants to present workplans reflecting a sensitivity to smaller districts' needs. TSPR chose a consulting firm based on the firm's experience with smaller districts and the quality of its workplan.

With the help of Empirical Management Services, a Houston-based consulting firm, TSPR interviewed district employees, school board members, students, parents, business leaders, and representatives from community organizations. On more than one occasion, district officials expressed concern over a review team process or method, and TSPR made necessary modifications in response. As a result, TSPR believes this report contains workable recommendations to improve WISD's operations.

To obtain comments from community residents, TSPR held an open forum at Scudder Primary School and conducted numerous focus groups that yielded valuable comments from current and former district employees, parents, community leaders, and students. The review team also collected comments from letters to the Comptroller and calls to a toll-free hotline, and conducted a number of one-on-one interviews. TSPR sent written surveys to all district employees and junior and senior high school students. Thirty-seven administrative staff, including central and campus administrators, clerical staff, custodians, maintenance workers, bus drivers, and all other non-instructional staff; three principals and assistant principals; 91 teachers; and 191 students responded to the surveys. Details from the surveys, public forums, and focus groups are provided in **Appendix A** through **H**.

In addition to its extensive interviews, the review team consulted databases of comparative educational information gathered by the Texas Education Agency (TEA)-*the Academic Excellence Indicator System* and the *Public Education Information Management System*. To make useful comparisons, the review team also asked WISD to select similar, or peer, Texas school districts. The district chose five peer districts: Lake Travis ISD, Dripping Springs ISD, Lake Dallas ISD, Llano ISD, and White Oak ISD. These districts have significant characteristics in common with WISD, such as enrollment and student demographics. **Exhibit 1** compares WISD and peer district enrollment for 1996-97.

Exhibit 1
WISD and Selected Peer District Enrollments
1996-97

District	Enrollment	# of Schools	Students				
			Percent Economically Disadvantaged	Anglo	African-American	Hispanic	Other
Lake Travis	2,937	4	12.0%	89.3%	.2%	9.6%	.9%
Dripping Springs	2,665	4	12.8%	89.0%	.9%	9.0%	1.2%
Lake Dallas	2,426	5	17.0%	88.4%	3.3%	6.3%	2.1%
Llano	1,512	3	37.0%	89.9%	.1%	9.8%	.2%
Wimberley	1,498	4	14.0%	91.8%	1.2%	5.7%	1.3%
White Oak	1,372	4	19.8%	94.5%	2.8%	1.5%	1.2%

Source: AEIS 1996-97

Acknowledgments

The Texas School Performance Review and Empirical Management Services, wish to thank WISD's Board of Trustees; Superintendent David Simmons; Debbie White and Emitt Herod, who acted as district liaisons to the review team; and the district employees, students, and community members, who provided valuable information and assistance during TSPR's work in the district.

Wimberley ISD

The Wimberley Independent School District is a small district located in an unincorporated community about 40 miles southwest of Austin. WISD was created by a group of community leaders in 1985 by detaching the district from the Hays Consolidated School District. WISD is a high-growth district, with an enrollment growth of more than 52 percent over the last five years; enrollment grew by about 100 students from 1996-97 to 1997-98, or about 6 percent. WISD has had to face the need for new schools to accommodate the increase in students, while holding the line on taxes. The district's annual operating budget has reached \$9 million, up

from \$5 million in 1991-92, and three of the district's four schools and the administration building have been built since 1985.

The district is a source of pride and focus for the Wimberley community. As shown in **Exhibit 1**, the majority of students are Anglo (91.8 percent), and only about 14 percent of WISD's students are economically disadvantaged. The community is predominantly well-educated. Many residents are retired, and most are upper-middle class. A strong artistic influence exists in the community.

The superintendent, David Simmons, has been on the job since July 1997. During the 1997-98 school year, WISD's 175 teachers, administrators, and support workers served nearly 1,600 students in 4 schools, a primary (K-3), intermediate (grades 4-6), junior high (grades 7-8), and high school (grades 9-12). About 90 percent of the students in WISD pass the Texas Assessment of Academic Skills (TAAS) test at all levels. For 1996-97, Danforth Junior High School was rated *exemplary* and Bowen Intermediate and Scudder Primary were rated *recognized* according to the Texas Education Agency's (TEA's) accountability system. TEA will not release rating for 1997-98 until August, but preliminary data shared by the superintendent indicates that the high school and, potentially, the district will receive an *exemplary* rating.

Texas School Performance Review: A History of Savings

For the last seven years, the Texas School Performance Review (TSPR) has helped public school districts across the state ensure they spend their scarce education dollars in the classroom, where they belong, not on red tape, paperwork, and needless bureaucracy.

TSPR fields invitations from public school districts of every size and shape-large or small, rich or poor, rural or urban. The team settles in for months of detailed study at no charge to district taxpayers. TSPR's goals are to identify ways to cut costs, reduce administrative overhead, streamline operations, and improve educational services-in short, to help school districts operate more effectively and efficiently within their available resources. Most of the Comptroller's recommendations come directly from teachers, parents, students, and others who live or work in the district. TSPR has found that these hard-working folks often have known for years what would improve their schools-if only someone would ask. The Comptroller asks.

Since 1991, TSPR has offered more than 3,000 detailed ways to save taxpayers nearly \$341 million in 29 public school districts throughout Texas including Wimberley. And TSPR has accomplished this task without recommending the firing or laying off of a single classroom

teacher.

Districts studied by the TSPR team to date include San Antonio, Richland Springs, San Saba, Cherokee, Lubbock, Victoria, West Orange/Cove Consolidated, Lake Travis, Dallas, Austin, Calhoun County, Midland, Paris, San Marcos Consolidated, Brownsville, Longview, San Angelo, Beaumont, Waco, United in Laredo, Tyler, Houston, Texarkana, Spring, and Corpus Christi, Socorro, Ysleta, and Port Arthur. A review of the Hamilton ISD is under way. Reviews of the El Paso, Mt. Pleasant, and Comal districts are anticipated to begin early in the 1998-99 school year.

In addition, TSPR conducts follow-up reviews in districts that have had at least one year to implement its recommendations. These subsequent reviews indicate that 89 percent of TSPR's combined proposals have been acted upon, saving local taxpayers more than \$80 million during their first years of implementation, with much more in additional savings expected in the following years.

TSPR's work is not a financial audit in the traditional sense. Its purpose is not to uncover financial wrongdoing or potentially criminal activities. Instead, each review tries to show the participating district how it might accomplish more within its existing budget.

For detailed information on any of TSPR's previous reviews, call the Texas School Performance Review toll-free at 1-800-531-5441, extension 5-3676.

Summary Results

Overall, the review team found WISD is a well-run district, particularly in light of its rapid growth. The team found many commendable practices that could be repeated in other school districts across Texas. Charged with finding ways to make a good district better, the team developed 41 recommendations during a five-month review, which ended in June 1998.

The review identified total savings of more than \$1 million that could be realized by the fiscal 2002-03. TSPR's recommendations also identified investment opportunities of \$84,150 in fiscal 1998-99 and total investment opportunities of \$351,150 through fiscal 2003. Cumulative net savings from all recommendations (savings less recommended investments) is projected to reach almost \$656,390 by fiscal 2003.

Implementing recommendations from this report could produce gross savings in the first year of \$154,608. Savings would increase in the second year to almost \$187,608, or 5.4 percent of WISD's administrative budget (total budget minus instructional costs such as teacher salaries and

classroom supplies), or 2.1 percent of WISD's total annual operating budget. The savings opportunities identified in the report are conservative and should be considered the minimum that can be realized if all of TSPR's recommendations are implemented.

The total estimated savings and costs associated with TSPR's recommendations are listed at the end of this summary. While many TSPR recommendations will not have a direct financial impact on the district, they nevertheless can produce important improved policies and practices.

Exemplary Programs and Practices

TSPR identified numerous *best practices* in WISD. Commendations in each chapter highlight model programs, operations, and services provided by WISD administrators, teachers, and staff. Other school districts throughout the state are encouraged to examine these programs and services to see if they may be adapted to meet their own local needs. Notable examples of WISD's *best practices* include the following:

- WISD's school board conducts orderly and efficient meetings following appropriate protocols, and board members work together in an atmosphere of mutual trust and respect.
- The Wimberley community is committed to its school district. WISD enjoys considerable parental involvement as well as financial and volunteer support from business, civic, higher education, and non-profit organizations in and around the Wimberley community.
- Over the last three years, students in WISD are passing the Texas Assessment of Academic Skills (TAAS) and college admissions tests at higher rates, with fewer dropouts, than the region and the state on average.
- Wimberley High School students assemble, rebuild, and install personal computers for WISD as part of an exemplary instructional technology program. Not only are students learning a valuable skill, but the program has resulted in more than \$100,000 in savings to the district for computers, computer repairs, and installations. A related association assembles, upgrades, and repairs computers for the public as well, and profits are used to advance technology education in the district.

- In September 1995, WISD contracted out the management of its custodial, maintenance, and grounds functions to a private contractor, but retained WISD employees. Under its management contract, the vendor uses a computerized work order management system to manage requests for services and periodic satisfaction surveys of teachers and administrators to improve services.
- Student transportation routes are planned manually, primarily because a computerized routing system for a district of this size could be costly. WISD is working with Hays County and the Capital Area Planning Council, however, to develop a cost-effective computerized routing and scheduling using the county's Geographic Information System.
- The district has saved more than \$230,000 over the last four years through an energy management contract to upgrade schools with energy efficient heating and air-conditioning equipment.
- WISD has negotiated a favorable depository agreement with a local bank that waives all monthly service charges, pays a significant interest rate on excess cash held in the bank, and provides checks, deposit slips, and a safety deposit box at no charge.
- WISD is managing its insurance and related risk management functions effectively. The district is providing competitive health plan coverages to employees, has reduced workers' compensation claims through targeted safety training, has an effective emergency preparedness program, and works effectively with the Wimberley Fire Department to educate students in fire safety and ensure that schools comply with fire codes.
- WISD saves administrative time and overhead by delivering merchandise directly to schools instead of operating a central warehouse.
- WISD controls textbook losses by holding students and teachers responsible for textbooks and checking textbook assignments throughout the year.

Chapter by Chapter: Key Findings and Recommendations

District Organization and Management: The district has established an action plan for the future, but much work remains to implement a true strategic planning process. The district's mission should be evaluated and strategic goals set. A strategic planning steering committee made up of district leaders, administrators, and members of the community should be formed. And finally, the district should develop a strategic plan that is monitored and updated annually.

Site-Based Decision-Making: Site-based decision-making (SBDM) is not consistently and effectively implemented across the district. While some schools enjoy tremendous support and participation, others report that it is not working. If SBDM is to become effective across the district, principals, parents, and teachers need additional training to clarify and reinforce their roles and responsibilities.

Communication: An effective communication system is needed among board members, administrators, teachers, students, parents, and the community. Because of WISD's size, a paid position to coordinate district-level communication efforts is not feasible. A committee made up of citizens and district staff with expertise in publications, however, could develop communication strategies and disseminate information to the community. The district also should build upon and foster its community involvement initiatives.

Personnel Management: WISD's teacher turnover rate is high in comparison to its peer districts. Retaining teachers and other qualified employees should be a district priority, beginning with the development of a salary schedule for all employees and annual salary evaluations to ensure that salaries are competitive and attract the most qualified candidates.

Educational Service Delivery: WISD does not have formal curriculum guides for teachers. Teachers and administrators believe this deficiency must be corrected if they are to ensure the state's essential elements are consistently taught in all courses at all grade levels.

Codes of Conduct: WISD has two codes of conduct, a Student Code of Conduct and an Athletic Code of Conduct. WISD should clearly define the intent of each document and the relationship between the two so parents and students clearly understand the district's expectations and the consequences of misconduct.

Alternative Education: WISD's alternative education program is in its infancy, operating with little central support, planning, or resources. The facility is too small, and the process for referring students to the center is inconsistent and heavily weighted toward special education students.

Developing a more structured program will improve the program's effectiveness.

Facilities Use and Management: In a rapidly growing district like WISD, a formal facility planning process that invites broad community participation is critical. Good facility master planning can maximize invested dollars, hold spending to critical needs, and even avert unnecessary capital spending. The district needs a formal long-range master plan that is linked to the overall goals and objectives of the district.

Financial Management: Clear and concise budget information that is tied to the district's goals is critical to the health and well-being of any school district. If WISD is to improve student performance and achieve financial stability, a formal budget calendar and a more useable budget document that is linked to the district's long-range strategic goals is necessary.

Computers and Technology: The already short-staffed Business Office is overburdened because available technology is not being used efficiently. WISD should implement all existing modules of the automated financial accounting system at the school level, with special emphasis on entering payroll information and developing budgets on-line at the schools and electronically forwarding the information to the Business Office.

Purchasing: WISD's purchasing process is manual because the district chose not to buy the financial accounting system's purchasing module. An automated purchasing system could significantly reduce the staff workload, while giving campuses greater control over their purchases and improving the speed in which items are received. A formal procedures manual could ensure that campus personnel understand their roles and responsibilities and that adequate safeguards exist to detect errors in a timely manner.

Contract Services: During 1995-96, WISD contracted out its management of custodial and maintenance services, food services, and its entire transportation operation. Service provided by these companies has been generally good up to this point, but no formal program is in place to monitor and track the contractors' performance nor do the contracts contain performance measures designed to increase revenues, reduce costs, or improve service. Establishing a monitoring system and negotiating contracts tied to performance are in the best interest of the district and the children served.

Safety and Security: WISD has taken numerous steps to ensure the safety and security of students and staff. Accurate security violations reporting and monitoring and a school resource officer program operated in cooperation with the Hays County Sheriff Department, however, could

add a measure of both the prevention and intervention necessary in a fast growing district like WISD.

Savings and Investment Requirements

Implementing many of TSPR's recommendations would result in savings and increased revenue that WISD could use to meet its students' needs. The savings identified in this report are conservative and should be considered minimums.

As shown in **Exhibit 2**, full implementation of the recommendations in this report could produce net savings of \$205,316 over the next two years. WISD could achieve total net savings of almost \$656,390 by 2002-2003 if all of TSPR's recommendations are implemented.

Exhibit 2 Summary of Net Savings

Year	Total
1998-99 Initial Annual Net Savings	\$83,458
1999-00 Additional Annual Net Savings	\$121,858
2000-01 Additional Annual Net Savings	\$142,358
2001-02 Additional Annual Net Savings	\$162,858
2002-03 Additional Annual Net Savings	\$158,858
One Time (Costs) Savings	(\$13,000)
TOTAL SAVINGS PROJECTED FOR 1999-2003	\$656,390

Detailed implementation strategies, timelines, and estimates of fiscal impact follow each recommendation in this report. The implementation section associated with each recommendation highlights a series of actions needed to achieve results. Some recommendations 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

these recommendations, develop an implementation plan, and monitor subsequent progress. As always, TSPR is available to help implement its proposals

Exhibit 3 Fiscal Impact of Recommendations

		Annual (Costs) or Savings/Revenue					Total 5-year	One-Time
		1998-99	1999-2000	2000-01	2001-02	2002-03	(Costs)or Savings	(Costs)or Savings
Chapter 1: District Organization and Management								
1	Board members should attend required continuing education workshops to further improve their understanding of school district governance and administration issues. pg. 19	\$0	\$0	\$0	\$0	\$0	\$0	
2	Develop a summary-level, user-friendly executive reporting format to present financial, management, and program-related information to the board. pg. 21	\$0	\$0	\$0	\$0	\$0	\$0	
3	Develop a	\$0	\$0	\$0	\$0	\$0	\$0	

	comprehensive strategic planning process that reflects WISD's goals, objectives and strategies. pg. 29							
4	Require mandatory SBDM training for principals and CEIC members and clarify and reinforce their roles and responsibilities. pg. 35	(\$1,200)	(\$1,200)	(\$1,200)	(\$1,200)	(\$1,200)	(\$6,000)	
5	Establish a community involvement initiative under the leadership of the superintendent to strengthen communications among the board, the district, and the public, as well as build on and encourage ongoing community support. pg. 43	(\$7,500)	(\$7,500)	(\$7,500)	(\$7,500)	(\$7,500)	(\$37,500)	
6	Institute a process for retaining qualified teachers. pg. 49	\$0	\$0	\$0	\$0	\$0	\$0	

7	Develop a salary schedule for all employees, conduct an annual salary comparison study, and determine if salary schedules should be adjusted. pg. 51	\$0	\$0	\$0	\$0	\$0	\$0	
8	Maintain automated or scanned files of qualified applicants only and archive all others. pg. 53	\$0	\$0	\$0	\$0	\$0	\$0	
9	Ensure that all employees receive annual performance evaluations. pg. 54	\$0	\$0	\$0	\$0	\$0	\$0	
10	Assess the quality and need for specific staff development programs. pg. 58	\$0	\$0	\$0	\$0	\$0	\$0	
	Totals-Chapter 1	(\$8,700)	(\$8,700)	(\$8,700)	(\$8,700)	(\$8,700)	(\$43,500)	\$0

Chapter 2: Educational Service Delivery and Performance Measures

		Annual (Costs) or Savings/Revenue					Total 5-year	One-Time
		1998-99	1999-2000	2000-01	2001-02	2002-03	(Costs)or Savings	(Costs)or Savings
11	Develop formal	(\$21,900)	\$0	\$0	\$0	(\$4,000)	(\$25,900)	

	development for the district's GT program. pg. 84							
15	Monitor growth of WISD's student population who have limited English proficiency to determine the threshold at which a formal bilingual program should be established. pg. 85	\$0	\$0	\$0	\$0	\$0	\$0	
16	Hire a districtwide technology specialist to support the districts instructional and administrative technology. pg. 89	(\$39,550)	(\$39,550)	(\$39,550)	(\$39,550)	(\$39,550)	(\$197,750)	
17	Revise the Student and Athletic Codes of conduct to clearly define the intent of each document and the relationship between the two documents. pg. 94	\$0	\$0	\$0	\$0	\$0	\$0	
18	Develop a structured alternative	\$0	\$0	\$0	\$0	\$0	\$0	

	education program that complies with the provisions of the Texas Education Code and WISD's Student Code of Conduct. pg. 96							
19	Ensure accurate reporting of security violations, and establish critical thresholds at which additional safety and security measures will be needed. pg. 100	\$0	\$0	\$0	\$0	\$0	\$0	
20	Establish an SRO program in cooperation with the Hays County Sheriff's Office to enhance safety and security at WISD schools. pg. 101	\$0	(\$16,500)	(\$16,500)	(\$16,500)	(\$16,500)	(\$66,000)	
	Totals-Chapter 2	(\$62,450)	(\$57,050)	(\$57,050)	(\$57,050)	(\$61,050)	(\$294,650)	\$0

Chapter 3: Administrative Support Services

	Annual (Costs) or Savings/Revenue					Total 5-year	One-Time
	1998-99	1999-2000	2000-01	2001-02	2002-03	(Costs)or Savings	(Costs)or Savings

21	Develop a formal budget calendar outlining major tasks, timelines, and responsibilities in the budget development process. pg. 110	\$0	\$0	\$0	\$0	\$0	\$0	
22	Develop a formal budget document that is useful as a financial management and operations tool and link budget priorities to a district long-range strategic plan. pg. 112	\$0	\$0	\$0	\$0	\$0	\$0	
23	Invest excess funds in the highest yielding investments possible. pg. 115	\$12,199	\$12,199	\$12,199	\$12,199	\$12,199	\$60,995	
24	Centralize the accounting and control of student activity funds. pg. 116	\$0	\$0	\$0	\$0	\$0	\$0	
25	Establish a district policy to increase tax collections and reduce delinquencies. pg. 120	\$98,300	\$98,300	\$98,300	\$98,300	\$98,300	\$491,500	
26	Tax all fixed	\$0	\$0	\$0	\$0	\$0	\$0	

	assets using room location codes to improve inventory control and reduce loss. pg. 123							
27	Purchase the automated purchase order module and process purchase orders on-line and through the Internet. pg. 134	\$0	\$0	\$0	\$0	\$0	\$0	(\$5,000)
28	Develop and implement a written procedures manual for purchasing. pg. 136	\$0	\$0	\$0	\$0	\$0	\$0	
29	Implement all available modules of the automated financial accounting system at the school level. pg. 142	\$0	\$0	\$0	\$0	\$0	\$0	(\$3,000)
30	Expand the technology committee to include community representatives and modify the technology plan to include responsibilities	\$0	\$0	\$0	\$0	\$0	\$0	

	eligible students for the free and reduced-price program and process all applications at the central office. pg. 184							
39	Continuously monitor student discipline-related incidents on contractor-operated buses to ensure compliance with the terms of the transportation agreement and make incident reports available to the public on a monthly basis. pg. 193	\$0	\$0	\$0	\$0	\$0	\$0	
40	Monitor and track the performance of the transportation contractor. pg. 194	\$0	\$0	\$0	\$0	\$0	\$0	
41	As contracts expire or come up for renewal, link performance measures to annual increases in compensation. pg. 205	\$0	\$0	\$0	\$0	\$0	\$0	

	Totals-Chapter 4	\$23,609	\$36,109	\$36,109	\$36,109	\$36,109	\$168,045	(\$5,000)
	TOTAL SAVINGS	\$154,608	\$187,608	\$208,108	\$228,608	\$228,608	\$1,007,540	\$0
	TOTAL (COSTS)	(\$71,150)	(\$65,750)	(\$65,750)	(\$65,750)	(\$69,750)	(\$338,150)	(\$13,000)
	TOTAL NET SAVINGS (COSTS)	\$83,458	\$121,858	\$142,358	\$162,858	\$158,858	\$669,390	(\$13,000)

5 Year Gross Savings	\$1,007,540
5 Year Costs	(\$351,150)
Grand Total	\$656,390

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

A. Governance

Under Texas Education Code (Education Code) Section 11.151(b), the board of trustees of a Texas independent school district is a *corporate body*, elected by the public with the "*exclusive power and duty to oversee the management of the public schools of the district.*" The board, as a legal agent of the State of Texas, derives its status from the Texas Constitution and the Legislature. It must function in accordance with applicable state and federal statutes, as well as regulations interpreting those statutes and relevant court decisions. Specific powers granted to the board under the Education Code include the power and duty to:

- Adopt rules and bylaws necessary to govern and oversee management of the public schools of the district.
- Acquire and hold real and personal property, sue and be sued and receive bequests and donations and other money or funds.
- Dispose of property no longer necessary for the operation of the school district.
- Levy and collect taxes; issue bonds, including determining the rate of tax to be levied within the dollar limits voted and specified by law (in instances when a specific tax rate has not been adopted at an election authorizing a tax).
- Adopt and file a budget for the next fiscal year and file a report of disbursements and receipts for the preceding fiscal year.
- Ensure district accounts are annually audited at district expense by a certified public accountant following the close of each fiscal year.
- Approve a district-developed plan and campus-level plan for site-based decision-making (SBDM) and provide for implementation.
- Publish an annual report describing the district's educational performance, including campus performance objectives and the progress of each campus toward the objectives.
- Adopt policies providing for the employment and duties of district personnel.

Through its governance, a school board is ultimately responsible for the welfare and effectiveness of its school district. In *The Board Member's Guide to Strategic Planning*, authored by Fisher Howe in 1997, education consultant James Wickenden describes exemplary governance in his view of a school board's responsibility: "...The best boards are constructive agents for change. They anticipate future demands and require the school's employees to meet them. They ask hard questions; they challenge the status quo.

They set broad policies to accomplish the stated mission and then demand evidence that the policies are being followed..." In short, a school board is accountable to parents, taxpayers, and the community for the district's effectiveness and efficiency.

CURRENT SITUATION

WISD's Board of Trustees (board) consists of seven members, elected at-large, serving alternating three-year terms. At each election, either two or three board members are elected, depending on the number required to complete a board of seven members.

The current configuration of the board is listed in **Exhibit 1-1** and is based on the results of the May 2nd election.

Exhibit 1-1
WISD Board of Trustees
1998-99

Name	Title	Term Expires	Years of Service as of 6/8/98	Occupation
Tim Thompson	President	1999	2	Nurseryman
Laurel Gold	Vice President	2000	10	Secretary
Neal Mallard	Secretary	1999	2	Business Owner
Steve Stanfield	Member	1999	2	Optometrist
Basil Lombardo	Member	2000	1	Data Processing Manager
Gary Pigg	Member	2001	Newly Elected	Business Owner
Michal Rosenberger	Member	2001	Newly Elected	Education Consultant

Source: WISD Office of the Superintendent

Board meetings are held on the second Monday of each month. Regular meetings are held at 7 p.m. in

the boardroom of the Central Administration Building. The public is welcome to attend all meetings, and citizens wishing to address the board may speak on issues related to any agenda item, other than personnel-related matters, which are usually discussed in executive session. The public forum section of the agenda has a 30-minute allotment, during which speakers have a maximum of five minutes each to address the board.

The agenda for board meetings is developed from a variety of sources including: items presented by the superintendent from a cumulative list of issues requiring discussion in future board meetings; input from the superintendent's administrative team; and suggestions by board members. The superintendent reviews all agenda items with the board president before finalizing the agenda. The deadline for finalizing the agenda is 12:00 noon on Wednesday before the regular Monday board meeting. This is done to ensure that the agenda is completed in time to meet the deadline for publishing the notice in the Saturday edition of the *Wimberley View* and *Valley News Dispatch*, thereby fulfilling the 72-hour notice requirement. A formal notice of the regular board meeting also is posted on the door of WISD's administration building the same day the agenda is finalized.

Board meeting agenda packets containing supporting materials for the board meeting are completed and ready for board members to pick up by Thursday afternoon of the week before the board meeting. Board members have an opportunity to read the agenda material between Thursday and Sunday, and are encouraged to call the superintendent before the Monday night board meeting if they have questions about specific agenda items.

The superintendent's secretary prepares the official minutes of open sessions. The board secretary, along with the superintendent and other board members, review the official minutes of all meetings for accuracy and completeness before approval. Minutes for executive sessions are recorded by the board secretary and sealed.

FINDING

Members of the review team interviewed each of WISD's board members to obtain their perception of the overall atmosphere of trust, respect, and cooperation among board members. A majority of board members told the TSPR review team there is mutual trust and respect among board members, and each said the board works well together. Board members also said trust, respect, and cooperation among board members extends to the superintendent and administration.

COMMENDATION

The board works well together in an atmosphere of mutual trust and respect.

FINDING

Based on interviews with board members, the TSPR review team found that communication between the superintendent and board members is good. All seven board members who were interviewed told members of the review team the superintendent communicates effectively with the board through written or verbal updates between board meetings and about critical issues affecting the district.

COMMENDATION

The superintendent and board have a good working relationship exemplified by open lines of communication.

FINDING

A member of the TSPR review team attended WISD's regular board meeting held on February 9, 1998 to observe how board meetings are conducted. Based on the review team's observations, board meetings are conducted in an orderly fashion in accordance with *Robert's Rules of Order*. The board president was clearly in control of the meeting but allowed each board member an opportunity to discuss action items before voting. For example, action items were presented with an appropriate motion and second before board member discussion. When discussion ended, the board president called for the vote in accordance with *Robert's Rules of Order*. After the vote was taken, the action item that passed was not subsequently discussed. Since the Texas School Performance Review program began, the TSPR review team has reviewed school districts in which board presidents with limited knowledge of *Robert's Rules of Order* tended to allow discussion of an action item to continue even after the board had voted on an item, which does not facilitate orderly and efficient school board meetings. This was not the case in the meeting TSPR attended.

COMMENDATION

WISD's board conducts orderly and efficient meetings, following appropriate rules and protocols for conducting open board meetings.

FINDING

The State Board of Education (SBOE) establishes minimum continuing education requirements for both new and experienced school board members. The Regional Educational Service Center (RES-C) XIII registers continuing education providers, or the local district provides the necessary training.

Under Texas Administrative Code Section 61.1, Continuing Education for School Board Members (effective March 1, 1996), new board members are required to attend a minimum of 16 hours of continuing education, plus local district orientation. Experienced board members are required to attend a minimum of 11 hours of continuing education each year. Moreover, at least three hours of continuing education must be received in "Team-building Session/Assessment of the Continuing Education Needs of the Board-Superintendent Team" to determine the types of continuing education necessary to improve board-superintendent relations and improve the overall governance of the school district. According to the director of Continuing Education at the Texas Association of School Boards (TASB), a board president is supposed to announce during a regular board meeting, two months before board election are held, the number of continuing education hours each board member has taken for that year.

WISD's board policies are clear about training requirements for board members. Local policy BBD, issued on April 10, 1996 with TASB Update 51, specifically states that each board member must complete any training required by SBOE and outlines the training requirements outlined in the Texas Administrative Code.

An examination of training hours captured in the TASB Board Member Training Report, Summary of Credit Hours, RESC XIII, and Texas Education Agency professional development certificates shows that two of five experienced board members met the continuing education requirements. One member attended one hour of training from March 1, 1996 through January 15, 1998. Neither of the new board members attended the 16 hours of continuing education required under the law. TSPR found that the majority of board members understand their respective roles and responsibilities. While the more experienced board members appear to understand their role as policy-makers, some of the less experienced board members are still learning. Some board members have not attended a sufficient amount of board training that would better prepare them in their roles as board members.

TSPR also reviewed the minutes of WISD's regular board meeting held on March 9, 1998, during which the board president issued the call for election of board members and reported the names of each board member and the number of hours of continuing education training received since May 3, 1997. The minutes show two of the experienced board members had not attended the 11 hours of continuing education required under the law.

Recommendation 1:

Board members should attend required continuing education workshops to further improve their understanding of school district governance and administration issues.

At a minimum, experienced board member should attend 11 hours of continuing education workshops over a 12-month period to achieve compliance with both district policy and state law; new board members should attend 16 hours of training.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The board president assigns the superintendent the responsibility for collecting information related to board training opportunities.	August 1998
2. The superintendent communicates monthly to the board president information on training opportunities available for board members.	Each month
3. Board members attend training sessions relevant to school district governance and other topics of interest.	Ongoing

FISCAL IMPACT

The district included \$5,020 in its 1997-98 budget for board of trustees' expenses, including board travel

and training, which should be sufficient to allow all board members to attend the minimum hours of required training, as well as other training.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

TSPR team members reviewed, in detail, information included in agenda packets prepared for the board before each regular meeting. Based on this review, the review team found that financial information included in the agenda packets is limited to a list of checks issued, by vendor, for the previous month and an account summary, by fund, for accounts payable, payroll, and investments. **Exhibit 1-2** presents a replica of the actual account summary shown on page 32 of WISD's agenda packet for the February 9, 1998 regular board meeting.

Exhibit 1-2
Account Summary Page from WISD's Agenda Packet
February 9, 1998 Regular Board Meeting
ACCOUNT SUMMARY

<u>Accounts Payable</u>	
199 General Fund	\$139,928.83
240 Food Service Fund	14,917.48
207 Goals 2000	2,374.74
411 Tech. Allotment	2,113.80
210 Math/Sci. Grant	39.00
211 Title I	401.85
204 Drug Free Schools	220.80
699 Building Fund	2,518.00
	\$162,514.50
<u>Payroll</u>	
199 General Fund	\$471,573.82
240 Food Service Fund	12,546.47
207 Goals 2000	39.02
211 Title I	3,472.19

244 Fed. Voc. Const.	667.15
	\$488,298.65
To Investment Checking from General Checking	\$2,000,000.00
Total disbursement by check.	\$2,650,813.15

Source: Reproduced from board agenda packet for WISD Board of Trustees Meeting, February 9, 1998.

Exhibit 1-2 shows the financial information presented is limited to disbursements from the district's checking accounts for accounts payable, payroll, and investments. Descriptions of items are not complete, and the reader may be confused by the abbreviations. Moreover, the agenda packet contains no comparative *budgeted* to *actual* data, nor information related to the status of the district's investments or debt, which is essential to making sound management decisions.

The business manager told TSPR that a Revenue and Expenditure Report and a cash balance for all checking accounts are provided to the board each month as an addendum to financial information included in the agenda packet. The business manager also said quarterly investment reports are provided to the board at regular meetings each quarter. TSPR reviewed a copy of the revenue and expenditure report for the period ending February 28, 1998 and report of unreconciled cash balances as of January 31, 1998 noting the following:

- The revenue report included columns for cash received to date, accounts receivable, total revenue, budgeted revenue, and budget balance remaining. The report did not include comparisons of current year's actual revenue to prior periods.

- The expenditure report included columns for expenditures to date, disbursements, payables, encumbrances, budgeted expenditures, and budget balance remaining. The report did not include comparisons of current year's actual expenditures to prior periods.
- The report of unreconciled cash balances included beginning balances, total deposits, total disbursements, and ending balances for the general, investment, interest and sinking fund, and building accounts.

Although the agenda packet includes monthly student enrollment data by grade and campus, no comparisons are made to enrollment for the same period in the previous years to determine variances and review trends.

Some board members told the TSPR review team that board agenda packets contain too much financial and administrative data and do not focus enough on educational program performance data. Others said program reporting needs improvement, especially in the areas of reading, mathematics, and language arts.

Recommendation 2:

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

Because of the size of WISD, executive level reports need not be extensive, but should provide basic summary-level financial and program-related information to facilitate efficient decision-making by the board. **Exhibit 1-3** presents examples of summary-level executive reports that will be useful to the board and administration in three essential areas, regardless of the size of a school district: (1) budget control, (2) financial management; and (3) education program performance.

**Exhibit 1-3
Examples of Summary-Level Executive Management Reports**

Report Title and Responsibility	Sample Contents and Frequency (Monthly, Quarterly, or Annually)
Budget Control <i>Business Manager</i>	<ul style="list-style-type: none"> • Summary of departmental and school budgets by function, with columns for prior year actual amounts, adopted budget, revised budget, projected balance at year end and associated variances (Annually). • Comparison of budgeted to actual revenue by fund and expenditures by function and associated variances (Monthly). • Notes explaining significant variances in the above categories.

<p>Financial Management <i>Business Manager</i></p>	<ul style="list-style-type: none"> • Revenue and expenditure data showing columns for current and prior year actual amounts for similar periods (Monthly). • Bar graphs and pie charts depicting comparative revenue and expenditure information (Monthly). • Administrative cost ratios, cost per student, transportation costs per mile, food and labor cost per meal, etc., compared to prior years (Annually). • Reconciliation of fund balance, including specific items increasing or decreasing fund balance (Monthly). • Actual excess cash invested monthly and year-to-date compared to similar period in prior year (Monthly). • Year-to-date investments by type of investment instrument, including market value, yields, and scheduled maturity (Quarterly). • Outstanding debt, including principal and interest payments (Annual). • Notes explaining significant variances in any of the above categories.
<p>Education Program Performance <i>Program Directors and Principals</i></p>	<ul style="list-style-type: none"> • Summary of monthly grant activity, including number and dollar value of grants submitted, number and dollar value of grants awarded, and the ratio of grants awarded to grants submitted-all compared to prior years (Monthly). • Comparative data related to performance such as annual graduation rates, dropout rates, and TAAS test scores by school (Annual). • Comparative funding of specific education programs between fiscal years (Compensatory Education, Gifted and Talented, Career and Technology) (Annual). • Actual vs. planned performance, with accompanying notes explaining significant variances between planned and actual performance (Annual).

Source: Developed by Empirical Management Services

These reports can be prepared from data captured by the district's computer system, or by the business manager, principals, or program directors. In those instances in which student performance data must be

accumulated, templates could be developed to facilitate compiling the data and summarizing it in an executive-level report.

Exhibits 1-4 through 1-7 illustrate executive-level reporting formats that could be used by WISD.

Exhibit 1-4
WISD Sample Statement of Operations
September 1, 1996 through August 31, 1997

General Operating Fund

	1996-97 Budget	1996-97 Actual	Percent of Budget	1995-96 Budget	1995-96 Actual	Percent of Budget	Budget Over/ (Under)	Percent Change 1996- 97	Actual Over/ (Under)	Percent Change 1996- 97
Revenues:										
Local/Intermediate Sources	\$5,279,400	\$5,627,358	107%	\$4,691,646	\$4,967,994	106%	\$587,754	13%	\$659,364	13%
State Program	2,111,572	2,038,114	97%	2,055,471	1,919,488	93%	56,101	3%	118,626	6%
Total Revenues	\$7,390,972	\$7,665,472	104%	\$6,747,117	\$6,887,482	102%	\$643,855	10%	\$777,990	11%
Expenditures										
Instructional										
Compensation	\$4,089,072	\$3,768,107	92%	\$3,671,946	\$3,761,501	102%	\$417,126	11%	\$6,606	0%
Services	103,550	177,323	171%	172,798	126,792	73%	(69,248)	-40%	50,531	40%
Supplies	171,125	265,984	155%	259,196	169,056	65%	(88,071)	-34%	96,928	57%
Capital Outlay	76,583	132,992	174%	129,598	42,264	33%	(53,015)	-41%	90,728	215%
Other	35,095	88,661	253%	86,398	126,792	147%	(51,303)	-59%	(38,131)	-30%
Total	\$4,475,425	\$4,433,067	99%	\$4,319,937	\$4,226,405	98%	\$155,488	4%	\$206,662	5%
Administrative										
Compensation	\$999,510	\$982,521	98%	\$967,100	\$766,162	79%	\$32,410	3%	\$216,359	28%
Services	233,285	182,468	78%	179,604	104,953	58%	53,681	30%	77,515	74%
Supplies	100,325	112,288	112%	110,526	62,972	57%	(10,201)	-9%	49,316	78%
Capital Outlay	22,100	56,144	254%	55,263	31,486	57%	(33,163)	-60%	24,658	78%
Other	104,365	70,180	67%	69,079	83,963	122%	35,286	51%	(13,783)	-16%

Total	\$1,459,585	\$1,403,601	96%	\$1,381,571	\$1,049,536	76%	\$78,014	6%	\$354,065	34%
All Other Expenditures										
Compensation	\$398,272	\$647,906	163%	\$375,151	\$357,877	95%	\$23,121	6%	\$290,029	81%
Services	983,501	777,487	79%	450,181	560,673	125%	533,320	118%	216,814	39%
Supplies	63,000	129,581	206%	75,030	107,363	143%	(12,030)	-16%	22,218	21%
Capital Outlay	89,000	55,535	62%	32,156	23,858	74%	56,844	177%	31,677	133%
Other	255,859	166,604	65%	96,467	143,151	148%	159,392	165%	23,453	16%
Total	1,789,632	1,777,113	99%	1,028,985	1,192,922	116%	760,647	74%	584,191	49%
Total Expenditures	\$7,724,642	\$7,613,781		\$6,730,493	\$6,468,863		\$994,149		\$1,144,918	
Net Revenues	(\$333,670)	\$51,691		\$16,624	\$418,619					
Other Resources (Uses)	(27,128)	(20,464)		258,200	276,564					
Change to Fund Balance	(360,798)	31,227		274,824	695,183					
Beginning Fund Balance	2,865,778	2,994,453		2,590,954	2,299,270					
Ending Fund Balance	\$2,504,980	\$3,025,680		\$2,865,778	\$2,994,453					

Source: WISD, developed by Empirical Management Services for sample purposes only

* Explanatory Notes: This section will contain notes explaining unusual variances.

Exhibit 1-5
WISD Sample Administrative Cost Comparison
September 1, 1996 through August 31, 1997
General Operating Fund

	1006_07	1006_07	1005_06	1005_06
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	Budget	Actual	Budget	Actual
Administrative Cost Calculation				
Total Instructional Costs	\$4,836,490	\$4,591,290	\$4,481,061	\$4,376,289
Total Administration	\$861,557	\$835,453	\$657,686	627,222
WISD Administrative Cost Ratio	17.8%	18.2%	14.68%	14.3%
State Standard Administrative Cost Ratio	14.01%	14.01%	14.01%	14.01%
Difference from State Standard (Percent)	3.79%	4.19%	.67%	.29%
Difference from State Standard (Dollars)	\$183,965	\$192,213	\$29,889	\$14,104

Description of Functions:

Instructional	Administration
1996-97	1996-97
11 Instruction 12 Media Services 13 Curriculum Development 31 Counseling	23 Campus Administration 41 General Administration
1995-96	1995-96
11 Classroom Instruction 12 Library/Resource Media 13 Instructional Staff Development 31 Counseling	21 Instructional Administration 41 General Administration

Source: WISD, developed by Empirical Management Services

Explanatory Notes or Comments:

This section will contain notes and comments related to administrative costs.

**Exhibit 1-6
WISD Sample Presentation of Student Data
Sample for Jr. High School**

Student Data (1997-98)					
Total Enrollment	286	Special Education	2%		
Ethnicity		At-Risk	43%		
Anglo	93%	Mobility Rate	23%		
Hispanic	5%	Attendance Rate	95%		
African American	2%	Dropout Rate (Gr. 7-8)	0%		
Free/Reduced Lunch	36%	Honors Classes	13%		
Grades Served: 7-8					
Student Achievement Data (1996-97 TAAS) Percent Meeting Minimum Expectations					
Grade	Reading	Math	Writing	Science	Social Studies
7	96.5%	90.6%	*	*	*
8	97.1%	92.3%	91.5%	97.1%	91.4%

Source: WISD, developed by Empirical Management Services; percentages presented as samples only and may not reflect actual data

* Not tested

**Exhibit 1-7
WISD Sample Grant Activity Report
Month Ended August 31, 1997**

	Year-to-Date Activity through August 31, 1997						Year-to-Date Activity through August 31, 1996			
	Grant Applications		Grant Awards		Percent Awarded		Grant Awards		Percent Awarded	
School	No.	Dollars	No.	Dollars	No.	Dollars	No.	Dollars	No.	Dollars
Scudder	6	\$100,000	2	\$40,000	33%	40%	2	\$50,000	50%	35%
Bowen	4	150,000	1	60,000	25%	40%	1	20,000	20%	25%
Danforth	7	225,000	3	100,000	43%	44%	3	75,000	33%	40%
WHS	5	300,000	2	100,000	40%	33%	0	0	0%	0%
Admin.	3	80,000	1	25,000	33%	31%	2	40,000	66%	56%
Total	25	\$855,000	9	\$325,000	36%	38%	8	\$185,000	42%	44%

Source: Developed by Empirical Management Services; amounts are samples only and do not agree to with WISD data

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The board identifies critical management information it needs and designates the type, format, and content of executive management reports.	September 1998
2. The assistant superintendent and business manager, in cooperation with the superintendent, create drafts of the desired reports for the board's review.	October - November 1998
3. The board suggests appropriate revisions; the draft management reports are finalized by the assistant superintendent and business manager.	November - December 1998
4. The superintendent begins submitting executive-level management reports to the board each month.	January 1999 and each month thereafter

FISCAL IMPACT

This recommendation can be implemented using existing resources. The executive-level reports can be prepared from existing detail reports using personal computer-based software for electronic spreadsheets.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

B. Planning

Fisher Howe underscores the reason for planning in *The Board Member's Guide to Strategic Planning*: "...In the simplest terms, an organization undertakes strategic planning to reaffirm or to modify its mission-why it exists, what its purpose is, and what it now does-and to agree on its vision-what it wants to be and do in the coming years. Proper planning establishes both a vision and mission, identifies goals and objectives, sets priorities, identifies ways to complete the mission, and determines performance measures and benchmarks to achieve goals and objectives. In its purest sense, planning anticipates the outcome of decisions, indicates possible financial consequences of alternatives, focuses on educational programs and methods of support, and links student achievement to the cost of education."

FINDING

WISD has no formal strategic planning process, however, in September 1997 the district began to lay the groundwork for developing a formal strategic planning process. Initial planning efforts focused on brainstorming sessions with the board, superintendent, and community to identify and prioritize specific facility needs. In a follow-up planning session, the board and administration discussed specific education program needs to be included in district improvement plans, along with future personnel and technology needs. Each of these sessions was held at the boardroom in the administration building. The board president led the sessions, and each board member presented issues each felt were priorities in each area. From the planning session, the board developed prioritized action steps. **Exhibit 1-8** summarizes prioritized action steps established by the board and administration during each planning session.

Exhibit 1-8
Prioritized Action Steps Resulting from WISD's Planning Sessions

Type of Planning Session	Prioritized Action Steps From Session
Facilities Planning	

<p>(Initial Session)</p>	<ul style="list-style-type: none"> • <i>Add more classroom space to Wimberley High School.</i> • <i>Add more classrooms and cafeteria space to Bowen Intermediate School.</i> • Create activity fields at Wimberley High School. • Resurface the track. • Create a location for secondary choral programs and add soundproofing for the high school band hall. • Replace the gymnasium floor at Danforth Jr. High School. • Add seating and restrooms to the high school stadium. • Build tennis courts. • Provide lights and restrooms at the softball field. • Remodel the upstairs gymnasium area and dressing rooms at Danforth Jr. High School • Resurface the parking lot for the administration building. • Add parking and landscaping at Wimberley High School.
<p>Personnel and Program Planning</p> <p>(Follow-up Session)</p>	<ul style="list-style-type: none"> • <i>Create a districtwide position to coordinate curriculum and technology-related initiatives.</i> • <i>Expand the Reading Recovery Program at Scudder Primary School by adding one teacher.</i> • Include Spanish instruction at the elementary level. • Provide additional and varied computer and technology equipment and instruction at all grade levels. • Provide distance learning opportunities. • Develop a secondary choral music program.

	<ul style="list-style-type: none"> • Create positions for a computer network technician, a medical/clerical position at Danforth Jr. High, and an additional clerical position to assist with business office operations. • Add an additional foreign language at Wimberley High School. • Use district facilities to offer classes to the community. • Add soccer as a UIL sport when WISD reaches the 4-A enrollment level. • Add an art course to curriculum at Scudder Primary School and an auto mechanics course to the district's Career and Technology program offerings.
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Source: WISD Superintendent's Office

Note: Bold Italics indicate top priorities

Additionally, the board has contracted with a firm to conduct a demographic study to look at enrollment trends to begin planning for such issues as future growth and educational programs.

COMMENDATION

The board and superintendent have taken initial steps to create prioritized action steps for the district.

FINDING

A comprehensive strategic planning process begins with establishing a shared vision and values for the school district, evaluating its existing mission as it relates to the vision, revising the mission if necessary, and developing broad goals and objectives for achieving the mission. The action steps established by the board are good in themselves, but they do not speak to the broader issues such as "Why does the district exist?" "What does the board want the district to become in the future?" and "How will the district get there?"

WISD's mission statement reads: *"...It is the responsibility of the Wimberley ISD and the Wimberley community to provide an academic climate where all students are valued and taught according to their needs so they can achieve their highest potential..."* Although the district has a

mission statement and the board has taken the initial steps by developing prioritized action steps, it has not established a shared vision and values for the district, nor has it re-evaluated its mission to lay the foundation for what it thinks the district should become in the future. Moreover, the board has not defined broad, strategic goals linked to the district's mission to enable the district to achieve its vision.

Generally, the vision, values, mission, and related goals are molded and agreed to by board members and the superintendent. Data collection and analysis, identifying critical strategic issues, and developing and prioritizing specific action plans are steps that logically occur after the board has completed its retreat.

Although the board's planning sessions have been open to the public, most board members told the TSPR review team that they've received little community input in the planning process.

In a search for best practices, the TSPR review team found that Spring ISD uses a comprehensive planning and management system to establish a clear direction for the district; build support for and concentrate resources on district priorities; assist the district in accomplishing objectives; and provide valid information for decision-making. Spring ISD's strategic planning process is directed by the board and begins with the formation of a steering committee to develop a draft of the district's *Five-Year Education Plan*. The plan is the result of a collaborative effort involving input from teachers, administrators, parents, students, and community members. Surveys and interviews are used extensively to gather perceptions and information critical to developing a comprehensive strategic plan. Once an outside expert compiles the survey results, the district breaks down the results by each functional area and by each area within the instructional program. Based upon the results, a series of task groups are recommended by the steering committee to the superintendent and board to evaluate the issues and recommended performance measures. The task groups are composed of community members, parents, teachers, and administrators, with a district administrator serving as chair and providing clerical support. The task groups meet and develop districtwide priorities to be presented to the board and recommend action steps and performance measures for the coming year to guide district staff members and give the board a means of measuring success. Each year, the plan is updated and adjusted to reflect the results of the prior year's efforts. The board reviews the updates annually, adopts objectives for the upcoming year, and allocates budget resources based on current year's priorities.

Recommendation 3:

Develop a comprehensive strategic planning process that reflects

WISD's goals, objectives, and strategies.

Building on its long-range planning efforts to date, WISD should take the next step and set up a steering committee to allow the board, superintendent, school administrators, teachers, students, and community members to lead a collaborative strategic planning initiative for the district. The efforts of the steering committee will produce a comprehensive strategic plan complete with input from all the district's stakeholders.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. Schedule a retreat for the board and superintendent to develop a shared vision and values, evaluate the district's mission, and develop strategic goals for the district.	September 1998
2. The board president requests the names of potential members of the strategic planning steering committee from board members and the superintendent.	October 1998
3. The board reviews the names recommended for the committee and ensures that the district and all segments of the WISD community are represented including board members, central administrators, principals, teachers, parents, members of Campus Educational Improvement Committees, members of the community at large, and business people.	October 1998
4. The board approves the composition of the district's strategic planning steering committee.	November 1998
5. The steering committee elects a chairperson (preferably a member of the community) and co-chairperson (preferably a district administrator).	November 1998
6. The board president gives the committee its charge and outlines the goals agreed to during the strategic planning session.	November 1998
7. The strategic planning steering committee uses surveys, interviews, and public meetings to gather perceptions and information necessary to develop a comprehensive strategic plan.	November 1998 - January 1999
8. The strategic planning steering committee creates subcommittees by functional area and groups the results of surveys, interviews, and public meetings by each area.	January 1999
9. The subcommittees develop districtwide priorities, recommended action plans, timelines, and performance measures and prepare an initial draft of the strategic plan.	January - March 1999

10. The strategic planning steering committee presents the initial draft of the strategic plan to the board for review and comments.	April 1999
11. The subcommittees revise the initial draft to include the board's comments.	May 1999
12. The board approves the strategic plan.	June 1999
13. The superintendent and board monitor and update the strategic plan.	August 1999 and each year thereafter

FISCAL IMPACT

This recommendation can be implemented with existing resources. The surveys can be completed and tabulated by volunteers from the community.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

C. District and School Management

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

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

Section 11.253(a) of the Texas Education Code requires *"each school district to maintain current*

policies and procedures to ensure that effective planning and site-based decision-making occur at each campus to direct and support the improvement of student performance."

The 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) 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 populations."* 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) 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 (dropout rates, percentage of graduating students who meet course requirements established for a recommended high school program, results of Scholastic Aptitude Test)."*

Every two years, the law requires each school district to evaluate the 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 to be performed to ensure that district policies, procedures, and staff-development activities are effectively structured to boost student performance.

Site-based decision-making has provided a way for teachers, parents, and community members to help central and campus administrators make decisions about improving student performance.

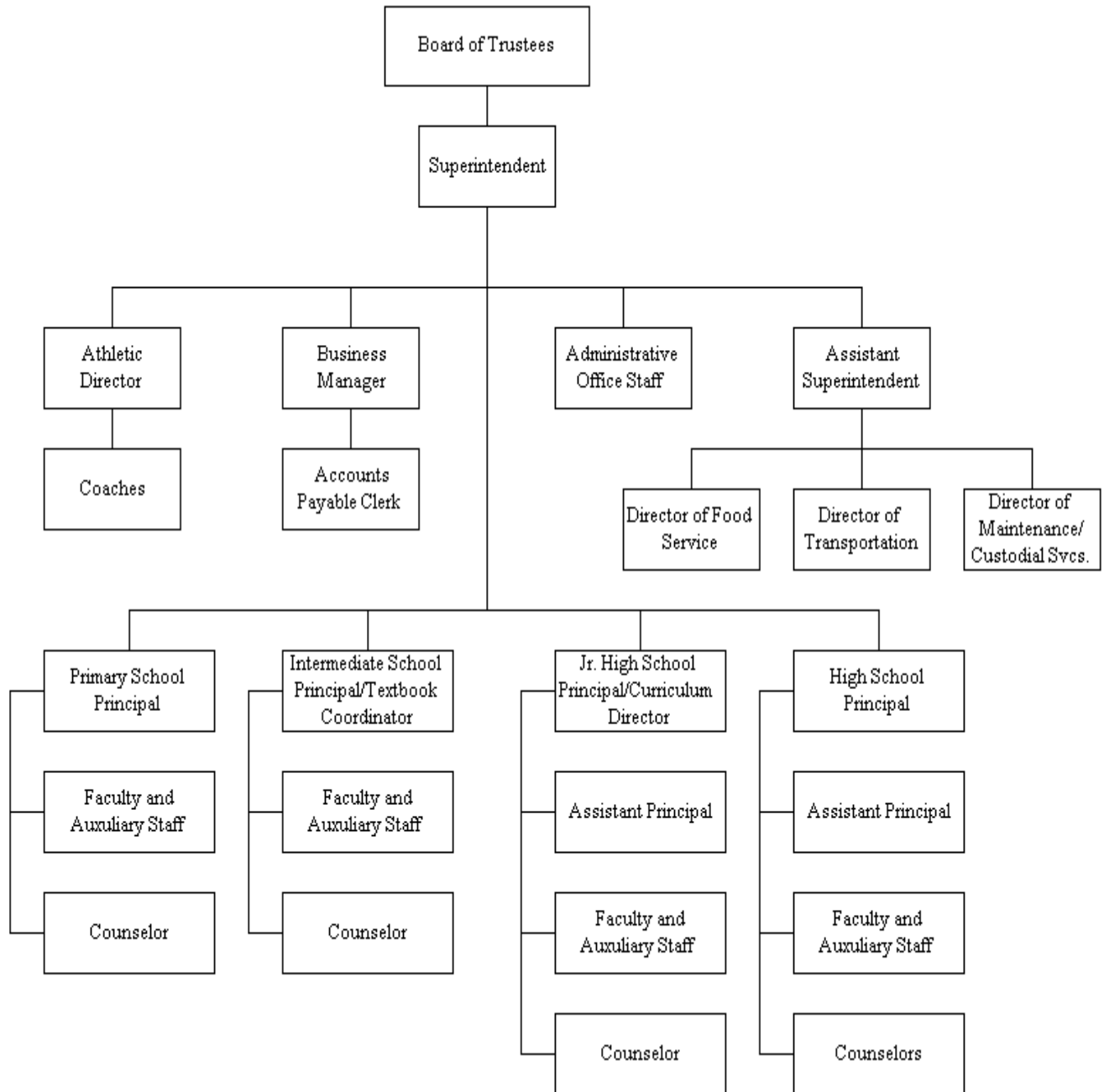
CURRENT SITUATION

David Simmons has served as WISD superintendent since July 1, 1997. Mr. Simmons originally signed a two-year contract scheduled to end on June 30, 1999. The board amended his contract on January 12, 1998 to end on June 30, 2001.

WISD's organization structure approved by the board is presented in **Exhibit 1-9**.

Exhibit 1-9 WISD Current Organization Structure

1997-98 School Year



Source: WISD Superintendent's Office

The superintendent's administrative management team includes the assistant superintendent, business manager, athletic director, four school principals, the director of Maintenance and Custodial Services, the director of Transportation, and the director of Food Service. A full-time curriculum and technology coordinator has been appointed for the 1988-99 school year.

FINDING

The superintendent meets with his cabinet each Tuesday morning for a maximum of two hours. Each meeting begins with the directors of Maintenance and Custodial Services and Transportation briefing principals about projects underway at their respective schools and relevant pupil transportation issues. At this time, principals are allowed to present their concerns, discuss future projects, and raise questions about issues presented by the two directors. The directors of Maintenance and Custodial Services and Transportation are dismissed and issues or concerns presented by the assistant superintendent, principals, business manager, and athletic director are discussed. After discussing the concerns of members of the administrative team, the superintendent presents issues for the week and provides districtwide direction to members of the team.

The working relationship between the superintendent and first-line management team is good. It allows open dialogue and disagreement, when necessary, on critical issues without compromising the relationship. Members of the superintendent's administrative team give the superintendent high praise for the manner in which he manages the district. Each member of the superintendent's administrative team told members of the TSPR review team that the weekly administrative meetings are extremely productive and rarely last more than two hours. All said they were encouraged by the superintendent to bring their concerns and issues to the meeting for consideration after he has completed his weekly agenda.

Results of a survey of administrative staff, principals, and assistant principals support comments received from members of the superintendent's administrative team. For example, when asked what grade they would give the superintendent in his role as the chief administrator of WISD, 81 percent of administrative staff responding to the survey and 100 percent of principals responding gave the superintendent grades of "A" or "B." Moreover, when teachers were asked the same question, 87 percent of the respondents gave the superintendent grades of "A" or "B." The survey results show a high degree of satisfaction among district administrators with the superintendent's management style.

COMMENDATION

The superintendent's management style encourages open dialogue and allows district administrators to participate in decisions affecting the operation and management of the district.

FINDING

Because of its size, WISD does not have a formal staff allocation process. Nonetheless, there is an interactive process between schools and the district to review staffing needs and allocate staff objectively across schools. Each year during the budget process, the superintendent and four principals meet to collectively review each school's administrative staffing. During this meeting, principals present the projected administrative staffing needs for their respective schools. These needs are often based on the number and types of instructional program offerings, increases in enrollment, and career counseling initiatives.

The superintendent told the TSPR review team the discussion is candid, and each principal agrees to the

allocation among the four schools before administrative positions are formally allocated. For example, during the 1997-98 budget process, the four principals and superintendent agreed to add an assistant principal to Danforth Junior High during the 1997-98 school year because the principal assumed responsibility for districtwide coordination of curriculum and instruction and for developing the district's technology plan. Moreover, the principals agreed that it was equitable to allocate an additional counselor to Wimberley High School to handle career counseling and financial aid applications for high school students aspiring to attend college, in addition to individualized student counseling. Principals interviewed by members of the review team said the administrative staff allocation process, although informal, was equitable and provided them sufficient resources to administer instructional programs at their respective school effectively.

COMMENDATION

WISD administrators work closely together to ensure the equitable allocation of school administrators throughout the district.

FINDING

(SBDM) has not been implemented consistently and effectively in WISD. For example, at one of the schools in the district, the Campus Education Improvement Committee (CEIC) meets only two to three times each year, and the principal meets separately with teachers, parents, and community members that are members of the committee. At another school, the CEIC meets monthly; input from committee members is welcomed by the principal, and committee recommendations for improving the school's education program have been implemented. The general perception of the effectiveness of SBDM, however, varies among administrative staff, principals and assistant principals, and teachers. The TSPR review team conducted a survey of each of these groups to determine their respective perceptions about the effectiveness of SBDM within WISD. **Exhibit 1-10** summarizes each group's responses to the survey question related to SBDM implementation.

Exhibit 1-10
Survey Responses Related to the Effectiveness of SBDM

<i>Q.: Using the grading system, how effectively do you think SBDM has been implemented in WISD?</i>							
Category of Respondents	A	B	C	D	F	NR*	Total
Administrative Staff	14%	46%	22%	5%	0%	13%	100%
Principals and Assistant Principals	0%	100%	0%	0%	0%	0%	100%
Teachers	10%	44%	34%	8%	3%	1%	100%

Source: Self-administered (written) surveys for the group indicated, February and March 1998

** NR = No Response*

Exhibit 1-10 shows that 60 percent of administrative staff, 100 percent of principals and assistant principals, and 54 percent of teachers responding to the survey perceive SBDM to be implemented effectively and assigned grades of "A" or "B." However, 45 percent of teachers and 27 percent of administrative staff assigned grades of "C", "D", or "F".

The perception of the effectiveness of SBDM by a vocal segment of the community is somewhat different from WISD administrators and teachers. Some comments indicate SBDM is effective and consistently applied, while others reflect the perception that central and campus administrators are indifferent to the effective implementation of the concept. Focus group comments from members of the community relate to the effectiveness of SBDM are summarized below.

- *"...SBDM works in some ways because the community has not always responded in the spirit in which it was offered; the community often disrupts meetings because they have strong opinions about issues which affect them personally..."*
- *"...SBDM is a myth; there is tokenism throughout the district. Administrators come to meetings only to satisfy state requirements..."*
- *"...SBDM is consistently applied throughout the district. WISD needs a better feedback mechanism to determine the effectiveness of SBDM..."*
- *"...Some SBDM committees have received training on their responsibilities as CEICs..."*

One principal told the TSPR review team that members of CEICs, who are parents and community representatives, do not understand their advisory role as committee members and expect principals to act on all of the committee's recommendations. Additionally, the superintendent told TSPR that, although SBDM has been improved since he was hired, WISD could do a better job educating CEIC members about their roles as advisors to school administrators.

Some board members have participated on CEICs and understand how SBDM should work. Those who understand SBDM said it is not working as it should be at all WISD schools. Interviews with board members suggest that CEIC members may not be well trained concerning their roles as advisors, and that principals may not understand how to use CEIC input effectively, and may be screening out valuable ideas as a result.

WISD's Board Policy Manual, Policy BQB does not require mandatory training related to the roles and responsibilities of CEIC members for either principals or committee members. Some Texas school districts require CEIC members and principals to attend annual training related to the roles and responsibilities of CEICs. For example, the Ysleta Independent School District in El Paso, Texas has a formal policy that states: *"...training for each CEIC shall be scheduled in the summer or within the first six weeks of the school year..."* All new and existing CEIC members (including principals) receive training related to their roles and responsibilities at least once each year.

Recommendation 4:

Require mandatory SBDM training for principals and CEIC members and clarify and reinforce their roles and responsibilities.

WISD should implement a SBDM training policy and work with RESC XIII to provide the training to CEIC members about their SBDM roles and, and about methods for improving cooperation. This step will encourage cooperation between members of the CEIC and principals. At least one training session should be offered each school year to allow CEIC members to openly discuss issues related to carrying out their responsibilities and any problems they may have with the manner in which school principals implement decisions made by the committee as a whole.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The superintendent drafts a policy requiring one mandatory training session each year related to SBDM for all members of CEICs, including principals.	September 1998
2. The board approves a policy requiring one mandatory training sessions for everyone involved in SBDM.	November 1998
3. The superintendent coordinates training with the RESC XIII and establishes a mandatory training schedule for the sessions in accordance with the policy.	December 1998
4. The principals and CEIC members attend annual training sessions.	August 1999 and each August thereafter

FISCAL IMPACT

RESC XIII conducts workshops at a nominal cost to its member school districts. According to the workshop coordinator for RESC XIII, the cost for participating in workshops ranges from no cost to \$150 per person, per workshop (even if the workshop is conducted for more than one day). The fiscal impact assumes WISD will send four principals and one representative from each of the CEICs to a SBDM workshop each year (8 participants x \$150 per participant = \$1,200).

Recommendation	1998-99	1999-2000	2000-01	2001-02	2002-03
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Require mandatory SBDM training	(\$1,200)	(\$1,200)	(\$1,200)	(\$1,200)	(\$1,200)
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Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

D. District and School Community Involvement Initiatives

A critical component of school improvement and accountability systems is a high level of community involvement. Community members provide valuable resources that can enrich and enhance the overall educational system. In turn, community members directly benefit because they ultimately supply an informed citizenry, an educated workforce, and future community leaders.

Therefore, it is important for school districts to strive to maintain a comprehensive community-involvement program that includes: regular interaction between schools and the community, school-based volunteer programs, school advisory councils, business partnerships, and well-organized informative publications for the public.

BACKGROUND

Wimberley ISD was formed through the efforts of several community members 13 years ago. Initially, WISD was part of Hays Consolidated Independent School District (Hays CISD). In 1985, several Wimberley residents formed a committee to study the feasibility of separating from Hays CISD. Many were interested in having a school district that served their local community because:

- the commute to Hays CISD was 25 minutes or longer for most Wimberley students;
- parental participation in school activities was difficult because of the distance between the Wimberley community and Hays CISD;
- many Wimberley parents felt that the winding roads between Hays CISD and the Wimberley community were unsafe, particularly in bad weather;
- extensive growth was occurring in Hays CISD, and the new schools scheduled to be built were not going to accommodate students from the Wimberley community; and

- many members of the Wimberley community wanted more local control over governance issues and educational programs.

From the time the WISD feasibility committee was formed in early 1985, community participation grew to more than 100 community members in January 1986, when WISD legally became a school district. Since WISD became a legal entity over 13 years ago, no position, or organizational unit within the district has been formally assigned to handle the district's community involvement-related responsibilities. Encouraging community and parental involvement is the responsibility of the superintendent and school principals, with a good deal of assistance from almost every member of the management team and the teachers within the district.

FINDING

Wimberley businesses and civic, higher education, and nonprofit organizations are extremely active in WISD schools. Over the past three years, WISD's district management estimates that these organizations have donated many volunteer hours and more than \$500,000 in monetary gifts and contributions.

Exhibit 1-11 presents a partial summary of contributions, donations, and volunteer efforts by various organizations.

Exhibit 1-11
Partial Summary of Contributions and Donations to WISD from
Businesses and Community-based/Nonprofit Organizations
1994-95 through 1995-96

Business/Community-based Organization	Contribution/Donation
The Emily Ann Theater, Inc.	The district allocated the land, and a corporation was formed to raise funds for the construction of a state-of-the art outdoor amphitheater to conduct an annual Shakespeare Theater Under the Stars production as well as other school and community productions. Enough funds have been raised to complete Phase I of the project, which includes construction of a stage area, utilities, lighted pathways to the site, and some of the parking areas. Presentations will begin August 1.
Grant 2000	The district is in the third year of a literacy grant in partnership with Drinning Springs ISD. Both districts

	are planning to continue the partnership and are applying for a second literacy grant from an additional source.
Motorola Corporation	Numerous computers were donated to schools.
Project Playground	A group of parents and community members donated playground equipment for Scudder Primary School and Bowen Intermediate School.
Lion's Club	Monetary contributions totaling over \$75,000 annually, which were used to fund scholarships, a foreign exchange program, and other extracurricular activities. Also formed the Leo Club for students, which focuses on involvement in public service.
Rotary Club	Annual scholarships were awarded to high school seniors.
San Marcos Civic Foundation	The district receives funds for literacy training for elementary teachers in areas such as phonemic awareness, reading readiness, and dyslexia.
Seton Hospital	Furniture and equipment were donated to schools.
St. David's Hospital	Furniture and equipment were donated to schools.
Southwest Texas State University	The university provided traditional student teaching and internship programs. In addition, the university provided field-based preparation training, at Scudder Primary, for education courses that are normally taught on the college campus.
Wimberley Tennis Association	The district allocated the land and the association is raising funds for the construction of new tennis courts at Wimberley High School.
Veteran's of Foreign War	Veteran's Day assemblies were conducted on each school campus.
Women's Civic Organization	Annual scholarship and monetary contribution designated to school supplies, clothing, and testing fees for needy children are provided to WISD on an ongoing basis.

Source: WISD's Business Office

COMMENDATION

WISD receives considerable financial and volunteer support from business, civic, higher education, and nonprofit organizations from the Wimberley and surrounding community.

FINDING

Parental involvement is a critical component of any effective community involvement program. WISD's parental involvement initiatives are primarily campus-based, which means that the programs are organized and carried out at the campus level, with parents maintaining a significant amount of interaction with the school principal and teachers.

All WISD schools have one or more organized parent group(s) that promote parental involvement. Scudder Primary School, Bowen Intermediate School, and Danforth Junior High School all have active Parent Teacher Organization (PTO) groups on their campuses. A PTO is a campus level advocacy group that deals primarily with issues arising at its school. PTO groups have no affiliation with other PTOs, and there are no state, local, or national resources to support the organization. Decisions and actions by a PTO generally affect only the students at its affiliated school.

In addition to the PTO groups, parents at Scudder Primary school have parent volunteer programs in place in all individual classrooms. These classroom volunteer programs include activities such as reading to students in the library or providing computer assistance in a computer laboratory. Bowen Intermediate School has an environmental club, which involves parents and students in recycling projects as well as numerous campus beautification projects. Danforth Junior High School parents and community members also sponsor Wimberley Teens, Inc., a student group designed to provide alcohol and drug-free activities for junior high school aged-students.

Parents at Wimberley High School recently began a Parent Teacher Student Association (PTSA) group during the 1996-97 school year. According to some parents that attended focus group sessions during the public input phase of the review, one reason for starting the PTSA at the high school was so that parents could become more involved and informed about discipline issues involving their children.

Along with the PTSA at Wimberley High School, more than 100 parents are actively involved in the Athletic/Academic Booster Club (ABC), which was formed nearly 10 years ago. The ABC involves high school

parents in student's athletic activities such as manning concession booths at athletic functions and sponsoring contests such as speech tournaments and small school "Academic Challenge", a competition that measures academic knowledge. Wimberley High School parents also raise funds to hold Project Graduation activities, which are recreational activities held at the end of senior student's senior year of high school.

COMMENDATION

Many Wimberley parents are active in organizations that support WISD's educational mission.

FINDING

WISD has a Communities in Schools (CIS) program at the Danforth Junior High School that was implemented five years ago to provide social services to junior high school-aged students and their families.

CIS is a private, nonprofit agency, which received 72 percent of its funding from the Texas Workforce Commission (TWC) and 28 percent from the district in 1997-98. Total funding for the CIS program is \$89,000 annually. TWC's annual contribution to CIS is about \$64,000. WISD's annual contribution in 1997-98 was \$25,000 and is projected to increase to \$30,000 for 1998-99.

The previous WISD superintendent sought funding for the CIS program, based on a survey completed by Texas A&M University indicating a high rate of alcohol and drug use by Wimberley community teenagers. While CIS is primarily for Danforth Junior High School students, the program also serves some students at Wimberley High School. Services offered by the CIS program include:

- Individual counseling;
- Group counseling in youth empowerment, stress management, enhancement of social skills, anger management, grief and loss, and sexual assault survivors;
- After school homework club;
- Crisis intervention;
- Tutoring and mentoring;
- Case management and community service linkage; and,

- All Schools Projects (i.e., involvement in activities such as Career Day).

The CIS program at WISD is mandated to work with at least 100 students during the school year. Students at the junior high school are served during their 40-minute advisory period, which is normally used for completing homework, tutoring, or special counseling.

CIS is staffed with a program manager who is a master social worker, a half-time case worker who is an undergraduate level social worker, and two full-time undergraduate social worker interns.

When necessary, CIS also coordinates social services for students from other community-based professional organizations such as the San Marcos Youth Council, Hays Woman's Center, and Hays/Caldwell Council on Substance Abuse.

COMMENDATION

WISD provides cost-effective, community-based resources to at-risk students through the Communities in Schools program.

FINDING

One of the major goals outlined in WISD's 1997-98 District Improvement Plan (DIP) is to develop an effective communications system between administration, teachers, students, parents, and the community to build support for the district's special programs. The district proposes to accomplish this goal through a variety of outreach efforts, which include:

- Update and prepare the 1997-98 Student/Parent Handbook of Code of Conduct;
- Produce school newsletters or newspapers;
- Schedule and hold semi-annual open house activities to encourage parent participation and interaction;
- Encourage activities that foster the growth and further development of the school Parent/Teacher Organizations and Academic Booster Club;
- Select parents, community, and business members to serve on Campus Improvement Committees;

- Encourage teachers, students, school staff members, and administrators to attend and make formal and informal presentations at civic functions, community meetings, and service club meetings about school programs_especially special programs, curricula and facilities;
- Produce a course schedule booklet to enhance the student registration process; and
- Post special event announcements on school marquees.

The district's outreach activities outlined in the DIP are mainly targeted at parents and school administration. In fact, the district's outreach efforts may be missing a large part of the community, which is very diverse. An estimated 30 percent of the community is retired and approximately 20 percent of the remaining adult population have no children enrolled in WISD schools. Many residents who are still in the active labor force commute to Austin, San Marcos, or San Antonio. Since such a high number of Wimberley residents who pay property taxes have only an incidental connection with the school district, it is especially important that these community members be well informed about the district so they can support it.

No position has been assigned specific community involvement-related responsibilities. The superintendent maintains a fair amount of direct contact with individual community members and civic group organizations when controversial situations arise at the district. Community members told TSPR, however, that regular interaction between the superintendent and community members in general, the business community and civic organizations, is lacking.

Public input comments indicated that WISD does not communicate effectively with the community at large and also has been ineffective at building sound community relations.

The TSPR review team held a public forum at Scudder Primary School on Wednesday, February 4, 1998 and conducted focus groups to learn more about the community's perception of the management and operation of the school district. Results from both the forum and focus groups show the community's perception of communication between WISD's board and the district's stakeholders could be improved. A sample of comments from the community about how the board communicates listed below.

- *"...An open forum with the board, administration, and community is held quarterly..."*

- *"...The community's input is not well accepted in open meetings, unless you belong to the inner circle..."*
- *"...The community is always welcome and invited to give opinions. I feel that I have always been heard and recognized. The inner circle does not exist, only in the mind of those who do not get their way..."*
- *"...The school board is not receptive to taxpayers, much less parents..."*
- *"...How can communication be improved to inform both the board and the public about requirements under the open meetings act?..."*
- *"...How can all entities-administrators, board, parents, and community begin techniques to encourage non-threatening, non-defensive communication?..."*
- *"...The school board is not effective at two-way communication with the community; public concerns should be discussed so that the community would be better informed..."*
- *"...A lot goes on with the school board that the community is not aware of..."*
- *"...Board members should make the community aware of rules governing meetings..."*

Mirroring community perceptions, five of the seven board members who were interviewed, told the review team that communication between the board and the community could be improved. Better communication between the board and the community could help to clarify the community's perception of the district's handling of certain critical issues.

The following examples expand on public input comments.

- Retired citizens and citizens with no children enrolled in the school district frequently complained about high tax rates and continuous tax increases. In most cases, members from these two segments of the community said that they need more information about how district funds are being spent.

- Community members told the review team that the district publishes no regular newsletter or publication about the district. Nor does the district produce an annual report that summarizes district goals, objectives, and accomplishments.
- The leadership of many of the Wimberley civic organizations indicated that while community civic organizations are very active in the schools, the district has no formal mechanism in place to solicit community (i.e., business and civic club) involvement. Further, it is left to the civic organizations to identify areas of need in the schools.
- Several Wimberley residents said that WISD does not do enough to tap into the talents of community members. Many Wimberley residents are retired executives from Houston, Dallas, and other metropolitan areas, who have significant business and technical expertise to contribute to the district. The review team was told that Wimberley also has a large number of citizens with artistic talents, and that there are no consistent outreach activities to involve either of these two groups of residents.
- Other incidents, which were frequently noted by the public, include lack of information about funding for the newly constructed high school and adequate planning for the sewage system associated with construction of the high school.

Glen Rose ISD (GRISD), which has about the same number of students as WISD, has developed an innovative program to involve senior citizens with school activities and with the alternative education students. GRISD's Silver Tiger Club members receive a complimentary silver membership card making them eligible to attend all district functions free or at a reduced rate. Many times, Glen Rose ISD provides transportation to these events. During the 1996-97 school year, Silver Tigers participated in trips to Dallas to visit the Myer Symphony Hall and Arboretum, State Fair of Texas, and to Hillsboro to go Christmas shopping.

GRISD also involves the Silver Tigers in its educational programs. For example, Silver Tigers or any other senior citizens are invited to read books to elementary students during designated reading months. Students in the Alternative Education Program (AEP) and Silver Tiger Club members participate in school activities together. The 1998-99 required

alternative education project will have students completing a community service project, one of which could be to adopt a Silver Tiger.

Recommendation 5:

Establish a community involvement initiative under the leadership of the superintendent to strengthen communications among the board, the district, and the public, as well as build on and encourage ongoing community support.

WISD's superintendent should become more active and visible in the Wimberley community, in particular the business and civic community. A community involvement committee also should be established and should include representation from all segments of the community.

Committee members who have expertise in publications should be solicited to help the district develop and disseminate information about district activities. WISD should explore ways to defray publication costs by encouraging local businesses and community-based organizations to purchase advertisements in the publications. Distribution of districtwide information should be accomplished by strategically placing these publications at retail locations and civic organizations throughout Wimberley.

The committee should develop specific community involvement programs and initiatives to increase community involvement, such as senior citizens program.

The district should conduct a survey at the end of each school year to measure the effectiveness of district publications, programs, and initiatives designed to improve community involvement.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The superintendent establishes a community involvement committee made up of representatives from the community.	July 1998
2. The community involvement committee meets to establish goals and objectives including designating a committee member to be in charge of developing districtwide publications for monthly distribution and an annual report.	August 1998
3. The community involvement committee conducts regular outreach activities targeted toward <i>all</i> segments of the Wimberley community and develops and implements specific programs to involve stakeholder groups in the district, particularly those	August 1998

groups who have felt excluded.	
4. The superintendent informs the board of the committee activities.	September 1998 and monthly
5. The superintendent and community involvement committee obtain feedback from community members by conducting an annual survey to determine the outcome of the district's community involvement initiatives.	September 1999 and annually
6. The board schedules public forums to enhance two-way communication and discuss critical issues with the community.	Quarterly

FISCAL IMPACT

It is estimated that the monthly newsletter and annual report can be published and distributed for about \$7,000 annually and community involvement program materials and gifts can be purchased for \$500. Community involvement satisfaction surveys can be mailed to Wimberley community residents at nominal cost to the district.

Recommendation	1998-99	1999-2000	2000-01	2001-02	2002-03
Establish a community involvement initiative under the leadership of the superintendent.	(\$7,500)	(\$7,500)	(\$7,500)	(\$7,500)	(\$7,500)

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

E. Districtwide Policies and Procedures

FINDING

WISD subscribes to the Texas Association of School Board (TASB) policy service. The superintendent's secretary is responsible for updating WISD's Board Policy Manual with new policy revisions or releases from TASB.

WISD has a procedure in place to update the board policies and procedure manual based on changes to the Texas Education Code. When TASB updates are received, the superintendent's secretary is responsible for logging them in as received. Next, they are reviewed twice by the board at board meetings, then dated and added to the policy manual. WISD's policy manual has been updated through December 17, 1997, incorporating Update Number 57 from the Texas Association of School Boards.

COMMENDATION

WISD maintains up-to-date policy manuals, which contain recent changes to the Texas Education Code.

FINDING

Texas Local Government Code (TLGC) Section 171.004(a) requires a local public official, with a substantial interest in a business entity or in real property, to file an affidavit stating the nature and extent of the interest before the vote or decision on any matter involving the business entity or real property, and abstain from voting on the matter. A substantial interest in a business entity is defined in TLGC Section 171.002(a) as: a person owning 10 percent or more of the voting stock or shares of the business entity or owns 10 percent or more or \$5,000 or more of the fair market value of the business entity; or funds received by the person from the business entity exceed 10 percent of the person's gross income for the previous year.

Two of WISD's board members are business owners with a substantial interest in a business entity under the provisions of TLGC Sections 171.001 and 171.002. However, the district does not do business with either of their companies and, by law, they are not required to file affidavits disclosing such interest. A third board member works for a local

vendor in Wimberley that regularly does business with WISD. The board member filed an affidavit on June 12, 1997 showing a substantial interest in the company because salaries and wages received by him as an employee exceeded 10 percent of his gross income for the previous year. By filing this affidavit, the board member is in compliance with TLG Section 171.004(a). However, to dispel any appearance of a potential conflict of interest, WISD's board votes on agenda items related to the company separately so that the board member can abstain for the record.

A member of the TSPR review team attended the February 9, 1998 board meeting during which routine payments to the company, normally included in the consent agenda, were voted on separately so the board member could abstain from voting. Although, the board member working for the company is not required to abstain from voting under the law, the board has taken the necessary steps to ensure that conflicts of interest, either real or perceived, do not exist.

COMMENDATION

WISD's board members are knowledgeable about and sensitive to state law on conflicts of interest, and have taken appropriate steps to avoid real or perceived conflicts of interest.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

F. Personnel Management

In most school districts, a personnel department or manager is responsible for human resource functions and manages all employee-related tasks.

These tasks typically include:

- Recruiting personnel to fill vacant positions;
- Developing and updating job descriptions;
- Developing wage and salary schedules;
- Developing and implementing staff development programs; and
- Maintaining employee records.

CURRENT SITUATION

Because WISD is small, staffing is limited, and administrators have multiple responsibilities. The business manager is responsible for all financial, business, and personnel functions for the district.

The major personnel functions performed in WISD include: guiding and supporting the recruiting, selection, and hiring process to ensure qualified personnel are hired throughout the district; maintaining personnel records and appraisal forms for all employees; and reviewing teachers' salary structures to ensure that compensation for the district remains competitive.

Principals at each school are largely responsible for hiring their own teachers and administrative staff, with support when necessary from the central office. For example, the central office maintains applications in a central location from which schools can select candidates. Auxiliary workers, while they are employees of the district, are largely recruited, trained, and managed by outside contractors. Auxiliary areas include food service, maintenance and custodial, and transportation services, which are handled by ARAMARK Food Services, Marriott Management Services, and Durham Transportation respectively.

Generally, when a vacancy occurs, the central office posts the opening both internally and externally. The school or department with the vacancy gets a list of qualified applicants from the district, then interviews and selects candidates from this list. For teaching positions, a list of qualified candidates along with the candidates' applications are sent to school principals. The principal and a committee of teachers interviews and selects a candidate.

WISD administrators and teachers are generally contracted employees. Administrators are generally hired on one-year probationary contracts and, if retained, are placed on a regular contract after one year. There is one exception. The business manager, although a salaried position, is not on contract. This position is not TEA-certified, therefore a contract is not required, and the board has not chosen to award a contract. Teachers are hired on one-year probationary contracts, and this probationary status may be extended for up to three years, or they may be placed on a regular contract during that period. Typically, teachers remain on probationary contracts for two years, then are placed on regular contracts during the third year.

Based on board policy, the business manager reviews contracts for all teachers on probationary contracts. Teachers who have been teaching for five of the last eight years are eligible for permanent contracts if their performance is satisfactory.

WISD only has salary schedules for teachers, teachers' aides, and secretaries. The salary schedule is based on years of experience and is not performance-based. In 1997-98, the salary schedule ranged from a beginning teacher's salary of \$21,800 to \$38,500 for 30 years of experience or more. Auxiliary workers receive salary increases based on years of experience.

Employee compensation at WISD represents over \$6 million in budgeted expenses, as shown in **Exhibit 1-12**.

Exhibit 1-12
WISD Budgeted Payroll Costs 1997-98

Payroll Category	Amount (\$)	Percent of Payroll
<i>Salaries and Wages:</i>		
Teacher, Librarians, Counselors	\$3,818,575	63.5%
Professionals	\$577,819	10%
Substitutes	\$67,911	1%

Support Personnel	\$679,790	11%
Extra Duty Pay - Teachers, Librarians, Counselors	\$175,703	3%
Aides	\$235,830	4%
Total Salaries and Wages	\$5,555,628	92.5%
<i>Employee Allowances:</i>		
Group Health and Life Insurance	\$227,694	4%
Workers' Compensation Insurance	\$41,785	0.5%
Social Security and Medicare	\$130,659	2%
Teacher Retirement	\$20,787	0.4%
Unemployment Compensation	\$6,650	0.2%
Employee Allowances	\$8,120	0.2%
Benefits	\$11,040	0.2%
Total Employee Allowance	\$446,735	7.5%
Total Payroll Costs	\$6,002,363	100%

Source: Calculated from WISD 1997-98 Amended Budget

Like the other personnel management-related functions, the business manager is responsible for staff development, which is handled informally at WISD. Generally, each school and the central office anticipate the following year's staff development needs based on the prior year's experience and build the anticipated cost into the budget. Each school is given a lump sum for staff development, and this money is used for training expenses based on a combination of need, committee selection, and principal's input. The respective contractors handle staff development for food service, maintenance and custodial services, and transportation services.

FINDING

The business manager maintains records of employee turnover statistics and the reasons that employees leave their positions. Employee turnover is one measure of workforce stability, job satisfaction, and the adequacy of programs and initiatives designed to retain qualified personnel. **Exhibits 1-13** and **1-14** summarize employee turnover rates and the reasons that employees leave the district.

Exhibit 1-13 WISD Employee Turnover Rate 1996-97

Employee Category	Turnover Rate
Administrators	0%
Teachers	17%
Auxiliary workers*	39%

Source: WISD Business Office

**Auxiliary workers include maintenance and custodial, food service, and transportation workers as well as clerks and aides.*

Exhibit 1-14 WISD Employee Separation Reasons 1996-97

Separation Reason	Teachers		Auxiliary*	
	Number	Percent	Number	Percent
Moving from Wimberley	0	0	3	13%
Retirement	3	16%	3	13%
Moving to another school district	3	16%	0	0
Spouse transferred	2	12%	1	4%
Dismissal/Non-renewal/Resignation	5	28%	1	4%

Career change/Personal/Other	5	28%	15	66%
Total	18	100%	23	100%

Source: WISD Business Office

*Auxiliary workers include maintenance and custodial, food service and transportation workers as well as clerks and aides.

Exhibit 1-15 compares WISD's teacher turnover rates to those of other districts based on Academic Excellence Indicator System (AEIS) data.

Exhibit 1-15
WISD and Peer District Teacher Turnover Rates
1996-97

District	Teacher Turnover Rate
Lake Travis	21%
Dripping Springs	13%
Lake Dallas	10%
Llano	Not available*
White Oak	Not available*
Peer District Average	15%
Texas Average**	13%
Wimberley ISD	17%

Source: Telephone Interview with WISD Peer Districts Personnel Departments

*Data not tracked by district

***Source: AEIS 1996-97 data.*

WISD has a high turnover rate among teachers in particular, while there is virtually no turnover among administrators or professional support personnel. As shown in **Exhibit 1-15** WISD's turnover rate for teachers (17 percent) is higher than the average of its peers (15 percent), and higher than that for the state of Texas in 1996-97 (13 percent). Teachers left the district for a variety of reasons and did not necessarily go to another school district in the area. Many teachers left to either pursue other career options or for personal reasons, which are not specified.

Many school districts have successfully used various strategies to retain teachers. For example, many personnel departments track and document the reasons why teachers leave to determine whether changes in programs, incentives, or policies and procedures are warranted. Other school districts mentor teachers throughout their careers to enhance their success. In other words, districts that effectively retain teachers hire strong candidates, mentor and support them to ensure their success, and monitor their reasons for leaving to reduce future turnover. Individually, at the campus-level, new teachers are normally assigned a mentor; however at the district-level, WISD does not have a formal mentor program. WISD tracks the reasons why employees leave the district but does not formally monitor the exit process or use the data to develop strategies for retaining quality employees.

Recommendation 6:

Institute a process for retaining qualified teachers.

The business manager, in conjunction with the principals, should develop and administer a teachers' survey to determine job satisfaction, and formally track the reasons for departure to determine whether changes in programs, incentives, or policies and procedures are warranted. The central office also could analyze what the surrounding districts are doing to attract teachers. The results of both the analysis and the survey should be used to adjust the district's personnel practices to effectively retain its employees.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The superintendent assigns campus administrators and teachers to develop and implement a process for recording and tracking the reasons teachers leave the district.	August 1998
2. The superintendent, with assistance from campus administrators develops and administers a self-evaluation for	September 1998

<p>teachers to determine whether there are policies and procedures that should be changed to improve teacher retention.</p>	
<p>3. The superintendent, campus administrators, and business manager develop teacher retention strategies, based on an analysis of strategies used successfully by other districts, such as mentoring teachers and formally documenting exit interviews.</p>	<p>October 1998 and Ongoing</p>

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

As TSPR has found in several districts, effective salary administration involves a process for assigning, recording, and verifying salary information. Procedures for doing this include a check-and-balance mechanism to ensure that salary recommendations adhere to district policy and are supported by the appropriate documentation of employee experience.

TSPR performed a salary comparison analysis of administrative and teaching positions within WISD to selected peer districts. Data obtained from Texas Association of School Administrators (TASA) and WISD was

used to perform the comparisons. **Exhibits 1-16** and **Exhibit 1-17** summarize salary comparisons for various district positions.

Exhibit 1-16
WISD Teacher's Salaries Compared to Peer Districts 1997-98

District	Years of Experience					
	Beginning	1-5 Years	6-10 Years	11-15 Years	16-20 Years	20+ Years**
Lake Travis	\$25,625	\$28,875	\$32,125	\$35,375	\$37,625	\$44,311
Lake Dallas	\$22,500	\$25,800	\$30,460	\$34,450	\$37,460	\$38,960
Llano	\$22,050	\$26,160	\$31,460	\$35,450	\$38,460	\$38,460
Wimberley ISD*	\$21,800	\$23,460	\$28,540	\$33,060	\$36,380	\$38,050
Dripping Springs	\$21,560	\$25,278	\$30,598	\$34,468	\$37,598	\$38,948
White Oak	\$21,050	\$26,360	\$31,360	\$35,130	\$37,460	\$37,460
Peer District Average	\$22,527	\$26,495	\$31,201	\$34,975	\$37,720	\$39,628
Actual difference between WISD and Peer District Average	\$727	\$3,035	\$2,661	\$1,915	\$1,340	\$1,578
% Different from Peer District Average	-3%	-11%	-9%	-5%	-4%	-4%

Source: TASA Salaries and Benefits in Texas Public Schools 1997-98

WISD Salary Schedule does not include fringe benefits

**Source: WISD 1997-98 salary schedule*

***Based on TASA Maximum Salary data*

TEA publishes statistical data through the AEIS. The statistics are derived from information submitted by individual districts. **Exhibit 1-17** shows that on the average, WISD salaries for teachers, professional support personnel, school administrators, and central administrators are lower than the average salaries for these groups across all peer districts.

Exhibit 1-17
WISD and Peer District Average Actual Salaries
1996-97

District	Teachers	Professional Support	Campus Administration	Central Administration
White Oak ISD	\$33,893	\$35,362	\$44,823	\$54,488
Lake Travis ISD	\$32,626	\$37,457	\$54,148	\$59,027
Llano ISD	\$31,230	\$36,445	\$48,852	\$58,539
Wimberley ISD	\$29,764	\$33,253	\$47,014	\$49,483*
Dripping Springs ISD	\$29,747	\$38,924	\$50,566	\$58,956
Lake Dallas ISD	\$27,285	\$30,481	\$43,500	\$55,167
Peer District Average without WISD	\$30,956	\$35,734	\$48,378	\$57,235
% Different from Peer District Average	-4%	-7%	-3%	-14%
Texas State Average	\$32,426	\$39,697	\$50,713	\$60,278

Source: AEIS 1996-97 (most recent year available)

** Note: WISD was without a superintendent in the district between June 1996 and January 1997 so this number does not reflect the entire*

superintendent's salary.

TSPR determined that WISD pays the majority of its central office and school administrators, professional support personnel, and teachers lower salaries, on average, than those of peer districts. By tracking such data and comparing WISD's salaries to those of peer districts, WISD can better determine its competitiveness in attracting potential candidates, and whether salaries should be adjusted to remain competitive.

WISD only has salary schedules for teachers, secretaries, and teachers' aides, not for all personnel. In addition, the salary schedules show only suggested minimums, rather than a combination of suggested minimums, midpoints, and maximums as many school districts do. Although the minimum teachers' salaries as listed on the salary schedule are in line with state averages, the district does not strictly adhere to the salary schedule. For example, the proposed pay increases for 1997-98 were designed to promote senior teachers to a level higher than that of the district's recommended pay scale.

Eighty percent of WISD teachers make the minimum salaries shown on the WISD Salary Pay Schedule. The majority of the teachers in the 20 percent that exceed minimum levels are teachers with more than 12 years of experience. Salary schedules do not exist for principals, counselors, or other district employees, which could lead to inequities in salaries among all groups of employees.

Recommendation 7:

Develop a salary schedule for all employees, conduct an annual salary comparison study, and determine if salary schedules should be adjusted.

The district should conduct an in-depth salary study and recommend appropriate salary adjustments to make salaries competitive with those of the peer districts. This should be made a high priority.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The board and superintendent direct the business manager to perform an in-depth salary comparison for all professional and non-professional employees.	August 1998
2. The business manager develops a comprehensive districtwide analysis of salary inequities and the potential costs of adjusting salaries.	September - December 1998

3. The superintendent presents the results of the salary compensation study to the board for approval.	January 1999
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FISCAL IMPACT

This recommendation could result in significant costs should the district determine that salary inequities need to be rectified.

Records Management

Federal and state regulations are complex, and provide specific guidelines on records that must be maintained on employees. State law requires school districts to maintain individual personnel records on all employees and keep these records confidential. The main reason for keeping such records is to document years of service for state retirement and to meet licensing and certification information requirements. Specifically, Section 21.354 of the Education Code mandates districts keep performance appraisals on file for every teacher.

Increasing numbers of employee lawsuits makes it critical to document every aspect of an individual's employment. School districts must have specific procedures in place to ensure that all documentation is completed,

filed, and maintained in a timely manner.

FINDING

Applicant files are maintained for every job applicant in hard copy files and stored alphabetically in a filing cabinet at the district. About 500 current applications are kept on file.

Although each candidate is evaluated and rated according to their responses to various established criteria, the district does not attempt to separate files of qualified applicants from those of unqualified applicants. This policy forces the central office to devote excessive time and space to file maintenance.

WISD has a highly advanced document scanner located at the high school, which is operated by the registrar, who also serves in the capacity of the back up school nurse and receptionist. This scanner is currently used to scan grades and attendance for the district. The scanner is tied to the district's administrative computer system (IBM System 36) and scans information directly from a personal computer (PC).

Recommendation 8:

Maintain automated or scanned files of qualified applicants only and archive all others.

Applications should be scanned into the WISD document scanner directly from a PC database.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The business manager meets with the registrar to develop a schedule for scanning documents.	August 1998
2. The business manager initiates the process of scanning applications, and delegates this function if necessary.	September 1998 and Ongoing

FISCAL IMPACT

WISD already has a scanner, so this recommendation involves no

additional cost.

Employee Appraisals

Employees must be evaluated regularly to improve performance, provide career direction, and afford employees the opportunity to comment and due process in performance-related decisions.

FINDING

The district uses the state's Professional Development and Appraisal System (PDAS) form as its evaluation instrument for teachers. All certified teachers are evaluated at least once during the school year, in late January or February before their contracts are renewed. WISD principals are evaluated using TASB recommended appraisal instruments. Informal input from teachers, as well as self-evaluation forms are incorporated as part of the appraisal process.

The contractors for Maintenance, Transportation, and Food Service perform annual evaluations of WISD employees assigned to those areas. The contractors use their own evaluation instruments to conduct employee evaluations.

The superintendent prepares a formal evaluation for the athletic director and campus principals each year. However, at the time of the initial TSPR on-site work, key members of the superintendent's administrative team had not received annual performance appraisals, nor had an appraisal instrument been developed. Since the initial TSPR interviews were conducted, however, the superintendent has developed an appraisal instrument, and evaluated the assistant superintendent on March 30, 1998. The business manager was evaluated on May 12, 1998.

Section 21.354(c) of the Texas Education Code requires school districts to appraise each administrator annually. Further, Section 21.354(d) prohibits school districts from paying administrators who have not been appraised in 15 months.

In addition to being required by law, annual performance appraisals are essential for providing administrators with feedback on their performance and offers an opportunity for them to discuss ways to improve their performance and discuss and establish future goals and objectives. Performance appraisals also provide the superintendent with a method for assessing individual and group achievements, and recognizing and rewarding administrators responsible for the success of the school district's operations.

TSPR randomly selected 10 employee files and performance appraisals from each major employee classification area: superintendent, administrator, teacher, and auxiliary staff, representing approximately 5 percent of all WISD employees. The review team found that timely performance appraisals were consistently on file only for teachers. While employee evaluations may have been conducted annually as required, there is no evidence of compliance unless the evaluation is signed by the employee and placed in the employee's personnel file.

Recommendation 9:

Ensure that all employees receive annual performance evaluations.

The assistant superintendent and business manager should meet with the superintendent to establish goals, objectives, and performance expectations for the next year. These goals, objectives, and expectations should be used to measure and evaluate the performance of administrators within one year. However, within six months after establishing performance expectations, the superintendent should conduct preliminary performance appraisals of administrators who have not been appraised in over a year to comply with the Texas Education Code, Section 21.351 (c).

All employees, regardless of their terms of employment, should be evaluated annually. Every central office and school administrator should be given an appraisal instrument appropriate for each employee they supervise. All employees should be given a written copy of their appraisals, and a copy of the appraisal should be signed by the employee and evaluator and then placed in the employee's personnel file.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The superintendent meets with the administrators to establish performance goals and objectives.	August 1998
2. The business manager develops procedures for conducting appraisals including timelines and appraisal instruments for all employee categories.	August 1998
3. The business manager submits the recommended procedures to the superintendent for approval then, once approved, communicates them to WISD employees for immediate implementation.	September 1998
4. The superintendent conducts a preliminary evaluation of the assistant superintendent and business manager.	April 1999
5. The superintendent evaluates all administrators based on performance expectations.	Annually

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Staff Development

Texas Law requires school districts to provide professional development and in-service training to school district personnel. The state allows school districts to reduce the number of school days to allow for professional development. Once employees are hired, they should receive continuous training to remain knowledgeable of current practices and processes. Staff development requires significant money and time. As a result, effective planning and allocation of resources is essential to ensure that all employees are adequately trained given budgetary constraints.

FINDING

Exhibit 1-18 shows that 60 percent of administrative staff surveyed feel that WISD does a good job of identifying staff training needs, developing training materials and delivering programs that meet training needs, as evidenced by their assigned grades of "A" (11 percent), "B" (49 percent)

and "C" (30 percent) in this area. On the other hand, teachers' responses to the effectiveness of staff development at WISD was more mixed. While 41 percent of teachers surveyed said they either agreed or strongly agreed that the staff development program used at WISD has improved their classroom teaching and management, another 55 percent either disagreed (23 percent) or strongly disagreed (4 percent), or had no opinion (28 percent) in this area.

Exhibit 1-18
Comparison of Overall Grading
WISD Professional Staff Development by Survey Respondents

What grade would you assign to how well current procedures identify staff training needs, develop materials and deliver programs that meet training needs?							
Respondent Group	A	B	C	D	F	NR	Total
Central Administrators	11%	49%	30%	5%	5%	0%	100%

The staff development program used in your school has improved your classroom teaching and management?							
Respondent Group	SA	A	NO	D	SD	NR	Total
Teachers	2%	39%	28%	23%	4%	4%	100%

Source: TSPR Written Survey Administered to Teachers and Central Administrators

Key: SA - Strongly agree A - Agree NO - No Opinion D - Disagree SD - Strongly disagree NR - No Response

Similarly, in the verbatim comments (**Exhibit 1-19**), while there were numerous positive comments from teachers about staff development, the teachers' overall opinion on staff development was split. Several teachers

surveyed said that staff development was not always directly applicable to what they were teaching. This difference of opinion among teachers may suggest that certain aspects of WISD staff development programs may have room for improvement.

Exhibit 1-19
WISD Professional Staff Development
Sample Verbatim Responses
By Survey Respondents

Sample of the Verbatim Responses

What is the most important strength, if any, of the staff development program used in your school?

- *"...Our staff development programs have provided very helpful and beneficial workshops (for the most part) to help improve instruction."...*
- *"...We are able to request the workshops that we attend during the summer"...*
- *"...The use of experts in the fields who are educators, or at least knowledgeable regarding education."...*
- *"...Very specifically targeted based on individual needs and goals."...*
- *"...Staff development is designed around needs and desires of staff."...*

What is the most important weakness, if any, of the staff development program used in your school?

- *"...Staff development is much too general in nature. I would like specific topics covered such as discipline, and computer spreadsheet instruction to be covered..."*
- *"...Sometimes the required staff development during the school year does not apply to what we're teaching...."*

- "...When the workshops are K-12. Too much of a span to be useful."
- "...Wasted time with inappropriate in-service sessions."
- "...I would prefer more flexible options for development specific to my needs (i.e. let me do AP workshops for development credit rather than force me to be there for subjects useless to me.)"

RESC XIII offers a variety of training courses and workshops for school districts. Based on this listing, teachers request funds from the CEIC's to attend workshops and conferences offered by RESC XIII or other sources. Each school is allocated staff development funds to be shared among teachers. There is no formal or consistent method of obtaining feedback from staff regarding staff development needs, or feedback about how useful individual workshops or training programs have been. In addition, there is no consistent method of following up on staff development courses taken to ensure that the training acquired is applied in the classroom.

TSPR reviewed a sample listing of 89 courses taken at Wimberley Junior High School in 1996-97 and 1997-98 and determined that 35 percent of WISD's staff development is the through RESC XIII. Staff development data provided from the other schools did not indicate whether training was provided through Region XIII, so no broad conclusions were drawn about the use of RESC XIII training by the other schools. The Wimberley Junior High School principal said that each school has a different emphasis for staff development. For example, Scudder emphasizes literacy training, while Wimberley High School emphasizes Advanced Placement (AP) training, especially in mathematics, science, and language arts. Throughout the schools, there is an emphasis on technology training and essential knowledge and skills (TEKS) instruction. **Exhibit 1-20** shows a sample listing of the types of courses taken by WISD teachers at the junior high school both through RESC XIII and as in-service.

Exhibit 1-20
Sample Listing of Staff Development
Wimberley Junior High School
1997-98

Course Title	Length of Course	No. of Participants	Course Provider	Course description	Train the Trainer	Mandatory or Optional
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	(no. of days)				(Y/N)	
PDAS	2	3	Region XIII	Performance appraisal	Y	Optional
TEKS Training	1	2	Region XIII	Overview of TEKS	Y	Optional
TMEA Conference	2	1	TMEA	Best practices in music	N	Optional
TASSP Fall Conference	2	1	TMSA	Best practices in Texas Secondary Schools	N	Optional
ESL	1	2	Region XIII	ESL training	N	Mandatory
School Visit	1	3	Kerrville	Visited Mentor school site	N	Optional
School Visit	1	5	Lake Travis ISD Middle School	Visited Lake Travis ISD to review Math program	N	Optional
TAGT Conference	3	5	TAGT	Gifted and talented Conference	N	Optional
Facilitative Leadership	3	6	Region XIII	Middle School Team Building	Y	Optional
Integrating Math/ Technology	1	1	Region XIII	Integrating all branches of math and technology in the curriculum	Y	Optional
Integrating Social Studies/Tech	1	2	Region XIII	Integrating all branches of Social Sciences in the curriculum	Y	Optional
Foundation	2	2	Region	TIF Grant	N	Mandatory

Training/ TIF Tech			XIII	mandatory training		
Web Site Authoring	1	1	Region XIII	Internet Training	Y	Optional
Utilizing Multi-Media Applications	1	1	Region XIII	Multi Media Training	Y	Optional
School Visit Arlan Sealy/Comal	1	2	Comal	Visited Computer Teacher	N	Optional
Power of Two Co- Teach	2	2	Region XIII	Team Teaching in a Special Ed Classroom	N	Optional
CPI: Non- Violent Crisis Intervention	1	6	Special Ed Co- op	Special Ed	N	Mandatory
504 Conference	2	2	TACHO	504 Training	Y	Optional
Project Alert	1	1	Region XIII	Drug and Alcohol Awareness	N	Optional
TEA Middle School Conference for Counselors	2	1	TEA	Best Practices in Middle Schools	N	Optional
TAAS coordinators Training	0.5	2	Region XIII	How to administer TAAS	N	Optional
Math Alignment	1	Math Dept.	R. Palmatier	Alignment of Math curriculum	N	Optional
Special Ed Modifications	1 Hour	All staff	Special Ed Co- op	Review responsibilities and requirements	N	Optional

				of Special Ed.		
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Source: WISD Junior High School Principal

Recommendation 10:

Assess the quality and need for specific staff development programs.

By surveying teachers about their staff development needs, the district can better coordinate and tailor workshops to the training needs of staff members. In addition, by obtaining consistent comments about the quality and effectiveness of workshops attended, funds can be allocated to training programs that best meet the district's staff development needs. Each principal also should designate one or more staff persons to serve as a resource for each school to ensure effective follow-up on staff development courses taken.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The Curriculum and Technology Coordinator establishes a committee with representation from teachers and principals at each school to review the quality of staff development programs and workshops offered to teachers at WISD.	August 1998
2. The committee prepares a report for the Curriculum and Technology Coordinator and the principals of each school outlining the comprehensive needs for each school and how these needs will be met. making use where possible of shared	September 1998

resources such as the RESC XIII workshops.	
3. The committee develops and implements a concise survey to be distributed annually to solicit feedback from teachers about the types of programs that would like to have available and the quality of workshops they attended.	October 1998 and annually thereafter

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASURES

This chapter addresses five key areas that affect the educational service delivery and support services of Wimberley Independent School District (WISD). The areas reviewed include:

- A. Instructional Program Delivery
- B. Student Performance
- C. Special Programs
- D. Instructional Technology
- E. Discipline Management

Chapter 2

EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASURES

A. Instructional Program Delivery

To deliver effective instructional programs, a school district must have a sound instructional management system in place. Instructional leaders both at the district and school levels must be held accountable for ensuring that resources allocated to instructional programs produce continual improvement in student performance. Adequate planning and evaluation systems must be developed so the district can monitor instructional program success.

BACKGROUND

A key indicator of a district's instructional program delivery is provided through the Texas Education Agency (TEA) accountability standards for schools. The 1997 standards include four ratings: *exemplary*, *recognized*, *acceptable*, and *low performance*. For a school to receive an *exemplary* rating, at least 90 percent of all students must pass the Texas Assessment of Skills (TAAS) reading, writing, and mathematics sub-tests. For ratings of *recognized*, *acceptable*, and *low performance*, the 1997 passing rate standard established for each of the sub-tests was 75 percent, 35 percent, or less than 35 percent, respectively. In 1996-1997, three of the district's four schools received a *recognized* or *exemplary* rating under the Texas accountability system.

District Profile

WISD delivers educational programs for nearly 1,600 students in four schools: Scudder Primary, Bowen Intermediate, Danforth Junior High School, and Wimberley High School. A change in grade configuration took place at the beginning of the 1997-98 school year when the district's newly constructed high school opened. Previously there were only three schools: Scudder Primary grades K-3, Bowen Intermediate grades 6-8, and Wimberley Junior/Senior High grades 7-12.

Exhibit 2-1 presents a breakdown of WISD's student enrollment for the fall semester of the 1997-98 school year by school and by grade.

Exhibit 2-1
WISD Student Enrollment Fall 1997-98

School	Grades	EE	K	1	2	3	4	5		Total
Scudder Primary	K-2	10	87	84	109					290
Bowen Intermediate	3-5					118	121	121		360
School		6	7	8	9	10	11	12		Total

Danforth Jr. High	6-8	125	128	144						397
Wimberley High	9-12				156	147	127	117		547
WISD Total										1,594

Source: WISD's Business Office

Typically, in a growing school district, young families with small children are moving into the district, contributing to higher enrollment in the primary grades (grades K-6) than in the secondary grades (grades 7-12). In WISD, a high-growth district, enrollment in the secondary grades is about the same as in the primary grades indicating that WISD has attracted established families with older children.

WISD has a low percentage of minority students, with a 92.3 percent Anglo student population. **Exhibit 2-2** presents a breakdown of WISD's student ethnicity for the fall semester of the 1997-98 school year by school.

**Exhibit 2-2
WISD Student Ethnicity by School Fall 1997-98**

	<i>Anglo</i>		<i>African American</i>		<i>Hispanic</i>		<i>Other</i>		<i>Total</i>
School	#	%	#	%	#	%	#	%	#
Scudder Primary	260	89.7%	6	2.1%	22	7.6%	2	0.7%	290
Bowen Intermediate	332	92.2%	6	1.7%	19	5.3%	3	0.8%	360
Danforth Jr. High	361	90.9%	5	1.3%	23	5.8%	8	2.0%	397
Wimberley High	519	94.9%	3	0.5%	22	4.0%	3	0.6%	547
WISD Total	1,472	92.3%	20	1.3%	86	5.4%	16	1.0%	1,594

Source: WISD's Business Office

The overall minority population in WISD is about 8 percent (5.4 percent Hispanic, 1.3 percent African American, and 1.0 percent other ethnic groups).

Peer District Comparisons

To obtain a better understanding of WISD's performance compared to other districts, TSPR benchmarked WISD against five other Texas school districts with similar enrollments, about the same number of schools, similar ethnic breakdowns, and about the same percentage of economically disadvantaged students.

WISD selected five peer districts_Lake Travis, Dripping Springs, Lake Dallas, Llano, and White Oak ISD's for the peer group comparative analysis. Comparative data for the selected peer group was obtained from TEA's Academic Excellence Indicator (AEIS) report. TSPR also used WISD's peers to compare how instructional programs are implemented in other districts. **Exhibit 2-3** presents the total enrollment and ethnic breakdown of students, percentage of economically disadvantaged students, and the number of schools maintained by the peer districts selected.

**Exhibit 2-3
Wimberley ISD and Selected Peer Districts
1996-97 Demographic Comparison**

District	Enrollment	# of Schools	Students				
			Percent Economically Disadvantaged	Anglo	African-American	Hispanic	Other
Lake Travis	2,937	4	12.0%	89.3%	.2%	9.6%	.9%
Dripping Springs	2,665	4	12.8%	89.0%	.9%	9.0%	1.2%
Lake Dallas	2,426	5	17.0%	88.4%	3.3%	6.3%	2.1%
Llano	1,512	3	37.0%	89.9%	.1%	9.8%	.2%
Wimberley	1,498	4	14.0%	91.8%	1.2%	5.7%	1.3%
White Oak	1,372	4	19.8%	94.5%	2.8%	1.5%	1.2%

Source: AEIS 1996-97

During the 1996-97 school year, WISD's instructional cost per student was lower than that of both its peer district average and the state average, as shown in **Exhibit 2-4**.

**Exhibit 2-4
Instructional Cost Per Student 1996-97**

District	1996-97
Lake Travis	\$3,302
Llano ISD	\$3,124
Wimberley ISD	\$2,793
White Oak ISD	\$2,712
Lake Dallas ISD	\$2,632

Dripping Springs ISD	\$2,560
Peer District Ave. w/out WISD	\$2,866
State Average	\$2,801

Source: AEIS 1996-97

Organizational Structure and Staffing

FINDING

WISD uses a school-based approach for instructional delivery to its students with minimal central office support. Principals and teachers have almost complete autonomy to make decisions about classroom management. As a result, WISD's instructional programs have lacked coordinated leadership.

At the time of the on-site visit, the Danforth Junior High School principal was serving as curriculum coordinator on a part-time basis; assisting other principals and offering limited support in instructional areas such as curriculum and technology. Although campus and district improvement plans have been developed to improve instructional program delivery, in the past there has been little connection and coordination between these two critical plans. The school board, superintendent, principals, and teachers all agreed that coordinated and centralized assistance is needed to provide an effective instructional program for the district.

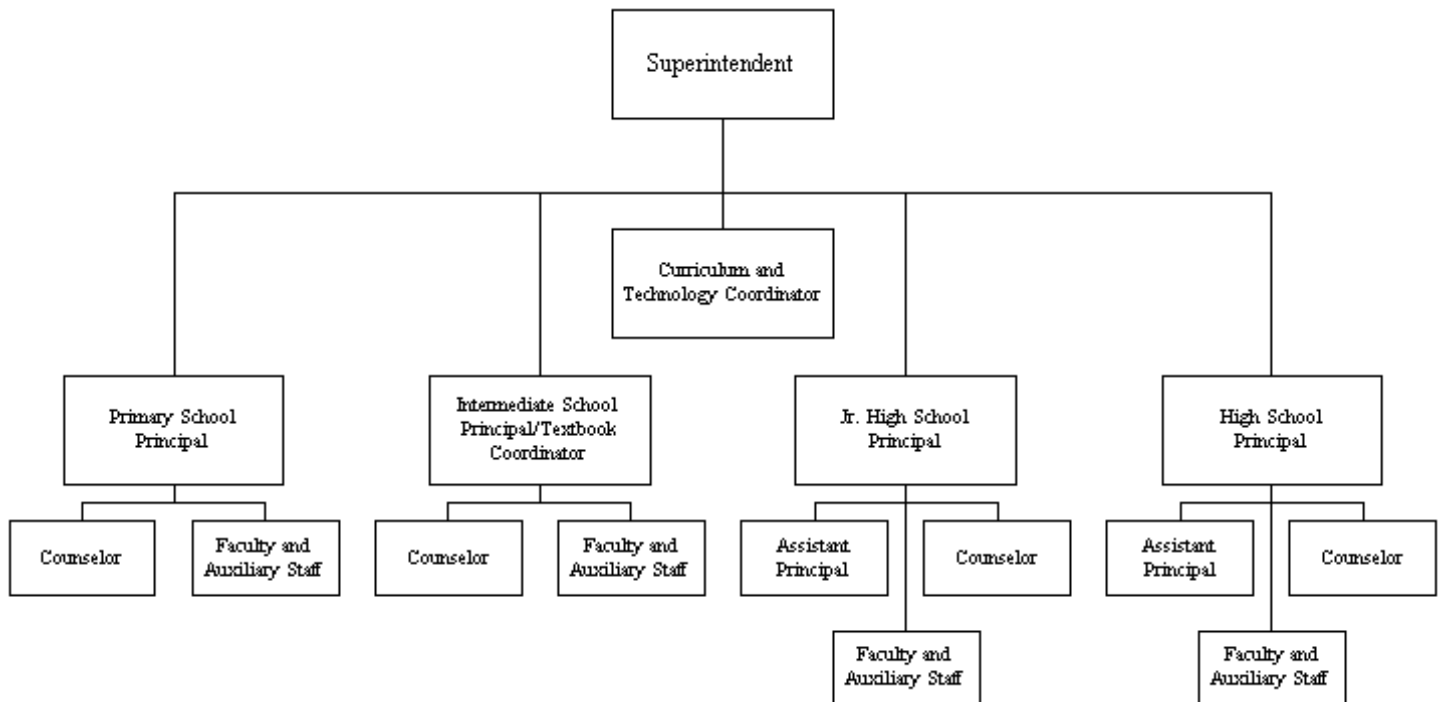
At the March 1998 board meeting, a full-time curriculum and technology coordinator position was approved to provide more leadership and focus for the district's instructional services. The Danforth Junior High School principal will assume this position effective the beginning of the 1998-99 school year. The district named a permanent replacement for the junior high school principal prior to the end of the 1997-98 school year.

WISD district management expects the newly created curriculum and technology coordinator position will help build a collaborative team effort for instructional delivery and improve student performance at each school.

Exhibit 2-5 presents WISD's organizational structure that will support instructional program delivery in the 1998-99 school year.

Exhibit 2-5

WISD Instructional Services Department (Effective at the Beginning of 1998-99 School Year)



Source: WISD Superintendent's Office

COMMENDATION

WISD has appointed a new curriculum and technology coordinator to provide enhanced leadership and focus for instructional program delivery.

Curriculum

FINDING

Since the early 1980s curriculum standards in the form of "essential elements" have existed in Texas public schools. These elements have served as the basis for local curriculum development, the statewide testing system, and the state accountability system. State-adopted textbooks have been developed based on the essential elements. During the past three years, the State Board of Education has gone through a comprehensive process to convert the essential elements into student performance standards, entitled the Texas Essential Knowledge and Skills (TEKS). Beginning with the 1998-99 school year, districts are expected to incorporate the TEKS into their curriculum.

WISD does not have formal curriculum guides for teachers. Curriculum guides serve as workplans for classroom teachers. Teachers and school administrators in WISD consistently reported that an excellent school climate exists and attribute this environment to the professionalism of the staff, and the high level of support and expectations of parents for the overall academic success of the district. However, these

same teachers and school administrators also stated that without formal curriculum guides, it is difficult for teachers to be certain that the state's content standards are consistently being taught in all courses at all grade levels. For example, a third grade teacher may receive students from three or four different second grade classes, and all of these students may be entering the class with different levels of skills, depending on the curriculum of the previous teacher. Further, as a district grows and becomes more diverse, the need for a formal set of curriculum guides becomes even more critical.

Many districts have successfully automated the process of developing curriculum guides using specially designed curriculum software. Districts typically follow the introduction of the revised software with extensive training for teachers to familiarize them with the software and ensure that the technology is used effectively.

Georgetown ISD developed automated curriculum guides in 1995-96. Automated guides have made it easier for school administrators and teachers to revise curriculum content and establish benchmarks, goals, and performance measures for content areas within each grade level.

Recommendation 11:

Develop formal curriculum guides for core academic subjects and update guides according to the state revision cycle every five years beginning in 2002-03.

WISD should immediately address the need for curriculum structure in grades K-12. The district should consider using curriculum guide software and a consultant to integrate TEKS into the curriculum guides, and establish a five-year cycle that follows the TEKS revision timeline.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The curriculum and technology coordinator assigns an ad-hoc committee, including representatives from principals and teachers to develop a plan for writing and systematically updating curriculum guides and incorporating recommended TEKS standards.	September 1998
2. The curriculum and technology coordinator and the committee select five consultants to provide technical assistance for developing curriculum guides and a software program to support automated curriculum writing.	October 1998
3. The curriculum and technology coordinator and the committee develop written curriculum guides using recommended software and provide training for teachers and school staff when necessary to support use of the new software.	November 1998 through March 1999
4. The curriculum and technology coordinator and the committee develop an administrative policy requiring the curriculum guides to be revised every five years in accordance with TEKS revision guidelines.	April 1999

FISCAL IMPACT

The TSPR review team based its cost estimates on a telephone interview with the Georgetown ISD that recently developed formal curriculum guides using software recommended for WISD. This recommendation will require budgeting for assistance from consultants, curriculum software, teacher training, and stipends for teachers to develop curriculum guides.

Five curriculum consultants will be needed to complete the project at a cost of \$200 per day for five days each. Curriculum software is estimated to cost \$2,000, which includes the software and system support. In 1997-98, WISD had 119 teachers. All teachers will require substitutes, at a rate of \$50 per day, for one day to be trained in the use of the new software. TSPR further assumes that a team of four teachers from each of the four schools-a total of 16 teachers-will be needed to provide input into the curriculum writing process and stipends are estimated to be \$100 per day during the summer months. Additionally, \$1,000 is estimated for printing curriculum guides.

A breakdown of estimated costs for 1998-99 is shown below:

Components	Calculation	Cost
Curriculum consultants	5 @ \$200 per day X 5 days each	\$5,000
Software and software systems support	-	\$2,000
Release time for grade level and vertical team curriculum development and training	119 teacher days @ \$50.00 a day	\$5,900
Writing teams (summer activity)	4 teachers per team X 4 teams X \$100 per day for 5 days	\$8,000
Cost estimate for printing curriculum	-	\$1,000
Total Costs		\$21,900

About \$4,000 should be allocated to revise a portion of the district's curriculum guides each year beginning in 2002-03.

Recommendation	1998-99	1999-2000	2000-01	2001-02	2002-03
Create curriculum guides for the core academic subjects and conduct introductory training on use for school administrators and teachers.	(\$21,900)	\$0	\$0	\$0	(\$4,000)

Chapter 2

EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASURES

B. Student Performance

CURRENT SITUATION

Texas public schools use the Texas Assessment of Academic Skills (TAAS) test to measure student performance in math, reading, and writing. Minimum passing standards for all subject areas of the TAAS test are established by state law and are uniformly applied statewide.

One indicator of the grade-level skills of students on the subjects tested by the TAAS is the percentage of students passing each subject. TAAS passing rates, along with dropout and attendance rates, are used by schools, districts, regional education service centers (RESA), and the state for accountability and planning purposes.

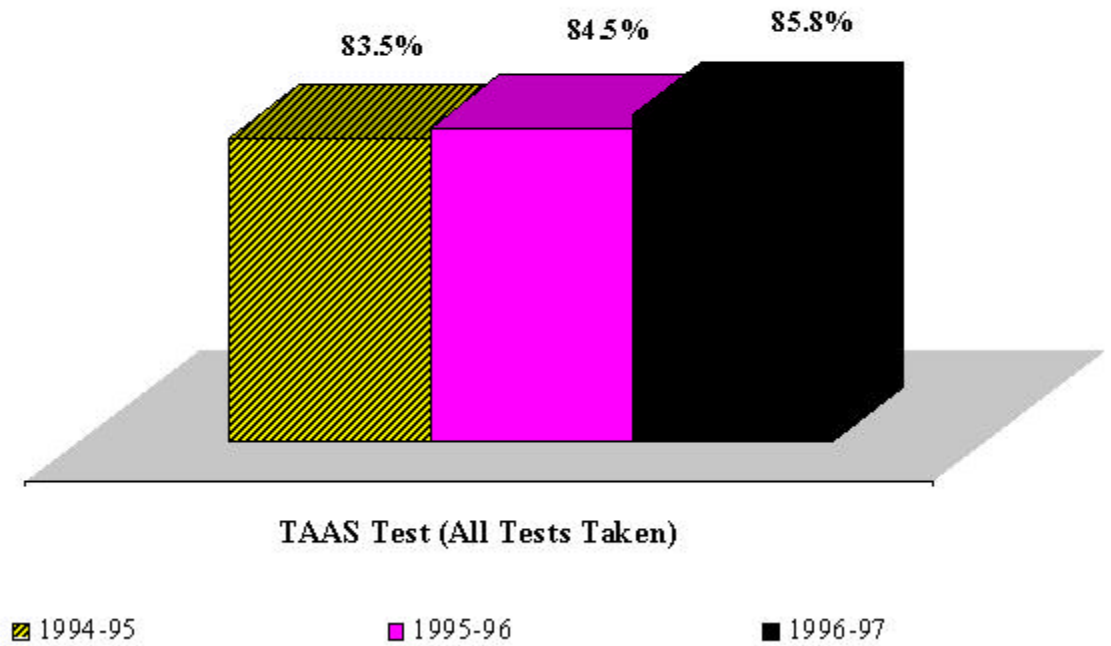
WISD, along with all other Texas public school districts, uses data provided through the Academic Excellence Indicator System (AEIS) developed by the Texas Education Agency (TEA) to compare student performance by school, districtwide, regionwide, and statewide. AEIS also compares student performance based on ethnicity and economic status.

FINDING

For the past three years, the percentage of WISD students passing all portions of the TAAS has exceeded 83 percent. The district also has realized a gradual, but continuous, increase in the percentage of students passing all tests taken. **Exhibit 2-6** presents TAAS test pass percentage rates for all tests taken for school years 1994-95 through 1996-97.

Exhibit 2-6
TAAS Pass Percentage Rates
All Tests Taken

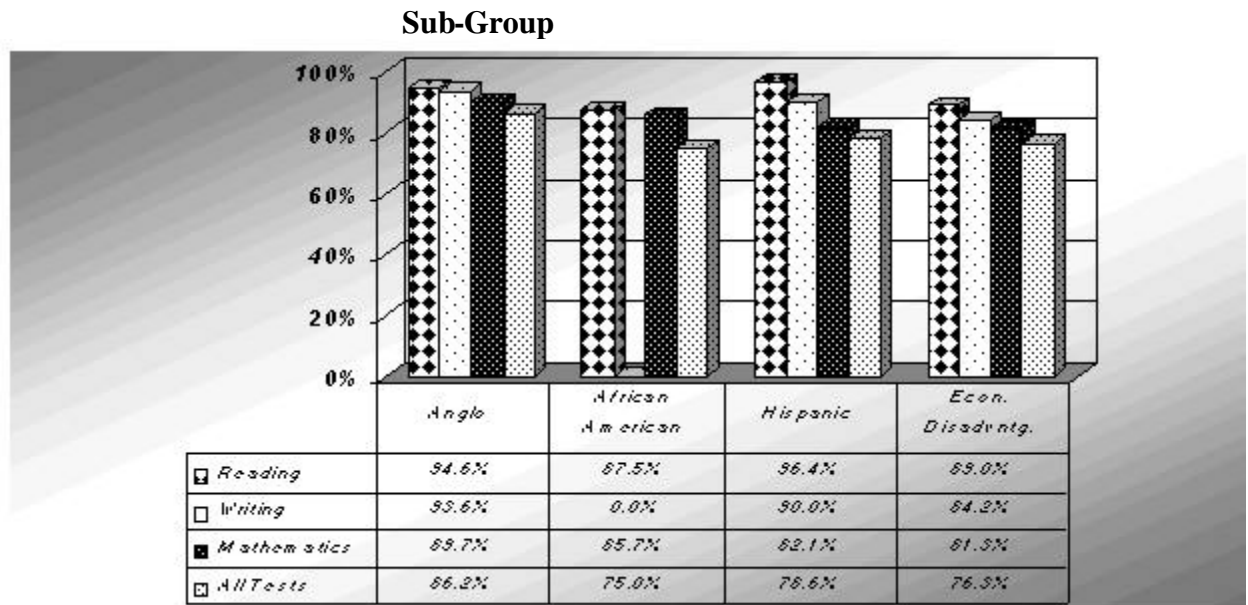
1994-95 through 1996-97



Source: AEIS 1996-97

Information in the charts that follow further discuss WISD student performance. **Exhibit 2-7** shows there is little divergence among WISD student sub-groups in terms of TAAS pass percentage rates for the most recent school year, 1996-97.

Exhibit 2-7
1997 TAAS Pass Percentage Rates by Ethnic Group and Economic



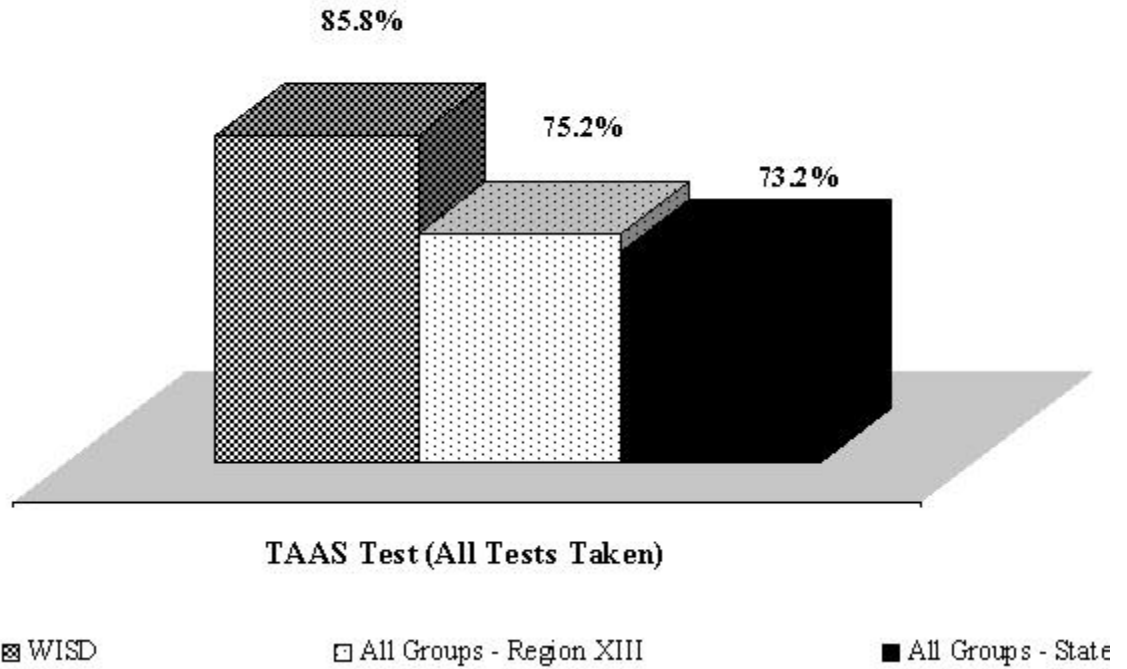
Source: AEIS 1996-97

Note: The percentage of African American students passing the writing portion of the TAAS test shows as 0.0 percent, because fewer than five African American students took the exam.

Exhibit 2-8 compares TAAS pass percentage rates for WISD for the 1996-97 school year to those of the State, and RESC XIII. WISD achieved an overall TAAS pass percentage rate higher than that of RESC XIII or the state.

Exhibit 2-8
Overall TAAS Pass Percentage Rates
Comparison of WISD, State, and Region XIII

1996-97



Source: AEIS 1996-97

Exhibit 2-9 presents the most recent three years of college admission test statistics for WISD, RESC XIII, and the State of Texas.

Exhibit 2-9
College Admission Test Statistics
For WISD, Region XIII and the State
1993-94 through 1995-96

Class Tested	College Admissions Tests	WISD	Region XIII	State
Class of 1996	Percent Tested	76.4%	69.1%	64.7%
Class of 1995		85.7%	67.9%	64.8%
Class of 1994		98.0%	68.8%	64.8%
Class of 1996	Percent At or Above Criterion	38.1%	35.8%	26.3%
Class of 1995		23.8%	25.1%	18.0%
Class of 1994		40.8%	24.8%	17.4%

Class of 1996	Mean SAT Score	1041	1037	993
Class of 1995		901	935	891
Class of 1994		926	931	885
Class of 1996	Mean ACT Score	21.7%	21.4%	20.1%
Class of 1995		21.1%	21.2%	20.0%
Class of 1994		23.3%	21.1%	20.1%

Source: AEIS 1996-97

For all three years compared, the percentage of students taking college admission tests was higher at WISD than in other districts in the region or the state. In addition, in the class of 1996, a higher percentage of students achieved at or above the criterion, and the mean scores on SAT and ACT were higher at WISD than at those of other schools in the region and the state.

Exhibit 2-10
State Accountability Ratings
WISD Schools 1996-97 and 1997-98

School	1996-97
Wimberley High School	Acceptable
Danforth Junior High School	Exemplary
Bowen Intermediate	Recognized
Scudder Primary	Recognized

Source: TEA Accreditation Division

In April 1998, the superintendent told the review team that preliminary TAAS test data indicates that Wimberley High School, which had obtained an *acceptable* rating during the 1996-97 school year, would qualify for *exemplary* status under the 1998 accountability criteria and that the district could also receive an overall exemplary rating. Final results will not be available until August. **Exhibit 2-11** presents the WISD dropout rates for the 1995-96 and the 1996-97 school year. The WISD dropout rate is consistently lower than the dropout rate for both RESC XIII and the state for all years shown.

Exhibit 2-11
Student Dropout Rates
WISD, RESC XIII and the State
1993-94 through 1995-96

School Year	WISD	Region XIII	State
1995-96	0.3%	1.4%	1.8%
1994-95	0.6%	1.9%	1.8%
1993-94	0.5%	2.5%	2.6%

Source: AEIS 1996-97

COMMENDATION

WISD achieved higher pass rates on TAAS and college admissions tests for the past three years, overall, and also has lower student dropout rates than both Region XIII and the state average for those same years.

FINDING

WISD's TAAS test results are favorable, with the district achieving a pass rate of 85 percent or above for all test categories during the 1996-97 school year. **Exhibits 2-12 through 2-15** compare WISD's TAAS pass percentage rates (all tests taken, math, reading, and writing) to those of the peer districts.

Exhibit 2-12 shows that WISD's TAAS test pass percentage rates (all tests taken) rank fourth among the peer districts and rank lower than the peer group average without WISD.

Exhibit 2-12
All Tests Passing Rates
1997 Texas Assessment of Academic Skills Results
WISD, Peer Districts, RESC XIII, and State

District	Percent Passing
Lake Travis	91.6
White Oak	90.0
Dripping Springs	89.6

Wimberley	85.8
Lake Dallas	84.1
Llano	79.1
RESC XIII	75.2
State	73.2
Peer Average w/o WISD	86.9

Source: AEIS 1996-97

Exhibit 2-13 shows that WISD's TAAS passing rate for math also rank fourth among the peer districts and also rank lower than the peer group average without WISD.

Exhibit 2-13
Math Passing Rates
1997 Texas Assessment of Academic Skills Results
WISD, Peer Districts, RESC XIII, and State

District	Percent Passing
Lake Travis	95.0
White Oak	94.3
Dripping Springs	93.3
Wimberley	89.3
Lake Dallas	88.1
Llano	85.1
RESC XIII	81.4
Texas	80.1
Peer Average w/o WISD	91.2

Source: AEIS 1996-97

Exhibit 2-14 presents a comparison of WISD's TAAS pass rates for reading compared to those of the peer districts. WISD's ranks third among

its peers in reading, and are slightly higher than the peer group average without WISD.

Exhibit 2-14
Reading Passing Rates
1997 Texas Assessment of Academic Skills Results
WISD, Peer Districts, RESC XIII, and State

District	Percent Passing
Dripping Springs	96.5
Lake Travis	95.5
Wimberley	94.5
White Oak	94.4
Lake Dallas	91.8
Llano	89.9
RESC XIII	85.6
Texas	84.0
Peer Average w/o WISD	93.6

Source: AEIS 1996-97

Exhibit 2-15 shows TAAS pass percentage rates for writing as compared with those of peer districts. WISD ranks fourth among its peers on the writing portion of the TAAS, and similarly, is slightly higher than the peer district average without WISD.

Exhibit 2-15
Writing Passing Rates
1997 Texas Assessment of Academic Skills Results
WISD, Peer Districts, RESC XIII, and State

District	Percent Passing
White Oak	97.0
Lake Travis	95.8
Lake Dallas	94.1
Wimberley	93.6

Dripping Springs	92.2
RESC XIII	86.4
Texas	85.3
Llano	84.6
Average w/o WISD	90.8

Source: AEIS 1996-97

While WISD has developed districtwide and individual school improvement plans to continually improve student performance, school administrators and teachers told the TSPR review team that targeted instructional improvement strategies are still needed at the school and district to ensure continued improvement in student performance. Further, WISD teachers, school administrators, parents, and community members want students to achieve at the highest possible level. Based on the demographic composition of the district, WISD students have the capability to perform on a par with the highest performing peer district on the TAAS test in all subject categories.

Recommendation 12:

Develops targeted instructional strategies that build on strengths and recognize weaknesses.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The curriculum and technology coordinator analyzes the district's TAAS pass percentage rates by subject area for each subgroup.	July 1998
2. The curriculum and technology coordinator works with teachers, counselors, and principals to review text books and curriculum, identify teacher strengths and weaknesses in each area, and identify teacher training and additional instructional materials needed.	August 1998
3. The superintendent and curriculum and technology coordinator design measurable goals and objectives to increase performance and to incorporate those objectives in the school improvement plans.	September 1998

FISCAL IMPACT

This recommendation can be implemented at no additional cost to the district.

Chapter 2

EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASURES

C. Special Programs

BACKGROUND

Students with special needs require special programs delivered either by regular classroom teachers, compensatory or remedial-education teachers, special education teachers, or instructional aides. School districts receive additional funding from state and federal sources to offset the additional cost of delivering many of these special programs.

Exhibit 2-16 displays WISD's special programs, payments from the state by programs, number of full-time equivalent (FTE) students served in each program, and the expenditures per FTE student served in the programs for the 1996-1997 school year.

Exhibit 2-16
State Payments for WISD Special Programs
1996-97

Special Program	Estimated State Payment	Number of FTE Students Served	Expenditure per FTE Student
Special Education	\$510,035	124	\$4,113
Career and Technology Education	\$236,089	62	\$3,808
Compensatory Education	\$94,045	Not Available	Not Available
Gifted/Talented Education (GT)	\$83,256	*159	\$524
Bilingual/ESL Education	\$1,100	3	\$367

Source: TEA AEIS 1996-97, Public Education Information Management Systems 1996-97

*Note: * Indicates enrollment, not FTE*

WISD's enrollment for the 1996-97 school year was 1,498 students and average daily attendance (ADA) was 1,434 students. Just over half of the students counted for ADA, are also counted in the formulas used to generate WISD's special program entitlements. The districts special education program receives the largest entitlement, followed by career and technology education.

Special Education

BACKGROUND

The Federal Individuals with Disabilities Education Act of 1975 (IDEA) requires school districts to provide certain education-related health services to children with disabilities and to develop an Individual Education Plan (IEP) for each child. The IEP is a written plan based on a student's abilities and educational needs that addresses long-term goals and short-term objectives. These objectives include: when services will start and end; who will provide the services; the criteria used for evaluating progress, and a statement of each student's current areas of competency. At each school, an Admission, Review, and Dismissal (ARD) committee, which includes teachers, counselors, administrators, and any other professionals who may assist in the process, is expected to function on behalf of the student. Federal guidelines require parents to be included as active participants in the ARD and IEP process.

At every stage of the ARD process for a given student in special education, state, and federal guidelines must be followed. If disagreements or objections related to evaluation, placement, or service delivery arise, students and their families have the right to due process. School districts do not have the burden of demonstrating that their special education services are the best possible, but the education provided must meet each student's individual needs as prescribed in the IEP.

FINDING

WISD's special education services are delivered through the Hays County Special Education Cooperative, which includes Hays County, Wimberley, Dripping Springs, Blanco, and Johnson City ISDs. **Exhibit 2-17** shows student enrollment and staffing in special education by school.

**Exhibit 2-17
WISD Special Education Enrollment and Staffing
1995-96 and 1996-97**

	Student Enrollment	# of Teacher FTEs	# of Aide FTEs
--	---------------------------	--------------------------	-----------------------

School	1995-96	1996-97	1995-96	1996-97	1995-96	1996-97
Wimberley High	81	75	34.4	39.7	3.0	3.9
Wimberley Jr. High	51	47	16.9	19.7	0.0	0.0
Bowen Intermediate	54	58	24.3	22.5	4.2	5.0
Scudder Primary	67	79	25.7	27.4	6.9	5.7
Total	253	259	101.3	109.3	14.1	14.6

Source: AEIS 1996-97

In May 1998, the Hays CISD Board of Trustees took official action to leave the cooperative and create its own Special Education Department, effective beginning with the 1999-2000 school year. As a consequence, the other four districts that are cooperative members are already engaged in planning for a new co-op arrangement to be implemented when Hays CISD discontinues as fiscal agent and administrator of the program. Discussions among the remaining cooperative members have led toward Dripping Springs (the second largest district in the co-op with 24 percent of the students and budget) serving as the next fiscal agent. The most recent difficulty with Dripping Springs ISD being appointed as the next fiscal agent is that Dripping Springs is currently without a superintendent, and district management is reluctant to commit to assuming the responsibility of the cooperative.

WISD's pro-rata share of the cooperatives budget for 1998-99 is 14.82 percent or \$201,782, based on service to 274 students. The cooperatives total budget is \$1,361,554, of which Hays CISD has about 48 percent or \$653,550. TEA allows the fiscal agent of the cooperative to receive a management fee ranging from 3 to 8 percent, for acquiring the special education staff, processing payrolls, and assuming other administrative program duties.

In general, 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. The cooperative serves a total of 1,849 students in five districts. The pooled resources of these districts have permitted hiring staff including:

- 1 director;

- 1 assistant director;
- 1 instructional supervisor;
- 5 diagnosticians;
- 8.5 licensed psychologists;
- 4 special education counselors;
- 2 behavior specialists;
- 2 vocational adjustment coordinators;
- 9 speech pathologists;
- 2 teachers of visually disabled;
- 1 physical therapist;
- 1 associated clerical and aide staff; and,
- Contracted occupational and physical therapy services.

The cooperative has assigned one full-time diagnostician to Scudder Primary School, one part-time psychologist to Bowen Intermediate School and one part-time psychologist to the Danforth Junior High School and Wimberley High School.

The cooperative psychologist assigned full time in WISD expressed the view that teachers need ongoing training in special education, especially about new changes in special education law. School administrators reinforced this perspective. Specifically, there is a need for special training for first-year teachers to learn their role and responsibility in the ARD process. In addition, special education teachers need continued training to modify teaching styles to better address their student's needs. As always, there is need to reinforce for teachers their legal, moral, and ethical responsibility to serve the unique and individual needs of special education students.

Through the cooperative, WISD has a comprehensive special education program in grades K-12. WISD follows guidelines for the ARD process, with appropriate IEPs for each special education student. All ARD committee proceedings are chaired by a co-op psychologist or diagnostician assigned to WISD. Parental involvement in the process is

also stressed.

Recommendation 13:

Analyze the costs and benefits of assuming the responsibility of fiscal agent for the special education cooperative to ensure continuity in program quality for WISD and the remaining cooperative members.

WISD should perform an internal benefit analysis on becoming the fiscal agent for the special education cooperative. If in the best programmatic and financial interest of the district, WISD should negotiate with the remaining management members of the cooperative and seek formal approval from TEA.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The superintendent informs the management members of the special education cooperative and the WISD board of WISD's interest in assuming the responsibility of fiscal agent.	July 1998
2. The superintendent, curriculum and technology coordinator, and business manager work together to determine the feasibility of becoming the fiscal agent for the special education cooperative, discussing and weighing issues such as acquiring appropriate special education staff, payroll processing, and other administrative responsibilities.	August 1998
3. The superintendent and administrators thoroughly analyzes the financial implications and the additional administrative responsibilities.	September 1998
4. Assuming the fiscal agent responsibility is in the best interest of WISD, the superintendent negotiates with the management members of the special education cooperative to become fiscal agent.	October 1998
5. The superintendent obtains board approval.	November 1998
6. The superintendent makes formal application for fiscal agent of the special education cooperative with TEA.	December 1998

FISCAL IMPACT

If WISD is forced to provide special education services to students without the benefit of a cooperative, the cost will be significantly higher than it is today. This recommendation projects no savings or costs since it is assumed that WISD will not enter into this arrangement unless the analysis indicates it is cost effective and in the best interest of the district.

Compensatory Education and Title I

BACKGROUND

Compensatory education funds are allocated to schools based on the number of students identified as economically disadvantaged, defined as eligible for free and reduced-price lunch program. State law requires that compensatory education funds be spent to improve and enhance programs and services funded under the regular education program. Funds for compensatory education are based on an allocation of state and local funds within the State Foundation School Program.

Funds for Title I are based on an allocation from the federal government that flows through TEA. Title I of the Elementary and Secondary Education Act was originally enacted in 1965 and serves as the largest federal aid program for elementary and secondary schools. This initiative funnels approximately \$7 billion to school districts throughout the nation. School districts are to use Title I funds to provide supplemental services designated to improve the educational performance of low-achieving students in high-poverty schools. The amount of money that a district receives is calculated based on the previous year's number of students receiving free and reduced-price lunch by the district. According to the Texas Education Code, Section 29.801, Subchapter 2, school districts are required to evaluate and document the effectiveness of the ways they use this money to enhance the educational experiences of their at-risk students, to reduce the number of dropouts, and to increase student performance.

FINDING

The number of WISD students identified as at-risk is small relative to the student population as a whole and compensatory education funds are limited, only about \$94,000 annually. Most of the available funds are channeled into additional staffing and computer support for the identified students.

Because of the low number of students and limited funding for compensatory education, WISD sought innovative ways to maximize resources. At Scudder Primary School, a content mastery program that

consists of an open laboratory for all students, has been established. Regular education, special education and Title I students are all served in the same laboratory. Title I partially funds teacher aides who are used to staff the laboratory. WISD students benefit from this arrangement because these aides work with students in the areas where they have the greatest educational needs and students at various learning levels work together to master subject areas or skills that are difficult for them. Usually a teacher aide works with children attending the laboratory in small groups of two to five students. The children in the group may be a combination of regular education, special education, and Title I students that all have a need to focus on fractions to improve in math or motor skills to improve coordination. Title I or at-risk students are blended with the rest of the students in the laboratory. This is especially important at WISD, because the district has such a low number of Title I or at-risk students.

At Bowen Intermediate School, a content mastery program that serves Title I students has been established similar to Scudder Primary School. The major difference is that regular education students are not served at Bowen Intermediate.

COMMENDATION

WISD effectively uses compensatory education funds to provide classroom aides and instructionally-based learning programs for at-risk students, so that they are mainstreamed with other children.

Career and Technology Education

According to the Texas Education Code, Section 29.181, each Texas school district must offer career and technology education to prepare students for managing the dual roles of family member and wage earner. The expectation is that students will gain entry-level employment skills necessary to enter a high-skill, high-wage job or continue with post-secondary education. To prepare students, districts must develop course offerings and curriculum that are related to prevalent regional occupations.

FINDING

The purpose of the career and technology program is to prepare students to move from high school to the workforce. In spite of funding limitations and a relatively small student body, WISD has made a strong commitment to career and technology education at the Wimberley High School. A variety of courses are available in agricultural science, office systems technology, home economics, and industrial technology. **Exhibit 2-18** shows the number of students who participated in various career and technology courses during 1996-97.

Exhibit 2-18
WISD Career and Technology Courses
1996-97

Courses	Number of Students
Journalism (including photography and broadcast)	82
Word processing (including advanced)	49
Principles of Technology (I and II)	42
Industrial Electronics (I and II)	34
Various Computer Courses	210
Food Science and Home Economics	87
Agriculture Related Courses	155
Technology systems and Telecommunications	29
Computer Maintenance Technology and Applications	17
Total	705

Source: Wimberley High School Principal's Office

Note: There may be some individual student duplication since these numbers represent semester enrollment figures and the same student may be enrolled in more than one course.

In addition, WISD is a member of the Capital Area Tech Prep Consortium. Tech Prep provides for curriculum linkage between high schools, colleges, and technical institutes in such fields as medical technology, drafting-design technology, and micro-computer technology. Through the consortium, WISD has articulation agreements with Austin Community College and Southwest Texas State University in areas, which include

electronics, desktop publishing, and principals of technology. The district has approximately 45 students enrolled in these courses. Students with a 'B' average or better can earn a maximum of nine hours credit at institutions of higher learning upon completion of the appropriate forms.

COMMENDATION

Wimberley High School curriculum includes a wide variety of career and technology courses designed to prepare students for the workforce and institutions of higher education.

FINDING

During the fall 1996, WISD conducted a feasibility study on how instructional technology could be enhanced by training students to assemble computers. Since then, under the direction of a teacher, students have assembled, configured, and installed more than 163 IBM Compatible Personal Computers for WISD.

The computers are used at all grade levels and departments within the district and more than 120 students have participated in this program. In addition, students have helped to upgrade and repair about 65 computers, which have been returned to use within the district. In addition, under a lead teacher's guidance, students install network cabling, network set-up, and configuration for all WISD schools. This experience results in valuable 'hands-on' technology training for students, and significant cost savings for the district. Equally as important, the technology instructor tracks and regularly compares the commercial cost for repairing computers to what the district actually spends; this activity has resulted in approximately \$105,000 in savings for the district to date.

COMMENDATION

WISD has implemented an exemplary instructional technology program that provides hands-on computer training for students and results in cost savings for the district.

FINDING

Students in the district's Technology Student Association (TSA) assemble, upgrade, and repair computers for the public, who are charged for the cost of parts, and asked for a 15-percent donation. The donation is then used to purchase supplies and equipment for classroom technology projects. The TSA also is building a solar panel for a member of the community. These types of projects promote community awareness about what is taught at school, and provide students an opportunity for hands-on learning.

COMMENDATION

WISD's Technology Student Association provides a resource to the community and raises funds to further technology education in the district.

FINDING

Students in Industrial Electronics (IE) classes are learning to use computer applications and other technology to build robots capable of performing human tasks. TSA members in IE classes then enter these robotics projects in TSA state competition. The robotic projects are designed, built, and programmed by the students. For example, a robotic machine is designed to turn a switch that starts watering plants in the greenhouse.

The students in Principles of Technology classes are learning alternative energy sources through the construction of a self contained/self-sufficient greenhouse by using robotic principles to control watering, heating, and cooling. The IE students build the electronic components of the greenhouse project. These projects provide students an opportunity to incorporate many aspects of technology into a finished product.

COMMENDATION

Through innovative robotics classes WISD is providing students with leading edge skills that will enable them to work in the technology industry.

Gifted and Talented Education

BACKGROUND

The state's Gifted and Talented Education (GT) program, unlike special education, is not federally mandated. It is required by the Texas Education Code, Sections 29.122 and 42.156(b), which defines the gifted and talented student as, "*a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment compared with others of the same age, experience, or environment and who: (1) exhibits high performance capability in an intellectual, creative, or artistic area; (2) possesses an unusual capacity for leadership; or (3) excels in an academic field.*"

Texas districts receive an additional 12 percent of their state average basic allotment funding for providing services to 5 percent of their student population who are identified as gifted and talented.

Exhibit 2-19 shows WISD's GT enrollment by school for the 1995-96 and 1996-97 school years.

Exhibit 2-19
WISD Gifted and Talented Enrollment
1995-96 and 1996-97

	Student Enrollment	
School	1995-96	1996-97
Wimberley High	46	52
Danforth Jr. High	33	37
Bowen Intermediate	45	43
Scudder Primary	25	24
Total	149	156

Source: AEIS 1996-97

FINDING

The GT program design in WISD varies across schools. The district's GT students are served in an "open computer" lab at Bowen Intermediate School, addressed through the language arts classes at Danforth Junior High School, and through a mentoring program at Wimberley High School. Each school's program is designed to meet the unique learning and developmental needs of the students at their respective grade levels.

In addition, Wimberley High School offers advanced placement (AP) and

honors courses to meet the needs of its GT students. AP and honors courses are available for students seeking high academic challenge. WISD students can gain college credit by passing a post-course examination.

Teachers and school administrators told TSPR that the district has limited resources for its GT program and staff development. Services are available, however, through RESC XIII's GT cooperative in the area of curriculum and staff development that could augment WISD's GT program limitations. For example, RESC XIII provides quarterly staff development to assist districts to keep abreast of GT innovations. Districts can send up to five teachers per year to a week-long certification program. The cost of RESC XIII's training is \$1,700 annually. These same courses would cost \$2,500 if purchased individually. The district currently budgets \$700 annually for GT staff development. Both teachers and school administration said the amount of GT training received is insufficient.

Recommendation 14:

Affiliate with the RESC XIII GT cooperative to obtain additional resources and ongoing staff development for the district's GT program.

IMPLEMENTATION STRATEGIES AND TIMELINES

1. The Superintendent obtains approval from the board to affiliate with RESC XIII's gifted and talented cooperative.	July 1998
2. The curriculum and technology coordinator contacts the RESC XIII staff to enter into an arrangement for support beginning in 1998-99.	August 1998

FISCAL IMPACT

By using available GT funds to join the RESC XIII GT Cooperative, the district will incur an additional \$1,000 annual cost for GT training based on a total cost of \$1,700, less the \$700 currently budgeted for GT training.

Recommendation	1998-99	1000-	2000-01	2001-02	2002-03
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		2000			
Affiliate with RESC XIII GT cooperative for resources and staff development	(\$1,000)	(\$1,000)	(\$1,000)	(\$1,000)	(\$1,000)

Bilingual Education/English as a Second Language

BACKGROUND

Federal and state laws require districts to provide Bilingual/English as a Second Language (ESL) programs for students whose first language is not English. Specifically, these programs are designed to help Limited-English-Proficient (LEP) students learn English. According to Texas Education Code, subchapter 29.053 and the Texas Administrative Code, 19TAC89.2(a), each district with an enrollment of 20 or more students of limited English proficiency in any language classification in the same grade level is required to offer a bilingual or special language program.

The Education Code 29.055 and the Administrative Code 19TAC892(b) also require that bilingual programs offer dual-language instruction, mastery of English language skills, and learning basic skills in the primary language of the students enrolled in the program on a full-time basis. ESL programs should provide for intensive instruction in English offered by

teachers trained in recognizing and dealing with language differences. Criteria for identifying LEP students also are specified in law.

FINDING

WISD has fewer than 20 students with limited English proficiency at varying grade levels. Although WISD does not yet meet the enrollment threshold to offer bilingual instruction, it does offer ESL instruction as needed in all schools. Staff development has been provided for at least one teacher at each school. In addition, certified bilingual personnel are assigned to all schools.

WISD's ESL program provides students an opportunity to move into mainstream English by immersing the student into the sights and sounds of the English language. All ESL students receive a minimum of 45 minutes of ESL classroom instruction per day.

Recommendation 15:

Monitor growth of WISD's student population who have limited English proficiency to determine the threshold at which a formal bilingual program should be established.

WISD should monitor the number of new students who move into the district to determine which students have limited English proficiency. In addition, staff development should be provided to ensure that all teachers are sensitive to the instructional needs of these students.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. 1. The curriculum and technology coordinator develops and analyzes a five-year enrollment trend to project the number of limited English proficiency students entering the district.	September 1998
2. 2. The curriculum and technology coordinator establishes a threshold at which the number of limited proficiency students will warrant a formal bilingual program.	October 1998
3. Monitor the number of limited English proficiency students to determine when the threshold has been reached for establishing a formal bilingual program.	November 1998 and ongoing, thereafter

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASURES

D. Instructional Technology

CURRENT SITUATION

WISD does not have a formal Management Information System (MIS) Department. Currently, each school is responsible for supporting its own instructional technology needs, and a teacher from each school is designated as the technology specialist. Teachers do not receive additional pay for this designation. The Danforth Junior High School principal will fill the position of full-time curriculum and technology coordinator at the beginning of 1998-99.

Major technology initiatives for each school include: the automation of school libraries, the training of librarians, the evaluation of instructional software, the acquisition of district licenses where appropriate, and an evaluation of instructional technology.

The WISD mission statement for the Instructional and Administrative Technology Plan says: *"The Wimberley Independent School District will incorporate technology as a natural part of the educational process through an integrated, comprehensive framework to govern acquisition, application, and evaluation of technical resources to ensure that students, teachers, administrators, and members of the community will have the opportunity to develop and enhance life-long learning skills necessary to be productive citizens in an information-driven society."*

The district has implemented a variety of instructional technology initiatives, including the "Windows on Science" program. Windows on Science is a textbook presented in laser disk format that allows students to visually explore life and earth sciences.

In addition, the schools have implemented a wide variety of classroom curriculum for computers, including mathematics, writing programs, and science courses. These initiatives and computer purchases were coordinated through the district's technology committee. The committee is made up of teachers and administrators from each school. The technology representatives meet with teachers at their respective schools to obtain requests and suggestions and present them to the committee for discussion, coordination, and implementation strategies.

WISD has a total of 328 computers throughout the district; 212 are

capable of network access, and 116 need to be upgraded to take full advantage of current software and access the Internet. The district received an additional \$86,000 Telecommunications Infrastructure Fund (TIF) grant in 1998. The grant was used to purchase an additional 61 computers for classrooms, and provide training to teachers. **Exhibit 2-20** shows a peer district comparison of the number of computers used for instruction.

Exhibit 2-20
Number of Computers for Instructional Use
WISD Selected Peer Districts

Peer District	Number of Computers for Instructional Use	FY 1996-97 Enrollment	Ratio of Instructional Computers to Students
Llano	N/R*	1,512	N/R
White Oak	300	1,372	1:5
Wimberley	328	1,498	1:5
Lake Dallas	N/R	2,426	N/R
Dripping Springs	300	2,665	1:9
Lake Travis	420	2,937	1:7
Peer District Average	340	2,182	1:6

Source: Telephone Survey with Peer Districts

Note: N/R = No Response

WISD's student to computer ratio is slightly less than the peer district average. However, with the 1997-98 purchase of 61 new computers (not reflected in **Exhibit 2-20**), the current ratio of students per computer is 1:4. This ratio meets TEA's goal of one computer for every four students by 1998-99.

TSPR conducted opinion surveys during the review. Students, teachers, and administrators that responded to the survey are generally satisfied with technology available in the district. Sixty-nine percent of WISD's juniors and seniors stated that computers were available at school whenever they needed them, and 70 percent felt that there was good computer instruction at their school. Forty-nine percent of the teachers responding assigned a grade of "A" or "B" to the use of technology in the schools, however, only

39 percent assigned the same grade to the integration of computers with the regular education curriculum.

FINDING

WISD has small computer networks within schools and is in the process of networking all of its schools. The district does not have a computer network administrator, or similar position, to handle network-related problems and training. Instead, one high school teacher is called upon when a schools network has technical problems or stops working. The teacher is called out of the classroom to address the problem. **Exhibit 2-21** summarizes the amount of time teachers are called out of class or work outside of school hours to support technology at their respective schools.

**Exhibit 2-21
Hours Spent Supporting School Technology
1997-98**

School	Hours Worked During Classroom Time (Weekly)	Hours Worked During Non-Working Hours(Weekly)	Total Hours Supporting School Technology (Weekly)
Scudder Primary School	0	5	5
Bowen Intermediate School	5	3	8
Danforth Junior High School	7	10	17
Wimberley High School	20	12	32
Total	32	30	62

Source: WISD Superintendent

Although teachers are providing a valuable technical resource to the district, the amount of time required to provide these resources is increasing as additional technology is available. When teachers are called away from the classroom, another teacher typically fills in (in most

instances, teachers who are on their conference period fill in) however, quality instructional time is lost.

Exhibit 2-22 presents the number of individuals assigned full-time to implement and support district technology for peer districts.

**Exhibit 2-22
Technology Staffing at Peer Districts**

District	District Staff Supports Software In-House Yes/No	Total Technology Staffing
Llano	N/R	N/R
White Oak	No	1
Lake Dallas	N/R	N/R
Dripping Springs	No	1
Lake Travis	No	1
Wimberley	No	0

Source: TSPR Telephone Survey, February 1998
N/R = No response

Recommendation 16:

Hire a districtwide technology specialist to support the districts instructional and administrative technology.

WISD should create a full-time position to support the district's technology needs. The individual hired for the position should have the technical skills to support the districts Local and Wide Area Networks. The individual also should be required to troubleshoot computer problems at the schools and provide network training to each school's technology specialist.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The board approves position of districtwide technology specialist.	July 1998
2. The superintendent develops job description, advertises the job	July - August

interviews candidates, and selects final candidate for board approval.	1998
3. The superintendent presents recommended candidate to board for approval.	August 1998
4. The approved technology specialist begins work.	September 1998

FISCAL IMPACT

Implementation of this recommendation will have an annual cost increase of \$39,550 based upon an annual salary of \$35,000 plus 13 percent fringe benefits.

Recommendation	1998-99	1999-2000	2000-01	2001-02	2002-03
Hire a districtwide technology specialist.	(\$35,500)	(\$39,550)	(\$39,550)	(\$39,550)	(\$39,550)

Chapter 2

EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASURES

E. Discipline Management

Maintaining a safe and secure educational environment requires comprehensive planning, policies, and programs that address all students' needs. Under the provisions of the Education Code discussed above, each Texas school district is required to adopt a student code of conduct that outlines standards for student behavior, categorized by level of offense. The code also outlines related disciplinary consequences, ranging from student-teacher conferences for minor offenses, to suspension or placement in an alternative education program (AEP) for more serious offenses.

CURRENT SITUATION

WISD operates under two codes of conduct: the Student Code of Conduct and the Athletic Code of Conduct. WISD's Student Code of Conduct has a three-part discipline management plan. This plan includes: the purpose of the Student Code of Conduct; standards of conduct, defining the responsibility of students, parents, teachers, and administrators; and the behavioral consequences associated with the Student Code of Conduct which address minor misbehavior, serious misconduct and consequences, placement in alternative education programs, suspension, and expulsion.

The Athletic Code of Conduct is an eight-part plan covering:

- general rules of conduct on the field;
- general rules of conduct in the classroom and standards for academic eligibility;
- general rules of conduct on school property;
- general rules of conduct on trips;
- training rules, including the WISD zero tolerance policy;
- miscellaneous code of conduct rules and disciplinary consequences;

- conditions under which athletes forfeit their rights to participate in extra-curricular activities; and
- the athletic reward system.

WISD has one AEP, which is located at Wimberley Junior High, Danforth School. The AEP teacher monitors AEP placements to the alternative school and produces an internal report. This report identifies students placed, student demographics, date of placement, term of placement (whether mandatory or discretionary), and the reason for placement in an alternative education setting to the extent that this information is available.

FINDING

TSPR received feedback at focus group meetings suggesting that there might be inequities between the Student Code of Conduct and the Athletic Code of Conduct. The review team compared the Student Code of Conduct and the Athletic Code of Conduct and found several differences between the two documents as shown in **Exhibit 2-23**.

**Exhibit 2-23
Comparison of Athletic and Student Codes of Conduct**

Provision of State Law and School Policy	Student Code	Athletic Code
<p>1 The Texas Education Code and WISD board policy both require that if a student has violated the Student Code of Conduct, the principal shall send a copy of the teacher's written report documenting the violation to the student's parents or guardians within 24 hours. Board policy states that if the Student Code of Conduct specifies removal to an AEP, the board or its</p>	<p>Violations must be reported to the principal or other appropriate administrator who will send notification to the parent or guardian, via the student, within 24 hours of receiving the report. For more serious offenses, an attempt will be made to contact the parents by telephone. If the administration deems it necessary, certified mail will be used for notification.</p>	<p><i>The Athletic Code of Conduct does not require formal documentation of a problem and notification of parents before a student can be formally removed from the program. Specifically, rules of conduct on the field state:</i></p> <p><i>"Any behavior contrary to that which has been stated is a direct reflection on the school, team and coaches and will not be tolerated. Violations of any nature</i></p>

	<p>designee shall deliver to the student's parent or guardian a copy of the order placing the student in an AEP.</p>		<p><i>will result in disciplinary action and possible suspension from the team."</i></p>
<p>2</p>	<p>The Texas Education Code and the WISD board policy both prohibit the use or possession of drugs or alcohol at school-related or school-sanctioned activities on or off school property.</p>	<p>Students in all grades shall not possess or use tobacco products, including, but not limited to, cigarettes, cigars, pipes, snuff or chewing tobacco, on school premises or at school-related functions. School penalties for the possession or use of tobacco products, matches, cigarette lighters, or other related paraphernalia include the following:</p> <ol style="list-style-type: none"> 1. First Offense - The consequence is In School Suspension (ISS) 1 day 2. Second Offense - The consequence is ISS 3 days 3. Third Offense - The consequence is AEP for remainder of semester/following semester. 4. Fourth Offense - The consequence is expulsion. 	<p>The Athletic Code discusses removal from athletic program as ultimate consequence but does not address ISS, AEP placement, or expulsion. Specifically, training rules in the Athletic Code of Conduct state:</p> <p><i>Drugs</i> - Drugs will not be tolerated. The first offense will result in suspension form the team. The second offense will result in dismissal form the athletic program.</p> <p><i>Alcohol</i> - Alcohol will not be tolerated. The first offense will result in disciplinary action. The second offense will result in a six- week suspension form the team. A third offense will result in dismissal from the athletic program.</p> <p><i>Tobacco</i> - No tobacco of any form will be permitted. No chewing, dipping or smoking. The first offense will result in disciplinary action. The second offense will result in susnsension</p>

			from the next contest. Further offenses could result in dismissal from the athletic program.
3	Chapter 37 of the Texas Education Code and the WISD board policy both require the district to define misconduct that <i>may</i> or <i>must</i> result in a range of specific disciplinary consequences.	<p>The Student Code of Conduct states:</p> <p><i>Discretionary Removal -</i> General misconduct violations will not necessarily result in the formal removal of the student from class or another placement but may result in a routine referral, formal removal or the use of any other discipline management technique. This includes such behaviors as cheating, stealing or vandalizing property.</p> <p><i>Formal Removal -</i> A teacher or administrator must remove a student from class if the student engages in behavior for which the Education Code requires disciplinary AEP placement and/or suspension. For example, this would include such violations as name-calling, inappropriate physical contact, or possession of matches.</p> <p><i>Suspension -</i> Students may be suspended for any reason that may require placement in a disciplinary AEP. Such violations would include engaging in a felony making a terrorist</p>	<p>The Athletic Code of Conduct does not clearly state which behaviors will result in mandatory suspension from school. Consequences for negative behavior are at the discretion of the Athletic Director. Specifically, the Athletic Code states:</p> <p><i>On the Field -</i> Violations of any nature will result in disciplinary action and <i>possible</i> suspension from the team. For example, if an athlete throws his helmet down and walks off the field in unsportsmanlike behavior, he or she may be suspended from the team.</p> <p><i>In the Classroom -</i> Violations of these rules will result in punishment. These violations <i>may</i> result in suspension and possible dismissal from the team. The Athletic Director said that the intent of these rules is to ensure that athletes maintain high academic standards and are respectful to teachers and other</p>

		<p>threat, or recklessly causing bodily injury to another person.</p>	<p>students in the classroom. For example, if an athlete used profanity in the classroom, he or she may be suspended from the team.</p> <p><i>On Trips</i> - Violations in this area <i>may</i> result in suspension from the next contest. For example, if an athlete punched a student from a competing team, he or she may be suspended from the team.</p>
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Source: TSPR Review Team Analysis of Student and Athletic Codes of Conduct

The Athletic Director said that the Athletic Code of Conduct is not intended to replace the Student Code, but rather to supplement it. This distinction is not clearly detailed in writing in either the Student Code or the Athletic Code. The Athletic Code is designed to address two behavioral issues that apply specifically to athletes. First, athletes are frequently representing the school at games and are very visible to the community. As a result, they are expected to adhere to high standards as students, public citizens, and role models for other students since they are allowed to participate in athletics. Second, the Athletic Code is intended to address unacceptable behavior that are likely to occur in an athletic

setting. For example, during games and practices, the focus is on winning competition, and physical contact. Athletes can be so focused on winning that fights can quickly erupt requiring disciplinary action. In a controlled classroom, physical contact between students are likely to happen. The Athletic Director said that consequences for inappropriate behavior are at his discretion; consequences for inappropriate student behavior are detailed in writing in the Student Code of Conduct.

Recommendation 17:

Revise the Student and Athletic Codes of Conduct to clearly define the intent of each document and the relationship between the two documents.

The Athletic Code of Conduct and the Student Code of Conduct should both clearly state the intent of each code and the relationship between the two. Both codes should explain that the Student Code of Conduct applies to all students, including athletes. In addition, the Athletic Code does not replace the Student Code, but rather is an additional set of behavioral guidelines that athletes are expected to follow. The Athletic Code should state that participating on an athletic team is a privilege, and as such, all athletes are expected to uphold high behavioral and academic standards as outlined in the Athletic Code. In addition, consequences for behavior are at the discretion of the Athletic Director and may result in suspension of athletic privileges.

In cases in which the two codes are inconsistent, the Athletic Code should clearly state that the Student Code takes precedence over the Athletic Code. For example, the Athletic Code should clearly state that in the district's zero tolerance policy on drugs, alcohol, and tobacco, apply to *all* students are still subject to the provisions of the Student Code in addition to those of the Athletic Code.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The superintendent, athletic director, and AEP director compare the Athletic and Student Codes of Conduct for inconsistencies.	August 1998
2. Changes with regard to state law, to make the two codes consistent, are recommended to the board for approval.	September 1998
3. The Student and Athletic Codes of Conduct are revised when necessary and any changes communicated to students and staff, and training provided as necessary.	November 1998

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

WISD has limited forms, policies, or procedures in place for its AEP. Similarly, there has been no formal planning for either the curriculum or facilities necessary to run the program effectively. The alternative education program is in its infancy and has been operated with little central support and without adequate planning or resources. In the past, Dripping Springs ISD, Hays County ISD, and WISD discussed the possibility of establishing a joint AEP, but this option was never pursued.

Based on interviews with the AEP director at RESC XIII, Manor ISD and Lockhart ISD both have exemplary AEP programs. Both programs are highly structured and have been redesigned with a behavior management focus, rather than being purely punitive. Teachers are trained to be flexible, to listen to students' needs, give students choices, and teach students to make effective decisions and take responsibility for their actions. Students consistently receive the same consequences for behavior,

so that positive behavior is reinforced, and the consequences for inappropriate behavior are clear and consistent. Once they return to a regular education setting, students are given emotional support through counseling.

The Danforth Junior High School facility that houses the AEP is too small and was not designed for the program. Students are placed in a single classroom, which at times is too small to accommodate the AEP student population, which fluctuates between five and 15 students. The AEP also is not always adequately staffed, depending on the number of AEP students in the program, and the program has only one full-time equivalent, the AEP teacher. An effective AEP needs two staff members in the program at all times, for security purposes and so that students, some of whom are emotionally disturbed, are never left unsupervised. Currently, no adequate procedures for escorting students to lunch, and no procedures for receiving and dismissing the class, so that the AEP students can be kept separate from the main student population exist.

There are no special programs in place for at-risk students, such as conflict resolution, or peer mediation to help students solve problems before disruptive behaviors occur. The AEP director is currently working with the Communities in Schools program to arrange counseling for AEP students approximately every other week.

It is not clear whether students are given a hearing as required by Section 37.007 of the Education Code before referral to the AEP. Based on documentation provided by the AEP director, TSPR was unable to determine conclusively how each referral was handled and whether a hearing was held in each case. For example, TSPR reviewed records for 11 current and previous AEP students. None of the records specifically documented the steps taken in addressing violations, whether a hearing had been held within three days of suspension before the student was placed in AEP, or whether parents were notified of the actual offense that resulted in AEP placement. **Exhibit 2-24** presents sample documentation of an AEP referral.

Exhibit 2-24
Sample Documentation of an AEP Referral

Date of Offense	No. of Offense	Nature of Offense	Consequence
12/5	1	Smoking in girls' restroom.	3 days ISS
1/12	2	Caught in drug dog sweep; small quantity of marijuana in backpack.	Placed in AEP*

Source : WISD AEP Director

** Police are notified in drug-related incidents.*

The AEP director said that as many as 80 to 90 percent of the students referred to the AEP are special education students. Based on a review of 1997-98 AEP program data, 64 percent of the students referred to AEP were either already identified as special education, or were pending testing for special education categorization. In contrast, according to AEIS data, 17.3 percent of the district's students are special education.

Both long-term and short-term placements are made to the AEP. Long-term placements usually last through the end of the semester, while short-term placements last a minimum of four weeks.

Recommendation 18:

Develop a structured alternative education program that complies with the provisions of the Texas Education Code and WISD's Student Code of Conduct.

WISD must implement procedures to ensure compliance with the Education Code and WISD's Student Code of Conduct on removing

students from regular classes to alternative education settings. Procedures must be implemented to ensure that students lose no more than three class days as provided in the Education Code.

WISD should create a system to monitor the referral of students to the AEP resulting from disciplinary actions administered by teachers and administrators, so that student discipline is fairly and consistently applied. Particular attention should be paid to ensuring that special education students are correctly identified and not referred to AEP as an alternative to the regular education setting. The district also should establish performance standards for the AEP, including percentages of students returning to the regular education setting, and monitor student performance regularly. Actual performance should be compared to expected performance to improve the effectiveness of the AEP and ensure that students are successful beyond the program.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The AEP Director (with input from Campus Education Improvement Committees and District Education Improvement Committee) reviews exemplary alternative school models such as the one used in Manor ISD and Lockhart ISD, and contacts RESC XIII for assistance in developing an AEP.	August 1998
2. The AEP Director develops recommendations for selecting and implementing an effective model for operating alternative schools.	September 1998
3. The AEP Director implements the necessary program changes, and amends removal policy outlined in student handbook to reinforce requirement of timely placement of students in alternative education settings.	October 1998
4. The AEP Director submits the revised programs and procedures to the superintendent and board for approval.	November 1998
5. The superintendent and board approve the revised program and procedures.	December 1998
6. The superintendent issues a formal memorandum to principals, assistant principals, and central administrators notifying them of the new procedures.	January 1998
7. The curriculum and technology coordinator works with the Business Manager to provide specialized training to all staff implementing alternative school models.	February 1998
8. The AEP director develops a mechanism for assessing the performance of the AEP and the superintendent and board	March 1998 and Ongoing

regularly assess the performance of the AEP.	
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FISCAL IMPACT

This recommendation can be implemented with existing resources.

School Security

CURRENT SITUATION

WISD's security function is primarily handled at the school level through a combination of cooperation from the Hays County Sheriff's Office (sheriff's office) and alarm systems. All WISD schools, as well as the central administration building, have an alarm system wired in critical areas for heat and motion detection. The alarm system is centrally monitored by Folks Fire Alarm Company, which notifies the sheriff's office, who in turn notifies the district or schools where the alarm has been set off in the event of break-ins, burglary, and acts of vandalism. At the district, the following individuals are notified in the event of an alarm: superintendent, director of maintenance, business manager, assistant director of maintenance, and the superintendents secretary. At each school, the following individuals are notified in the event of an alarm: principal,

assistant principal (where applicable), director of maintenance, assistant director of maintenance, and the superintendent.

FINDING

The district and the sheriff's office have an excellent working relationship according to the Hays County deputy. The deputy works closely with the district to monitor both drug and gang activity in the schools and to ensure a safe learning environment. The sheriff's office also educates parents and community members in crime prevention and intervention. As a result of this partnership, there is continuous flow of information between the sheriff's office and the district. WISD has no other district security resources other than the assistance it receives from the sheriff's office.

The sheriff's deputy maintains a regular presence at each of the schools as necessary, in particular at the junior and senior high schools. Officers also are present at all football and basketball games to maintain a high level of security. WISD pays the sheriff's office to provide two to four officers per football game, and two officers for basketball games.

The sheriff's office has a Drug Abuse Resistance Education (D.A.R.E.) officer that provides drug and alcohol programs to WISD elementary schools. The D.A.R.E. program teaches WISD students how to refuse alcohol and drugs by:

- providing accurate information about drugs and alcohol;
- providing ideas for alternatives to drug use;
- teaching decision-making skills;
- showing students how to resist peer pressure; and
- building self-esteem.

COMMENDATION

WISD has established an excellent cooperative relationship with the Hays County Sheriff's Office to enhance safety and security of students and district property.

FINDING

WISD's Safe and Drug Free Schools and Communities Report is currently maintained by the Wimberley Junior High principal. **Exhibit 2-25** presents

WISD's incident statistics for the past three years. This chart could not be used for comparative purposes, because three years of reliable data were not available from the district. The junior high principal said that 1995-96 data was maintained for less than half the year and does not represent an entire year of data.

Exhibit 2-25
WISD Incident Statistics
1995-96 through 1997-98

	Incident	1994-95	1995-96*	1996-97
1.	Students referred for disciplinary action related to the possession, sale or use of TAOD**	59	24	28
2.	Student arrests for offenses related to possession, sale or use of TAOD**	7	0	3
3.	Incidents of school-related gang violence	0	2	0
4.	Students placed in alternative education programs due to possession, sale or use of TAOD	27	3	9
5.	Other students placed in Alternative Education (excluding line 4 above)	N/A	0	16
6.	Total number of days served by students placed in AEP because of disciplinary reasons	554	N/A	N/A
7.	Out-of-school suspensions related to possession, sale or use of TAOD	21	0	19
8.	Other out-of-school suspensions	73	0	73
9.	Expulsions related to possession, sale or use of TAOD (does not include students placed in an alternative to expulsion program)	1	0	0
10.	Other expulsions (does not include students placed in an alternative to expulsion program) (excluding line 8 above)	1	0	0
11.	Assaults against students	2	2	5
12.	Assaults against teacher/staff	0	0	0
13.	Acts of vandalism/criminal mischief against school property	0	1	7

14.	Acts of vandalism/criminal mischief against student property	2	0	3
15.	Acts of vandalism/criminal mischief against teacher/staff property	0	0	1
16.	Number of firearms confiscated	2	1	0
17.	Number of weapons confiscated	3	0	0
	TOTAL	752	33	164

Source: WISD Safe and Drug Free Schools and Communities Reports 1994-1997

** - incomplete data*

***TAOD - Tobacco, Alcohol and Other Drugs*

The Safe and Drug Free Schools and Communities report is tracked and reported to TEA. The junior high school principal said the district has not specifically identified a threshold level at which additional safety and security measures will be needed to address the drug, alcohol, and general crime incident level. The principal also said that the most appropriate statistic to determine the critical threshold at which additional security measures are needed is the number of AEP placements per year, specifically those for drug and alcohol offenses.

AEP placements are typically for more serious offenses, and so reflect the number of serious criminal, drug, and alcohol offenses in the district. There were 16 AEP placements in 1996-97, which represents

approximately 1 percent of WISD student enrollment. The junior high school principal said that if this number were to increase to 1.5 percent, there would be a need for the district to review its safety and security measures. At a level of 2 percent or more, additional security measures are warranted. One of the measures, which is already in place to address drug and alcohol activity, is a drug-sniffing dog that is brought to the schools 10 times per year for half a day to help detect drugs on school property. The business manager said this service is offered through Interquest Company at a cost of \$160 per half-day.

Recommendation 19:

Ensure accurate reporting of security violations, and establish critical thresholds at which additional safety and security measures will be needed.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The superintendent works with the Danforth Junior High School principal to develop written procedures for tracking and reporting incidents for the WISD Safe and Drug Free Schools and Communities Report.	August 1998
2. The superintendent works with the Danforth Junior High School principal to ensure that copies of the report are filed centrally at the district.	September 1998
3. The superintendent works with the Danforth Junior High School principal and the business manager to ensure that if this position becomes vacant, responsibility for this position is transferred to another designee, and training provided as necessary.	October 1998

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

One of the ways that many school districts work in partnership with local law enforcement agencies to improve school security is through the use of School Resource Officers (SROs). WISD currently does not have an SRO program. SRO programs are designed to provide police officers to help selected schools address student problems that go beyond traditional policing. The officers are equal partners with school faculty and staff, and assist students in dealing with conflict, resolving problems, handling peer pressure, and avoiding criminal activity. SROs also provide instruction for the D.A.R.E. program that teaches students how to refuse alcohol and drugs. As law enforcement officers, SROs can take police action related to incidents in or around schools, but they are not responsible for school security or enforcing district administrative policy.

A sergeant at the sheriff's office said that they have the capacity to provide WISD with an SRO. The cost of hiring an SRO is usually shared between a local law enforcement agency and the district at a pre-negotiated rate. The sheriff's office currently has negotiated an SRO program with Hays Consolidated School District in which they provide the district a deputy who serves as an SRO. The sergeant at the sheriff's office said that although there are not specific statistics available because the program is new, the presence of an SRO officer at the Hays County Consolidated School District has helped to deter incidents of crime and vandalism.

The annual cost of providing the district with an SRO officer is \$33,000, which includes the SROs salary and benefits. Specifically, the district provides the deputy a private office and a telephone. The sheriff's office supplies the deputy with a vehicle and a computer. Hays Consolidated School District has negotiated an agreement with the sheriff's office in which the district pays 75 percent, and the sheriff's office pays 25 percent of the annual cost of \$33,000. For a district with limited size and resources such as WISD, however, the cost of the SRO is typically split evenly between the district and the sheriff's office.

Recommendation 20:

Establish an SRO program in cooperation with the Hays County Sheriff's Office to enhance safety and security at WISD schools.

WISD should work with the sheriff's office to negotiate a cost-effective SRO program that will meet the district's safety and security needs. WISD should build on the experiences of other districts such as Hays County Consolidated School District, which have successfully implemented SRO programs to increase safety and security in their schools. In addition, WISD should review procedures for tracking and reporting drug, alcohol, and criminal incidents in schools to ensure that incidents are reported

accurately. Based on this information, WISD can determine a critical threshold at which the district's safety measures can be reviewed, and additional safety and security measures enacted.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The superintendent works with campus administrators and the sheriff's office to review successful models of SRO programs and develops an SRO program that will meet WISD's needs.	January 1999
2. The superintendent assesses WISD's safety and security needs and negotiates a proposed contract with the sheriff's office to provide an SRO as part of an overall strategy to enhance WISD's safety and security.	March 1999
3. The superintendent submits the proposed SRO contract and security performance plan to the board for approval to begin in 1999-2000.	May 1999
4. The superintendent monitors and analyzes WISD's safety and security violations to assess the effectiveness of the SRO program, and makes adjustments to the program accordingly.	August 2000 and Ongoing

FISCAL IMPACT

Assuming an annual cost of \$33,000 for an SRO program, if WISD pays one-half the annual cost, an SRO program could be implemented for a total annual cost of \$16,500. The annual cost includes the SRO's salary and benefits. There is no additional cost to the district for tracking incidents.

Recommendation	1998-99	1999-2000	2000-01	2001-02	2002-03
Establish an SRO program	\$0	(\$16,500)	(\$16,500)	(\$16,500)	(\$16,500)

Chapter 3

ADMINISTRATIVE SUPPORT SERVICES

This section of the report reviews the administrative support services functions of Wimberley Independent School District (WISD) in four major subsections:

- A. Financial Management
- B. Risk Management
- C. Purchasing, Warehousing, and Textbooks
- D. Administrative Technology

Chapter 3

ADMINISTRATIVE SUPPORT SERVICES

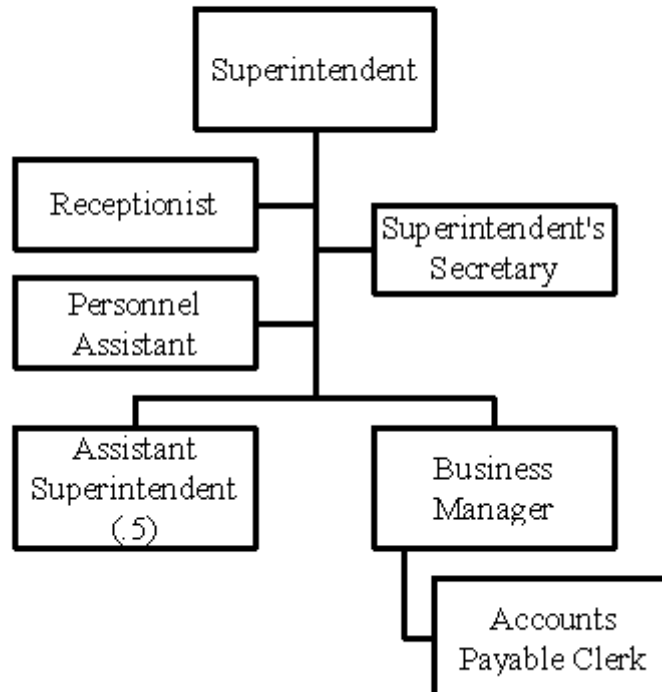
A. Financial Management

CURRENT SITUATION

WISD's Business Office handles the district's financial management functions. These functions, which include planning and budgeting, cash and investment management, and fixed asset management, are the responsibility of the business manager. Day-to-day management of outstanding bonds and indebtedness is handled jointly by the business manager and the part-time assistant superintendent.

Exhibit 3-1 presents the organization of WISD's Central Office.

Exhibit 3-1
WISD Central Office Organization



Source: WISD Business Office

Accounting and fiscal operations involve collecting, disbursing, and reporting the district's federal, state, and local funds. Effective accounting and fiscal operations ensure that adequate internal controls govern the district's collection and disbursement activities. Effective operations also ensure that reports generated from the automated financial accounting system are produced promptly and accurately. WISD's business manager has overall responsibility for managing the accounting and fiscal operations of the district.

Budgeted revenues and expenditures for all funds for 1997-98 are \$9.5 million and \$10.1 million respectively. **Exhibit 3-2** presents financial information for 1996-97 and 1997-98. Figures are for the General Fund only, and do not include revenues or expenditures associated with other funds such as debt service and food service.

Exhibit 3-2
WISD Financial Information
General Fund Only
1996-97 and 1997-98

	1996-97		1997-98
	Budget	Actual	Budget
REVENUES			
Local & Intermediate Sources	\$5,279,400	\$5,627,358	\$5,937,753
State Program Revenues	2,111,572	2,038,114	2,174,868
Federal Program Revenues	-	-	-
Total Revenues	\$7,390,972	\$7,665,472	\$8,112,621
EXPENDITURES			
Instruction & Instructional Related Services	4,669,623	4,433,067	4,973,106
Instructional & School Leadership	436,132	433,753	485,485
Support Services-Student (Pupil)	852,999	814,512	989,438
Administrative Support Services	425,425	401,700	434,990
Support Services-Non student Based	968,609	914,411	1,127,630
Ancillary Services	6,000	941	2,500

Debt Service	186,520	183,139	154,330
Capital Outlay	1,165,310	935,807	562,131
Intergovernmental Charges	192,735	192,732	198,100
Other	22,872	20,464	30,615
Total Expenditures	\$8,926,225	\$8,330,526	\$8,958,325
Excess (Deficiency) Revenues Over (Under) Expenditures	\$(1,535,253)	\$(665,054)	\$(845,704)
General Fund Balance as of 9/1/96	\$2,994,453	\$2,994,453	\$2,329,399
General Fund Balance as of 8/31/97	\$1,459,200	\$2,329,399	\$1,483,695

Source: WISD Business Office

As shown, budgeted revenues for fiscal 1998 increased by 6 percent over actual revenues for fiscal 1997. The increase was due primarily to a 4 percent increase in assessed property values and a 2 percent increase in the property tax rate between fiscal 1997 and 1998. Budgeted expenditures for fiscal 1998 increased approximately 8 percent over fiscal 1997 due to additional expenses for utilities, custodial services, and other operational and instructional activities associated with the new high school, which opened in August 1997.

The chart also shows that the district's fund balance decreased \$665,000 or 22 percent in fiscal 1997 and is expected to decrease by \$846,000 or 36 percent in fiscal 1998.

FINDING

WISD has had two full-time and one part-time employees assigned to key administrative and support functions, including the business manager, accounts payable clerk, and assistant superintendent. The district receptionist and the personnel assistant help the business manager with certain functions such as copying, filing, typing, and reconciling the payroll account. The accounts payable clerk assists the business manager full time.

Typically, in a school district WISD's size, three or more employees are assigned to handle critical administrative functions (**Exhibit 3-3**).

**Exhibit 3-3
WISD & Peer District
Business Office Staffing Levels**

District	1996-97 Enrollment	Schools	Business Office Staff Titles	Total Staff	Ratio of Staff to Students
Lake Travis	2,937	4	1-Director of Business & Finance 4-Clerks	5	1/587
Dripping Springs	2,665	4	1-Director for Business 1-Bookkeeper 3-Clerks	5	1/555
Lake Dallas	2,426	5	1-Director of Accounting & Finance 3-Full-time clerks 1-Part-time clerk	5	1/485
Llano	1,512	3	1-Business manager 1-Assistant to the business manager 1-Payroll Clerk	3	1/504
White Oak	1,372	4	1-Business manager 1-Business Supervisor 1-Clerk	3	1/457
Peer District Average	2,182	4		4	1/545
Wimberley	1,498	4	1-Business manager 1 part-time superintendent 1-A/P clerk	2.5	1/599

Source: Peer District Telephone Interviews.

As shown in the above chart, all of the peer districts employ between three and five full-time people in the Business Office. Limited staffing at WISD has resulted in an unreasonable number of responsibilities for the two staff persons in the Business Office. The business manager spends a considerable amount of time performing clerical functions such as data entry, leaving managerial functions such as planning, training, and process improvement inadequately performed.

Good internal controls are important in any organization to safeguard its assets and ensure that there is a clear-cut separation of duties and responsibilities among employees so that no transaction is handled by only one person from beginning to end. Checks and balances are needed to detect errors or losses, and to correct them. Even in a small office, duties can be divided and systems established to reduce the opportunity for error and to detect wrongdoing. Segregation of duties is especially challenging for departments with small numbers of employees. Managers of such departments must consider this fact when designing and defining job duties, and they must build control procedures to ensure some degree of segregation.

In small departments, management review and supervision is critical. Management's review and approval of transactions, reports, and reconciliations are useful techniques in departments with limited personnel. Even so, some duties can be adequately segregated in an office with only two people. For example, individuals involved in payroll data entry should not have payroll approval authority. At WISD, the business manager had payroll authority and also entered payroll data. Additionally, individuals who prepare checks should not sign them. At WISD, the accounts payable clerk prepared all checks and operated the check signing machine to sign them.

WISD recently hired an additional clerk position of the Business Office. This should enable the district to reduce overtime workloads for existing staff while relieving the business manager of clerical tasks. It should also help achieve adequate segregation of duties.

COMMENDATION

WISD increased staff support for financial management, budgeting, and purchasing functions.

Planning and Budgeting

WISD's budget process begins in January or February of every year with discussions among board members, the superintendent, and department heads about needs, priorities, expectations, and resources. The Business

Office establishes guidelines based upon the prior year's budget, anticipated revenue, and the district's overall needs. These guidelines are discussed with principals in the context of their school's needs and expectations. Principals are then given a budget packet for each department and grade level in their school.

The packet contains a form describing each object code, a detailed printout of actual expenditures by department and grade level from the previous year, and a budget worksheet showing current year budget amounts, total expenditures to date, and a blank space to write in budget requests. These packets are completed by teachers and department heads and returned to the principal who reviews, approves, and compiles the forms by department and grade level. The completed budget forms are returned to the Business Office for review and entry into the budget system.

After all budget forms have been entered, the Business Office prints preliminary reports by school, department, and grade level. These reports show the current year's budget, actual expenditures to date, and the proposed budget by line item. These reports are analyzed and reviewed by line item with individual principals and department heads. Principals make changes and resubmit the information to the Business Office.

After all revisions have been incorporated into these preliminary budgets, workshops are conducted to present them to the board. During these workshops, board members receive answers to questions about budget items and request additional documentation to support specific line item expenditures. The public is notified of these meetings through the newspaper, agenda postings, and the district marquee. Board workshops continue until a final budget draft is developed.

The budget is presented to the board and the community after the tax roll is certified in July. The budget is presented to the board for final adoption, prior to August 31, then the tax rate is subsequently set.

FINDING

The business manager provides budget data to principals and department heads by specified dates, which are communicated both informally and through a memorandum. The board also approves a calendar that includes dates for board training and workshops leading to budget adoption. However, WISD does not have a formal districtwide budget calendar to guide budget development and preparation.

A formal budget calendar is an important planning tool, because it establishes specific tasks, responsibilities, and deadlines for all committees, and central and campus-level staff. A budget calendar shows,

at a glance, all the steps necessary to develop and adopt the budget within the time established by law. Although a formal budget calendar is modified each year to show actual dates, the calendar is also a general guide that can be used by the superintendent and the board from year to year to ensure the continuity of the process. Without a budget calendar, important dates might be missed, or important tasks overlooked or performed out of sequence.

Recommendation 21:

Develop a formal budget calendar outlining major tasks, timelines, and responsibilities in the budget development process.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The superintendent directs the business manager to develop a formal budget calendar.	September 1998
2. The business manager obtains formats from other small districts to use as a model.	September-December 1998
3. The business manager prepares a formal budget calendar and distributes it to each individual and department involved in budget development.	January-February 1999

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

WISD does not have a formal budget document. WISD's budget is a detailed presentation of financial information rather than a management and operations tool. A school district's budget is most effective when both district staff and the community can use it to understand the district's inner workings. The district's budget is printed directly from the budget system on green bar paper. The printout is difficult to understand and is not visually appealing. Budget information is presented by fund, function, and object code but the information is not organized and summarized in a manner that promotes understanding and analysis. For example, General, Food Service, and Debt service funds are not summarized on a single page. This type of summary is necessary to facilitate financial analysis of the district. All of WISD's selected peer districts produce a formal budget document.

Exhibit 3-4 presents the table of contents of White Oak ISD's budget document. The document is contained in a bound booklet on 8-1/2 x 11-inch paper and is an example of the kind of formal budget document small districts can produce.

Exhibit 3-4
White Oak Budget Document
Table of Contents

Section	Title	Description
A.	Comparison of Budgeted Expenditures by Object Code	A comparison of 1996-97 and 1997-98 budgeted expenses by object code with dollar and percentage variances.
B.	Comparison of Budgeted Expenditures by Function	A comparison of 1996-97 and 1997-98 budgeted expenses by function with dollar and percentage variances.
C.	Recap of Certified Appraisal Roll	Certification of the total taxable value of property within the district supported by a recap of the certified appraisal roll and analysis of tax base trends.
D.	Budget Summary Based on 96% Collection Rate	A budget summary and estimate of revenues based upon the certified taxable value and a 96% collection rate.
E.	1997-98 Proposed Budget	Actual Budget recap showing budgeted revenues in total and expenditures by fund.
F.	Effective Tax Rate and Rollback Tax Rate Calculations	Various documents supporting district's effective, maximum, and rollback tax rates.

Source: White Oak ISD 1997-98 Proposed Budget

In addition, budgets are also very effective when linked to board directives, and strategic initiatives are expressed in financial terms. At present, WISD does not prepare a long-range strategic plan that links organizational-wide goals and objectives to the budget process. In chapter one of this report, TSPR recommends that the district develop such a plan. By tying the budget to the strategic goals, the district is assured that spending supports its overall priorities.

Recommendation 22:

Develop a formal budget document that is useful as a financial management and operations tool and link budget priorities to a district long -range strategic plan.

Once the long-range plan is developed it should be linked to an effective budget document.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The superintendent directs the business manager to establish an alternative budget format.	September 1998
2. The business manager obtains formats from other small districts to use as a model.	September-December 1998
3. The business manager obtains input from school and community based organizations to ensure that revised budget documents will be more useful to school and community users.	January 1999
4. The business manager identifies and quantifies long-range spending priorities for WISD and links them to the strategic plan.	January 1999

FISCAL IMPACT

This recommendation can be accomplished with existing resources.

Cash and Investment Management

Effective cash and investment management involves establishing sound banking relationships, developing accurate cash projections, managing cash receipts, controlling cash disbursements, and investing funds in safe investment vehicles. The business manager has overall responsibility for WISD's cash and investment management functions.

While on site, the TSPR examined all bank reconciliations for the 1996-97 school year and found that the business office had completed them promptly. Accurate, timely bank reconciliations ensure that errors and irregularities are identified and corrected immediately.

FINDING

WISD has established an effective depository agreement with Norwest Bank in Wimberley for a two-year term beginning on September 1, 1997.

The district does not pay monthly service fees on its accounts, and the bank furnishes the district checks, deposit slips, and a safety deposit box at no charge. There is no penalty for placing funds in investments outside of the bank.

Norwest Bank pays the district interest of 25 basis points above the 90-day T-bill rate on all accounts except clearing accounts such as payroll. A basis point is equal to .01 percent. For example, if the 90-day T-bill rate was 4.25 percent, the bank would pay the district 4.50 percent (4.25 + .25).

COMMENDATION

WISD negotiated a favorable depository agreement that waives all monthly service charges and provides checks, deposit slips, and a safety deposit box at no charge.

FINDING

WISD invests in the Texas Association of School Boards' (TASB) Lone Star Investment Pool and recently joined TexPool another investment pool administered by the Texas State Comptroller.

Exhibit 3-5 presents WISD's cash and investment balances as of August 31, 1997.

**Exhibit 3-5
WISD Bank Accounts
August 31, 1997 Balances**

Account Name	Purpose	August 31, 1997 Balances	Interest Bearing Y/N
Investment Account	Invest Excess Cash	\$2,499,999	Yes
Interest & Sinking	Bond Interest & Principal	\$205,377	Yes
General Account	Operating Disbursements	\$172,512	Yes
School Activity Funds	Student Activities	\$102,040	Yes
*Building Fund	High School Construction	\$59,087	Yes

Payroll	Payroll Clearing Account	\$3,884	No**
Investment Pool	Invest Excess Cash	\$665,534	Yes

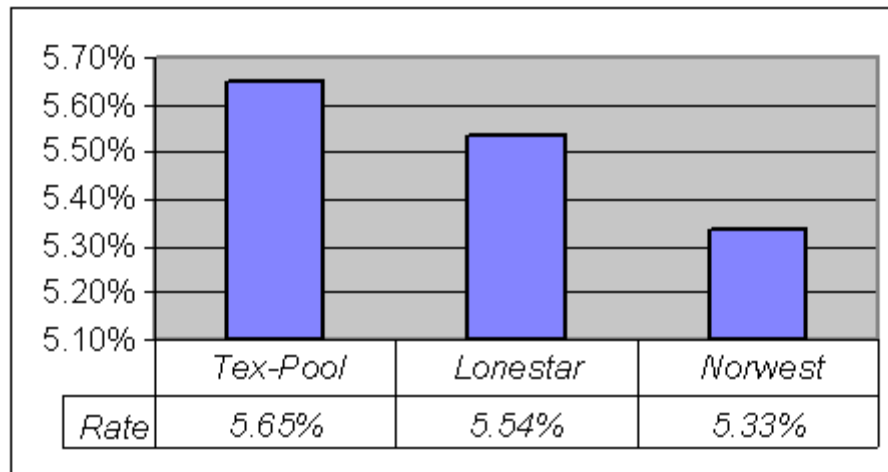
Source: WISD Business Office and 1996-97 Audited Financial Statements

* Account will be closed in 1998

** Norwest does not pay interest on clearing accounts.

Exhibit 3-6 compares the average interest rate of TexPool, Lonestar, and Norwest Bank from September 1997 through March 1998.

Exhibit 3-6
Average Interest Rates -TexPool, Lonestar, and Norwest Bank
September 1, 1997 through March 31, 1998



Source: WISD Business Office, Texpool & Lonestar Published Rates

Exhibit 3-7 shows month-end balances held in WISD's investment account at Norwest Bank during fiscal 1997.

Exhibit 3-7
WISD-Norwest Bank Investment Account Funds
September 1996 through August 1997

Month	Month-End Balance
Sep-96	\$3,005,526

Oct-96	\$3,017,166
Nov-96	\$3,028,851
Dec-96	\$3,190,577
Jan-97	\$4,708,494
Feb-97	\$5,627,463
Mar-97	\$5,247,910
Apr-97	\$4,722,600
May-97	\$4,141,698
Jun-97	\$3,556,563
Jul-97	\$2,999,999
Aug-97	\$2,499,999
1997 Average Invested Balance.	\$3,812,237

Source: WISD's Business Office

Recommendation 23:

Invest excess funds in the highest yielding investments possible.

Set up a system to monitor cash needs and move funds to the highest yielding accounts on a daily or weekly basis.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The superintendent directs the business manager to monitor the district's investment portfolio and move cash to the highest yielding accounts.	August 1998
2. The business manager invests district funds in investments that yield high returns.	September 1998 and thereafter.

FISCAL IMPACT

Exhibit 3-6 shows that TexPool outperformed Norwest Bank by .32 percent from September 1997 through March 1998. Assuming the

district's invested funds remained approximately the same as average funds invested during fiscal 1997, the district could earn an additional \$12,199 annually by investing in higher yielding investments such as TexPool (\$3,812,237 x .32 percent).

Recommendation	1998-99	1999-2000	2000-01	2001-02	2002-03
Invest excess funds in the highest yielding investments possible.	\$12,199	\$12,199	\$12,199	\$12,199	\$12,199

FINDING

There are five student activity accounts supporting 62 school clubs, which are used to manage class funds, student council funds, and other funds that support student activities. Checks are signed by the principal or assistant principal and must be countersigned by a designated member of the student organization. The designee cannot be an employee of the district or a member of the board of trustees.

School secretaries maintain activity accounts using *Quicken* bookkeeping software. The high school secretary spends about 80 percent of her time managing activity funds, while secretaries at the other schools spend much less time because there is not as much activity in their accounts.

Although WISD's activity funds management policy requires that student activity funds be included in the annual audit, this is not sufficient to prevent errors, misappropriations, or fraud from occurring during the year. A 1997 Webb County case in which over \$60,000 was discovered missing from student activity funds emphasizes the need for centralized control of these funds. However, the Business Office does not regularly review the accounts.

Other school districts, such as Mount Pleasant ISD, have centralized accounting for student activity funds at the district office. School secretaries at Mount Pleasant are responsible for depositing all club funds and sending a receipt to the district office. Expenditure requests are submitted using purchase orders, which are processed through the district's normal accounts payable system. Every month, the district sends each club a report showing receipts and expenditures for the month. This arrangement has enabled Mount Pleasant ISD to monitor and account for student activity funds accurately.

Recommendation 24:

Centralize the accounting and control of student activity funds.

The Business Office should control and account for student activity funds to reduce the possibility of errors or misappropriation of funds. The management and reconciliation of these accounts should follow the same procedures as those used for the district's depository accounts.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The superintendent directs the business manager to centralize student activity fund accounting and oversight at the district office.	September-October 1998
2. The business manager conducts workshops as necessary to train secretaries and club sponsors in how to deposit funds and request payment for allowable purchases.	November 1998
3. The business manager implements the new procedures districtwide.	December 1998 and ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

WISD's property taxes are collected by the Hays County Tax Assessor-Collector and remitted to the district daily. Approximately 70 percent of the district's General Fund revenues come from local sources including property tax.

Exhibit 3-8 compares WISD's combined tax rates with those of the other districts in Hays County. There are wide variations in local practices of appraisal districts in Texas. Therefore, only Hays County school districts were used in this comparison because they use the same appraisal district as WISD and share a common geography. The exhibit shows that WISD's tax rate ranks third highest among the four districts in Hays County. Also, WISD's tax levy has not grown as fast as that of the other districts in Hays County. Since fiscal 1995, the total tax levy has grown by about 8 percent, while the tax rate has actually decreased by 2 percent.

Exhibit 3-8 WISD and Other Hays County Districts

**Comparison of Tax Levy Growth Rates
Fiscal 1994-95 through 1997-98**

District	1994-95	1995-96	1996-97	*1997-98	Levy Growth Rate- 1995-98
<i>Dripping Springs</i> Combined Rate Total Levy	\$1.64 \$5,578,023	\$1.68 \$6,660,187	\$1.80 \$8,318,714	\$1.89 \$9,282,292	18.52%
<i>Hays Consolidated</i> Combined Rate Total Levy	\$1.4255 \$8,134,670	\$1.4255 \$8,988,783	\$1.6487 \$11,604,253	\$1.8399 \$12,873,590	17.68%
<i>WISD</i> **Combined Rate Total Levy	\$1.70 \$5,460,601	\$1.66 \$6,046,269	\$1.59 \$6,552,915	\$1.66 \$6,933,549	8.30%
<i>San Marcos Consolidated</i> Combined Rate Total Levy	\$1.43354 \$13,638,653	\$1.5048 \$15,457,531	\$1.404854 \$16,406,662	\$1.388 \$17,148,619	8.42%

Source: Annual Audited Financial Statements-Exhibit C-1

**Source: 1998 Information-Tax-Assessor Collector Office.*

*** Combined rate includes Maintenance & Operations and Debt Service components of the tax rate.*

While the tax levy has grown over the years, the growth rate is lower than that of all other districts in Hays County. Further, the tax rate has not grown over the years and is actually lower than it was in fiscal 1995. The district has been able to keep tax rates relatively low because property values grew 28 percent between 1994-95 and 1997-98. **Exhibit 3-9** presents the maintenance and operations (M&O) and debt components of WISD's tax rate for fiscal years 1995 through 1998.

Exhibit 3-9
WISD-Components of Tax Rate
Fiscal 1994-95 through 1997-98

Year	M&O	Debt	Total
1995	\$1.29	\$0.41	1.70
1996	\$1.29	\$0.37	1.66
1997	\$1.28	\$0.31	1.59
1998	\$1.39	\$0.27	1.66

Source: Audited Financial Statements 1996-97

COMMENDATION

WISD has avoided raising taxes in spite of increased operational costs due to growth in the total taxable property values.

FINDING

The Hays County Tax Assessor-Collector (Hays County) collects all Hays County district taxes except for Dripping Springs, which operates its own tax office with a state certified tax assessor-collector and an assistant. For fiscal 1997, Dripping Springs had higher collection rates than all of the other Hays County districts (**Exhibit 3-10**).

Exhibit 3-10
WISD and Peer Districts
Tax Collection Rates

District	Percentage of Levy Collected as of August 31		
	1994-95	1995-96	1996-97
Lake Dallas	**114%	100%	100%
*Dripping Springs	98%	98%	99%
Lake Travis	97%	98%	97%
White Oak	96%	98%	96%
*San Marcos Consolidated	96%	96%	96%
*Hays Consolidated	96%	95%	94%

Average	100%	98%	97%
*WISD	97%	95%	96%

Source: District Financial Statements

Note: * Hays County Districts

** includes penalties and interest collected

As shown by the above chart, tax collection rates for WISD are only 96 percent and rates for Hays Consolidated are even lower, compared to Dripping Springs with a 99 percent collection rate. Part of this difference could be attributed to the tax deferral policy of Hays County. State law allows tax collectors to accept one-half of a taxpayer's taxes by November 30 and the remainder by June 30. Hays County offers this option to its tax payers, although state law does not require them to do so.

WISD's assistant superintendent said that Hays County allows this option because many of the district's residents are elderly and on fixed income, and that without this flexibility, many residents would incur a financial hardship. In addition, homeowners who are 65 or older may defer or postpone paying any delinquent property taxes on their homes for as long as the owners live in them. A tax deferral only postpones paying taxes; it doesn't cancel them. Interest is added at the rate of 8 percent a year. Once the owner no longer owns the home or lives in it, past taxes and interest become due.

The San Marcos CISD transferred its tax office functions to Hays County during TSPR's review of the district in 1994. It was found at that time that, although overall costs were reduced, the tax deferral policy that grants exemptions to taxpayers for penalties results in thousands of dollars per year in lost tax revenues.

Delinquent taxes as a percentage of levy are also higher in districts that use Hays County to collect their taxes (**Exhibit 3-11**).

Exhibit 3-11
WISD and Peer Districts
Delinquent Property Taxes
Collected as of August 31, 1997

District	Delinquent Taxes at August 31, 1997	Delinquent Taxes as a Percentage of 1996-97 Levy	Tax Collector
*San Marcos	\$2,514,826	15%	Hays

Consolidated			County
*Hays Consolidated	\$1,345,939	12%	Hays County
Lake Travis	\$1,393,863	8%	Travis County
White Oak	\$218,895	5%	Gregg County
*Dripping Springs	\$262,485	3%	Hays County
Lake Dallas	\$374,677	2%	Denton County
Weighted Average w/o WISD	\$971,333	9%	
*WISD	\$689,100	11%	Hays County

Source: District Financial Statements

** Note: Hays County Districts*

District residents expressed concern that WISD's tax delinquencies were too high. In Texas, the deadline for paying property taxes is January 31. Interest and penalties are added to taxes unpaid as of February 1. If taxes remain unpaid on July 1 of the tax year, an additional penalty for attorney fees of up to 15 percent may be added to the delinquent tax bill. The district contracts with an attorney, who may pursue collection of property taxes through legal proceeding, if necessary.

Exhibit 3-12 presents a summary of public comments received during the public input phase of the review.

**Exhibit 3-12
Public Input Comments
Concerning Delinquent Taxes**

Public Input Comments
<ul style="list-style-type: none"> • "The school board needs to collect delinquent taxes more aggressively." • "The TSPR should review hidden tax assets; they are there."

- "The district needs aggressive tax collection policies."
- "We need an active tax collector for WISD's delinquent taxes, which are growing. The district has \$650,000 in delinquent taxes."

Source: Public Input Surveys

The assistant superintendent said a large percentage of the district's delinquent taxes are attributable to an incorporated development in Hays County called Woodcreek. As of March 31, 1998, the total base tax due on all district properties was \$1,198,282 of which \$241,527 or 20 percent was attributable to the Woodcreek development. This development consists of 25 residential sections, two 18-hole golf courses, a restaurant, condominiums, and recreational areas. When the original owners of this property filed bankruptcy, the district was unable to collect property taxes. For several years, the Resolution Trust Corporation owned the property, and the district was still unable to collect taxes. Since 1995, the district has filed suit on 1,016 lots in the development.

WISD lacks a formal plan and policy dealing with tax collections, foreclosures, and the sale of delinquent properties. Although the tax attorney has filed suits, mostly in the Woodcreek development, more could be done. For example, the district policy could authorize legal counsel to quickly resell properties foreclosed for tax delinquencies and to sell any and all parcels of real property that have been struck off the tax rolls because of non-payment of taxes. This should draw revenue from the sale and put the property back on the tax roll.

Recommendation 25:

Establish a district policy to increase tax collections and reduce delinquencies.

A district policy should establish clearly defined guidelines and performance measures for both Hays County and the contracted delinquent tax attorney.

WISD should discuss options with Hays County for increasing tax collection rates. Eliminating or modifying the tax deferral policy should be assessed in terms of its impact on tax rates and delinquencies.

Policies for delinquent tax collections should address procedures for seizing and handling the property of delinquent taxpayers, including properties that have been struck off the tax roles which were obtained by

the district in lawsuit judgments. Judgment-related activities that could speed up and increase collections include:

- Obtaining and issuing orders of sale;
- Collection of taxes on properties posted for foreclosure;
- Posting and sale of real property;
- Posting and re-sale of struck-off properties.

The policies should address the potential impact of an aggressive collection program on poor and elderly homeowners. Homesteads that have an age 65 or over homestead exemption should be exempted as a matter of policy by the board to prevent undue hardship to this group.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The board directs the superintendent to develop a policy on tax and delinquent tax collections.	August 1998
2. The superintendent assesses the impact of the Hays County tax deferral policy on tax and delinquent tax collections.	September 1998
3. The superintendent, in cooperation with the district's tax collection attorney and Hays County, prepares a draft policy for board approval with the goal of increasing tax collections and reducing delinquent taxes.	October 1998
4. The board approves the policy.	November 1998

FISCAL IMPACT

Increasing tax collections by a conservative 1.5 percent would increase district revenues by \$98,300 based on the 1996-97 tax levy of \$6,552,915. Reducing WISD's delinquent tax receivables from its 1996-97 level of 11

percent to the peer district average of 9 percent would increase its collections by approximately \$99,800 (tax levy of \$6,552,915 X 9 percent = \$589,800 subtracted from \$689,100 = \$99,800). The delinquencies as of March 31, 1998 were almost \$1.2 million, which is higher than the 1996-97 level even if the 20 percent attributable to Woodcreek is subtracted.

It is assumed that a combination of increased tax collections and reduced delinquencies will result in at least \$98,300 in additional revenues per year.

Recommendation	1998-99	1999-2000	2000-01	2001-02	2002-03
Establish a district policy to increase tax collections and reduce delinquencies.	\$98,300	\$98,300	\$98,300	\$98,300	\$98,300

Bond Issuance and Indebtedness

This subsection covers the issuance of bonds, debt funding and refinancing. The Business Office is responsible for organizing and executing district bond issues, debt funding, and refinancing.

School districts borrow money for both short and long-term needs. Short-term needs include meeting seasonal and temporary cash flow requirements, while long-term needs include acquiring land, financing school construction, purchasing equipment, or making major infrastructure improvements. School districts may issue general obligation bonds to raise funds for these needs. State law requires school districts to obtain voter approval before issuing general obligation bonds.

School districts are allowed to use the proceeds from one bond issue to pay the interest and principal on earlier bond issues on a one-time basis. This practice, known as refunding or advance refunding, can reduce overall interest costs by replacing bonds with high interest rates with bonds that have lower interest rates.

FINDING

In 1994, district taxpayers approved a bond issue of \$6,794,992, the proceeds of which were used to finance construction of a new high school. In 1996, the district issued \$7,370,204 in new bonds to advance refund the school construction bonds. First Southwest Company of Dallas was the district's financial advisor in these transactions. On August 31, 1997, the district had \$11,701,651 in outstanding debt with interest rates ranging from 3 to 9 percent.

Exhibit 3-13 summarizes WISD's outstanding debt as of August 31, 1997.

Exhibit 3-13
WISD's Outstanding Debt
August 31, 1997

Description	Issue Date	Amount Outstanding	Interest Rates
<i>Bond Indebtedness</i>			
Unlimited Tax Refunding Bonds Series 1985	12/1/85	\$1,074,100	6.50% to 8.80%
Unlimited Tax Refunding Bonds Series 1992	10/15/92	\$368,766	3.00% to 5.75%
School Refunding and Improvement Bonds Series 1995	1/1/95	\$2,404,992	5.30% to 6.60%
Texas School District Limited-Tax Obligations Series 1996L	8/22/96	\$240,000	4.50% to 5.40%
Unlimited Tax Refunding Bonds Series 1996	10/1/96	\$7,340,204	4.00% to 5.37%
Total Bond Indebtedness		\$11,428,062	
Capitalized Leases		\$210,758	
Loans		\$62,831	
Total Debt		\$11,701,651	

Source: 1995-97 Audited Financial Statements

The district realized a total savings of \$457,035 as a result of refunding the school construction bonds. This savings will be realized over the life of the bonds. The present value of this saving is \$166,457.

COMMENDATION

WISD achieved savings by refunding its outstanding debt.

Fixed Asset Management

Fixed assets are tangible items, that have a useful life of one year or more and can be reasonably identified and controlled through physical inventory. The Business Office administers WISD's fixed asset program. The district's policy is to keep a list of assets costing \$500 or more.

FINDING

The district conducts an annual physical inventory that is designed to accomplish two goals. The first is to identify, for insurance purposes, all property owned by the district. The second is to reconcile the fixed assets

list to the general ledger. During phase I, teachers and administrators count, list, and describe all the desks, chairs, tables, and cabinets in each room. These lists are turned in to the Business Office and used as support for property and casualty insurance.

During phase II, school and department personnel prepare lists of vehicles and equipment for purposes of reconciling to the general ledger. In the past, the district gave inventory personnel blank forms to list each asset's serial number, manufacturer, description, condition, location, and value. These lists were returned to the Business Office where they were compiled and the totals compared to the general ledger. Discrepancies were reconciled and the general ledger adjusted to agree with the physical inventory lists. This year, the district will produce forms with fixed asset information already printed on them. Inventory personnel will make changes directly on the printout instead of having to write down information for each asset.

The district's fixed assets list is computer generated and shows serial numbers for most assets along with their location by department and school. The list does not include room locations, however, because, according to the business manager, assets are often moved within a school.

At one time, the district tagged equipment but discontinued the practice because students removed them from the equipment. Tag numbers and room location codes are important because they facilitate identifying and locating assets from the fixed assets list. Without them, assets are more difficult to locate and identify. Certain assets have a tendency to disappear when movement controls are not established and enforced.

Recommendation 26:

Tag all fixed assets using room location codes to improve inventory control and reduce loss.

Tags should be permanently affixed to assets in inconspicuous places, much like serial number plates found on most computer equipment to make them difficult to remove while providing vital information for identifying assets during physical inventory. The fixed assets list should include location codes and tag numbers for each asset. Teachers and other district employees should be held accountable for assets in their classroom. No assets should be moved permanently without proper authorization and documentation.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The superintendent directs the business manager to devise a	September
----------------------------------------------------------------	-----------

tag and room location code numbering scheme and create a form to control the movement of assets.	1998
2. The business manager devises a tag and location code numbering scheme and an asset movement control form and distributes them to district personnel having fixed asset responsibilities.	September 1998
3. The business manager works with the principals to produce and affix inventory tags to existing assets and to new assets as they are acquired.	November 1998 and ongoing
4. The accounting clerk places location codes and tag numbers on the fixed assets list for all existing assets and new assets as they are acquired.	November 1998 and ongoing
5. Principals and department heads use asset movement control forms to control the movement of assets within the district.	November 1998 and ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 3

ADMINISTRATIVE SUPPORT SERVICES

B. Risk Management

The primary objective of risk management is to establish cost-effective insurance and loss-control programs that minimize financial liability for the district and its employees.

CURRENT SITUATION

WISD's part-time assistant superintendent is responsible for developing, implementing, and monitoring the district's risk management and safety programs. The district's business manager monitors the costs of the district's risk management programs.

FINDING

WISD has competitive health insurance rates and excellent health plan features (**Exhibit 3-14**).

Exhibit 3-14
WISD Health Plan Features

	IN-AREA BENEFITS	
TYPE OF SERVICE	NETWORK	OUT-OF-NETWORK
GENERAL PROVISIONS		
Calendar Year Deductible	\$200 Indiv/\$400 Family	\$250 Indiv/\$500 Family
4th Quarter Calendar Year Carryover	Yes	Yes
Coinsurance Stoploss Maximum (calendar year)	\$500 Indiv/\$1,000 Family	\$1,000 Indiv/\$3,000 Family
Lifetime Maximum Per Participant	\$1,000,000	\$1,000,000
HOSPITAL SERVICES		
Semiprivate Room & Board, Services & Supplies,	90%	70% after per adm. deductible

Intensive Care Unit		
Per Admission Deductible	None	\$250
Non-Precertification Penalty	None	\$250
EMERGENCY ROOM/TREATMENT ROOM		
Accident & Medical Emergency Situation within 48 hours		
Facility Charges (copay waived if admitted)	90% after \$50 copay	
Physician Charges	90% after cal. yr. deductible	
Non-Emergency Situations		
Facility Charges (copay waived if admitted)	90% after <u>\$50</u> copay	70% after <u>\$50</u> copay
		& cal. yr. deductible
Physician Charges	90% after cal. yr. deductible	70% after cal. yr. deductible
PHYSICIAN SERVICES		
Services performed in physician office including Lab & Xray	100% after \$10 copay	70% after cal. yr. deductible
Preventive Care including Routine Physicals, Well Baby Care,	100% after \$10 copay	70% after cal. yr. deductible
Immunizations, Vision & Hearing Exam		
Maternity Care	90% after cal. yr. deductible	70% after cal. yr. deductible
Office & Outpatient Surgery (precert for select procedures)	90% after cal. yr. deductible	70% after cal. yr. deductible
Inpatient Visits & Surgery	90% after cal. yr. deductible	70% after cal. yr. deductible
OTHER OUTPATIENT MEDICAL SERVICES		
Independent Lab/Freestanding		

Imaging Centers		
Services requiring precertification	90% after cal. yr. deductible	70% after cal. yr. deductible
Services not requiring precertification	100%	70% after cal. yr. deductible
Outpatient Facility Lab & Xray Services		
Services requiring precertification	90% after cal. yr. deductible	70% after cal. yr. deductible
Services not requiring precertification	100%	70% after cal. yr. deductible
Home Infusion Therapy, Durable Medical Equipment, Renal Dialysis, Chemotherapy & Radiation Therapy	90% after cal. yr. deductible	70% after cal. yr. deductible
EXTENDED CARE SERVICES		
Skilled Nursing Facility/Cal. Yr. Max.	100%/\$10,000	70% after cal. yr. ded./\$ 7,000
Hospice Care/Lifetime Max.	100%/\$20,000	70% after cal. yr. ded./\$14,000
Home Health Care/Cal. Yr. Max.	100%/\$10,000	70% after cal. yr. ded./\$ 7,000
OR 60 visits max. per cal. yr.	Declined	Declined
PHYSICAL MEDICINE SERVICES	90% after cal. yr. deductible	70% after cal. yr. deductible
Office Services/Cal. Yr. Max.	30 sessions/\$50 per day	30 sessions/\$50 per day
SERIOUS MENTAL ILLNESS	Same As Any Other Sickness Accepted	
INROADS - BEHAVIORAL HEALTH SERVICES		
MENTAL HEALTH		

Hospital Services		
Inpatient (Facility)	90%	70% after per adm. deductible
Inpatient (Professional Provider)	90% after cal. yr. deductible	70% after cal. yr. deductible
Includes Psychological Testing		
Inpatient Days Per Cal. Yr.	30	15
(Facility & Professional Provider)		
All Other Outpatient Expenses (Facility)	90% after cal. yr. deductible	70% after cal. yr. deductible
Office Visits	100% after \$10 copay	70% after cal. yr. deductible
Office/Outpatient Visits Per Cal. Yr.	30	15
Psychological Testing (Outpatient)	90% after cal. yr. deductible	70% after cal. yr. deductible
All Other Outpatient Expenses (Professional Provider)	90% after cal. yr. deductible	70% after cal. yr. deductible
Lifetime Maximum	\$10,000	\$5,000
CHEMICAL DEPENDENCY	Same As Any Other Sickness	
(Inpatient & Outpatient Facility)		
Provides lifetime maximum of 3 series of treatments	Treatment in a physician's or professional other provider's office after completion of a treatment program is considered mental health care	
IN-VITRO FERTILIZATION	Same As Any Other Sickness	
PRESCRIPTION DRUG PROGRAM	\$12 Copay brand name/\$2 Copay generic	
Mail Service Prescription Yes	Copays same as PDP	
	NETWORK	NON-NETWORK
PHARMACY NETWORK	100% after copay	80% of Negotiated Rate minus copay

Source: WISD and peer district business offices.

Exhibit 3-15 presents WISD health plan rates. WISD's costs and plan features are competitive with the peer districts except for the cost of family health coverage.

**Exhibit 3-15
WISD Health Plan Costs**

Coverage	White Oak	Dripping Springs	Llano	Lake Travis	Lake Dallas	Wimberley
Employee Only	\$142.00	\$130.31	\$160.00	\$143.06	\$170.00	\$152.46
Employee Children	\$233.00	\$254.11	\$262.00	\$286.68	NIA	\$271.61
Employee Spouse	\$266.00	\$276.26	\$373.00	\$316.42	NIA	\$308.18
Employee Family	\$339.00	\$379.85	\$399.00	\$438.26	\$350.00	\$437.85
Employer Contribution	\$100.00	\$75.00	\$160.00	\$110.00	\$90.00	\$110.00

Source: WISD and Peer District Business Offices

**Plan is part of the East Texas Co-op*

COMMENDATION

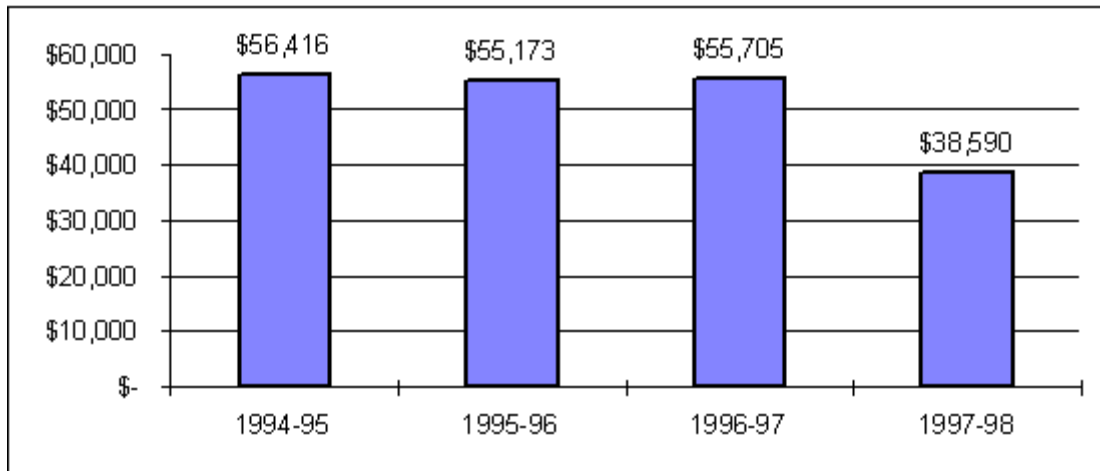
WISD provides competitive health plan coverage to its employees.

FINDING

WISD has a comprehensive safety training program, which is centrally monitored and coordinated by the district's assistant superintendent. WISD's workers' compensation claims are low, and the district pays a competitive premium rate. The district recently renewed its workers' compensation insurance through TASB's risk management fund. Premiums under the renewed policy decreased 31 percent between fiscal 1996-97 and fiscal 1997-98. The rate decrease reflects the district's low claims experience. The new rates are guaranteed for three years from September 1, 1997 through

September 1, 2000. **Exhibit 3-16** presents district premiums from 1994-95 through 1997-98.

Exhibit 3-16
WISD-Workers' Compensation Premiums



Source: TASB Workers' Compensation Premium Reports

** 1997-98 TASB estimate.*

Marriott Management Services, ARAMARK Educational Services, Inc. (ARAMARK), and Durham Transportation contract with WISD to handle employee safety training and accident prevention for maintenance and custodial, food service and transportation workers respectively. Regular, targeted safety training is provided by the vendors in possible high claims areas such as food service and maintenance. Custodial safety, policy, and training meetings are conducted at least monthly. Various safety trends and techniques are discussed at these meetings that incorporate guest speakers, videos, safety demonstrations, and question and answer sessions. In November 1997, for example, a safety session was conducted on chemical safety and restroom cleaning techniques. Employees were introduced to new chemicals and dispensing systems and had an opportunity to ask questions about restroom cleaning procedures. During the session, employees were encouraged to always post warning signs when the floors are wet and slippery.

There were three workers' compensation claims open as of February 28, 1998. The total estimated future cost of these claims is \$17,750. **Exhibit 3-17** shows that claims are low in every worker category.

Exhibit 3-17
WISD Workers' Compensation Claims History
Total Claims and Dollars Spent
1994-95 through 1996-97

	1994-95		1995-96		1996-97	
Worker Category	Number of Claims	Total Claim Amount	Number of Claims	Total Claim Amount	Number of Claims	Total Claim Amount
Professional			2	\$18,508	7	\$14,528
Food Service	3	\$216	6	\$15,397	5	\$171
Maintenance	4	\$95	5	\$6,347	2	\$0
Total	7	\$311	13	\$40,252	14	\$14,699

Source: WISD's Business Office

Exhibit 3-18 compares WISD's claims to those of the peer districts. Claim history for all of the peers is low, however WISD's claims were below the peer district average two out of the last three fiscal years. WISD's claims per employee for fiscal 1996-97 were higher than those of the peer districts, but still within a very low rate.

Exhibit 3-18
Workers' Compensation Claims Per Employee
WISD and Peer Districts
1994-95 through 1996-97

	1994-95		1995-96		1996-97	
Worker Category	Number of Claims	Claims Per Employee	Number of Claims	Claims Per Employee	Number of Claims	Claims Per Employee
WISD	7	.04	13	.08	14	.08
Lake Dallas	15	.06	18	.06	24	.08
White Oak	9	.06	16	.10	11	.07

Lake Travis	25	.08	38	.11	21	.06
Dripping Springs	10	.04	17	.06	15	.04
Average Without WISD	15	0.06	22	0.08	18	0.06

Sources: District Business Offices, TEA AEIS Reports 1995-97, Snapshot 1994-95

COMMENDATION

The district has reduced workers' compensation claims and premiums through targeted safety training.

FINDING

Emergency preparedness is handled through the Maintenance Department and centrally monitored and coordinated by the assistant superintendent. In addition, the emergency preparedness director for Hays County works closely with the district. The emergency preparedness guidelines cover such events as burglaries, fires, leaks, and other building emergencies. In the case of these emergencies, there are procedures documented in staff handbooks for notifying appropriate personnel at both the schools and the district. Once the sheriff has been notified, the district's first point of contact is the director of Maintenance, followed by the principals and the superintendent.

Each district and school employee listed as an emergency contact is aware that in the case of a fire, burglary or break-in, the Sheriff's Office or Fire Department is called by dialing 911. The TASB Insurance Company is also notified for insurance purposes.

The fire chief meets regularly with district officials about safety issues including construction and maintenance of buildings to ensure that the schools meet fire codes. The Fire Department assisted WISD in locating fire alarms, emergency exits, and escape routes when the Wimberley High School was built. The fire chief also meets with district officials regularly about safety issues.

The Fire Department also conducts fire prevention classes at the elementary, intermediate, and junior high schools and even teaches a fire

science class in Bowen Intermediate School twice each semester. The class covers the characteristics of fire, what makes fires burn, spontaneous combustion, how to extinguish fire, and how water reacts with different types of fires.

COMMENDATION

WISD has effective emergency preparedness procedures and works effectively with the Wimberley Fire Department to reduce the risk of fire.

Chapter 3

ADMINISTRATIVE SUPPORT SERVICES

C. Purchasing, Warehousing, and Textbooks

An effective and efficient purchasing function should have management processes in place to ensure that supplies, equipment, and services are purchased from the right source, in the right quantity, and at the lowest price—all in accordance with Texas purchasing guidelines. These criteria should be met for each purchase without sacrificing quality and timely delivery.

In 1995, the Texas Education Code (TEC) was revised to include changes in state purchasing regulations designed to provide the best value to school districts through a competitive bidding process. Generally, when districts purchase items valued at \$25,000 or more (or multiple like items with a cumulative value of more than \$25,000 in a twelve-month period), one of the following competitive bid processes outlined in **Exhibit 3-19** must be followed:

Exhibit 3-19
Competitive Procurement Methods

Purchasing Methods	Description
Competitive bidding	Requires that bids be evaluated and awarded based solely upon bid specifications, terms and conditions, and bid prices.
Competitive sealed proposals	Requires the same terms and conditions as competitive bidding, but allows changes in the nature of a proposal and prices after proposal opening.
Request for proposals	Furnishes a mechanism for the competitive sealed proposal process that generates the receipt of competitive sealed proposals and contains several key elements, including newspaper advertisement, notice to proposers, standard terms and conditions, special terms and conditions, scope of work, acknowledgment form/response sheet, felony conviction notice, and contract clause.
Catalogue purchase	Provides an alternative to other procurement methods for the acquisition of computer equipment, software and services only.
Interlocal	Provides a mechanism for agreements with other local

contract	governments, the state, or a state agency to perform governmental functions and services.
Design/build contract	Outlines a method of project delivery in which the school district contracts with a single entity to take responsibility for both the design and construction of a project.
Job order contracts	Provides for the use of job order contracts for minor repairs and alternations.
Construction management contracts	Outlines the use of a contract to construct, rehabilitate, alter, or repair facilities using a construction manager.

Source: Texas Education Agency.

Purchasing cooperatives and interlocal agreements are established and entered into by groups of entities to obtain better pricing from vendors. Generally, entities will determine an approximate amount of merchandise they intend to purchase during a twelve-month period. One of the entities in the purchasing cooperative will then consolidate all amounts and process a competitive sealed bid. All entities are then allowed to process individual purchase orders from these bids. Because the amounts intended to be purchased are generally larger than if purchased by a single entity, vendors will offer better pricing to purchasing cooperatives.

CURRENT SITUATION

WISD's business manager is responsible for the district's purchasing function. An accounts payable clerk is responsible for processing and tracking purchase orders. The district uses a manual purchase order process to obtain supplies, materials, and services. Purchases are initiated at the schools and then forwarded to the business manager for approval. The district uses two types of purchase orders to obtain supplies, materials, and services. **Exhibit 3-20** describes the types of purchase orders processed.

**Exhibit 3-20
WISD Types of Purchase Orders Processed**

Purchase Order Types	Type Description	Approval Route
Regular	Requisition for purchases made with	Teacher completes

Purchase	school/department budgeted funds.	purchase order; principal approves purchase order; business manager approves purchase order; superintendent reviews purchase order.
Spot Purchase Order	Requisition is for local purchases. A block of purchase orders is assigned to Wimberley High School, the Maintenance Department, and the Transportation Department.	Teacher completes purchase order; principal approves purchase order.

Source: WISD Business Manager

Exhibit 3-21 summarizes the number of purchase orders processed for the 1996-97 and 1997-98 fiscal years.

Exhibit 3-21
Number of Purchase Orders Processed
1996-97 and 9/1/97 - 2/5/98

Year	Regular Purchase Orders	Spot Purchase Orders	Total Purchase Orders
1996-97	1,239	698	1,937
1997-98*	717	393	1,110
Total	1,956	1,091	3,047

Source: WISD Business Office

** September 1, 1997 -February 5, 1998*

Exhibit 3-22 summarizes the number of purchase orders processed by WISD and its peer districts.

Exhibit 3-22
Number of Purchase Orders Processed per Purchasing Department Employee

WISD and Peer Districts
September 1, 1996 through August 31, 1997

Variable	Dripping Springs ISD	White Oak ISD	Lake Travis ISD	Lake Dallas ISD	Average	WISD
Number of purchase orders processed 9/1/96 - 8/31/97	5,000	2,586	2,500	3,000	3,272	1,937
District has a designated Purchasing Department	No	No	No	No	-	No
Total employees in purchasing function	N/A	1	1.5	1	1	1
Number of purchase orders processed per employee, per month	N/A	259	167	300	242	194
Average number of business days to process purchase orders	2 Days	2-3 Days	5 Days	1 Day	(1) 3 Days	3 Days *
District uses an automated purchase order system	No	Yes	No	No	-	No
Purchase orders are entered on-line at the school/department	No	Yes	No	No	-	No
Number of competitive bids processed	Cooperative Purchasing	17	20	18	18	169 *
Average time to process bids	30 Days	30 Days	2 weeks	(2) 3 Days	26 Days	35 to 45

						Days
District uses an automated bid system	No	No	No	No	-	No
Threshold at which bids are approved by board	\$25,000	All	\$25,000	\$25,000	-	\$25,000

Source: Telephone interviews with peer district Purchasing Directors; Llano ISD did not respond

** WISD had a large number of competitive bids during the year because of the construction of Wimberley High School*

The business manager is also responsible for processing competitive bids. Bids are processed manually by the Maintenance Department secretary. The secretary works with school staff to develop bid specifications. The district prepares competitive sealed bids for all major purchases and categories of merchandise that have annual cumulative total purchases of \$25,000 or more.

WISD does not have a central warehouse facility. Food and food service items such as paper goods and cleaning supplies are ordered on a weekly basis and stored at the respective schools.

FINDING

The district uses the General Services Commission (GSC), a state sponsored purchasing cooperative, for many of its purchases and the maintenance secretary processes GSC purchase orders through the Internet. WISD also buys most of its food products through a food service purchasing cooperative in New Braunfels. WISD recently signed an agreement with the Region Education Service Center (RES C) XIII to join its purchasing cooperative for the purchase of materials and supplies.

The RES C XIII purchasing cooperative is automating the purchase order process. According to the cooperative purchasing manager, RES C XIII is merging its purchasing cooperative with RES C XX. Once this is completed, purchase orders can be placed electronically through the Internet. The purchase orders can be entered by schools and electronically forwarded to vendors through the Internet. RES C XIII expects the project to be phased in, and WISD will have the opportunity to process purchase orders through the Internet starting in 1998-99.

To obtain the best prices, the business manager and maintenance secretary often compare prices offered by the GSC and purchasing cooperatives to those offered directly to the district by vendors. These purchasing practices allow the district to obtain the best possible price. According to the business manager, WISD purchases approximately 60 to 70 percent of its merchandise through GSC and the RESC XIII purchasing cooperative.

COMMENDATION

WISD effectively reduces purchasing costs through cost analysis and the use of purchasing cooperatives.

FINDING

The purchase order process is completely manual. Individuals at schools currently complete paper purchase orders. In most instances, paper purchase orders are handled at least six times by school clerks: (1) filling out the purchase order for approval (or reviewing it and presenting it to the principal for approval when teachers complete the purchase order), (2) presenting it to the principal for approval, (3) forwarding the approved purchase order to the business office for approval, (4) forwarding the purchase order to the vendor once it has been approved by the business office, (5) matching the purchase order to the shipment when it is received and (6) forwarding the receiving copy to the business office for approval.

The manual purchase order process increases the workload of staff in the Business Office. The business manager stated that the accounts payable clerk has worked at least two hours of overtime each week in fulfilling duties that cannot be completed during normal working hours. Although the new clerk in the Business Office can take on some of these functions, a reduction of manual processes could free up time for more important activities.

Automated purchase order systems keep all purchase order information on file so that it can be electronically accessed, reviewed, forwarded, approved, and updated when merchandise is received. The district has the Texas Educational Consultative Services (TECS) automated financial accounting system, but did not buy purchase order module. According to the business manager, the purchasing module requires secretaries to enter each purchase requisition into the computer after it is submitted by teachers, which would be a burden because each school has only one administrative computer. Further, WISD's business manager said that the turnover rate for clerical staff is high and it would not be feasible or effective to train school employees to use an automated purchase order system. Two of the school clerks are in their first year in the position, one is in the second year, and one is in the fifth year.

All schools currently have the required technology infrastructure and clerical employees to process purchase orders on an automated system and to participate in the RESC XIII Internet purchasing program. School districts that are members of the purchasing cooperative with Internet access, such as WISD, will be able to enter purchase orders on the Internet and automatically post the transaction to the district's general ledger. Furthermore, the accounting clerk would not need to process and track the purchase orders for purchases made through the system, and district staff would no longer need to enter the purchase order information into the accounts payable system.

Recommendation 27:

Purchase the automated purchase order module and process purchase orders on-line and through the Internet.

The district should purchase the TECS automated purchase order module and begin processing purchase orders on-line. Security access to the system will need to be established and WISD should work with the vendor to establish an efficient verification and completion process for the business office. This, along with electronically processing purchase orders through the Internet, should save up to 50 percent of the accounting clerk's time, which could then be devoted to other accounting related tasks.

Training for district staff is provided by the vendor as part of the purchase price for the module.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The superintendent directs the business manager to purchase the TECS purchase order module.	September 1998
2. The business manager purchases and installs the system and arranges with TECS to provide training for appropriate administrative and campus-level staff.	September 1998
3. The business manager implements the Internet purchasing program and provides training for appropriate administrative and campus-level staff.	October - November 1998

FISCAL IMPACT

The one-time cost to buy the TECS purchase order module is \$5,000.

There is no charge for the Region XIII Internet purchasing module or for related training.

Recommendation	1998-99	1999-2000	2000-01	2001-02	2002-03
Purchase the automated purchase order module and process purchase orders on-line and through the Internet.	(\$5,000)	\$0	\$0	\$0	\$0

FINDING

WISD has adopted board purchasing policies and these are used as the purchasing policy manual. A true policy and procedures manual includes more than board policies. Procedures manuals provide directions on the correct way to process purchases, and they serve as a training tool for new employees. Additionally, a procedures manual provides a source of continuity and a basis for uniform processes and procedures. This is very important, when, as noted earlier, there is high turnover among clerks in the schools that are responsible for handling much of the purchasing paperwork.

The business manager said she reviews and approves all purchase orders. The TSPR selected a random sample of 15 purchase orders issued between August 1, 1997 and February 5, 1998. Purchase orders were reviewed to determine the average processing time and to learn if the informal policy was followed concerning appropriate approval signatures and dates on the purchase orders. **Exhibit 3-23** summarizes the results of the purchase order review.

Exhibit 3-23
WISD Purchase Order Sample

P.O. Number	Vendor	Date Schools/Depts. Prepared P.O.	Date Approved by Business Manager	Date Approved by Superintendent
980006	Austin American St.	8/22/97	8/28/97 *	Not signed
980009	Austin	9/1/97	8/27/97 *	Not signed

	American St.			
980035	Seiler Fire Equip.	7/29/97	Signed but not dated	8/5/97
980186	Lowes	9/26/97	9/26/97 *	Not signed
980490	Riddell	11/20/97	Signed but not dated	Signed but not dated
980491	The Write Group	11/10/97	Signed but not dated	Signed but not dated
980520 (A)	Xerox	12/8/97	Not signed	Not signed
980549	Keller Material	12/12/97	Signed but not dated	Signed but not dated
980572	Alamo Music	12/9/97	Signed but not dated	Not signed
980655	School Specialty	1/20/98	Signed but not dated	Not signed
SO46 (B)	Century Paper	9/19/97	Not signed	Not signed
SO155 (B)	Ace Hardware	12/2/97	Not signed	Not signed
SO187 (B)	Gillesco	10/24/97	Not signed	Not signed
SO207 (B)	Ace Hardware	11/7/97	Not signed	Not signed
SO386 (B)	Issued to school but not used	Issued to school but not used	Issued to school but not used	Issued to school but not used

Source: WISD Purchase Orders

** = Signed by Accounting Clerk for Business Manager*

(A) Emergency PO issued to the Maintenance Department to order toner and supplies. The accounting clerk issued the PO by telephone and the maintenance secretary prepared and submitted a hard copy of the PO to the business manager at a later date.

(B) Spot purchase orders that do not require the business manager or

superintendent's signature

Five of the 15 purchase orders issued and reviewed, or 33 percent, did not have the business manager's signature. In addition, 10 of the purchase orders issued and reviewed, or 67 percent, did not have the superintendent's signature of approval. Most of the purchase orders approved by the business manager and superintendent did not contain approval dates. The business manager's review ensures that purchase orders comply with policies and regulations. While the business manager currently reviews the purchase orders, there is no evidence of this review unless there is a signature and date.

According to the business manager, the accounting clerk is authorized to sign purchase orders in her absence if it is a standard order and is within budget. The business manager also said that, depending on the superintendent's schedule, some purchase orders are released without his review to get them back to the schools as soon as possible. In either case, the exceptions are not clearly documented in the form of written policy and accompanying procedures.

Recommendation 28:

Develop and implement a written procedures manual for purchasing.

A formal written procedures manual should be developed to establish consistent purchasing practices in the district that meet state laws and guidelines. The manual should emphasize the highest possible quality of purchases at the best possible price.

For purchases that cannot be made through the purchasing cooperative or GSC, the business manager should sign and date all purchase orders, and assign blank purchase orders to schools and departments as needed (spot purchase orders). Spot purchase orders should be signed by the business manager once the invoice has been received for payment. Signatures (electronic or manual) indicate review and approval of the purchase order. The superintendent should approve only those purchase orders that are above a specified level.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The superintendent directs the business manager to develop a procedures manual for purchasing.	July 1998
2. The business manager develops the procedures manual.	July - August 1998

3. If policies need revision during the process, the superintendent should present changes to the board for consideration	August 1998
4. The superintendent presents the procedures manual to the board for approval.	September 1998
5. The superintendent distributes and implements approved procedures manual.	October 1998

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Warehousing

FINDING

WISD processes purchase orders to obtain supplies and materials as needed. All supplies and materials are delivered directly to the schools, rather than being stored in a central warehouse. Thus, the district avoids the additional costs associated with operating a central warehouse, such as staffing and maintaining a warehouse facility.

COMMENDATION

WISD saves administrative time and overhead by delivering merchandise directly to schools.

Textbooks

The Texas Education Agency (TEA) is responsible for selecting and purchasing most of the textbooks used by Texas school districts. TEA buys textbooks from publishers and lends them to school districts. Each district is responsible for returning borrowed textbooks to TEA. If textbooks are lost during the school year, the district is responsible for recovering the cost of the books from the student or the student's parent or guardian, or compensates the state for the loss.

FINDING

The principal at Bowen Intermediate School is designated as the district's textbook administrator and is primarily responsible for ordering, distributing, and tracking textbooks. A small textbook inventory is maintained in a classroom at Bowen, and textbooks are ordered

throughout the year as needed. Each teacher is assigned a specific number of textbooks and signs for them at the beginning of the school year. At the end of the school year, the teacher returns the textbooks to the principal. The textbooks are then compared to the beginning of the year assignments.

Teachers also are required to perform textbook verifications at least once every six weeks. This task is accomplished by requiring students to bring their textbooks to class on a specific day and then checking them to ensure that the textbook is the same as that assigned to them at the beginning of the school year. Students are charged for any textbooks not returned. The money collected is deposited into the principal's activity fund account and used to pay for ordering replacement textbooks.

The principal is currently tracking textbooks through computer spreadsheets that he developed although textbooks are not bar coded. WISD has successfully held students accountable for textbooks, and as a result has had minimal textbook losses. **Exhibit 3-24** summarizes the amounts paid to the state for lost textbooks.

Exhibit 3-24
WISD State Textbook Losses
School Years 1995-96 and 1996-97

School Year	Total Losses	Total Textbooks	Percent Losses
1995-96	\$827	\$399,739	.21%
1996-97	\$2,526	\$461,999	.55%
Average	\$1,676	\$430,869	.39%

Source: WISD Bowen Intermediate School Principal.

Over the past two years, WISD's textbook losses have averaged less than one-half of 1 percent of the total dollar value of textbooks received from TEA. In a telephone survey (conducted in June 1998) of textbook coordinators at Llano, Lake Travis, Lake Dallas, and White Oak ISDs, 1996-97 textbook losses as a percentage of total textbooks ranged from .33 percent to 1.3 percent, for an average of .80 percent. WISD's 1996-97 losses were .55 percent of total textbooks or 31 percent less than the peer district averages.

The principal stated that he is planning to use the bar code system currently in place at school libraries to identify and track textbooks. Individual bar codes will be attached to each textbook, and then the textbook is assigned to a specific student. All information will be

maintained in a computer database. This process will be piloted at the intermediate school during 1998-99.

COMMENDATION

WISD controls textbook losses by holding students and teachers responsible for textbooks and checking textbook assignments throughout the year.

Chapter 3

ADMINISTRATIVE SUPPORT SERVICES

D. Administrative Technology

School districts address technology in a variety of ways. The common thread is that districts separate instructional computing from business (administrative) computing. Sometimes the separation results in two departments being responsible for technology. Some districts have one management information systems (MIS) department with separate individuals responsible for each component. Small school districts generally do not have a formal MIS Department. However, the same types of administrative and business computing activities generally occur under all structures. They are:

- Management and oversight of all the district's business applications (e.g., accounting, personnel, payroll, inventory and fixed asset, budgeting systems, student information systems, etc.).
- Hardware and software maintenance of these business applications.
- Implementation, oversight, and planning of local area networks and a wide area network.
- Training and technical support for business applications and networks.
- Coordination of Public Education Information Management System (PEIMS) and data entry and submissions to the Texas Education Agency

CURRENT SITUATION

WISD has no formal MIS Department and no individual is assigned full-time responsibility for technology planning and administration. Instead, the Danforth Junior High School principal is assigned the responsibility for planning instructional technology and the business manager has responsibility for administrative technology. (The Danforth Junior High School principal was assigned the position of full-time Curriculum and Technology Coordinator at the March 1998 board meeting and will

assume the responsibilities at the beginning of 1998-99).

The district uses an integrated financial system, Texas Educational Consultative Services (TECS), for administrative computing.

Administrative technology includes business applications and student data submitted to TEA through the Public Education Information Management System (PEIMS).

WISD also uses the TECS student accounting module to record student attendance, grades, and transcripts. Student attendance is entered at each school by the attendance clerk. Wimberley High School has a scanner that electronically scans student attendance and grades. Teachers fill in the appropriate circle next to each student's name. The sheet is then forwarded to the attendance clerk for electronic scanning. Student attendance is recorded for each class period at the high school and junior high school, and once per day for the intermediate and primary schools. Student grades are recorded once each six weeks for each class. The scanner also is used to scan class grades for both the high school and the junior high school.

The district has small local area networks (LANs) at each school. Each LAN is a system of interconnected computers, printers, servers, and communication devices that allow computer labs and classrooms to share resources and to communicate with each other. The district recently purchased Windows NT® to serve as its operating system (software to run the networks). Windows NT® contains an e-mail package that the district is currently piloting and plans to implement at all schools and the administration building during 1998-99.

The computer system on which the administrative software runs is located in the administration building. Schools access the administrative technology computer and applications through dedicated telephone lines.

WISD is establishing a wide area network (WAN) using wireless equipment to connect all of the schools and the administration building. By connecting all locations, the district makes better use of software resources. Students and faculty have access to more resources, and more information and sources can be incorporated into the curriculum. Moreover, students learn more about computers and the network.

TSPR conducted written surveys during this review. The responses indicated that students, teachers, and administrators are generally satisfied with the technology available within the district. Fifty seven percent of the administrative staff felt that WISD's current technology supported their needs.

FINDING

The district's integrated financial system processes and records all financial transactions. The business manager is responsible for implementing this system. The district has an annual contract with the financial system's vendor to provide maintenance and support services. These services include troubleshooting software and hardware problems, assisting with the development of specialized reports, assisting with training district employees, and providing regular software updates. **Exhibit 3-25** summarizes the basic features of the district's automated financial system.

**Exhibit 3-25
Features of WISD's Financial Software**

Module	Features
Financial Accounting Software	<ul style="list-style-type: none"> • General Ledger (processing and recording of all financial transactions) • Accounts Payable (processing and recording transactions and payments for invoices received) • Budgeting (projections, planning, and reporting) • Year-end audit package (generates financial schedules for audit purposes) • 1099 processing (IRS information for non-employees) • Multi-month processing (allows transactions to be posted in months other than the current accounting month) • Accounting for multi-year programs (allows processing and recording of transactions associated with programs that do not have the same fiscal year as the district) • Computer-assisted bank account reconciliation (allows bank reconciliations to be performed on-line) • Automated budget projections (allow budgets to be prepared based upon multiple variables, and for budgets to be prepared by multiple users at multiple locations) • Compares the district budgets from year-to-year (allows the district to compare the current budget to the projected budget and see the differences) • Contains an extensive selection of standard reports and allows the generation of user-defined reports
Payroll Software	<ul style="list-style-type: none"> • Allows multiple payrolls per month • Allows for unlimited payroll deductions and benefits • Allows complete Teacher Retirement System (TRS)

	<p>reporting</p> <ul style="list-style-type: none"> • Generates W-2 information • Contains an extensive selection of standard reports and allows the generation of user-defined reports
Fixed Assets Software	<ul style="list-style-type: none"> • Can track single items or blocks of items • Automatically updates the financial accounting software based upon entries made to the fixed assets system • Allows the district to define codes for its fixed assets and supports tracking by inventory tags placed on items • Tracks additions and deletions by fiscal year • Allows the tracking of non-capital items (those less than \$5,000) • Contains an extensive selection of standard reports and allows the generation of user-defined reports
Personnel Software	<ul style="list-style-type: none"> • Allows districts to maintain employee identification and demographics • Allows districts to maintain information on employee certifications and permits • Allows districts to maintain reporting relationships for employees • Allows districts to process and report personnel information for PEIMS • Allows districts to generate employee mailing labels • Allows districts to create DPS files for criminal history checks on potential and current employees • Allows districts to produce employee service records • Contains an extensive selection of standard reports and allows the generation of user-defined reports
Budget Worksheet Software	<ul style="list-style-type: none"> • Allows the district to calculate salaries and related costs for all employees • Automatically allocates employee salaries and related costs based upon budget account codes • Automatically creates employee contracts in the payroll software based upon information stored in the budget worksheet software • Allows the district to electronically transfer budget projections into the actual budget of the financial accounting software • Contains an extensive selection of standard reports and allows the generation of user-defined reports

Source: Texas Educational Consultative Services, Inc.

The automated financial system, however, is not being used to its fullest.

- Schools prepare budget worksheets by hand even though there is a budget preparation feature on the system. (The budget process is discussed earlier in this chapter.)
- Schools, food services, and the maintenance department prepare time and attendance sheets by hand and then forward them to the personnel clerk who then consolidates the information on an electronic spreadsheet, which is then forwarded to the business manager to enter into the payroll module.

The ineffective use of available technology is placing an excessive burden on the Business Office. Continually revising budget worksheets by hand requires intense calculations to determine the financial impact of changing amounts allocated to a school, department, or program. For example, if a school wanted to determine what the financial impact would be to increase the allocation of library money by \$2 per student, the principal or secretary would need to determine the number of students at the school, multiply that number by \$2 and then show the total. In order to fund that allocation, manual calculations need to be prepared to determine the appropriate adjustments that need to be made to other accounts. When budgets are prepared on-line, the calculations are performed instantly by the computer. **Exhibit 3-26** summarizes the financial transaction processing distribution for WISD and peer districts.

Exhibit 3-26
Financial Information Processing Distribution
WISD and Peer District
1998-99

Activity	Dripping Springs ISD	White Oak ISD	Llano ISD	Lake Travis ISD	Lake Dallas ISD	WISD
Administrative software name	RSCCC	EDP	RSCCC	STMRSC	TECS	TECS

Budgets prepared by schools	On-line	Manual	Manual	Electronic *	Manual	Manual
Purchase orders prepared by schools	Manual	On-line	Manual	Manual	Manual	Manual

Source: Interviews with Peer Districts

RSCCC = Regional Educational Service Center

STMRSC = Region 20 Educational Service Center

** Schools prepare budgets from a database and then forward a diskette to the business manager for consolidation*

TECS = Texas Educational Consultative Services, Inc.

Budget preparation and purchase order processing is handled differently among districts. However, failure to invest in and fully implement technology at the administrative level stunts instructional programs by diverting vital resources to labor-intensive manual processes. Too little thought is sometimes given to the fact that an investment in technology should pay for itself in a matter of years by reducing overlapping or duplicated tasks and by increasing productivity.

Recommendation 29:

Implement all available modules of the automated financial

accounting system at the school level.

Not only will full implementation reduce the business office's workload, but principals and other campus administrators would be better able to control costs and could be held accountable for cost overruns. All schools should be trained and required to use the financial software available. The district should obtain the financial software vendor's assistance in developing an implementation plan and in training school personnel.

At a minimum, the district should automate the tasks listed below.

- Payroll information should be entered on-line at the schools and electronically forwarded to the business manager for review and approval. The information can be placed in an electronic pending file until reviewed and approved by the business manager. Once approved, the information can be electronically transferred to the payroll software for automatic updating of the payroll and recording of employee absences.
- Budgets should be developed on-line at the schools and electronically forwarded to the business manager. The information can be placed in an electronic pending file until reviewed and approved by the business manager. Once approved, the information can be electronically transferred to the financial accounting software to automatically update the budget.

Performing administrative processes through automation will save time associated with manual processing, thereby allowing personnel resources to be directed towards other tasks.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The board directs the superintendent to implement available technology to automate business and administrative processes.	August 1998
2. The superintendent and the business manager contact TECS to develop an implementation plan.	September 1998
3. The business manager and TECS develop an implementation and training plan.	September - October 1998
4. The business manager and TECS conduct training and implement automated business and administrative applications.	October - December 1998

FISCAL IMPACT

Implementation of this recommendation will have a one-time cost of \$3,000. It is estimated that the district will require three days training by TECS at \$75 per hour plus expenses.

Recommendation	1998-99	1999-2000	2000-01	2001-02	2002-03
Implement all available modules of the financial accounting system at the school level.	(\$3,000)	\$0	\$0	\$0	\$0

FINDING

The district's technology committee developed a five-year technology plan as part of an application for the Telecommunications Infrastructure Fund (TIF). The twelve-member committee is made up of technology teachers, a librarian, two principals, and one community member.

The technology committee's main focus is instructional technology and meets only when necessary. The technology plan describes the district's local issues, current and proposed technology use and implementation plans, and employee skill levels. The technology plan does not list specific

implementation dates and responsibilities. An effective technology plan holds individuals accountable for achieving specific implementation initiatives, with agreed-upon time frames and estimated costs. In this way, the technology plan can be used more effectively as a planning and budgeting tool.

Although the technology committee includes students and a board member from the community public library, it does not include representation from the business community, nor does it specifically address administrative technology. The Wimberley community has a significant number of technically proficient individuals who could act as advisors to the district as it looks to improve its administrative and business-related functions.

Recommendation 30:

Expand the technology committee to include community representatives and modify the technology plan to include responsibilities, implementation timelines, and estimated costs for administrative technology improvements.

The expanded technology committee should include members of the local business community. It should develop a comprehensive technology plan to address all instructional and administrative technology needs of the district, and reconvene annually to modify and update the plan. The plan should identify individuals responsible for overseeing implementation of goals and objectives and specific timelines, along with an estimated cost for each goal.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The superintendent expands the technology committee to include members of the business community.	August 1998
2. The technology committee meets to evaluate and revise the technology plan.	September 1998
3. The superintendent presents the modified technology plan to the board for approval.	December 1998
4. The superintendent implements the approved technology plan.	December 1998- Ongoing

FISCAL IMPACT

This recommendation can be implemented without additional cost to the district.

FINDING

Many districts partner with businesses, foundations, and their respective communities on major technology projects and initiatives. Such businesses recognize the importance of investing in education to develop qualified future employees through donations of funds, equipment, and services.

WISD has an excellent opportunity to develop business partnerships because it is located close to Austin, where a number of major computer manufacturers are located, as well as a number of colleges and universities with a wide array of technical programs. In addition, some members of Wimberley's community have significant technical expertise, but the district has not actively solicited these individuals for support in the area of technology and grant writing for technology initiatives. These efforts could benefit the district in many areas including:

- Fund raising efforts
- Partnerships
- Strategic planning
- Technology implementation and training

The district's technology-related grant writing has been limited to the Telecommunications Infrastructure Fund (TIF) and Technology Integration in Education (TIE) grants. The district received a \$88,000 TIF grant in January 1998, but the TIE grant was not funded. The TIF grant will be used by the schools for infrastructure (network wiring), hardware, software, and training. The district is also participating in a collaborative planning grants project and plans to complete a public schools distance learning grant in April 1998.

Examples of additional opportunities available include:

- House Bill 2128 - provides discounts on telecommunications services such as the leasing of T1 lines. The bill provides up to a 50 percent discount to eligible expenses within school districts.

- Universal Service Fund created by the federal Telecommunications Act of 1996 - provides an estimated \$2.25 billion available for distribution to districts in 1998. The funds provide discounts of up to 90 percent to districts for eligible technology and telecommunications expenditures. The requirements governing applications for grants and eligible expenses continue to be refined. The discounts are based on the number of Title I students within a district.

The district allocated \$328,182 to technology for 1997-98. This amount does not include the \$88,000 received from the TIF grant and technology-related expenditures included within school and departmental budgets, but not specifically classified as technology-related items.

Recommendation 31:

Solicit both monetary and non-monetary grants from the surrounding business communities, state and federal grant programs, and other sources.

The new curriculum and technology coordinator should seek to form collaboratives with businesses, other school districts, service centers, and other entities to support its grant writing and soliciting efforts. At a minimum, WISD should contact area computer manufacturers and higher education institutions to support the district's technology initiatives. Such entities can provide grant writing assistance, technical expertise, computers, and funds to support the district's technology.

WISD also should explore working with individuals and entities to develop creative programs to raise money, obtain technology, maintain and support technology, and train staff. Many individuals who reside within the Wimberley community have substantial technology-related skills and experience. The district should request assistance from these individuals in such areas as technology planning, troubleshooting, and services. WISD should set a goal of revenue and revenue equivalents (services) to be raised through partnerships, grants, and donations.

IMPLEMENTATION STRATEGIES AND TIMELINE

<p>1. The curriculum and technology coordinator develops a plan to obtain additional funds, resources, and assistance from individuals and entities outside the district to support the use of technology.</p>	<p>August 1998</p>
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2. The curriculum and technology coordinator meets with the technology committee to identify appropriate business representatives and to discuss needs for technology support.	September 1998
3. The committee identifies opportunities for obtaining monetary and non-monetary assistance for technology and assigns responsibility for those opportunities to committee members.	September - October 1998
4. The committee members contact computer manufacturers and individuals to enlist their support.	October 1998 and ongoing
5. The committee actively solicits donations and support for the district's technology.	November 1998 and ongoing
6. The committee works with the technology committee to use the resources received from outside sources.	December 1998 and ongoing
7. The committee meets to evaluate efforts and to determine new opportunities.	January 1998 and ongoing

FISCAL IMPACT

No additional funds are necessary to facilitate and complete the planning process. However, successful initiatives with surrounding business communities and other sources can increase technology resources. A reasonable goal for outside support is 25 percent of the district's technology budget of \$328,182, or approximately \$82,000, by 2003. The goal should be achieved in increments of 25 percent, or \$20,500 each year until it is fully achieved in the year 2001-02. This goal excludes funds available from TIF Grants, HB2128, and the Universal Service Fund.

Recommendation	1998-99	1999-2000	2000-01	2001-02	2002-03
Target third party support for district technology initiatives	\$20,500	\$41,000	\$61,500	\$82,000	\$82,000

Chapter 4

OPERATIONS AND PUPIL SERVICES

This chapter of the report reviews Wimberley Independent School District (WISD) operations and pupil services in the following areas:

- A. Facilities Use and Management
- B. Food Service
- C. Transportation
- D. Contracted Services

Chapter 4

Facilities Use and Management

A. Facilities Use and Management

BACKGROUND

A comprehensive facilities management program supports schools and departments by:

- Performing facilities planning;
- Analyzing facilities use;
- Providing plant maintenance;
- Administering custodial services; and
- Developing an energy management program.

Facilities planning ensures facilities data is gathered and used to develop effective educational programs. *Facilities use* relates to the efficient and effective use of facilities based on student enrollment, educational program requirements, and school board and state-mandated regulations. *Plant maintenance* ensures that facilities are safe and in working order to provide an effective learning environment for students. *Custodial services* provide for the general cleanliness and upkeep of facilities. An *energy management* program provides for the efficient use of utilities through energy conservation and monitoring.

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. In addition, clearly defined policies, procedures, and activities should accommodate changes in the district's resources and needs.

CURRENT SITUATION

WISD was created in 1985 after having broken away from the Hays Consolidated ISD. One campus, Bowen Elementary, existed at the time of the formation of the district. In 1988, Scudder Primary was built, and most recently, Wimberley High School was built in 1997. The district also owns an administrative facility built in 1991 (**Exhibit 4-1**).

**Exhibit 4-1
WISD Facilities Profile**

School	Year Constructed	Grade Level	Square Footage
Wimberley High	1997	9 - 12	105,000
Danforth Jr. High	1985	6 - 8	89,794
Bowen Intermediate	1945	3 - 5	33,940
Scudder Primary	1988	Pre-K - 2	36,287
Administration Building	1991	N/A	3,085
Total			268,106

Source: WISD assistant superintendent.

Until 1997, WISD did not have a formal facilities planning process. Since the district's inception in January 1986, it has addressed its facilities needs without the benefit of a formal facilities plan. Decisions related to building use, upgrading or renovating schools, and facilities maintenance were made by the board and superintendent when necessary.

The assistant superintendent is primarily responsible for overseeing WISD's facilities and determining the extent to which schools accommodate current students and the extent to which the district can

meet the needs of future students based on projected student enrollments.

FINDING

The board and superintendent initiated a formal facilities planning process in September 1997 with a brainstorming session that established priorities such as adding classroom space to Wimberley High School and more classrooms and cafeteria space to Bowen Intermediate School. WISD's facilities planning process includes the board, superintendent, assistant superintendent, principals, and some community members.

The board engaged DeskMap Systems, Inc. to conduct a demographic study as a part of this planning process. The study is analyzing population and demographic trends in the district to identify five-year projections for student enrollments. WISD will use the study data to assist with planning for future facilities needs.

COMMENDATION

The board has commissioned a demographic study to determine the nature and extent of projected growth in Wimberley as a foundation for its facilities planning process.

FINDING

WISD has contracted its maintenance and custodial services to Marriott Management Services (contractor) since 1995-96. Under its maintenance management contract, the contractor is responsible for establishing a preventive maintenance schedule, while WISD retains responsibility for planning and funding related projects, including providing manpower and financial resources.

Exhibit 4-2 summarizes some of the scheduled preventive maintenance activities performed by the contractor.

**Exhibit 4-2
Preventive Maintenance Schedule
Selected List of Activities**

Description	Department/Building Location	Last Preventive Maintenance Date	Next Scheduled Preventive Maintenance Date
Filter Change	Scudder Campus	April 1, 1998	May 1, 1998

Boiler Routine Maintenance	Danforth Campus	March 25, 1998	April 25, 1998
Exhaust Fan Maintenance	Bowen Cafeteria Roof	April 1, 1998	September 30, 1998
Heat Pump Maintenance	Scudder Office Area	December 16, 1997	June 16, 1998
Compressor Maintenance	Danforth Campus	April 9, 1998	May 9, 1998
Playground Equipment Maintenance	Bowen Campus Exterior	March 31, 1998	April 30, 1998

Source: Marriott Management Services Preventive Maintenance Software Program, 4/98

WISD lacks a formal Facilities Master Plan to guide the construction and renovation of facilities within the district. Although the board established priorities for renovating and expanding schools in its initial facilities planning session in September 1997, a plan for addressing each of the priorities has not yet been developed.

For example, WISD has not developed a list of prioritized preventive maintenance needs for its facilities and grounds, nor has it funded a number of preventive maintenance projects on the contractor's preventive maintenance list. The following preventive maintenance needs have been identified, but the projects have not been scheduled or funded:

- Annual seal coating for paved parking lots at the administration building and other school facilities to prevent cracking and extend the life of paved surfaces at an estimated cost (unbudgeted) of \$10,000.
- Install curbs to prevent grass and dirt from extending to track surface at WISD's track facility. Curbing and resurfacing the track would extend the estimated useful life of the track by eight years at an estimated cost (unbudgeted) of \$60,000.
- Upgrading the existing water system for the athletic fields by drilling a water well to facilitate maintaining the grass football and softball fields. The watering system currently uses chlorinated drinking water to water the fields, which adversely affects the growth of grass. Installing a water well that uses non-chlorinated water from the area water table would promote more grass growth while preventing the need to replace existing sod at an estimated cost (unbudgeted) of \$8,000 to drill the well and \$500 per year for maintenance.

In the absence of a plan, the board used WISD's fund balance to address the expansion and renovation of existing buildings. For example, the district spent \$60,000 of its fund balance to replace the Bowen Intermediate School roof and to repair roofs at Danforth Junior High and Scudder primary schools during the summer of 1997 rather than including these repairs as part of a long-term budgeted plan.

Facilities planning is critical to the overall success of school district operations, because it coordinates the district's educational programs and physical space and resources.

Some of the key components of a facilities master plan include:

- Identification of current and future needs of the district's facilities and educational programs;
- Analysis of facilities condition for existing schools (inventory analysis);
- Development of student growth projections and community expansion plans;
- Analysis of cost and capital requirements; and

- Development of facilities program management and design guidelines.

Even though WISD does not have a facilities master plan, the district involved the community in developing its bond package. In November 1992, the board asked several community groups to appoint a member from their organizations to serve on a bond committee to evaluate growth trends in the district and make recommendations for future building needs. The bond committee included 13 members representing the Senior Citizen Center, Lions Club, Chamber of Commerce, Texan Booster Club, City of Woodcreek, Scudder Primary and Bowen Intermediate Parent Teacher Organizations, and various other citizens. The committee also included board members, students, and teachers.

The bond committee held several meetings to evaluate the district's growth trends and conduct building condition appraisals. The committee also evaluated different grade level configurations for building needs based on five, 10, and 15-year growth projections. In July 1993, the committee unanimously recommended the board hold a bond election to fund a new high school. The original bond election (\$6.8 million) estimated that the high school would be constructed at a cost of \$55-\$65 per square foot. In fall 1993, WISD provided information to the community that outlined the projected use of bond proceeds, along with the effect on annual property taxes.

Some community members felt they were not involved in the planning process for the high school and were not adequately informed about the projected use of bond proceeds. Moreover, some believed the high school could be built for less than \$6.8 million. As a result, voters did not approve the original bond election to construct the high school held in January 1994.

The original bond election included funding for 10 more classrooms than the second bond election, which was reduced to \$5.8 million. This financial reduction required the board to modify the high school plans to eliminate amenities, such as restrooms and concession stands in the gymnasium lobby, in order to add six of the 10 classrooms originally planned to accommodate projected enrollment. The district repackaged the original bond proposal at a reduced level and presented it in a second bond election that passed in October 1994. With these modifications, the high school was constructed at a cost of \$53 per square foot.

Because of the reduction in the number of classrooms, the high school has reached its capacity for the 1997-98 school year. To accommodate Wimberley High School's enrollment, the district installed two portable

buildings containing four classrooms, renovated the high school annex (formerly a bowling alley), and used a house adjacent to the high school for vocational agriculture classes.

A segment of the Wimberley community believes the school board and administration did not adequately plan for the district's future facilities needs. This perception has its origins with the manner in which the board handled planning for the water treatment system for the high school. Some community members indicated the water treatment system was excluded from the planning for the high school and was not included in either the initial bond election that failed or the second bond election that passed.

District officials contend that planning for the water treatment system took place all along, and there were two options explored: building the district's own water treatment facility or connecting the high school to Wood Creek Utilities' existing sewer lines. To review the planning process for installing a water treatment facility at Wimberley High School, the review team examined minutes of board meetings and correspondence between WISD, consulting engineers, the Guadalupe-Blanco River Authority, the Texas Natural Resource Conservation Commission (TNRCC), and the district's lawyers to determine events culminating in the construction of the high school, originally planned to open for the 1997-98 school year, and completed in August 1997. **Exhibit 4-3** presents a detailed chronology of events leading to the construction and opening of Wimberley High School.

Exhibit 4-3
Chronology of Events Resulting in Construction
And Opening of Wimberley High School

Date	Description of Event or Action by WISD
January 22, 1994	The district held a \$6.8 million bond election to construct Wimberley High School; the election failed: 701 votes for, 911 against.
February - September 1994	The board reworks the original bond election, eliminating classrooms, concessions, and restroom facilities, reducing amount of second election to approximately \$5.8 million.
October 29, 1994	The district held a \$5.8 million bond election to construct Wimberley High School. The bond election passed 1,167 for, 936 against.
October 31, 1994	In a called meeting, the board approves the election order canvassing the returns and declaring the results of the bond election.

January 9, 1995	In a regular meeting, the board discusses engineering services for a septic system at the new high school. The superintendent stated that Leander ISD offered to provide a treatment system to WISD for the cost of transportation and possibly some equipment costs. No action was taken by the board.
February 13, 1995	In a regular meeting, the board meets with representatives from the Texas Water Development Board and the Guadalupe-Blanco River Authority to discuss an \$87,570 grant Hays County received to fund a regional wastewater study of the Village of Wimberley and surrounding areas.
March 6, 1995	In a called meeting, the board held a work session on the wastewater system for the new campus and determined that the wastewater treatment system offered by Leander ISD was not a viable option. A representative from K.C. Engineering, Inc. informed the board of options available in regard to the design contract, construction contract, permit process, and alternate types of wastewater treatment systems. The Hays County Environmental Health Director was present at the board meeting and said he would recommend the district look at a system with a method for reusing water.
March 13, 1995	In a regular meeting, the board considered the selection of a system "style" for wastewater treatment for the new high school. The superintendent recommended a package wastewater treatment system for the high school because it seemed to be the most environmentally appropriate. The board voted 5-0, with two abstentions, to select a package system for water treatment at the new campus.
March 1995	Construction of the new high school begins.
October 10, 1995	In a called meeting, the board conducted another work session to discuss options available for wastewater treatment at the new high school. A representative from Centurion Resort Management, Inc. (representing Woodcreek Utilities) presented a proposal to construct a sewer line and lift stations to transport sewage to accommodate the new high school, Danforth, the Danforth extended campus, Scudder, and the football field restrooms. Installation of the system and clean-up would cost \$575,000. If WISD chose a 15-year financing option, the total cost of the system would increase to \$675,000. The board took no action.
October 11, 1995	The superintendent receives a letter from Woodcreek Utilities, Inc. in which the utility proposes to process sewage for the new high school.

November 7, 1995	In a called meeting, the board conducted a work session to review the draft of the Texas Water Development Board's Wimberley Regional Wastewater Planning Study. The director of Project Development for the Guadalupe-Blanco River Authority presented the study and focused on elements of the study, pointing out options that would be considered for the wastewater treatment solution at the new high school. The board took no action.
January 8, 1996	In a regular meeting, the board discussed the wastewater treatment solution for the high school. The superintendent recommended a package water treatment plant at a cost of approximately \$200,000 to \$220,000 for wastewater treatment at the high school rather than the more expensive water treatment line proposed by Centurion Resort Management, Inc. (representing Woodcreek Utilities) The superintendent told the board that competitive sealed bids would be solicited for the system. The board voted 6-0 to proceed with gathering information to develop a water treatment plant proposal for the new high school.
January 8, 1996	In a regular meeting, the board reviews a letter to TNRCC from Wasteline Engineering, Inc. submitting WISD's application for a wastewater discharge permit. No action was taken.
May 13, 1996	In a regular meeting, the board reviewed a letter from the TNRCC, dated April 26, 1996, acknowledging receipt of WISD's application for a wastewater discharge permit. The application was determined by the TNRCC to be complete and the superintendent told the board bids would be solicited for the wastewater system in June 1996. The board took no action.
July 5, 1996	TNRCC sends a letter to Wasteline Engineering, Inc., accompanied by a draft of proposed permit number 13824-001 to operate a wastewater discharge facility for review prior to approval.
August 21, 1996	Wasteline Engineering, Inc., on behalf of WISD, submits TNRCC plans and specifications for the construction of a new wastewater treatment and disposal facility for the new high school.
October 2, 1996	In a regular board meeting, a representative from Wasteline Engineering, Inc. informed the board that five proposals were received for a wastewater treatment plant for the new high school and they were reviewing the proposals. The representative told the board that the low bid was submitted by Payton Construction at \$209,980.

October 7, 1996	Wasteline Engineering, Inc., in a letter to WISD's assistant superintendent, recommends award a contract to Payton Construction, Inc. in the amount of \$209,980 for the construction of the wastewater treatment facilities.
October 14, 1996	In a regular board meeting, the board considered the approval of the contract to construct a wastewater treatment system for the new high school. Following lengthy discussion on the wastewater treatment system, a member of the board recommended the district investigate the feasibility of connecting to the Woodcreek Utilities sewer line. The board voted 6-0 to authorize a request for proposal to tie in the new high school to Woodcreek Utilities.
October 18, 1996	In a called board meeting , the board received an update on the wastewater treatment facility. The assistant superintendent said information would be available soon on the possibility of a sewer line connection to Woodcreek Utilities.
October 29, 1996	In a called meeting, the board met in closed session to discuss the district's wastewater options for the new high school.
December 3, 1996	In a called meeting, the board voted 6-0 to employ Attorney Skip Newsome to represent the district on special projects (including the wastewater treatment facility).
February 21, 1997 and February 27, 1997	Woodcreek Utilities submits proposals to WISD to tie in the new high school and the Danforth Jr. High School to its existing lines for water treatment. Under the major provisions of the February 27, 1998 proposal, Woodcreek Utilities would construct a line from its water treatment plant to F.M. 2325, and WISD would construct a 10" line under F.M. 2325 to connect to the line constructed by Woodcreek. WISD would also be responsible for constructing lift stations. WISD would pay Woodcreek a one-time charge of \$160,000 (for the connection only).
March 5, 1997	In a letter to Woodcreek Utilities, WISD's attorney responds to the company's offer to tie in the new high school and Danforth Jr. High School to Woodcreek's existing utility lines for wastewater treatment. WISD's lawyer writes that with certain conditions, the board will likely agree to Woodcreek's February 21 and February 27, 1997 proposal.
May 1, 1997	In a called meeting, board approves contract with Woodcreek Utilities in the amount of \$447,781 (for all wastewater treatment services) by a vote of 4-1.

May 12, 1997	In a regular meeting, the board approves (by a vote of 6-0) the Certificate of Substantial Completion issued by the construction contractor for the high school and assumes all responsibility for maintenance, insurance, and utilities as of May 13, 1998 at 8:00 a.m. Incomplete or items to be corrected remain the responsibility of the contractor (substantial completion means the facility is almost complete but not ready for occupancy).
August 1, 1997	Phase I of the sewer connection from Wimberley High School to Woodcreek Utilities lines completed.
August 25, 1997	Wimberley High School is open for occupancy in September 1997.

Source: Minutes of WISD board meetings, correspondence from engineering consultants, attorneys, Guadalupe-Blanco River Authority, and TNRCC.

The above exhibit supports WISD's position that planning and negotiations for a water treatment facility were ongoing throughout the construction period for the high school. However, advanced planning may have reduced the length of time required to construct the facility and prevent the public misperception about the water treatment facility. In the absence of a facilities master plan developed with full community participation and support, the district has been unable to correct this misperception.

Since Wimberley is a retirement community, with professionals from varied business disciplines, volunteers with specific architectural,

facilities, and construction expertise are available to help develop the facilities master plan. **Exhibit 4-4** presents examples of specific areas of expertise that Wimberley community members may have that would help the district develop the plan.

Exhibit 4-4
Relevant Expertise for Volunteers to Assist
with WISD's Facilities Master Plan

Discipline	Specific Relevant Expertise
Architect	<ul style="list-style-type: none"> • Planning for facilities design standards. • Conducting building condition analysis. • Planning for building use. • Planning for compliance with Americans with Disabilities Act. • Planning for compliance with building codes. • Estimating the cost of facilities based on design.
Engineer (Civil, Structural, Mechanical, and Environmental)	<ul style="list-style-type: none"> • Planning for site selection and evaluation. • Conducting preliminary structural assessment of buildings. • Planning for heating, ventilation, and air conditioning systems. • Planning for mechanical and plumbing systems. • Reviewing deferred maintenance and developing a plan for addressing ongoing maintenance needs.
Construction Contractor	<ul style="list-style-type: none"> • Planning for alternative construction methods. • Planning for technology to efficiently manage potential construction projects. • Estimating the cost of facilities based on type of construction.
Facilities Planning Executive	<ul style="list-style-type: none"> • Coordinating data collection activities to develop master plan. • Challenging research and data collection and editing the facilities master plan.

Source: TSPR Review Team

Recommendation 32:

Conduct a formal facilities planning process that invites broad community participation and prepare a long-range facilities master plan linked to WISD's strategic plan.

The board should form a facilities planning steering committee that includes representatives from the board, the superintendent, district-level administrators, principals, teachers, students, parents, and community members to guide the facilities planning process. The committee should be chaired by a member of the community with a background in architecture or construction and organized into work teams to address specific areas. Although some of this has already begun, the specific areas that need to be addressed include: facilities needs assessments tied to WISD's education programs; enrollment growth; facilities renovation and expansion; facilities use; and preventive maintenance.

Regular committee meetings should be open to the public to ensure maximum community input, with the ultimate objective to develop a long-range facilities master plan that meets WISD's future needs. The district

should hire a consultant to coordinate with community volunteers to inventory all WISD buildings and determine deficiencies and recommended remedies.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The board and superintendent define the objectives of the facilities planning steering committee, determine its membership, and authorize the hiring of a consultant to conduct a comprehensive assessment of all WISD facilities.	September 1998
2. The board forms the facilities planning steering committee with input from the superintendent, and appoints a local businessperson with architectural or construction experience as chair.	September 1998
3. The chair of the committee convenes the first meeting and forms work teams with specific areas of responsibility.	October 1998
4. The work teams begin reviewing facilities needs by specific area such as renovation and expansion, new facilities, and preventive maintenance.	November 1998 - January 1999
5. The committee holds public meetings to obtain input from the community regarding facilities needs.	January 1999
6. The committee prepares an initial draft of the facilities master plan and submits it to the board for review and comment.	February - March 1999
7. The committee revises the plan based on comments received from the board and holds a public hearing to review the draft and obtain final input from the community.	April - May 1999
8. The committee includes substantive public comments in the final facilities master plan and submits the plan to the board for approval.	June 1999
9. The board links the facilities master plan to the district's strategic plan.	June 1999

FISCAL IMPACT

The estimated cost for a consultant to conduct a facilities assessment is \$5,000. The other planning activities can be implemented with existing resources.

Recommendation	1998-99	1999-2000	2000-01	2001-02	2002-03
Conduct a formal facilities planning process	(\$5,000)	\$0	\$0	\$0	\$0

FINDING

The deadline for modifying facilities under the Americans with Disabilities Act of 1990 (ADA or the Act) was January 26, 1995. This deadline is significant to school districts because in addition to filing a complaint with the federal government, an individual can file a private lawsuit under ADA charging that a public school has failed to make itself accessible to the disabled.

The Act does not mandate the renovation of each existing building, but rather sets strict requirements for new construction. Although older buildings do not have to be completely accessible to people with disabilities, the law requires access to all educational programs and services, which usually requires some renovation and upgrading to be in compliance. For example, the Act requires renovation of restrooms, upgrading of drinking fountains, installation of elevators in multi-level

buildings, installation of wheel chair ramps, strobe lights, and the replacement of door locks to ensure that individuals with disabilities have access to all educational programs and services. To determine compliance, a self-evaluation must be performed to ensure all programs and services are accessible to the disabled.

WISD has not conducted a self-assessment of its facilities for compliance with the Act, but the Texas General Services Commission and federal government representatives reviewed the high school for ADA compliance. Based on visits to WISD facilities, the TSPR review team observed that Bowen Intermediate School did not have handicapped access to the facility as required by the Americans with Disabilities Act (ADA). The assistant superintendent agreed that Bowen Intermediate School was not in full compliance with ADA, and that ADA upgrades would be included in future facilities renovation plans. Although all other facilities of the district were built since 1985, making it likely that they are in compliance with ADA at the time they were built, recent law changes regarding ADA make constant assessment necessary.

Recommendation 33:

Determine the extent of ADA compliance deficiencies, assign costs to specific projects, and include a strategy for bringing each facility into compliance.

As part of the facilities planning process, the facilities planning steering committee should conduct a self-assessment to determine the extent of non-compliance with its facilities condition analysis. ADA compliance deficiencies, strategies for resolving each deficiency, specific project costs to bring each deficiency into compliance, anticipated funding sources, and projected timelines and responsibility assignments should be documented in the plan.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The facilities planning committee chair ensures that the facilities assessment includes an ADA evaluation of all WISD facilities.	October 1998
2. The facilities assessment consultant includes an ADA compliance review in its assessment plan for all WISD facilities.	November 1998 - January 1999
3. The facilities deficiencies, related costs, time lines, and responsibility assignments are included in the facilities master plan.	January 1999

FISCAL IMPACT

The fiscal impact of this recommendation is included in the recommendation to conduct a formal facilities planning process.

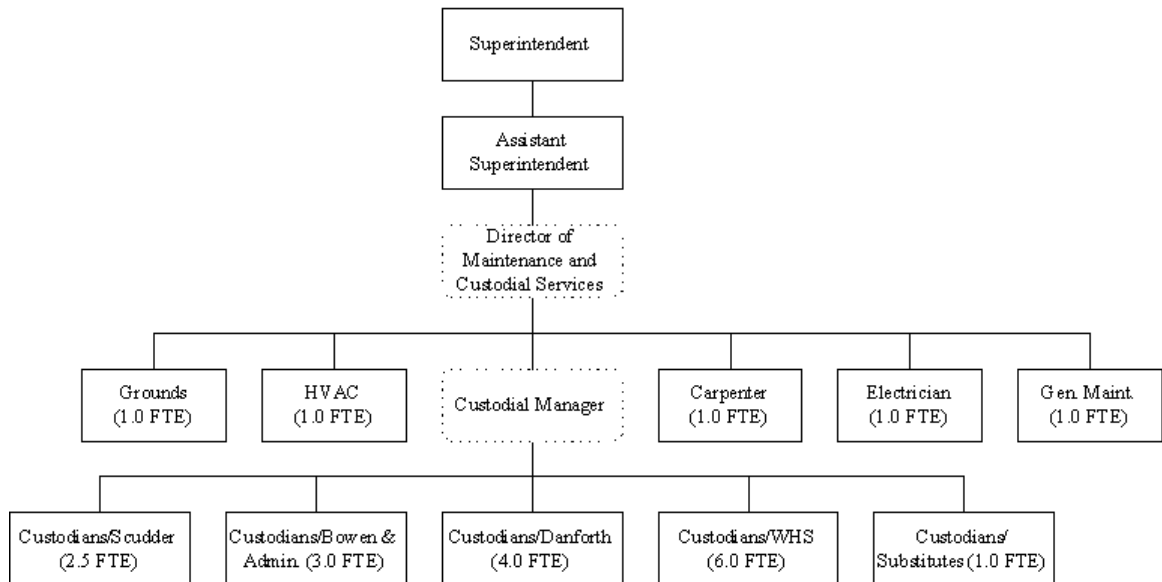
Facilities Management

CURRENT SITUATION

The assistant superintendent has overall responsibility for all facilities management functions. Management of day-to-day maintenance and custodial functions is contracted to Marriott Management Services (the maintenance contractor). This contractor provides a unit manager responsible for directing WISD's entire custodial and maintenance operations, and a custodial manager responsible for directing the district's custodial operations. All other employees assigned to this function are WISD employees including 21.5 full-time equivalent (FTE) positions, 16.5 of which are custodians.

Exhibit 4-5 presents the organization structure that supports the district's facilities management functions.

**Exhibit 4-5
Facilities Management Function
Current Organization Chart**



Source: WISD Maintenance Department

Note: Dotted boxes represent Marriott Management Services personnel

FINDING

The assistant superintendent told members of the TSPR team that the district decided to contract the management of its maintenance and custodial functions in 1995 because supervisory personnel were not adequately managing the district's resources, and were not ensuring timely and quality maintenance and custodial services to schools and facilities. Further, the assistant superintendent said supervisors were assigning maintenance and custodial tasks based on favoritism and local politics, thereby contributing to inefficient work habits that resulted in poor quality maintenance and custodial services.

Under the general provisions of the contract, the maintenance contractor is responsible for managing all custodial, grounds, and maintenance activities using WISD employees. In this capacity, the maintenance contractor trains district employees, works with principals to ensure building support services are provided in a timely manner and with the highest quality, monitors work orders to ensure timely responses to requests for repairs, and monitors building use and energy management for all district buildings.

The maintenance contractor uses its proprietary work order system to manage work order requests. Under its management contract with WISD, the maintenance contractor provides both computers and related software to efficiently manage work orders for maintenance and grounds services. The system tracks and monitors work orders by individual assigned, days work orders are outstanding, and actual time required to complete the activity compared to initial time estimates.

TSPR reviewed work order statistics produced by the maintenance contractor's work order system for the three-month period beginning January 1, 1998 and ending March 31, 1998 to determine the status of work orders submitted to the director of Maintenance and Custodial Services (**Exhibit 4-6**).

Exhibit 4-6
Status of WISD Work Orders
January 1, 1998 Through March 31, 1998

Time Period	Work Orders Received	Work Orders Completed	Percent Completed	Open Work Orders	Percent Open
1/1/98 - 1/31/98	188	169	89.89%	19	10.11%
2/1/98 - 2/28/98	150	138	92.00%	12	8.00%
3/1/98 - 3/31/98	204	172	84.31%	32	15.69%
Totals	542	479	88.38%	63	11.62%

Source: Marriott Management Services' Work Order Statistics Report for period indicated.

The above exhibit shows that, for the periods reviewed, the maintenance contractor achieved an 88 percent completion ratio for work orders received from various customers within WISD. Moreover, cumulative

work order statistics dating back to 1995-96 when the maintenance contractor was awarded the contract, show that of 5,298 work orders submitted, only 34 remained open - a 99 percent work order completion ratio.

To assess the level of satisfaction with the quality of custodial and maintenance services provided by the maintenance contractor, the TSPR review team surveyed administrative staff, principals and assistant principals. Sixty-five percent of administrative staff, 100 percent of principals and assistant principals, and 56 percent of teachers responding to the survey said that since the management of custodial and maintenance services was contracted to the maintenance contractor two years ago, service levels have either increased or stayed the same. Forty-nine percent of administrative staff, 100 percent of principals and assistant principals, and 33 percent of teachers said service levels increased. Twenty-seven percent of administrative staff and 28 percent of teachers responding to the survey question did not know if service have improved, stayed the same, or gotten worse. Survey responses indicate WISD employees are generally pleased with custodial and maintenance services.

COMMENDATION

WISD has benefited from state-of-the-art management and control techniques through its management contract for maintenance and custodial operations.

FINDING

The maintenance contractor periodically surveys teachers, school administrators, and central administrators to obtain their input regarding the quality and timeliness of maintenance, custodial, and grounds services. In the survey, respondents are asked for suggestions for improving service related to these areas. For example, in a recent survey of school principals, using a scale of 1 to 5, with "5" indicating "very well" and "1" indicating "not at all well", principals assigned an average value of "4" when asked how well Marriott was meeting the needs and objectives of their schools. Moreover, all respondents rated the cleanliness of their buildings as excellent, assigning an average value of "5."

All complaints received outside the survey process are directed to the assistant superintendent who notifies the maintenance contractor's Unit Manager for Buildings and Grounds for follow-up and resolution.

COMMENDATION

Periodic surveys are used to assess the level of satisfaction with

maintenance and custodial services and to improve the quality and timeliness of service delivery.

FINDING

WISD informally tracks the maintenance contractor's performance. The contractor submits monthly reports to the superintendent detailing activities completed for the month and goals for the coming month. The contractor's unit manager also provides updates of custodial and maintenance activities during weekly meetings with the superintendent and administrative management team. Any custodial and maintenance issues that members of the administrative team need resolved are discussed in these weekly meetings.

Although the contractor is capable of producing performance statistics such as work orders completed and preventive maintenance activities outstanding, the statistics are only submitted when requested by the assistant superintendent. Monitoring and tracking the performance of the maintenance contractor could provide cost control and enhance service quality through reports such as:

- Monthly reports of work orders completed and outstanding;
- Monthly reports of preventive maintenance work orders completed and outstanding;
- Average number of days to complete work orders;
- Comparisons of budgeted to actual expenditures for janitorial and maintenance supplies;
- Monthly absenteeism reports; and
- Log of complaints about service quality.

The maintenance contractor has approached WISD about contracting its entire maintenance, grounds, and custodial functions-including personnel-to its organization for an annual cost of \$639,993. WISD's maintenance and custodial costs are currently 20 percent below this level, or \$532,745 (including the maintenance contractor's current management fee). Monitoring and tracking reports would help district management determine if the quality of service and historical performance justifies contracting the entire custodial and maintenance operation to the maintenance contractor.

Recommendation 34:

Monitor and track the performance of the maintenance contractor.

WISD should implement a formal program for monitoring and tracking the performance of the maintenance contractor. The program should use a combination of statistical reports generated by the maintenance contractor's proprietary software and tracking mechanisms developed by district management.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The superintendent directs the assistant superintendent to identify the types and frequency of monitoring reports needed to effectively evaluate the maintenance contractor's performance.	September 1998
2. The assistant superintendent informs the maintenance contractor of the reports and frequency.	September 1998
3. The assistant superintendent begins to formally log and compile complaints each month through the district's secretary.	October 1998
4. The assistant superintendent begins monitoring and tracking the maintenance contractor's performance.	November 1998

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Energy Management

Generally, energy costs across the state and nation have increased to levels that require close monitoring and management. Energy management is a vital tool to ensure the cost-effective operation of the district's utilities.

Energy audits and other sources of data are essential to controlling costs. Management uses data gathered from the energy audits to determine priorities and to monitor and evaluate the success of a program. While the purpose of the energy management program is to minimize waste, the program should also ensure comfort in occupied spaces and encourage energy awareness across the district.

FINDING

The assistant superintendent is primarily responsible for monitoring WISD's energy management program. WISD has a formal energy management program implemented by Honeywell, Inc. (Honeywell) for three of the district's four schools and the administration building. In the spring 1993, WISD entered into an energy management program with Honeywell to control energy costs at Scudder Primary School (Scudder), Danforth Jr. and Sr. High (Danforth), and Bowen Intermediate School (Bowen). As part of the arrangement, Honeywell performed the following retrofits (upgrades) and services:

- **Lighting Retrofit.** Lighting retrofits were completed for the administration building, Scudder Primary School, Bowen Intermediate School, and Danforth Jr. and Sr. High. A total of 1,132 fixtures in the four buildings were upgraded to be more energy efficient.
- **Mechanical Retrofit.** Fourteen heating, ventilation, and air conditioning (HVAC) units were replaced at Bowen and a heat pump installed in the Danforth principal's office.
- **Control Retrofit.** A centrally controlled Honeywell W7600 Energy Management System was installed to combine energy management and comfort control into one system.
- **Building Management Support Services.** Support services for the energy management system are provided over the term of the energy management program.
- **Emergency Service.** Back-up emergency service is provided 24 hours per day to minimize downtime.
- **Application Support Services.** Annual on-site analysis of occupancy and operation schedules is conducted to ensure that automated systems are operating as programmed.

- **Hardware Support Services.** Scheduled predictive and diagnostic services are performed on equipment covered under the agreement with WISD to detect early signs of deteriorating performance and predict potential failure. Failed components are repaired or replaced under the agreement.

After making the retrofits to district facilities, classroom temperatures in both Bowen and Danforth are centrally controlled from the district's maintenance facility using the energy management system. Room temperature is not centrally controlled in the administration building, Scudder, or Wimberley High School. The assistant superintendent told members of the TSPR review team this decision to install separate temperature control units was made because teachers wanted to control the temperature in their classrooms and individual controls potentially save electricity if teachers diligently monitor room thermometers.

Although room temperature is centrally controlled for only two of the district's facilities, WISD has saved over \$232,000 through June 1997 from energy cost avoidance initiatives. Cost avoidance is the avoided energy expense, in today's dollars, attributable to a retrofit or other energy management initiative. **Exhibit 4-7** shows Honeywell's estimate of energy cost avoidance through the fourth year of the program.

Exhibit 4-7
Summary of Savings from Energy Cost Avoidance Initiatives
1993-94 through 1996-97

Fiscal Year	Cost Avoidance
1993-94	\$70,033
1994-95	\$45,670
1995-96	\$58,009
1996-97	\$58,573
Total	\$232,285

Source: Energy Guarantee Update Reports prepared by Honeywell, Inc. for fiscal year indicated.

Based on meter readings, associated energy costs, and energy-use projections for 1997-98, the electricity cost per square foot in WISD is only \$.59 per square foot (**Exhibit 4-8**).

Exhibit 4-8
Annualized Electricity Cost per Square Foot
1997-98

Facility	Average Monthly Electricity Cost	Estimated Annual Electricity Cost	Gross Square Footage of Building	Electricity Cost per Square Foot
Scudder	\$1,414	\$16,968	36,287	\$0.47
Bowen	\$1,297	\$15,564	33,940	\$0.46
Danforth	\$4,928	\$59,136	89,794	\$0.66
WHS	\$5,429	\$65,148	105,000	\$0.62
Administration Building	\$166	\$1,992	3,085	\$0.65
Totals	\$13,234	\$158,808	268,106	\$0.59

Source: Average monthly electricity costs calculated from meter readings and associated costs during the period

COMMENDATION

WISD has reduced its energy costs through equipment upgrades and services provided through its energy contractor.

:

Chapter 4

OPERATIONS AND PUPIL SERVICES

B. Food Service

BACKGROUND

The mission of a school food service program is to provide students nutritionally sound and appealing breakfasts and lunches. Food service programs must file reimbursement forms that detail the number of meals served by type of meal on a monthly basis with the Texas Education Agency (TEA) School Lunch and Child Nutrition Program. To maintain the nonprofit status of the National School Lunch and Child Nutrition programs, TEA requires the food service program's fund balance or net cash resources are no more than three months of operating expenses.

The United States Congress authorized the National School Lunch Program in 1946 to "safeguard the health and well-being of the nation's children and to encourage the domestic consumption of nutritional agricultural products."

CURRENT SITUATION

WISD like most other public school districts participates in the National School Lunch and Breakfast program (NSLP). **Exhibit 4-9** presents WISD's Food service revenues for 1997-98.

Exhibit 4-9
WISD Food Service Revenues
1997-98

Source	Amount	Percent
Local Revenue	\$255,000	72%
State Revenue	\$12,114	3%
Federal Revenue	\$87,700	25%
Total Revenues	\$354,814	100%

Source: WISD 1997-98 Proposed Amendment to Budget Report

The district's Food Service program is managed by ARAMARK Educational Services, Inc. (the contractor), a privately owned food service contractor that specializes in food service operations for school districts. WISD's Food Service program was contracted out beginning in 1995-96 when the district's previous Food Service Director retired. The district decided to contract food service management to a private firm because of the lack of individuals with expertise in the Wimberley community available to perform these functions.

The district negotiated a food service management contract in which the district pays for all direct food services costs plus a fee of \$.03 per meal served for administrative services and a fee of \$.07 per meal served for oversight and supervisory services. Food Service employees remain employees of the district.

The contractor tracks a multitude of operating statistics that provide information for management reports, which include:

- labor cost per meal served;
- food cost per meal served;
- other cost per meal served (non-food supplies);
- revenues by category (breakfast, lunch, a la carte, adult meals, free/reduced price meals, snack bars, vending machines, and special event catering);
- beginning inventory, ending inventory, and inventory used (all by major category); and
- total operational cost and revenue or loss.

WISD is responsible for providing food service facilities and equipment, ordering and paying for food, and submitting meal reimbursement reports to the state.

During the 1996-97 school year, the district served 24,158 breakfasts and 86,356 lunches. WISD schools have a closed campus policy requiring students to eat all meals at school. **Exhibit 4-10** compares key operating statistics for WISD's Food Service to those of selected peer districts.

Exhibit 4-10
Comparison of WISD and Peer Districts Food Service Key Operating
Statistics
1996-97

Description	WISD	Dripping Springs ISD	Lake Travis ISD	Lake Dallas ISD	Llano ISD	White Oak ISD	Average Without WISD
No. of Schools Served	4	4	4	5	3	4	4
Food Service ADA 96/97	1,516	2,502	3,121	2,532	1,518	1,489	2,232
Percentage of Students Eligible for Free/Reduced Meals (1)	14.1%	14.7%	10.6%	18.2%	41.2%	24.8%	21.9%
Meals Served - Breakfast - Lunch	24,158 86,356	21,592 166,123	46,541 187,947	41,851 186,571	36,762 141,486	25,195 122,025	34,388 160,830
Avg. Meal Participation % Rate - Breakfast - Lunch	9.30% 33.31%	4.80% 36.89%	7.66% 28.42%	9.40% 41.86%	13.50% 52.04%	9.47% 45.80%	8.97% 41.00%
Expenditure Data - Labor Cost % (2) - Food Cost % - Operating Cost % - Other %	41% 49% 6% 4%	40% 55% 5% 0%	38% 49% 9% 4%	38% 51% 10% 1%		41% 46% 8% 5%	39% 50% 8% 3%
Total	100%	100%	100%	100%	100%	100%	100%

Source: TEA Child Nutrition Program Division and Peer District Food

Service Departments

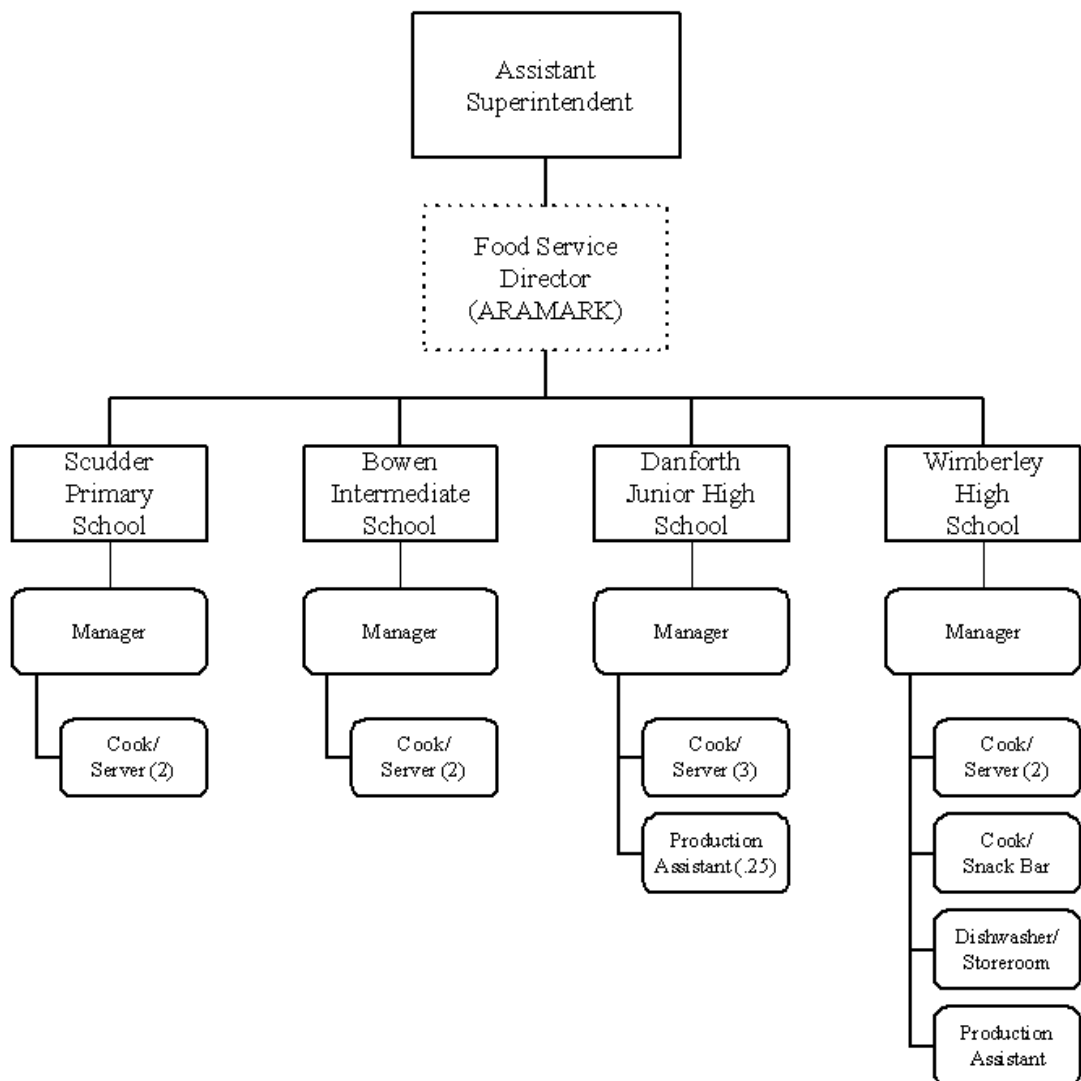
(1) Calculated based on August 1997 Approved Students and ADA

(2) Includes contracted services

WISD's assistant superintendent oversees the district's Food Service program, while the contractor's Food Service Director handles day-to-day management. Seventeen WISD employees staff the program.

Exhibit 4-11 presents WISD's Food Service organizational structure.

Exhibit 4-11
Food Service Department
Current Organizational Structure



Source: TSPR

The Food Service Director conducts interviews with Food Service job applicants and makes hiring recommendations to the district. In addition, the Food Service Director conducts performance evaluations and safety training. Other food service management activities performed by the contractor include:

- assisting WISD with bid preparation for food and supply items;
- planning menus for schools; and
- reviewing and consolidating food orders from each school to facilitate volume purchases for the entire district.

Each school is equipped for meal preparation and serving. Approximately 14 percent of the district's students are eligible for free and reduced-price meals, depending upon the family's income. Food Service clerks assigned to schools process free and reduced-price meal applications throughout the year in accordance with NSLP guidelines.

FINDING

WISD's Food Service program does not have measurable performance standards established for the monitoring and evaluation of operations. As a result, WISD's Food Service program is operating at a deficit for the 1997-98 school year. In addition to higher costs associated with the new high school, data analysis shows that the deficit can be attributed to three main factors: (1) labor costs are higher than industry standards; (2) food costs are higher than industry standards; and (3) the a la carte lunch line competes with the regular lunch line.

Exhibit 4-12 presents WISD's annual Food Service operating budget for 1996-97 and 1997-98. WISD subsidizes the Food Service budget from the district's general fund.

Exhibit 4-12
1996-97 and 1997-98 Food Service Revenue and Expenditures
by Major Category with General Revenue Fund Subsidy

	1996-97		1997-98	
Revenues				
Category	Actual	Percent	Budget	Percent

Local Revenue	\$227,626	64%	\$255,000	66%
General Revenue Fund Subsidy	25,000	7%	36,000	9%
State Matching	9,278	3%	12,114	3%
Federal Revenue	92,936	26%	87,700	22%
Total	\$354,840	100%	\$390,814	100%
Expenditures				
Payroll	\$139,440	40%	\$176,532	44%
Purchased and Contracted Services	38,915	11%	63,382	16%
Supplies and Materials	167,515	48%	155,900	39%
Other Operating Expenses	749	0%	600	0%
Capital Outlay	4,842	1%	1,500	0%
Total	\$351,461	100%	\$397,914	99.9%
Difference	\$3,379		(\$7,100)	

Source: WISD - 1996-97 Comparison of Expenditures, Encumbrances, and Other Uses to Official Budget and WISD 1997-98 Proposed Amendment to Budget Report

Exhibit 4-13 shows WISD's Food Service budget without the general revenue fund subsidy.

**Exhibit 4-13
1996-97 and 1997-98 Food Service Revenue and Expenditures
by Major Category without General Revenue Fund Subsidy**

	1996-97		1997-98	
Revenues				
Category	Actual	Percent	Budget	Percent

Local Revenue	\$227,626	69%	\$255,000	72%
State Matching	9,278	3%	12,114	3%
Federal Revenue	92,936	28%	87,700	25%
Total	\$329,840	100%	\$354,814	100%
Expenditures				
Payroll	\$139,440	40%	\$176,532	44%
Purchased and Contracted Services	38,915	11%	63,382	16%
Supplies and Materials	167,515	48%	155,900	39%
Other Operating Expenses	749	0%	600	0%
Capital Outlay	4,842	1%	1,500	0%
Total	\$351,461	100%	\$397,914	100%
Difference	(\$21,621)		(\$43,100)	

Source: WISD - 1996-97 Comparison of Expenditures, Encumbrances, and Other Uses to Official Budget and WISD 1997-98 Proposed Amendment to Budget Report

WISD Food Service operated with a \$21,621 deficit in 1996-97 and will operate at a \$43,100 deficit based on the 1997-98 budget.

Revenues from sales of student meals and reimbursements from NSLP are used to fund food service operations. TSPR performed an analysis of operating revenues generated from meal participation and sales. **Exhibit 4-14** summarizes income generated from cafeteria sales.

Exhibit 4-14
Income Generated From Meals
September 1, 1996 through February 1, 1998

Month	Student Meal Breakfast	Student Meal Lunch	Adult Sales	A la Carte Sales	Special Events	Vending & Other	NSLP	Total
1996-97								
August 96	\$188	\$3,297	\$323	\$2,926	\$0	\$0	\$1,635	\$8,369
September 96	707	12,567	1,886	16,341	0	0	8,785	40,286
October 96	538	8,970	1,598	12,589	0	0	11,042	34,737
November 96	693	9,846	1,946	16,549	0	0	8,502	37,536
December 96	565	7,983	1,707	13,147	0	0	6,645	30,047
January 97	387	5,154	810	8,240	0	0	8,388	22,979
February 97	633	7,793	1,243	13,377	0	0	7,121	30,167
March 97	845	10,263	1,859	18,210	0	0	9,806	40,983
April 97	559	7,051	1,010	10,387	0	0	8,332	27,339
May 97	436	5,292	1,049	8,675	0	0	4,835	20,287
Average	\$555	\$7,822	\$1,343	\$12,044	\$0	\$0	\$7,509	\$29,274
Percent of Total	1.9%	26.7%	4.6%	41.1%	0%	0%	25.7%	100%
1997-98								
August 97	\$98	\$4,007	\$358	\$3,434	\$0	\$0	\$1,315	\$9,212
September 97	703	12,451	1,946	15,827	350	0	7,414	38,691
October 97	745	11,645	1,863	13,118	629	0	9,447	37,447
November	704	9,922	2,001	12,129	30	0	7,333	32,119

97								
December 97	564	8,424	1,415	10,851	657	0	6,202	28,113
January 98	617	10,437	1,192	11,562	1,540	354	8,062	33,764
February 98	756	10,270	1,523	12,589	0	210	7,999	33,347
Average	\$598	\$9,594	\$1,471	\$11,359	\$458	\$80	\$6,824	\$30,384
Percent of Total	2.0%	31.6%	4.8%	37.4%	1.5%	.2%	22.5%	100%

Source: WISD Food Service Management Reports.

The largest percentage of the district's Food Service program income is generated from a la carte sales (41 percent for the period during August 1996 and May 1997 and 37 percent for the period during August 1997 and February 1998). WISD's a la carte serving lines compete with regular lunch lines that offer Type A meals, which must include a meat, two vegetables (or a vegetable and a fruit), a bread, and milk as prescribed by NSLP. A la carte choices include salads, hamburgers and french fries, yogurt, and fruit. Because NSLP reimburses districts based upon Type A breakfast and lunch meals, districts must ensure that a la carte lines do not cause NSLP revenue losses.

The *Cost Control Manual for School Food Service Directors*, authored by Dorothy V. Pannell, suggests a desired maximum cost for labor and fringe

benefits of 40 to 42 percent. According to food service management reports, WISD's 1996-97 food service labor cost was 46 percent. Because WISD is a small school district and serves only four schools, it is more difficult to obtain the economies of scale that result in a lower labor rate. **Exhibit 4-15** summarizes the components of meal costs by month.

Exhibit 4-15
Meal Cost Components
Monthly Average Cost
September 1, 1996 through February 1, 1998

Month	Food (\$)	Percent	Labor (\$)	Percent	Direct Cost (\$)	Percent	Admin.Fees (\$)	Percent	Total Costs
1996-97									
August 96	\$1.41	47%	\$1.20	40%	\$0.29	10%	\$0.10	3%	\$3.00
September 96	0.64	40%	0.73	46%	0.11	7%	0.10	7%	1.58
October 96	0.69	42%	0.75	46%	0.09	6%	0.10	6%	1.65
November 96	0.65	42%	0.71	46%	0.09	5%	0.10	7%	1.55
December 96	0.61	39%	0.74	47%	0.12	7%	0.10	7%	1.58
January 97	0.67	44%	0.68	44%	0.07	5%	0.10	7%	1.53
February 97	0.72	44%	0.71	44%	0.09	5%	0.10	6%	1.62
March 97	0.68	44%	0.71	45%	0.07	5%	0.10	7%	1.57
April 97	0.41	34%	0.68	56%	0.01	1%	0.10	9%	1.20
May 97	0.74	40%	0.86	47%	0.14	7%	0.10	6%	1.84
Average	\$0.72	42%	\$0.79	46%	\$0.11	6%	\$0.10	6%	\$1.72
1997-98									
August 97	\$0.68	36%	\$1.02	53%	\$0.10	5%	\$0.11	6%	\$1.91
September	0.96	44%	0.90	41%	0.20	9%	0.11	5%	2.17

97									
October 97	0.81	41%	0.94	47%	0.13	7%	0.11	6%	2.00
November 97	0.72	38%	0.92	49%	0.14	7%	0.11	6%	1.89
December 97	0.53	34%	0.87	56%	0.05	3%	0.11	7%	1.56
January 98	0.99	46%	0.86	40%	0.20	9%	0.11	5%	2.16
February 98	0.84	45%	0.85	46%	0.05	3%	0.11	6%	1.85
Average	\$0.79	41%	\$0.91	47%	\$0.12	6%	\$0.11	6%	\$1.93

Source: WISD Food Service Management Reports.

The Food Service management contract commenced in July 1995 and is renewable annually. The terms of the contract state that the food service contractor is to:

- Provide management-level personnel to oversee and ensure that Food Service operations are efficient;
- Make recommendations regarding the quality, extent, and general nature of the Food Service program, including prices for food and related supplies and the price structure charged for meals;
- Plan menus and provide supervision of Food Service employees; and
- Provide detailed management reports to the district.

TSPR conducted written surveys of WISD campus and central administrators, teachers, and students (juniors and seniors). A total of 219

individuals responded. The results of survey comments relating to Food Service were:

- Administrative Staff - thirty-eight percent of the respondents felt services had improved, 8 percent felt services had stayed the same, and 38 percent felt that services had gotten worse since management of Food Service was contracted out two years ago.
- Teachers - thirty percent of the respondents felt services had improved, 28 percent felt services had stayed the same, and 17 percent felt that services had gotten worse since management of Food Service was contracted out two years ago.
- Students - thirty-eight percent of the respondents felt that the food options offered at school were good, and 18 percent had no opinion either way.

Although actual users appear to indicate some satisfaction with the Food Service program, according to an annual report issued by the contractor, the average daily meal participation increased by 26.3 percent from 896 meal equivalents served per day in 1995-96 to 1,132 meal equivalents served per day in 1996-97. Enrollment increased by six percent during the same period.

The contractor's report attributes the meal participation increase to various marketing concepts initiated at the cafeterias such as:

- *Itza Pizza* - The contractor's own pizza is made from scratch. Over 120 slices are served per day at the Danforth Junior High School.
- *Options* - A snack bar concept that offers an increased menu selection for WISD students. The snack bar sells a variety of items including ice cream, candy bars, juices, and potato chips.
- *Expressway* - The contractor's Type A hot line concept to offer students various menu selections that provide tasty, nutritious meals at an affordable price. (Type A meals qualify for NSLP reimbursement.)

- *Grilleworks* - The contractor's marketing concept that provides students with a la carte choices such as salads, hamburgers and french fries, yogurt, and fruit.

Recommendation 35:

Establish performance measures for Food Service operations to improve services while increasing revenues and reducing costs.

The goal should be to operate Food Service as a self-sufficient program. Performance measures should be established and used as a monitoring and evaluation tool. For example, Food Service management should explore ways to lower food costs. Some cost reduction strategies include identifying lower food prices and increased use of pre-processed and pre-packaged foods and commodities. Other strategies are to assess and appropriately adjust meal prices and associated program costs each year and to increase meal participation. These strategies are discussed in the next two recommendations.

The Food Service contractor should be required to meet the established performance measures. Specific quantitative measures or goals should be developed for each performance measure identified in **Exhibit 4-16**.

**Exhibit 4-16
Suggested Performance Measures
For Food Service**

Category	Performance Measure
General	Number of meals served
	Nutrition value of meals served
	Revenues by source (i.e., a la carte, regular lunch, snack bars, etc.)
	Special programs (nutrition education)
	Meal variety and quality
Safety	Food preparation practices
	Condition of storage and service areas
	Sanitary conditions and practices

	Food quality
Personnel	Absenteeism Turnover Employee training
Cost Measures	Cost per meal Utilization of donated commodities Financial results

Source: Doing More with Less: Competitive Contracting for School-Support Services, Reason Foundation

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The superintendent directs the assistant superintendent to develop performance measures for Food Service operations to improve services and to establish a self-sufficient program.	August 1998
2. The assistant superintendent presents the measures to the superintendent for approval, informs the contractor of the measures and targets, and begins to formally monitor and track performance.	September 1998
3. The assistant superintendent and the contractor develop strategies for increasing revenues and decreasing costs.	September 1998

FISCAL IMPACT

Food Service operated at a deficit of \$21,621 in 1996-97, and projects a deficit of \$43,100 in 1997-98. It is conservatively estimated that the performance measures can generate enough savings and additional revenues to eliminate the need to subsidize Food Service. This will result in a net savings of at least \$25,000 each year, beginning in 1999-2000. Half of this amount can be achieved in 1998-99.

Recommendation	1998-99	1999-2000	2001-02	2002-03	2003-04
Establish performance measures for Food Service operations.	\$12,500	\$25,000	\$25,000	\$25,000	\$25,000

FINDING

WISD charges less for full-priced student meals than it receives for free and reduced meals through the NSLP program. The *Administrator's Reference Manual for the Child Nutrition Programs* published by TEA in 1994, and revised in 1997, suggests that districts establish meal prices that equal the reimbursement amount per meal received from the NSLP program for free students. The manual further suggests that in no case should funds available to pay the cost of student meals be used to supplement the cost of adult meals. **Exhibit 4-17** details WISD meal revenue components.

Exhibit 4-17
Meal Pricing Guide Cost Per Meal
1996-97

Lunch K-2

	Student Free	Student Reduced	Student Paid	Adult Paid
Cash	\$0	\$0.4000	\$1.1500	\$2.00
Federal Reimbursement	\$1.8375	\$1.4375	\$0.1775	\$0
USDA Commodity Assistance	\$0.1450	\$0.1450	\$0.1450	\$0
Total Revenues	\$1.9825	\$1.9825	\$1.4725	\$2.00

Lunch 3-5

	Student Free	Student Reduced	Student Paid	Adult Paid
Cash	\$0	\$0.4000	\$1.5000	\$2.00
Federal Reimbursement	\$1.8375	\$1.4375	\$0.1775	\$0
USDA Commodity Assistance	\$0.1450	\$0.1450	\$0.1450	\$0
Total Revenues	\$1.9825	\$1.9825	\$1.8225	\$2.00

Breakfast K-5

	Student Free	Student Reduced	Student Paid	Adult Paid
Cash	\$0	\$0.3000	\$0.7000	\$1.25
Federal Reimbursement	\$1.0175	\$0.7175	\$0.1975	\$0
Total Revenues	\$1.0175	\$1.0175	\$0.8975	\$1.25

Lunch 6-12

	Student Free	Student Reduced	Student Paid	Adult Paid
Cash	\$0	\$0.4000	\$1.6500	\$2.00
Federal Reimbursement	\$1.8375	\$1.4375	\$0.1775	\$0
USDA Commodity Assistance	\$0.1450	\$0.1450	\$0.1450	\$0
Total Revenues	\$1.9825	\$1.9825	\$1.9725	\$2.00

Breakfast 6-12

	Student	Student	Student	Adult

	Free	Reduced	Paid	Paid
Cash	\$0	\$0.3000	\$0.8500	\$1.25
Federal Reimbursement	\$1.0175	\$0.7175	\$0.1975	\$0
Total Revenues	\$1.0175	\$1.0175	\$1.0475	\$1.25

Source: Administrator's Reference Manual for the Child Nutrition Programs
WISD Meal prices provided by Food Service

As shown in the above chart, the district priced each student-paid lunch at the K-2 school \$.50 less than that of the federal reimbursement rate, and \$.16 less at the 3-5 school. The district priced each student-paid breakfast at the K-5 schools \$.12 lower than the federal reimbursement rate.

Exhibit 4-18 presents WISD's meal prices for the last three years.

Exhibit 4-18
WISD Breakfast and Lunch Meal Prices
Reimbursable Meal Items

Meal Participant	Meal Type	1995-96 Meal Price	1996-97 Meal Price	1997-98 Meal Price
Students	Breakfast: K-5 - Full-Price	\$0.60	\$0.70	\$0.70
	6-12 - Full-Price	\$0.75	\$0.85	\$0.85
	Lunch: K-2 - Full-	\$1.00	\$1.15	\$1.15
		\$1.35	\$1.50	\$1.50

	Price	\$1.65	\$1.65	\$1.65
	3-5 - Full-Price			
	6-12 - Full-Price			
Adults	Breakfast:	\$0.95	\$1.25	\$1.25
	Lunch:	\$1.80	\$2.00	\$2.00

Source: WISD Food Service

Exhibit 4-19 shows the comparison of WISD meal prices to those of peer districts.

Exhibit 4-19
Comparison of WISD and Peer District Meal Prices
1996-97

Category/Price	Dripping Springs ISD	White Oak ISD	Lake Dallas ISD	Lake Travis ISD	Llano ISD	Average	Wimberley ISD
High School Breakfast							
Full Price - Student	(1)	0.75	0.80	1.00	N/R	0.89	0.85
Full Price - Adult	(1)	0.85	N/R	1.00	N/R	0.95	1.25
High School Lunch							
Full Price - Student	(1)	1.50	1.75	1.75	N/R	1.50	1.65
Full Price - Adult	(1)	2.00	N/R	2.25	N/R	1.75	2.00
Middle School Breakfast							

Full Price - Student	0.75	0.75	0.80	1.00	N/R	0.83	0.85
Full Price - Adult	0.95	0.85	N/R	1.00	N/R	0.93	1.25
Middle School Lunch							
Full Price - Student	1.65	1.50	1.75	1.75	N/R	1.66	1.65
Full Price - Adult	2.00	2.00	N/R	2.25	N/R	2.08	2.00
Elementary School Breakfast							
Full Price - Student	0.75	0.75	0.80	1.00	N/R	0.63	0.70
Full Price - Adult	0.95	0.85	N/R	1.00	N/R	0.93	1.25
Elementary School Lunch							
Full Price - Student	1.40	1.25	1.50	1.65	N/R	1.08	1.15 & 1.50
Full Price - Adult	2.00	2.00	N/R	2.25	N/R	2.08	2.00

*Source: Surveys with school districts
(1) Indicated that all sales are charged a la carte*

The WISD Food Service Department has not raised meal prices to keep pace with rising food and labor costs and to offset higher operational costs. WISD earns over 41 percent of its revenues from a la carte sales. **Exhibit 4-20** depicts the a la carte menu items and prices for 1997-98.

Exhibit 4-20
WISD A La Carte Menu Items and Prices
1997-98

Item	Price	Item	Price
Entrée	\$ 1.00	Candy	\$.60
Vegetable	0.35	Pudding	0.50
Fruit	0.25	Yogurt	0.75
Bread	0.25	Ham & Cheeses Sandwich	0.85
Egg Roll	0.75	Peanut Butter & Jelly Sandwich	0.65
Corn Dog	0.75	Submarine Sandwich	1.00
Burrito	0.75	Pickle	0.50
Crispito	1.00	Fruit Jammers	0.35
Pizza	1.75	Fruit by the Foot	0.50
Nachos	1.00	Milk	0.25
Frito Pie	1.00	Small Juice	0.50
Chips	0.75	Large Juice	1.00
Pop Tarts	1.00	Small Water	0.60
Gramma's Cookies	0.50	Large Water	1.00
Little Debbie's	0.35	Sunny Delite - Small	0.60
Nutri-Gran Bars	0.60	Sunny Delite - Large	1.00

Source: WISD Food Service

Recommendation 36:

Assess meal and a la carte prices and associated program costs each year.

Meal prices should be adjusted if it is deemed necessary, based upon the results of the analysis. At a minimum, the Food Service Director should raise meal prices for full paying students to at least the amount received from the NSLP program for free student meals. The director should also monitor meal prices of surrounding districts and factor these prices into the comparative analysis. The district should also monitor a la carte costs and associated prices to ensure that competitive prices are established.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The Food Service Director continuously analyzes the cost of producing and serving food as a means of controlling meal prices.	August 1998, and ongoing thereafter
2. The Food Service Director monitors the price charged by neighboring school districts and considers competitors' prices when establishing WISD's meal prices.	August 1998, and ongoing thereafter

FISCAL IMPACT

The additional revenue generated by increasing meals prices to the reimbursement price of NSLP should help to defray the Food Service program budget deficit, since it can be accomplished without the offset of additional food or labor costs.

FINDING

WISD requires that all students remain at school for lunch. Each of the district's schools has cafeterias that offer regular lunch lines that serve

Type A meals. Danforth Junior High School and Wimberley High School have a la carte lines, which offer a variety of items. The items are served in such a way that they do not qualify for reimbursable meals and are not counted in the participation rates. At the time of the review the food service contractor told TSPR that a la carte sales were competing with the regular lunch line. The contractor plans to introduce a la carte food combinations that qualify as a reimbursable meal during the 1998-99 school year. WISD will be the first of its peers to qualify its a la carte lunch line for NSLP reimbursement. **Exhibit 4-21** presents a sample of WISD a la carte menu items that will qualify for reimbursable meals, beginning in 1998-99.

Exhibit 4-21
Sample of WISD A La Carte Menu Items that will
Qualify for Reimbursable Meals during the 1998-99 School Year

Item	Qualifies As Reimbursable Item for NSLP	Item	Qualifies As Reimbursable Item for NSLP
Entrée		Candy	
Vegetable	X	Pudding	
Fruit	X	Yogurt	
Bread		Ham & Cheeses Sandwich	
Egg Roll		Peanut Butter & Jelly Sandwich	
Corn Dog		Submarine Sandwich	
Burrito		Pickle	
Crispito		Fruit Jammers	
Pizza		Fruit by the Foot	
Nachos		Milk	X
Frito Pie	X	Small Juice	
Chips		Large Juice	
Pop Tarts		Small Water	
Gamma's		Large Water	

Cookies			
Little Debbie's		Sunny Delite - Small	
Nutri-Gran Bars		Sunny Delite - Large	

Source: WISD Food Service

Exhibit 4-22 details the reimbursement rates received by the district from the NSLP programs.

**Exhibit 4-22
National School Lunch and Breakfast Program
Reimbursement Rates
1996-97**

Category	Lunch	Breakfast
Full	\$0.1775	\$0.1975
Reduced	\$1.4375	\$0.7175
Free	\$1.8375	\$1.0175
Commodity Assistance	\$0.1450	

Source: Administrator's Reference Manual for the Child Nutrition Programs

Exhibit 4-23 details the average meal participation rates of peer districts for the 1994-95 through 1996-97 fiscal years and is based upon reimbursable meal sales.

Exhibit 4-23
Comparison of WISD's Meal Participation Rates
1994-95 through 1996-97

District	1994-95	1995-96	1996-97
Breakfast Participation			
Dripping Springs ISD	7.06%	6.65%	4.80%
White Oak ISD	8.32%	9.06%	9.47%
Llano ISD	9.42%	8.99%	13.50%
Lake Travis ISD	8.14%	8.42%	7.66%
Lake Dallas ISD	8.89%	9.28%	9.40%
Average without WISD	8.37%	8.48%	8.97%
Wimberley ISD	8.80%	9.03%	9.30%
Lunch Participation			
Dripping Springs ISD	54.41%	53.30%	36.89%
White Oak ISD	49.39%	49.16%	45.80%
Llano ISD	53.31%	54.56%	52.04%
Lake Travis ISD	33.70%	33.10%	28.42%
Lake Dallas ISD	48.39%	49.17	41.86%
Average without WISD	47.84%	47.86%	41.00%
Wimberley ISD	39.31%	37.01%	33.31%

Source: TEA Child Nutrition Program Division

As shown in the above chart, WISD falls significantly below the peer district average on meal participation rates for lunch meals. However, a la carte sales are not included as a component of average daily participation.

School districts that operate the most successful programs are continuously identifying ways to increase participation. Dripping Springs ISD and Lake Travis ISD are closed campus districts and have instituted the food court concept at their high schools. White Oak ISD is an open campus district and operates a snack shack, candy shack, and salad bar at the high school. Brownsville Independent School District (BISD) is known for operating an exemplary Food Service Department. BISD has successfully implemented the food-court concept at its secondary schools, and increased breakfast participation by 600 percent by delivering sack breakfasts to all classrooms during the second period. Cafeterias are decorated with themes representing different menu plans that are available, and BISD has kiosks located throughout the cafeterias and courtyards that offer sack meals, which qualify as reimbursable meals. These options increase the students' choices and reduce serving time.

Another way to increase revenues is to conduct contests. For example, students who eat a specified number of meals at school within a given time period receive a free movie pass. The meals would be tracked by stamping a meal card.

Recommendation 37:

Increase lunch participation rates by at least 5 percent.

A 5 percent increase would bring WISD's lunch participation level in line with its peers. The Food Service Director should contact TEA's Child Nutrition Division to identify school districts with similar student demographics to WISD that have successfully developed and implemented programs to increase lunch participation.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The Food Service Director contacts the management of successful programs to obtain complete program details, promotional ideas, and costs.	August - September 1998
2. The Food Service Director surveys students and faculty on the acceptability of programs being considered to increase meal participation.	September 1998
3. Based on the survey results, the Food Service Director develops and implements a plan to increase lunch participation.	October - November 1998

FISCAL IMPACT

The additional revenue generated by increased lunch participation should help defray the food service program budget deficit, although food and labor costs would reduce the impact.

FINDING

WISD does not appear to be aggressively pursuing and qualifying students for its free and reduced-price program. Food Service program management and campus administration provide applications to all WISD students and their families that describe the eligibility requirements and benefits of participating in the National School Lunch and Breakfast program at the beginning of each school year. Those families that believe they are eligible complete and return the applications to the principal's office after which the school secretary processes them according to federal guidelines. If the student is determined to be eligible for free and reduced-price meals, the family is notified, and the qualified student is placed on the eligible list.

The application process has qualified about 211 or 14.1 percent of WISD's students as economically disadvantaged and eligible to participate in the NSLP. **Exhibit 4-24** presents the number of students qualified for the free and reduced lunch program by school, grades covered, and total enrollment for each school.

Exhibit 4-24
WISD Students Approved for Free and Reduced Price Meals
By School
1997-98

School	Grades Covered In the School	Number of Approved Students	Total Enrollment
Scudder Primary	K-2	66	401
Rowen	3-5	61	338

Intermediate			
Danforth Jr. High	6-8	51	286
Wimberley High	9-12	33	473
Total	-	211	1,498

Source: WISD Assistant Superintendent

As demonstrated in the above chart, the number of students approved for WISD's free and reduced-price program declines in the higher grade levels even in instances where enrollment is higher. For example, Scudder Primary has 66 students who are approved for the free and reduced-price program and has an enrollment of 401 students. In contrast, Wimberley High has half the number of students approved for the free and reduced-price program, yet enrollment is higher.

Because of this variance, it is reasonable to assume that some families who may qualify for free and reduced-price meals are not submitting applications. The Texas Department of Human Services (DHS) and TEA prepare a report of families who receive food stamps or participate in Temporary Assistance for Needy Families (TANF, formerly AFDC). WISD uses these reports to target children and families for the free and reduced-price program. Many districts use these lists to follow-up with

families that do not return their applications to qualify as many potentially eligible students as possible.

It is common for students in the higher grade levels to feel embarrassed about participating in the free and reduced-price program. Because of this, active follow up and support are needed to ensure that potentially eligible students complete the process. Generally, students are more comfortable dealing with application-related issues in locations other than their school.

Eligible students who elect to participate in the program receive nutritious breakfasts and lunch meals each school day, and the school district receives reimbursement for those meals. Equally important, school districts receive additional federal compensatory education funding, based upon the percentage of students approved for the free and reduced-price program. This funding is used for educational programs and is not contingent on the student ever eating a meal in the school cafeteria.

According to TEA, WISD is entitled to \$529 in additional compensatory education funding for each student who is identified as economically disadvantaged.

Recommendation 38:

Qualify all eligible students for the free and reduced-price program and process all applications at the central office.

The district should precertify students through DHS and increase its programs to inform families of the benefits of qualifying for the free and reduced-price meal program. Furthermore, all applications should be processed at the central office to reduce the stigma of students desiring to participate in the program.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The superintendent directs the assistant superintendent to precertify students through DHS and develop activities to increase family awareness of the benefits for the free and reduced-price meal program.	July 1998
2. The assistant superintendent increases efforts to inform parents.	July - August 1998 and Ongoing
3. The assistant superintendent processes all applicants at the central office.	July 1998 Ongoing

FISCAL IMPACT

Conservatively, if WISD can increase the number of students approved for the free and reduced meal program by 21 students, the district would receive an additional \$11,109 annually in compensatory education funds (21 X \$529 = \$11,109).

In addition, the newly eligible students in the free and reduced-price program will contribute to increased meal participation rates. The fiscal impact of this increase is described in the previous recommendation.

FISCAL IMPACT

Recommendation	1998-99	1999-2000	2001-02	2002-03	2003-04
Qualify all eligible students for the free and reduced-price meal program.	\$11,109	\$11,109	\$11,109	\$11,109	\$11,109

Chapter 4

OPERATIONS AND PUPIL SERVICES

C. Transportation

BACKGROUND

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 cocurricular 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 provides transportation for the general student population or if disabled students require transportation to receive special education.

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 funding rules are set by the TEA. Local funds must pay for transportation costs that the state does not cover.

For the regular program, TEA reimburses a local district for qualifying transportation expenses according to a prescribed formula. This funding formula is based on *linear density*, which is the ratio of the average number of regular program students transported daily to the number of miles operated daily for those students. TEA uses this ratio to assign each school district to one of seven groups, with each group receiving a different per-mile reimbursement. TEA re-evaluates group assignments every odd year (for example, 1995, 1997 and 1999). 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.

During 1995-96 and 1996-97, WISD was classified in linear density group 4 and received a reimbursement of \$.97 a mile for regular program transportation compared to the actual cost of \$1.48 a mile in 1996-97. State funding for regular program transportation is limited to transportation for students who live two or more miles from the school they attend. The state does not fund transportation for regular program students living within two miles of their school unless the students face hazardous walking conditions on the way to school.

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 a mile for reimbursement for special program transportation. This reimbursement rate compares favorably to WISD's actual cost of \$.96 a mile for special program transportation in 1996-97.

Cocurricular 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 (GSC) under a state contract. Districts may also choose a lease-purchase method to obtain buses.

The TEA School Transportation Operations Reports for 1993-94 through 1996-97 provide a four-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. The TEA School Transportation Route Services Report provides ridership information for state-funded routes only. Previously, this report recorded both average daily one-way riders and annual riders (annual ridership), but in 1995-96 the report was revised to record data for only average daily one-way riders. To develop the trend analysis shown in **Exhibit 4-25**, annual ridership from 1993-94 and 1994-95 was taken from the TEA reports. Annual ridership from 1995-96 and 1996-97 was calculated from the Transportation Route Services Report by multiplying daily ridership by 180 days.

Exhibit 4-25
WISD Regular and Special Program Transportation Operation Costs
1993-94 through 1996-97

Item	1993-94	1994-95	1995-96	1996-97	Percent Change
Total Operating and Capital Costs					
Regular Program	\$184,303	\$300,713	\$171,854	\$224,356	+22%
Special Program	\$46,034	\$33,144	\$50,432	\$32,932	-28%
Total	\$230,337	\$333,857	\$222,286	\$257,288	+12%

Annual Miles					
Regular Program	107,563	124,617	152,083	107,753	+2%
Special Program	39,058	26,211	32,244	47,330	+21%
Total	146,621	150,828	184,327	155,083	+6%
Annual Riders					
Regular Program	71,640	72,180	63,900	74,160	+4%
Special Program	2,700	1,692	3,600	2,160	-20%
Total	74,340	73,872	67,500	76,320	+3%

Sources: Costs and miles from TEA School Transportation Operation Report, 1995-97; annual riders from TEA School Transportation Route Services Report 1995-96 and 1996-97; daily riders multiplied by 180 to estimate annual riders.

As the above chart shows, total costs increased by 12 percent between the 1993-94 and 1996-97 school years, while total miles increased by 6 percent and total ridership increased by 3 percent during this period. For the regular program, costs increased 22 percent, miles increased by .2 percent, and ridership increased by 4 percent. For the special program, costs decreased 28 percent, miles increased by 21 percent, and ridership decreased by 20 percent. Special program miles increased while costs and ridership decreased primarily because WISD transports special needs and medically fragile children to group homes so that they can receive special services.

The 1996-97 Academic Excellence Indicator System reports that WISD has 17.3 percent special needs children compared to 11.6 percent statewide. Group homes are located in San Marcos (Schieb Center), Austin (State School for the Blind), and Dripping Springs (Coop Services). WISD transported one child to San Marcos daily until the child reached 21 years of age.

Exhibit 4-26 shows the performance change over the past four years. Cost per mile increased 5 percent and cost per rider increased 9 percent. The increase in cost per mile and cost per rider reflects a 22-percent increase in regular program costs with little change in regular program mileage, as both regular and special program cost per mile decreased by 13 and 19 percent, respectively. The cumulative increase in cost per rider is also the result of the disproportionate increase in regular program costs compared to the marginal increase in annual riders for the regular program.

Exhibit 4-26
Cost and Ridership Performance Measures
1993-94 through 1996-97

Item	1993-94	1994-95	1995-96	1996-97	Percent Change
Cost per Mile					
Regular Program	\$1.71	\$2.41	\$1.13	\$2.08	+21%
Special Program	\$1.18	\$1.26	\$1.56	\$.70	-41%
Total	\$1.57	\$2.21	\$1.21	\$1.66	+6%
Cost per Rider					
Regular Program	\$2.57	\$4.17	\$2.69	\$3.03	+18%
Special Program	\$17.05	\$19.92	\$14.01	\$15.25	-11%
Total	\$3.10	\$4.53	\$3.29	\$3.37	+9%

Sources: TEA transportation data.

Exhibit 4-27 details WISD's transportation costs over four years by object of expenditure. Total costs increased during this three-year period by \$26,951 or 12 percent. WISD contracted its entire transportation operation to an outside service provider, thus eliminating salaries and benefits, supplies and materials, other operating expenses and capital outlay required to operate a transportation program. However, expenditures for purchased and contracted services offset these expenses, increasing \$246,492 over the four-year period.

Exhibit 4-27
WISD Transportation Costs by Type of Expenditure
1993-94 through 1996-97

Object	1993-94	1994-95	1995-96	1996-97	Percent Change
Salaries and Benefits	\$110,424	\$109,328	\$0	\$0	-100%
Purchased and Contracted Services	\$10,796	\$24,982	\$222,286	\$257,288	+2,283%
Supplies and Materials	\$23,404	\$28,658	\$0	\$0	-100%

Other Operating Expenses	\$2,620	\$8,104	\$0	\$0	-100%
Total Operating Expenses	\$147,244	\$171,072	\$222,286	\$257,288	+75%
Capital Outlay	\$83,093	\$162,785	\$0	\$0	-100%
Total Operating and Capital Costs	\$230,337	\$333,857	\$222,286	\$257,288	+12%

Source: TEA School Transportation Operation Reports, 1993-97.

WISD receives state funding for two categories of services: regular program transportation (regular service for students who live two or more miles from school) and special education transportation. **Exhibit 4-28** shows the level of state funding. Total state funding decreased by 23 percent.

**Exhibit 4-28
WISD State Funding**

<i>Funding</i>	1993-94	1994-95	1995-96	1996-97	Percent Change
Two-Mile Regular Program	\$66,611	\$77,472	\$71,586	\$75,776	+14%
Hazardous Areas	\$0	\$0	\$0	\$0	0%
Special Program	\$78,888	\$37,162	\$35,942	\$36,504	-54%
Total	\$145,499	\$114,634	\$107,528	\$112,280	-23%

Source: TEA School Transportation Route Sources Reports, 1993-97.

Management and Operations

FINDING

The assistant superintendent is responsible for monitoring all pupil transportation services. Beginning in the 1995-96 school year, WISD contracted its entire transportation operation to Durham Transportation Inc. (the contractor), an outside transportation services provider. WISD entered into a five-year agreement to provide pupil transportation either

within or without the district, on any day or days, during the term of the agreement. This agreement includes home-to-school and school-to-home transportation for both regular and special education routes, and other transportation such as extracurricular events and field trips. The contractor is responsible for providing bus drivers, using either WISD's bus fleet or its own fleet, liability and workers' compensation insurance, bus driver training, and maintenance on all transportation vehicles. WISD pays the contractor monthly based on rates that take into consideration bus capacity, hours driven, and miles driven for regular, special, and other transportation routes.

The contractor has a director of Transportation for WISD with an office in the district's maintenance and transportation facility. The director of Transportation is paid by the contractor and provides management and supervision for WISD's day-to-day transportation operations. The director works closely with the assistant superintendent to ensure the overall quality and timeliness of pupil transportation services. In addition, the director of Transportation is responsible for preparing the TEA School Transportation Operation Report and School Transportation Route Services Report, which are reviewed by the assistant superintendent and submitted annually to TEA.

The contractor's rates for home-to-school and special education transportation services have increased by approximately 4 percent over the past three years. This cumulative increase is the result of increases in the Dallas-Fort Worth Consumer Price Index (DFWCPI) of 2.4 percent for 1996-97 and 1.4 percent for 1997-98.

Exhibit 4-29 compares WISD's cost statistics for the regular and special transportation programs to selected peer districts for 1995-96 and 1996-97.

Exhibit 4-29
WISD and Peer District Cost Statistics
1995-96 and 1996-97

Peer District	REGULAR PROGRAM				SPECIAL PROGRAM			
	Cost/Mile		Cost/Rider		Cost/Mile		Cost/Rider	
	1995-96	1996-97	1995-96	1996-97	1995-96	1996-97	1995-96	1996-97
Dripping Springs ISD	\$1.51	\$1.48	\$2.25	\$2.13	\$1.82	\$3.50	\$27.88	\$25.36
Lake Dallas ISD	\$4.91	\$2.14	\$1.68	\$2.86	\$0.59	\$0.79	\$4.58	\$2.97

Lake Travis ISD	\$1.45	\$1.53	\$1.74	\$1.90	\$1.85	\$1.81	\$15.83	\$11.03
Llano ISD	\$1.92	\$1.85	\$86.05	\$89.83	\$0.27	\$1.12	\$4.37	\$15.52
White Oak ISD	\$1.54	\$1.62	\$3.30	\$3.60	\$0.00	\$0.00	\$0.00	\$0.00
Weighted Peer Avg.	\$1.87	\$1.70	\$2.90	\$3.36	\$1.29	\$1.55	\$12.33	\$7.98
WISD	\$1.60	\$1.48	\$2.69	\$3.03	\$1.07	\$0.96	\$14.01	\$15.25
Percent Difference From Average	-15%	-13%	-7%	-10%	-17%	-38%	14%	91%

Source: Calculated from TEA School Transportation Operation Report and TEA School Transportation Route Services Report for 1995-96 and 1996-97

The above chart shows that after contracting its transportation operation to an outside service provider, WISD operated its regular and special education transportation programs at considerably less cost than weighted peer district averages for 1995-96 and 1996-97. In addition, WISD operated its transportation programs more efficiently given that the average cost per rider was less than weighted peer district averages for its regular transportation program in 1995-96 and 1996-97. The cost per rider for the special education program was higher than the weighted peer district averages in 1995-96 and 1996-97 primarily because of a 40-percent decrease in riders between 1995-96 and 1996-97 and increased special education transportation costs between 1994-95 and 1995-96

Exhibit 4-30 combines regular and special education categories, presenting a summary of WISD and peer district systemwide cost and performance statistics for 1996-97.

Exhibit 4-30
WISD and Peer District System Statistics
1996-97

Peer District	Cost/Mile	Cost/Rider	Cost/Bus	Riders/Mile	Riders/Bus	Miles/Bus
Drinnino	\$1.65	\$2.54	\$15,452	.6	6,073	9,375

Springs ISD						
Lake Dallas ISD	\$1.64	\$2.88	\$22,401	.6	7,787	13,694
Lake Travis ISD	\$1.59	\$2.40	\$17,352	.7	7,224	10,919
Llano ISD	\$1.81	\$78.82	\$22,534	.02	286	12,346
White Oak ISD	\$1.63	\$3.60	\$5,645	.5	1,570	3,466
Weighted Peer Avg.	\$1.67	\$3.67	\$17,279	.5	4,702	10,317
WISD	\$1.38	\$3.37	\$17,153	.4	5,088	12,422
Percent Difference From Average	-17%	-8%	-1%	-20%	8%	20%

Sources: Costs, miles, and buses from TEA School Transportation Operation Report, 1996-97; annual riders from TEA School Transportation Route Services Report 1996-97; daily riders multiplied by 180 to estimate annual riders.

As indicated in the above chart, WISD's transportation operation has been more efficient, on average, than its peers since it was contracted to an outside service provider. WISD's systemwide cost per mile is 17 percent less and cost per rider is 8 percent less than weighted peer district averages. Moreover, WISD has 8 percent more riders per bus and 20 percent more miles covered per bus than peer district averages, indicating more efficient use of its bus fleet.

In the spring and fall of each year, the contractor conducts a survey of parents with children riding school buses to school to obtain their perceptions of the quality of service it provides. Parents' perceptions of on-time pick-up, on-time delivery, driver professionalism, and driver appearance. The survey conducted in Fall 1997 revealed that 99 percent of the respondents indicated that their children were picked up from home and returned on time. Ninety-five percent of the respondents approved of the bus drivers' professionalism. These results indicate parents are

generally satisfied with the quality of bus service provided by the contractor.

Additionally, the assistant superintendent provided the review team with accident and mechanical breakdown statistics from the contractor since 1995-96. In two and one-half years (from inception of the contract to date), the contractor has had one bus accident and three mechanical breakdowns.

COMMENDATION

WISD has contracted its entire transportation operation to a private transportation company, thereby providing quality, reliable transportation services to students at a significantly lower cost to the district.

FINDING

A segment of the community believes that discipline on buses is a problem because students of all ages ride the same bus (e.g., high school, middle school, and intermediate school). During public input activities, some parents said the contractor's bus drivers do not have control of the buses, allowing students to leave their seats and stand while buses are moving. Moreover, some parents have alleged that bus drivers have "hit" their children to discipline them.

The contractor's site supervisor, located in WISD's maintenance and transportation facility, told members of the review team this was not true and bus drivers are prohibited from physically disciplining students who ride the buses. In fact, the contractor's policies specifically prohibit drivers from touching or striking a student and using profanity or verbal abuse. The assistant superintendent told members of the review team that discipline problems with children may occur two to three times per year.

The contract requires that serious or persistent misconduct on the part of students be reported by drivers to the designated person employed by the district through written "bus conduct reports" documenting the incident to the contractor's site supervisor. WISD and the contractor define incidents as "anything occurring on the bus that could potentially distract the drivers, including standing up, throwing paper, fighting, or eating and drinking on the bus."

After the principal receives the bus conduct report, the contractor's site supervisor and principals or assistant principals responsible for student discipline interview the student about the incident. Based on the results of the interview, the school principal decides on the punishment and sends a

letter home to the student's parents, along with a copy of the bus conduct report. Although the contractor's site supervisor provides input during the interview to determine necessary disciplinary action, he does not discipline student riders. In fact, the contractor only suspends students from riding buses if incidents are serious, such as continuous fighting.

The contractor is responsible for providing bus drivers with discipline-related training. The review team reviewed the contractor's training program to determine the type and frequency of training received by bus drivers related to student discipline. After reviewing training manuals and schedules, the review team noted that bus drivers employed by the contractor do receive mandatory classroom training in student management through 20 hours of classroom training.

The training covers the elements of establishing and maintaining discipline, setting expectations and rules, tips for the first-time driver, seating charts, techniques for enforcing expectations, verbal control techniques, WISD policies, and bus conduct reports. As reinforcement to initial classroom training in student management, the contractor requires all drivers to attend mandatory monthly safety training meetings where student discipline issues are reviewed. The contractor's training program appears to be effective in reducing student-related incidents on its buses. For example, in 1996-97, the contractor reported 103 incidents, or .0013 incidents per annual student rider, which are fewer incidents than reported by peer districts responding to a telephone survey conducted by the TSPR team.

Although the contractor provides continuous training in student discipline management for its bus drivers, some parents in the community are not aware of the nature and extent of training received and its impact on the number of annual student discipline-related incidents on WISD school buses. Neither the contractor nor WISD makes this information available to parents of students who ride the buses. As a result, some parents rely on reports from their children to shape their perception of student discipline on buses.

Recommendation 39:

Continuously monitor student discipline-related incidents on contractor-operated buses to ensure compliance with the terms of the transportation agreement and make incident reports available to the public on a monthly basis.

The district should monitor incidents on buses and related allegations of student discipline by bus drivers to determine whether the contractor is in compliance with provisions of the transportation agreement.

IMPLEMENTATION STRATEGY AND TIMELINE

1. The superintendent directs principals to provide monthly incident statistics reported by the contractor's site supervisor to the assistant superintendent.	August 1998
2. The assistant superintendent prepares a summary bus incident report to be presented to the board each month and made available to the public.	October 1998 and each month thereafter
3. The board reviews summary bus incident reports each month.	October 1998 and each month thereafter

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The transportation contractor submits monthly reports with its invoice to the district detailing the number of routes served for home-to-school regular, special, and vocational education transportation (considered as "other transportation"). The report includes the route number, number of days buses operated, the average number of hours operated per day, and the cost per route invoiced to WISD. Monthly reports are also submitted for extracurricular routes showing trip number, date, group transported, destination, miles, hours and cost per trip invoiced. However, WISD does not require the contractor to submit performance statistics on a regular basis to enable it to track and monitor its performance. The contractor submits statistical reports only when requested by the assistant superintendent. For example, when the review team requested statistics related to on-time performance and mechanical breakdowns, the assistant superintendent made special requests of the contractor to provide the data. If the district were effectively monitoring and tracking the contractor's performance, the data would have been readily available. Regular performance monitoring maintains and improves service quality, while forcing the contractor to be accountable to district management.

Recommendation 40:

Monitor and track the performance of the transportation contractor.

WISD should implement a formal program for monitoring and tracking the performance of the transportation contractor. At a minimum, the contractor should be required to provide the following reports on a regular basis:

- Accident/safety statistics;
- Late pick-ups and deliveries;
- Absenteeism statistics;
- Log of complaints about service quality.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The superintendent directs the assistant superintendent to identify the types and frequency of monitoring reports needed to effectively evaluate the transportation contractor's performance.	September 1998
2. The assistant superintendent informs the transportation contractor of the reports and frequency.	September 1998
3. The assistant superintendent begins to formally log and compile complaints each month through the district's secretary.	October 1998
4. The assistant superintendent begins monitoring and tracking the maintenance contractor's performance.	November 1998

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Routing and Scheduling

CURRENT SITUATION

The contractor operates all of WISD's routes under its transportation agreement with the district. The contractor operates a total of 11 routes: eight regular education routes and three special education routes. Under the provisions of the transportation agreement, the contractor took over WISD's existing routes and works with the assistant superintendent to plan routes and coordinate scheduled pick-up times.

FINDING

WISD's pupil transportation policy allows all students to ride buses regardless of whether they live within two miles of school required to meet the rule for full reimbursement of transportation costs at the allotted reimbursement rate per mile established by the Texas Education Agency. The assistant superintendent told members of the review team that students on routes inside the two-mile limit could be classified as hazardous routes for reimbursement purposes, but the district does not run additional miles to serve these routes. Instead, routes are planned so that students living within the two-mile limit are picked up by buses serving students outside the two-mile limit on the way to school (regular routes). As a result, students picked up on hazardous routes within the two-mile limit are not counted as "two-mile students," and WISD does not need to run additional miles to serve students in hazardous areas that would be reimbursed at only 10 percent of the rate paid for regular routes.

The director of TEA's School Transportation Division told members of the review team that students living on hazardous routes within two miles of school can be served by buses bringing students to school on regular routes two miles or more from school. However, these students (living on hazardous routes within two miles of school) cannot be counted as two-mile students in determining WISD's linear density.

COMMENDATION

WISD's transportation policy serves all students without having to set up hazardous routes for students residing within two miles of their school.

FINDING

The contractor, in conjunction with WISD's assistant superintendent, manually plans all routes and schedules for the district. The contractor's site manager plans and schedules the routes with Microsoft Excel spread sheets and reviews each route with the assistant superintendent. Each route is tracked and monitored using the spreadsheets and lists each stop by location, along with morning and afternoon pick-up times. Based on

continuous monitoring and tracking of each route, the contractor has optimized WISD's routes by:

- Increasing or decreasing the number of stops as necessary to improve efficiency;
- Increasing or decreasing the number of students on each bus as necessary to improve efficiency;
- Altering morning pick-up times for routes to ensure students meet free and reduced breakfast program serving times; and
- Coordinating bell schedules for afternoon release times with principals.

In an attempt to further improve the efficiency of WISD's routing and scheduling, the assistant superintendent is working with the Hays County Planning and Geographic Information System (GIS) to assist with planning bus routes. Hays County, in cooperation with the Capital Area Planning Council (CAPCO), is working with Analytical Surveys, Inc. and Information Delivery Services to conduct a pilot project for the access of Hays County GIS data. The primary product of the pilot will be 100 CD-ROMs, each containing names, addresses, zip codes for Hays County residents, as well as street center lines, point data for location of buildings, and other GIS coverage available at local, state, and national levels. The software will provide Microsoft Windows-based viewing, search tools, and graphics software that will enhance the user friendliness of information produced by the GIS.

Because of its size and the small number of routes operated, WISD will use data provided by the GIS to optimize its routes through personal computer-based software available to everyday users, such as Microsoft Excel, rather than purchase expensive GIS-based routing and scheduling software.

COMMENDATION

WISD has a cooperative relationship with Hays County and the Capital Area Planning Council to develop computerized routing and scheduling to optimize its routes using the county's Geographic Information System.

Chapter 4

OPERATIONS AND PUPIL SERVICES

D. Contracted Services

School districts throughout the country are evaluating services supporting instructional programs such as custodial and maintenance, food service, and transportation operations. A critical element of this evaluation is determining if the school district should continue to provide these services or contract them to outside service providers. The decision to contract these services to outside providers is usually made to increase service levels, allow management to allocate fiscal and managerial resources to programs and activities supporting the mission of the district, and to achieve some level of cost savings.

CURRENT SITUATION

In the 1995-96 school year, WISD contracted the management of its custodial and maintenance and food service operations and its entire transportation operation to outside service providers. As previously mentioned in this chapter, Marriott Management Services (Marriott) manages the district's custodial and maintenance operations, ARAMARK Educational Services, Inc. (ARAMARK) manages its food service operations, and Durham Transportation, Inc. (Durham) runs the transportation operation.

Contracts with Marriott and Durham run for five years, while the contract with ARAMARK has a one-year term, renewable annually. **Exhibits 4-31, 4-32, and 4-33** present summaries of major provisions of the contracts with Marriott, ARAMARK, and Durham, respectively.

Exhibit 4-31
Summary of Major Provisions of Management Agreement Between WISD and Marriott Management Services

Provision of Management Agreement	Summary Description
Term of Agreement	<ul style="list-style-type: none"> • October 1, 1995 through September 30, 2000

Scope of Agreement	<ul style="list-style-type: none"> • Contractor will provide qualified managers to supervise WISD's custodial and maintenance services.
Insurance	<ul style="list-style-type: none"> • Contractor will maintain Worker's Compensation Insurance on its employees at its own expense. • Contractor will maintain Comprehensive or Commercial Bodily Injury and Property Damage Liability Insurance with a Combined Single Limit of not less than \$5 million.
Supervised Employees	<ul style="list-style-type: none"> • Contractor will train, manage, and direct all supervised employees in the performance of custodial and maintenance services in accordance with Contractor's operating practices and in accordance with WISD's employment (hiring, discharging, and disciplinary) practices. • Contractor will, as an accommodation and acting solely as an agent for WISD, maintain time records and furnish to WISD data from which the district can formulate its regular payroll for all supervised employees.
Agreement not to Hire	<ul style="list-style-type: none"> • Without Contractor's written consent, WISD shall not hire or make any employment agreement with any person who has been a Contractor's management employee involved with custodial and maintenance services within the earlier of one year after the employee terminates from employment with Contractor or within one year after termination of the agreement.
Training Program	<ul style="list-style-type: none"> • Contractor will provide and maintain all training equipment, films, slides, literature, standard operational procedures and training manuals to be used in training WISD employees.
Compensation	<ul style="list-style-type: none"> • For the period beginning October 1, 1995 and ending September 30, 1996, WISD will pay Contractor a total of \$136,471 in 12 monthly installments of \$11,372.58. • For the period beginning September 1, 1996 and ending August 31, 1997, WISD will pay Contractor a total of \$147,417 in 12 monthly installments of \$12,284.75. • For the period beginning September 1, 1997 and ending August 31, 1998, WISD will pay Contractor a total of

	<p>\$171,656 in 12 monthly installments of \$14,304.67.</p> <ul style="list-style-type: none"> Beginning in the second year of the contract and each year thereafter, the contract price is adjusted annually by the minimum percentage increase in the Consumer Price Index for the Dallas, Texas area for the previous year.
Marriott's Payment Obligations	<ul style="list-style-type: none"> Contractor will pay wages, salaries, benefits, and payroll taxes for its management employees. Contractor will pay for a personal computer, printer, software, and miscellaneous office supplies and equipment for its office used to provide the management services to WISD.
Marriott's Investment	<ul style="list-style-type: none"> Contractor will purchase certain capital and janitorial equipment for use in the custodial and maintenance service operation not to exceed \$11,214.

Source: Management Agreement between Marriott Management Services and WISD dated September 11, 1995 and subsequent amendments.

Exhibit 4-32
Summary of Major Provisions of Food Service Agreement Between WISD and ARAMARK Educational Services, Inc.

Provision of Food Services Agreement	Summary Description
Term of Agreement	<ul style="list-style-type: none"> August 1, 1995 through end of school year (renewable annually)
Authority of District	<ul style="list-style-type: none"> WISD will retain control of its Food Service. The district will ensure compliance with federal food service regulations, establish meal quality and prices, file meal reimbursement reports, publicize the free and reduced lunch program and process the associated applications. WISD will ensure that federally donated food is used according to regulations, maintain health certifications of food serving facilities and employees, and establish food service menus.

<p>Regulatory Requirements</p>	<ul style="list-style-type: none"> • Contractor will maintain detailed records of food service operations. • Contractor will supply the district with monthly records to support meal reimbursement claims. All records are maintained for five years. • All food prepared will meet state and local sanitation requirements. • Payment is not required for meals that are spoiled or do not meet specifications developed by the district. However, WISD must provide written notification of spoiled meals or meals that did not meet specifications. • Contractor and WISD will comply with all applicable environmental standards and the Contract Work Hours and Safety Standards Act.
<p>Food Service</p>	<ul style="list-style-type: none"> • Contractor will serve breakfasts and lunches, including a la carte offerings, on days and times designated by the district. Meals will meet the components required by the USDA. A la carte meals will comply with federal and state regulations. • Contractor will prepare and serve meals according to an agreed upon menu. • Contractor will make recommendations regarding the quality and general nature of the Food Service operations. Contractor will also make recommendations about pricing meals and other food. • Contractor will assist the district in promoting nutritional education, including the coordination of nutritional education with classroom instruction. • Contractor will supervise the service of free and reduced meals. • Contractor will provide management services for a Summer Food Program.
<p>Facilities and Equipment</p>	<ul style="list-style-type: none"> • WISD will provide fully equipped food service facilities and utilities. • WISD will repair and maintain food service facilities and equipment. • WISD will provide all serviceware (plates, silverware, cooking utensils, cooking equipment). • WISD and contractor will comply with all mandatory standards and policies relating to energy efficiency.

Cleaning Responsibilities	<ul style="list-style-type: none"> • Contractor will maintain high standards of sanitation and perform routine cleaning and housekeeping of food service facilities. • WISD will provide regular cleaning of walls, windows, floors, light fixtures, draperies, blinds, and waxing and buffing the floors. The district will also clean grease traps, air ducts, and roof fans. • WISD will remove all trash and provide extermination services.
Health Certification	<ul style="list-style-type: none"> • Contractor will comply with all federal, state, and local laws and regulations governing the preparing, handling, and serving of food. • Contractor will obtain and maintain all health licenses, all associated fees will be charged to the district as a direct cost.
Personnel	<ul style="list-style-type: none"> • Contractor will provide on-site management staff, subject to continuous approval of WISD. Management staff must comply with the district's rules and regulations while on the district's premises. • WISD will reimburse contractor all direct costs associated with employees assigned to WISD such as: compensation, payroll costs, fringe benefits, human resource services, and educational assistance. • WISD will hire all other food service employees. Contractor will supervise food service employees and provide assistance in hiring, training, discipline, and evaluation.
Restrictive Covenant	<ul style="list-style-type: none"> • Contractor may not hire district employees during the length of the contract and twelve months thereafter. • WISD may not hire contractor employees during the length of the contract and twelve months thereafter. • Contractor and WISD will adhere to the Equal Opportunity and Affirmative Action Employer guidelines.
Purchasing	<ul style="list-style-type: none"> • WISD will bid and purchase all supplies and materials

	<p>to operate Food Service.</p> <ul style="list-style-type: none"> • Contractor will provide assistance, at a direct cost to WISD, in assessing the district's needs, preparing bid specifications, identifying suppliers, receiving and handling deliveries of food and related supplies, and preparing invoices for payment.
Inventory of Food and Supplies	<ul style="list-style-type: none"> • WISD will maintain title to all food service inventories. A complete inventory must be taken upon commencement and termination of the contract. If the ending inventory is greater than the beginning inventory, WISD must pay Contractor the difference. If the ending inventory is less, Contractor must reimburse WISD.
Government and Donated Foods and Commodities	<ul style="list-style-type: none"> • Contractor will comply with all regulations of federally donated food. All food will be used for the exclusive use of WISD food services. • Contractor will keep commodities and federally donated food separate from food purchased by the district. • Contractor will provide adequate storage facilities and inventory controls for commodities and federally donated food.
Insurance	<ul style="list-style-type: none"> • Contractor will provide workers' compensation insurance for its employees assigned to WISD. • Contractor will provide proof of a comprehensive general liability insurance, with minimum limits of \$1,000,000. • Contractor will charge WISD an allocated fee for providing risk prevention and insurance coverage.
Financial Terms	<ul style="list-style-type: none"> • All federal and state reimbursements and cash receipts will be utilized for the sole purpose of the district's Food Service. • All cash receipts will be deposited into the district's Food Service bank account. • All facilities, equipment, and services are provided at the district's expense. • WISD will reimburse Contractor for all reimbursable costs. • WISD will pay Contractor \$0.03 per meal served for

	<p>General and Administrative (G&A) expense.</p> <ul style="list-style-type: none"> • WISD will pay Contractor \$0.07 per meal served for management fee. • Meal charges are based upon actual meal count. • Cash receipts other than meals are based upon cash equivalents and are divided by \$1.9025 to arrive at an equivalent meal count. • Management fees and G&A expenses will be renegotiated each year and adjusted based upon the yearly percentage change in the Consumer Price Index (CPI).
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Source: Food Services Management Agreement between ARAMARK Educational Services, Inc. and WISD, July 10, 1995.

Exhibit 4-33
Summary of Major Provisions of Transportation Agreement Between WISD and Durham Transportation, Inc.

Provision of Transportation Agreement	Summary Description
Term of Agreement	<ul style="list-style-type: none"> • August 1, 1995 through July 31, 2000
Scope of Agreement	<ul style="list-style-type: none"> • Contractor will operate and maintain nine or more daily route school buses for transportation of pupils using vehicles provided by Durham or WISD. • Routes will be operated either within or outside the district during term of agreement. • Routes include "daily service", which is home-to-school and school-to-home transportation at the beginning or end of each school day, and "other transportation", which includes transportation to and from extracurricular events.
Insurance	<ul style="list-style-type: none"> • Contractor will maintain Worker's Compensation Insurance at its own expense. • Contractor will maintain a minimum of \$5 million public liability insurance and name WISD as an Additional Insured to protect the district, its employees, and board from any claims from damages for personal injury or death arising

	from Durham's operations under the transportation agreement.
Safety Program	<ul style="list-style-type: none"> • Contractor will provide regular and continuous formal safety instructions for all operating personnel assigned to the transportation agreement. • Contractor will require operating personnel to attend monthly safety meetings while school is in session.
Independent Contractor	<ul style="list-style-type: none"> • Contractor will be an independent contractor and not an officer, agent, or employee of WISD.
Routing and Scheduling	<ul style="list-style-type: none"> • WISD and Contractor will cooperatively establish routes and schedules conforming to the needs of the district. • Contractor will establish routes, schedules, and bus stops based on efficiency, but must receive WISD approval. • Revisions in routes, schedules, and bus stops will be planned and implemented jointly.
Contractor's Personnel	<ul style="list-style-type: none"> • Contractor personnel assigned to perform under the transportation agreement will be subject to continuous approval by both Durham and WISD. • Contractor will designate one person as its local representative to act as supervisor for the operations of the district. • Contractor's local representative will be available during regular working hours of school days to handle routing, assignments, and discipline problems.
Record keeping and Accident Reports	<ul style="list-style-type: none"> • Contractor will provide operational records deemed necessary by WISD. • Contractor will report all "reportable accidents" (as defined by law) involving its equipment or personnel to WISD.
Rates for Services	<ul style="list-style-type: none"> • Rates for daily home-to-school and special education transportation service will be based on bus capacity, with three categories of rates: (1) daily rate per bus to 4.0 hours and 60 miles; (2) daily rate per bus hour over 4.0 hours; and

	<p>(3) daily rate per bus mile over 60 miles.</p> <ul style="list-style-type: none"> • Rates for other transportation using buses regularly assigned to morning and afternoon home-to-school transportation services will be based on three categories of rates, regardless of bus capacity: (1) callout charge; (2) rate per bus hour; and (3) rate per bus mile.
Adjustment of Rates	<ul style="list-style-type: none"> • Rates will be subject to adjustment once each year on August 1. • Rates in effect July 31 of the previous year will be adjusted upward by the percentage increase, if any, in the Dallas-Fort Worth Consumer Price Index, All Urban Consumers, for the 12 month period ending May 31st of that year. • In no event will the adjusted rates be less than the rates for the immediately preceding year. • Agreement will be renegotiated if a significant reduction/increase in service is to be implemented (a change of 10 percent or more in the number of routes being operated) because of changes in school start/end times (bell schedules), mandated reduction/increase in routes, or any other changes which significantly reduce or increase existing service levels.
Equipment Requirements	<ul style="list-style-type: none"> • All buses supplied under the transportation agreement will be approved school buses as defined by applicable statutory or administrative codes, and must be approved by WISD. • Contractor will perform regular preventive maintenance, as approved by the bus manufacturer, on all buses. • Spare buses, supplied by either Contractor or WISD, will be located by Contractor at points close enough to the district so they may be substituted for regularly assigned buses, if needed, without delay.
Maintenance of District-Owned Vehicles	<ul style="list-style-type: none"> • Contractor will perform any needed repairs to any district-owned school bus or non-school bus vehicles for \$25.96 per hour, plus 5 percent markup on actual cost for parts.
Purchase of Buses	<ul style="list-style-type: none"> • When agreement expires or is terminated, vehicles purchased by Contractor for use in performing the services

	required by the transportation agreement will be offered to WISD for either cash purchase or lease purchase.
Certification of Cost	<ul style="list-style-type: none"> • By approving the transportation agreement, WISD's board of trustees certified that the cost of the transportation agreement is equal to or less than the total cost to the district of providing the services specified in the agreement for the entire period of the agreement.
Discipline	<ul style="list-style-type: none"> • Contractor will report serious or persistent student misconduct to the appropriate person employed by WISD. • WISD will impose reasonable disciplinary measures upon the students in accordance with its discipline management program. • Contractor may refuse to transport any student who, based on past conduct, presents a potential danger to other persons.
Purchase of Fuel	<ul style="list-style-type: none"> • Contractor will purchase all fuel to be used in connection with the transportation agreement.

Source: Transportation Agreement between Durham Transportation, Inc. and WISD, July 10, 1995.

FINDING

TSPR reviewed the provisions of each contract and found that annual price increases were tied to the Dallas-Fort Worth Consumer Price Index (CPI) rather than to specific performance measures. The assistant superintendent told members of the review team that the CPI index provided a basis for potential price increases and an objective reference point for increases over the terms of the contracts. The assistant superintendent also said the district still has the flexibility to negotiate annual price increases at a rate less than the annual increase in the CPI.

School districts throughout the United States often use performance measures to monitor outside contractors that provide custodial and maintenance, food service, and transportation services. Performance expectations and predetermined benchmarks are established during contract negotiations and are included in the contract language. Increases

in compensation over the term of the contract are linked to how the contractor actually performs when compared to these measures.

Food service performance measures typically include the number of meals served annually, meal variety and quality, and the level of absenteeism. Custodial and maintenance performance measures include the percentage of work orders completed, number of complaints received about the cleanliness of buildings and grounds, and the number of equipment malfunctions reported. Transportation performance measures include on-time bus performance, the number of annual breakdowns, complaints related to driver courtesy.

Recommendation 41:

As contracts expire or come up for renewal, link performance measures to annual increases in compensation.

WISD should re-negotiate the food service management contract to link rate increases to specified performance measures. The district should discontinue the practice of paying for automatic increases in prices based solely on the CPI.

When contracts for custodial and maintenance management and transportation operations expire, each contract should be re-bid and performance-based contracts negotiated to ensure that annual rate increases are based on performance compared to predetermined measures agreed to by both parties.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The assistant superintendent develops performance measures to include in each contract based on best practices of other school districts and WISD's needs in contracts for food service management, custodial and maintenance management, and transportation operations.	September 1998
2. The assistant superintendent re-negotiates the food service contract to include agreed to performance measures.	October - December 1998
3. The board approves the re-negotiated food services management contract.	January 1999
4. The assistant superintendent prepares and issues a request for proposals (RFP) for re-bidding the custodial and maintenance and transportation contracts.	January 2000

5. The assistant superintendent receives and evaluates responses to the RFP.	March 2000
6. The assistant superintendent recommends the best bidder for each area to the superintendent and board for approval.	April 2000
7. The assistant superintendent negotiates performance measures to be included in each contract.	April - June 2000
8. The board approves contracts for each of the contractors, effective for the 2000-01 school year.	July 2000

FISCAL IMPACT

The fiscal impact of this recommendation cannot be determined at this time because performance measures have not been developed and future CPI increases cannot be projected

Appendix A Summary of Survey Results

SUMMARY OF SURVEY RESULTS

METHODOLOGY

Empirical Management Services (EMS) conducted self-administered (written) surveys with all district employees and junior and senior students. EMS tabulated the survey results using SPSS, a statistical analysis software program. The comments and views contained in this appendix are presented to illustrate the perceptions of the individual participants and do not necessarily reflect the findings or opinions of the review team.

OBJECTIVES

EMS used the surveys to determine perceptions of:

- The quality of education and related changes over time;
- School district administrators, principals, teachers, and school board members;
- The district's operational efficiency;
- The district's educational programs;
- The condition of the district's facilities;
- Major issues facing the district;
- Community involvement and support for the district (including community opinions of the school district); and
- Suggestions for improvement.

SAMPLING

WISD Administrative Staff

The review team administered the administrative staff surveys in WISD during March 1998. Thirty-seven administrative staff including central office administrators, clerical staff, custodians, maintenance workers, bus drivers and all other non instructional staff participated in the survey.

Exhibit A-1 presents the actual number of completed interviews by race and gender, along with an unweighted percentage distribution, that is, the mathematical distribution of responses.

Exhibit A-1
WISD Administrative Staff Respondents
(Completed Interviews by Race and Gender)

Race	Number	Unweighted Percent
Anglo	29	78.4%
African American	0	0
Hispanic	4	10.8%
Asian	0	0
Other	0	0
No Response	4	10.8%
Total	37	100%
Gender		
Male	5	13.5%
Female	29	78.4%
No Response	3	8.1%
Total	37	100%

WISD Principals and Assistant Principals

The review team also administered the principal and assistant principal

surveys at WISD in March 1998. Three of WISD's principals and assistant principals participated in the survey. **Exhibit A-2** presents the actual number of completed interviews by race and gender, along with an unweighted percentage distribution.

Exhibit A-2
WISD Principal and Assistant Principal Respondents
(Completed Interviews by Race and Gender)

Race	Number	Unweighted Percent
Anglo	3	100%
African American	0	0
Hispanic	0	0
Other	0	0
Refused to reply	0	0
No Response	0	0
Total	3	100%
Gender		
Male	2	66.7%
Female	0	0
No Response	1	33.3%
Total	3	100%

WISD Teachers

The review team surveyed WISD's teachers in February 1998. Teacher survey instruments were distributed to WISD's schools, and 91 survey instruments were returned. **Exhibit A-3** presents the actual number of

completed interviews by race and gender, along with an unweighted percentage distribution.

Exhibit A-3
WISD Teacher Respondents
(Completed Interviews by Race and Gender)

Race	Number	Unweighted Percent
Anglo	83	91.2%
African American	0	0
Hispanic	1	1.1%
Asian	0	0
Other	3	3.3%
No Response	4	4.4%
Total	91	100%
Gender		
Male	18	19.8%
Female	67	73.6%
No Response	6	6.6%
Total	91	100%

WISD Students

The review team surveyed juniors and seniors at Wimberley High School in February 1998. One hundred and ninety-one students responded to the survey. **Exhibit A-4** presents the actual number of completed interviews by race and gender, along with an unweighted percentage distribution.

Exhibit A-4
WISD Student Respondents
(Completed Interviews by Race and Gender)

Race	Number	Unweighted Percent
Anglo	162	84.8%
African American	3	1.6%
Hispanic	5	2.6%
Other	13	6.8%
No Response	8	4.2%
Total	191	100%
Gender		
Male	114	40.3%
Female	77	59.7%
No Response	0	0
Total	191	100%

QUESTIONNAIRE DESIGN

The survey questionnaires were designed to obtain administrative staffs', teachers', and students' perceptions about specific areas to be reviewed. These areas are:

- District Organization and Management
- Educational Service Delivery
- Community Involvement
- Personnel Management

- Financial Management
- Purchasing
- Facilities Use and Maintenance
- Transportation
- Food Service
- Safety and Security

Copies of interview questionnaires for each survey are included later in the appendix, along with detailed survey results.

SUMMARY RESULTS

Major themes reflected in survey responses for each stakeholder group include:

WISD Administrative Staff

- Generally, WISD's administrative staff feel that school board members have an average or above average knowledge of the educational needs of students in WISD. Six in ten respondents gave the school board a grade of "A" or "B" in this category.
- Almost eight in 10 respondents feel the superintendent is doing a good job as instructional leader, based on their grade of either "A" or "B" in this area, while 81 percent feel the superintendent is doing a good job in his role as chief administrator of WISD.
- Sixty percent of respondents feel site-based decision-making has been implemented effectively in WISD, assigning the effectiveness of implementation a grade of "A" or "B."
- Seventy-three percent of respondents feel that central administrative staff is supportive and actively involved on WISD campuses, as evidenced by their grades of "A" (27 percent) and "B" (46 percent) respectively.

- The majority of administrative staff (92 percent) feel that teachers have good attitudes about their jobs and assigned grades of "A" or "B" in this area.
- Seventy-eight percent of respondents said that they play only a minor role or no role at all in developing budgets; similarly 60 percent felt they played little or no role in determining how funds are spent at WISD.
- Administrators generally agreed that the quality of both maintenance (65 percent) and transportation (51 percent) services had stayed the same or improved since being contracted out by the district. Only a few respondents felt that maintenance (3 percent) or transportation services (8 percent) had gotten worse since being contracted out. Survey results on the quality of food service operations was more mixed, however. Forty-six percent felt that food service had stayed the same or improved, while 38 percent felt that food service had gotten worse.
- The majority of administrative staff surveyed feel that communications at WISD are average or above average. Sixty percent of respondents gave a grade of either "A" or "B" to the level of involvement by community organizations such as the Lions Club and Rotary Club in shaping the direction of WISD.
- The majority (92 percent) of administrative staff feel that employees' job satisfaction and morale are average or above average. Respondents rated the following areas as average or above average at WISD: the efficiency of job posting and hiring in meeting WISD's needs (72 percent); the efficiency of WISD's follow-up processes on issues such as dismissal, discipline, and communication (78 percent); and the effectiveness of current personnel evaluation processes (76 percent).
- Seventy-nine percent of administrative staff surveyed were satisfied with WISD's health plan, assigning a grade of "A" (27 percent), "B" (38 percent) or "C" (14 percent) in this area.
- Fifty-seven percent of respondents rated WISD's current technology to support administrative functions as above average, while 46 percent rated WISD's effectiveness at using technology to support instruction as above average.

- Ninety percent of respondents feel that current procedures for identifying staff training needs, developing materials, and delivering programs that meet training needs are average or above average.

WISD Principals and Assistant Principals

- All WISD principals and assistant principals surveyed feel that school board members are knowledgeable of the educational needs of students in WISD based on their grade of "B" in this area.
- All respondents feel the superintendent is doing a good job both as instructional leader and as chief administrator as shown by a grade of "A" or "B" in this area.
- All principals and assistant principals surveyed are satisfied with parents' efforts in assisting with the education and learning process, assigning a grade of "A" (66 percent) or "B" (33 percent).
- All respondents feel that site-based decision-making has been effectively implemented at WISD, and graded the district's implementation of site-based decision-making as "B" (100 percent).
- Principals and assistant principals surveyed said that they had a strong core of teachers, as shown by grades of "A" (66 percent), or "B" (33 percent) overall.
- All principals and assistant principals surveyed strongly agree (100 percent) that learning and education are the main priorities at WISD, and that the emphasis on learning has increased in the district over the last three years.
- All respondents (100 percent) strongly agree that WISD schools are safe and provide a secure learning environment.
- All principals and assistant principals surveyed (100 percent) strongly agree that schools effectively handle behavior problems.
- All principals and assistant principals surveyed (100 percent) feel that parents are satisfied with the education that students receive at WISD.

- All principals and assistant principals surveyed strongly agree that teachers are knowledgeable in their specialties (100 percent), and care about the educational needs of WISD students (100 percent). Respondents also believe that students at WISD are motivated to learn (100 percent).
- Principals and assistant principals surveyed graded the district's use of technology as an instructional tool in schools either "B" (33 percent) or "C" (66 percent). All of them gave the district an "A" (33 percent) or a "B" (66 percent) grade for its use of technology for administrative purposes.

WISD Teachers

- Ninety percent of WISD teachers feel that school board members have average or above average knowledge of the educational needs of students in WISD, assigning a grade of "C" or better in this area.
- Eighty-four percent of the respondents feel that their principal is doing an average or above average job as instructional leader of the school (47 percent assigned their principals a grade of "A"). Eighty-four percent also feel their principal is doing an average or above average job as manager of the school staff and teachers (48 percent assigned their principals a grade of "A").
- Ninety-two of the respondents feel that the superintendent is doing an average or above average job as the instructional leader of the district. Ninety-four percent feel that the superintendent is doing a good job as administrative manager of the district, assigning a grade of "C" or higher in this area.
- Ninety-four percent of respondents feel that parents' efforts in assisting with the education and learning process was average to above average, with 47 percent assigning parents' efforts grades of "A" (7 percent), "B" (46 percent), and "C" (41 percent) respectively.
- Ninety-seven percent of teachers rated the district's relationship with various groups within the community as average or above average.

- Eighty-eight percent of those surveyed feel that the implementation of site-based decision-making was average or above average. Fifty-four percent of the respondents feel WISD's implementation of site-based decision-making merited an "A" or "B"; 34 percent assigned a grade of "C".
- Sixty-four percent of the respondents said that from one or more follow-up contacts must be made with the principal or school clerk before requested supplies are received. Teachers gave WISD high marks, however, in terms of overall ability to obtain needed supplies and the methods used to obtain them. (Twenty-four percent responded "A"; 47 percent said "B"; and 23 percent said "C").
- Fifty-five percent of teachers surveyed feel that their current level of involvement in the budgeting process is at a good level, although four in ten teachers responding to the survey would like to have greater involvement with developing budgets for their school.
- Fifty-six percent of the respondents indicated that the principal or assistant principal visited their classrooms one to two times per month. Fourteen percent received visits three to four times per month. Two percent received visits five or more times per month. Twenty-six percent indicated that neither principals nor assistant principals visited their classrooms during the month. However, 69 percent of respondents feel they should receive one to two visits per month, and 28 percent feel they should receive three to four visits per month.
- Forty-one percent of the respondents feel that the staff development program used in their respective schools has improved their classroom teaching and management.
- Forty-nine percent of teachers rated the use of technology, including hardware, software, communications, and support in the school as above average (12 percent said "A", and 37 percent said "B"). Only 39 percent feel that WISD has done an above average job of integrating the use of computers with the regular educational curriculum.
- The majority (87 percent) of teachers feel that their work facilities are safe, awarding a grade of either "A" (54 percent) or "B" (33 percent). Eighty-three percent feel that

the facilities encourage a learning environment as shown by a grade of "A" (40 percent) or "B" (43 percent).

- Overall, teachers surveyed feel that the quality of maintenance (56 percent), transportation (43 percent) and food services (58 percent) has improved or stayed the same since being contracted out. In the case of transportation, a large percentage of respondents (51 percent) did not know whether transportation services had improved or not.

WISD Students

- Students responding to the survey feel they are receiving a quality education in WISD. Sixty-eight percent of the respondents graded the quality of education they are currently receiving as "A" (17 percent) or "B" (51 percent).
- Almost seven in 10 respondents graded their teachers as "A" (19 percent) or "B" (49 percent) overall.
- Ninety-eight percent of the respondents indicated they feel fairly safe or very safe in their schools, with 24 percent feeling fairly safe. Forty-five percent of respondents feel that misbehavior interferes with classroom learning, while only 45 percent feel that most students try to do their best in class.
- Students surveyed said that both principals (83 percent) and assistant principals (84 percent) attend school activities either fairly often or very often. They do not, however, visit classrooms with the same regularity. Only a handful of students thought that either principals (10 percent), or assistant principals (18 percent), visited their classrooms either fairly often or very often.
- Eighty-five percent of students surveyed said that assistant principals treat students with respect, while only 38 percent felt that principals treated students with respect.
- The majority (70 percent) of students surveyed either agreed (45 percent) or strongly agreed (25 percent) that there is good computer instruction at WISD. Sixty-nine percent of students surveyed felt that computers are available at schools when needed

- Seventy-three percent of respondents plan to attend college when they graduate. The majority (70 percent) also felt that school career and college counseling opportunities are adequate.
- Sixty-six percent of respondents felt that teachers adequately prepare students for the TAAS exam.
- Only 19 percent of respondents felt that there were good options in the cafeteria at their school. Similarly, only 19 percent of students surveyed felt that WISD's bus service is adequate.
- Sixty-nine percent of respondents felt that too much emphasis is placed on athletic programs at WISD.

Appendix B: Survey Questionnaires

SURVEY QUESTIONNAIRES

Wimberley Independent School District Management and Performance Review

Administrative Staff Survey (central office administrators, clerical staff, custodians, maintenance workers, bus drivers, and all other non-instructional staff) (Written/Self-Administered)

Introduction

The Texas State Comptroller's office has commissioned a Management and Performance Review of the Wimberley Independent School District (WISD). The three main objectives of the performance review are to (1) enhance educational service delivery through better operating efficiency, (2) identify ways to improve management practices, and (3) identify opportunities for cost savings within district operations.

Input from central and school administrators is critical to the management review process; therefore, we would like as many administrators as possible to complete the survey instrument. NO names are requested on the survey instrument, so your responses will be treated with strict confidence. There are no right or wrong answers; however, your honest responses will ensure that central and campus administrators in your district have accurate and unbiased input into the management and performance review process.

Your completed survey should be mailed in the enclosed self-addressed, stamped envelope no later than March 13, 1998.

Please circle the answer that best describes how you feel about the survey question asked. Provide a brief response to questions that require a narrative answer.

Demographic Data

1. Please indicate your gender.

Male	Female
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2. Please indicate your ethnicity.

Anglo	African American	Hispanic	Asian	Other
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3. How many years have you been a WISD administrator, including this school year?

1 - 5	6 - 10	11 - 15
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4. How many years have you been with WISD in total, including this school year?

1 - 5	6 - 10	11 - 15
--------------	---------------	----------------

The next few questions deal with your general perceptions of WISD.

5. In general, what grade would you give the WISD school board members' knowledge of the educational needs of students in WISD? Would you give the board an **A, B, C, D** or **F**?

A	B	C	D	F
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6. In general, what grade would you give Superintendent David Simmons in his role as the instructional leader of WISD?

A	B	C	D	F
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7. How would you grade the WISD Superintendent David Simmons in his role as the chief administrator of WISD?

A	B	C	D	F
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8. In general, to the extent to which central administrative staff is involved on WISD campuses, what grade would you give them on their support and involvement?

A	B	C	D	F
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9. In general, what grade would you assign to WISD teachers' attitudes about their jobs?

A	B	C	D	F
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The next question deals with specific programs and policies at WISD.

10. Using the grading system, how effective do you think site-based decision management has been implemented in WISD?

A	B	C	D	F
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The next few questions deal with the financial management of WISD.

11. What grade would you assign to the efficiency of the budgeting process?

A	B	C	D	F
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12. What role do you have in determining how funds are spent in the WISD district?

None or Very Little	I make my own program	Relay my needs to others	Other
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13. What role do you play in developing budgets?

None or Minor	Direct Role in Budget	Collaborative Role	Other
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14. Using the grading system above, please grade your level of satisfaction with

the input you have in determining spending priorities for your administrative function.

A	B	C	D	F
---	---	---	---	---

15. Please grade your level of satisfaction with the input you have in developing budgets for your administrative area.

A	B	C	D	F
---	---	---	---	---

16. What grade would you select as to the accuracy, consistency and timeliness of information you receive from the Business Office?

A	B	C	D	F
---	---	---	---	---

17. What suggestions do you have for improving the efficiency and effectiveness of financial management and business operations at WISD?

The next few questions are about the overall organization and management at WISD.

18. What grade would you select that best describes your level of satisfaction with the authority you have to effectively carry out your management (if applicable) and administrative responsibilities?

A	B	C	D	F
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19. As best you know, over the past two years since the management of food service operations has been contracted out by your district, has the service level...

Improved	Stayed the Same	Gotten Worse	Don't Know
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20. As best you know, over the past two years since the management of maintenance operations has been contracted out by your district, has the service level...

Improved	Stayed the Same	Gotten Worse	Don't Know
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21. As best you know, over the past two years since the transportation function has been contracted out by your district, has the service level...

Improved	Stayed the Same	Gotten Worse	Don't Know
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22. What grade would you give communications (both internal and external) at WISD?

A	B	C	D	F
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23. What grade would you give to how involved community organizations (such as the Lions Club, Rotary Club, and various civic leaders) have been in

affecting the direction of WISD?

A	B	C	D	F
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24. In what ways would you recommend communications to administrators, teachers, and community members be improved at WISD so that all stakeholders are more aware of what is going on in the district?

25. What would you recommend to improve WISD's organizational and management structure?

The next few questions are about the personnel management function and some of the employee benefits at WISD.

26. How efficient is the current job posting and hiring process when it comes to meeting the district's staffing needs?

A	B	C	D	F
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27. What grade would you assign to the efficiency of WISD's follow-up processes concerning issues such as dismissal, discipline and communication?

A	B	C	D	F
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28. What grade would you select as to how well current procedures identify staff training needs, develop materials, and deliver programs that meet training

needs?

A	B	C	D	F
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29. What grade would you select as to the effectiveness of current processes for personnel evaluation and assessment of success?

A	B	C	D	F
---	---	---	---	---

30. Overall, what grade would you give to WISD employees' job satisfaction and morale or motivation to work?

A	B	C	D	F
---	---	---	---	---

31. Overall, what grade would you give to the effectiveness of WISD's current personnel management policies and procedures?

A	B	C	D	F
---	---	---	---	---

32. What grade would you give to WISD's health insurance plan?

A	B	C	D	F
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The next two questions are about WISD's management information systems function and instructional technology.

33. How would you rate the effectiveness of WISD's current technology to support your administrative functions?

A	B	C	D	F
---	---	---	---	---

34. What grade would you give on how well current technology supports instruction at WISD?

A	B	C	D	F
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The next few questions are about the overall efficiency and effectiveness of WISD.

35. What comments do you have regarding the overall efficiency and effectiveness of the WISD?

36. Can you recommend any cost savings or other efficiencies to improve the efficiency and effectiveness of the functional areas under review?

37. What other concerns or general comments would you like to share with us that we have not asked about, or areas we need to explore as we conduct the review?

**Wimberley Independent School District
Management And Performance Review**

**Principal and Assistant Principal Survey
(Written/Self-Administered)**

Introduction

The Texas State Comptroller's office is conducting a Management and Performance Review of the Wimberley Independent School District (WISD). The three main objectives of the performance review are to (1) enhance educational service delivery through better operating efficiency, (2) identify ways to improve management practices, and (3) identify opportunities for cost savings within district operations.

Input from school administrators is critical to the management review process; therefore, we would like as many principals and assistant principals as possible to complete the survey instrument. NO names are requested on the survey instrument, so your responses will be treated with strict confidence. There are no right or wrong answers; however, your honest responses will ensure that school administrators in your district have accurate and unbiased input into the management and performance review process.

Your completed survey should be mailed in the enclosed self-addressed, stamped envelope no later than March 13, 1998.

Please circle the answer that best describes how you feel about the survey question asked. Provide a brief response to questions that require a narrative answer.

Demographic Data

1. Gender

Male	Female
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2. How long have you been employed by WISD?

1-5 years	6-10 years	11-15 years
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3. Are you...

Anglo	African American	Hispanic	Other
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4. Grades taught in your school

Pre-K	K - 5 th	6 th - 8 th	9 th - 12 th
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5. (Optional) Name of your school

For questions 6 through 10, please use the grades **A, B, C, D,** or **F** to indicate how well WISD performs.

6.	In general, what grade would you give the WISD Board of Trustees?	A	B	C	D	F
7.	What grade would you give the superintendent of WISD?	A	B	C	D	F
8.	In general, what grade would you give the other district-level administration in WISD?	A	B	C	D	F
9.	In general, what grade would you give the campus-level administration in WISD?	A	B	C	D	F
10.	In general, what grade would you give the teachers in WISD?	A	B	C	D	F

On a scale of 1 to 5, with **1** meaning you **Strongly Agree** and **5** meaning you **Strongly Disagree**, please indicate how you feel about each of the following. Remember a **1 is in strong agreement** and **5 is in strong disagreement** with a **3** being neither agreeing nor disagreeing.

		Strongly Agree			Strongly Disagree	
11.	Learning and education are the main priorities in WISD.	1	2	3	4	5

12.	Emphasis on learning has increased in the district in the past two years.	1	2	3	4	5
13.	WISD schools are safe and provide a secure learning environment.	1	2	3	4	5
14.	Schools effectively handle behavioral problems.	1	2	3	4	5
15.	The necessary supplies and materials are made available to support instruction at WISD.	1	2	3	4	5
16.	Students are motivated to learn in WISD.	1	2	3	4	5
17.	Teachers are knowledgeable in the subject areas they teach.	1	2	3	4	5
18.	Teachers care about the educational needs of the students in WISD.	1	2	3	4	5
19.	Principals and assistant principals actively work to meet students' needs.	1	2	3	4	5
20.	Parents, in general, take responsibility for their children's behavior in WISD.	1	2	3	4	5
21.	Parents are satisfied with the education students receive in WISD.	1	2	3	4	5
22.	District operations are cost effective and efficient.	1	2	3	4	5
23.	Site-based decision management is implemented effectively in WISD.	1	2	3	4	5

Going back to the grading scale, please tell me how you would rate the following using **A, B, C, D, and F.**

24.	The school board's knowledge of the educational needs of students in WISD.	A	B	C	D	F
25.	The school board members' ability to establish effective district policies.	A	B	C	D	F
26.	The superintendent's role as instructional leader of WISD.	A	B	C	D	F
27.	The superintendent's role as chief administrator (manager) of WISD.	A	B	C	D	F

28.	Principal's role as the instructional leader in WISD schools.	A	B	C	D	F
29.	Principal's role as the manager of school staff and teachers in WISD schools.	A	B	C	D	F
30.	Teachers' attitudes about their jobs.	A	B	C	D	F
31.	Amount of classroom time dedicated to TAAS preparation.	A	B	C	D	F
32.	Amount of classroom time dedicated to basic educational requirements such as reading, math, science, and history.	A	B	C	D	F
33.	Parents' efforts in assisting with the educational and learning process.	A	B	C	D	F
34.	Parents' participation in school activities/organizations.	A	B	C	D	F
35.	District relationships with various groups in the community.	A	B	C	D	F
36.	The effectiveness of district communications (internal and external).	A	B	C	D	F
37.	District's use of technology as an instructional tool on your campus.	A	B	C	D	F
38.	District's use of technology for administrative purposes.	A	B	C	D	F
39.	District's use of programs for bilingual students.	A	B	C	D	F
40.	Conditions of WISD facilities.	A	B	C	D	F

For the next three questions please answer **YES** or **NO**.

41.	Does WISD fill vacancies and make promotions in staff/administration positions based on individual qualifications?	YES	NO
42.	Does an effective line of communication exist between your school and the central administration?	YES	NO
43.	Do you have sufficient time for planning curriculum at your campus?	YES	NO

44. In what one or two ways could the operational efficiency of WISD be improved?

45. As best you know, over the past two years since the management of food service operations has been contracted out by your district, has the service level...

Improved	Stayed the Same	Gotten Worse	Don't Know
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46. As best you know, over the past two years since the management of maintenance, custodial, and grounds operations has been contracted out by your district, has the service level...

Improved	Stayed the Same	Gotten Worse	Don't Know
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47. As best you know, over the past two years since the transportation function has been contracted out by your district, has the service level...

Improved	Stayed the Same	Gotten Worse	Don't Know
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Again, using the grading system, please grade the combined efficiency and effectiveness for each of the following district-wide services of WISD.

48a.	Instructional services	A	B	C	D	F
b.	Maintenance services	A	B	C	D	F
c.	Custodial services	A	B	C	D	F
d.	Transportation services	A	B	C	D	F
e.	Personnel services	A	B	C	D	F
f.	Communications/community involvement	A	B	C	D	F

g.	Food services	A	B	C	D	F
h.	Financial services	A	B	C	D	F
i.	Staff development	A	B	C	D	F
j.	Management information services	A	B	C	D	F
k.	Purchasing	A	B	C	D	F
l.	Planning and budgeting	A	B	C	D	F
m.	Your overall grade for the operations of WISD	A	B	C	D	F

Thank you very much for your cooperation. If you have additional comments, and would like to provide more input directly to the Comptroller's office, you may call our toll-free hotline.

**Wimberley Independent School District
Management And Performance Review**

**Teacher Survey Questionnaire
(Written/Self-Administered)**

Introduction

The Texas State Comptroller's office has commissioned a Management and Performance Review of the Wimberley Independent School District (WISD). The three main objectives of the performance review are to (1) enhance educational service delivery through better operating efficiency, (2) identify ways to improve management practices, and (3) identify opportunities for cost savings within district operations.

Input from WISD teachers is critical to the management review process; therefore, we would like as many teachers as possible to participate. NO names are requested on the actual survey instrument, so your responses are anonymous and will be treated with strict confidence. There are no right or wrong answers; however, your honest responses will ensure that teachers in your district have accurate and unbiased input into the management and performance review process.

Your completed survey should be deposited in the "survey box" in the Principal's office no later than March 13, 1998.

Please circle the answer that best describes how you feel about the survey question asked. Provide a brief response to questions that require a narrative answer.

1. What grade level(s) do you teach this year **(circle all that apply)**?

Pre-Kindergarten	Kindergarten
First Grade	Second Grade
Third Grade	Fourth Grade
Fifth Grade	Sixth Grade
Seventh Grade	Eighth Grade
Ninth Grade	Tenth Grade
Eleventh Grade	Twelfth Grade

2. What type(s) of program(s) do you teach? **(circle all that apply)**

Regular Education	English/Language Arts
Bilingual Education	Foreign Language
Career and Technology Ed.	Mathematics
Compensatory Education	Music
Special Education	Physical Education/Health
Gifted and Talented Education	Science
Other	Social Studies
	Speech/Drama

3. How many years have you been with WISD in total, including this school year?

1 - 5	6 - 10	11 -15
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Please use the grades **A, B, C, D,** or **F** to indicate how well you think each group performs its job, with **A** being excellent and **F** being failing.

4. What grade would you give the WISD school board members' knowledge of the educational needs of students in WISD?

A	B	C	D	F
----------	----------	----------	----------	----------

5. What grade would you give to your principal as the instructional leader of your school?

A	B	C	D	F
----------	----------	----------	----------	----------

6. What grade would you give to your principal's work as the manager of the school staff and teachers?

A	B	C	D	F
----------	----------	----------	----------	----------

7. What grade would you give to the superintendent as the instructional leader of the district?

A	B	C	D	F
---	---	---	---	---

8. What grade would you give to the Superintendent as the administrative manager of the district?

A	B	C	D	F
---	---	---	---	---

The next two questions deal with WISD relations with the community.

9. What grade would you give to parents' efforts in assisting with the education and learning process?

A	B	C	D	F
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10. How would you rate district relationships with the community?

A	B	C	D	F
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The next few questions deal with instructional programs/practices at WISD.

11. How would you rate the degree to which the curriculum is fitted to the needs of the students at your school?

A	B	C	D	F
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12. How effective do you think site-based decision making has been implemented in WISD, with **A** being very effective and **F** being very ineffective?

A	B	C	D	F
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13. Please describe how the following work together: the curriculum guides used by your district, the curriculum you actually teach, and the curriculum you test, such as the TAAS test.

The next few questions deal with supplies and materials that you use in your teaching. Again, please use the same grading system.

14. How would you grade the availability of the supplies, materials, equipment and textbooks you need to support instruction at WISD?

A	B	C	D	F
----------	----------	----------	----------	----------

15. How would you grade the degree to which schools have the basic facilities (such as lab equipment and computers) to educate students within the current or projected curriculum and educational standards?

A	B	C	D	F
----------	----------	----------	----------	----------

16. What grade would you give the requisition process in obtaining needed materials?

A	B	C	D	F
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17. How many times do you have to follow-up with the principal or school clerk on ordering supplies you have requested before those supplies are received?

0	1 to 2	3 to 5	6 to 8	9 or more
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18. Finally, what grade would you give WISD overall in terms of obtaining the needed supplies and the methods used?

A	B	C	D	F
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18a. How do you think this process could be improved?

The next few questions deal with the financial management of WISD.

19. How aware are you of what your school and WISD as a whole are spending or planning to spend to deliver education?

Very Aware	Somewhat Aware	Not Very Aware	Not at all Aware
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20. How would you describe your involvement in developing budgets for your school?

A Great Deal	Some	Very Little	None
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21. Would you prefer **greater involvement**, **less involvement**, or is **your involvement in this process at a level you like**?

Greater Involvement	Less Involvement	At a Good Level
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22. Using the grading system, how would you grade the quality of service provided by the Business Office?

A	B	C	D	F
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The next two questions deal with teacher relationships with administrators and students.

23. On average, how many times per month does the principal or assistant principal visit your classroom for the purpose of monitoring instruction? Count visits of any length of time.

0	1 to 2	3 to 4	5 or More
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24. What do you think is the ideal number of classroom visits for the principal or assistant principal to make in a month in order to give you constructive feedback on your teaching?

0	1 to 2	3 to 4	5 or More
----------	---------------	---------------	------------------

The next few questions deal with the staff development program used in your school.

25. Do you **strongly agree, agree, have no opinion, disagree, or strongly disagree** that the staff development program used at your school has improved your classroom teaching and management?

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
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26. What is the most important strength, if any, of the staff development program used in your school?

27. What is the most important weakness, if any, of the staff development program used in your school?

28. Finally, how well do teachers and administrators at your school work together? Please circle the response that best describes how you feel.

Very well as a team
Somewhat well as a team
About average as a team compared with other work groups with whom I've worked
Not very well as a team
Not at all well as a team

29. Which of the following do you feel is your most important source of feedback in improving your teaching?

Students	Administrators	Teachers	Parents	Other _____
----------	----------------	----------	---------	-------------

30. On average, how often do you receive feedback in a week from the source you ranked as number one above?

Less than once per week	Once per week	Every other day	Everyday	Several times per day
-------------------------	---------------	-----------------	----------	-----------------------

31. What is the most important strength of the teacher evaluation program used in your school?

32. What is the most important weakness of the teacher evaluation program used in your school?

33. What do you consider to be the most important factor outside of your control that negatively affects your ability to deliver effective teaching?

The next two questions involve the use of computers and other technology at your school.

34. How would you rate the use of technology, including hardware, software, communications, and support, in your school?

A	B	C	D	F
---	---	---	---	---

35. What grade would you give to the integration of the use of computers with the regular education curriculum?

A	B	C	D	F
---	---	---	---	---

The next few questions discuss the use and management of WISD facilities.

36. Please grade the safety of your work facilities.

A	B	C	D	F
---	---	---	---	---

37. How do you think the safety of the facilities can be improved?

38. Please grade the schools with regard to their cleanliness and maintenance.

A	B	C	D	F
---	---	---	---	---

39. What grade would you give your school in terms of being overcrowded or underused?

A	B	C	D	F
----------	----------	----------	----------	----------

40. Please grade the extent to which the facilities encourage a learning environment.

A	B	C	D	F
----------	----------	----------	----------	----------

41. As best you know, over the past two years since the management of maintenance, custodial, and grounds operations has been contracted out by your district, has the service level...

Improved	Stayed the Same	Gotten Worse	Don't Know
-----------------	------------------------	---------------------	-------------------

42. As best you know, over the past two years since the transportation function has been contracted out by your district, has the service level...

Improved	Stayed the Same	Gotten Worse	Don't Know
-----------------	------------------------	---------------------	-------------------

43. As best you know, over the past two years since the management of food service operations has been contracted out by your district, has the service level...

Improved	Stayed the Same	Gotten Worse	Don't Know
-----------------	------------------------	---------------------	-------------------

44. In what one or two ways do you think that the operational efficiency of WISD could be improved?

Demographic Information

D1. Please provide your ethnicity.

Anglo	African American	Hispanic	Asian	Other
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D2. Do you have any children enrolled in WISD schools?

Yes	No
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D3. Please provide your gender.

Male	Female
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Thank you very much for your cooperation.

**Wimberley Independent School District
Management And Performance Review**

**Student Survey Questionnaire
(Written/Self-Administered)**

Introduction

Directions

Please select the best response to the question asked. Read each question carefully before answering.

BACKGROUND					
Please place an "X" in the appropriate box.					
(D1)	Please indicate your sex.				
		Female		Male	
(D2)	What is your classification?				
		Junior		Senior	
(D3)	What is your ethnic background?				
		African American		Hispanic	
		Anglo		Other	

THE FOLLOWING STATEMENTS INDICATE MY GENERAL FEELINGS.

Please indicate how you would grade your school on a scale of A through F. Please circle your response.

1.	How would you grade your school for the quality of education you are receiving?	A	B	C	D	F
2.	How would you grade your teachers overall?	A	B	C	D	F

Please indicate your feelings by placing an "X" in the appropriate box.

3.	How safe do you feel in your school?	Very Safe	Fairly Safe	Very Unsafe	DK
4.	How often does the principal visit your classroom?	Very Often	Fairly Often	Once in a While	Never
5.	How often do the assistant principals visit your classroom?	Very Often	Fairly Often	Once in a While	Never
6.	How often does the principal attend school activities?	Very Often	Fairly Often	Once in a While	Never
7.	How often do assistant principals attend school activities?	Very Often	Fairly Often	Once in a While	Never

Using the following legend, please indicate whether you strongly agree (SA), agree (A), neither agree nor disagree (N), disagree (D), strongly disagree (SD) or don't know (DK).

8.	Do you concur that learning is your school's most important goal?	SA	A	N	D	SD	DK
9.	Does your school offer a broad selection of challenging courses?	SA	A	N	D	SD	DK
10.	Does the school's library have enough books and resources for students to use?	SA	A	N	D	SD	DK
11.	Do you think that teachers expect students to do their very best work?	SA	A	N	D	SD	DK
12.	Do teachers explain materials and assignments to students so they can understand them clearly?	SA	A	N	D	SD	DK
13.	Do you feel that teachers care about students' needs?	SA	A	N	D	SD	DK

14.	Do teachers give you individual attention?	SA	A	N	D	SD	DK
15.	Do teachers praise students when they are doing well in their school work?	SA	A	N	D	SD	DK
16.	Do you think the school principal cares about students' needs?	SA	A	N	D	SD	DK
17.	Does the principal treat students with respect?	SA	A	N	D	SD	DK
18.	Do assistant principals treat students with respect?	SA	A	N	D	SD	DK
19.	Does the principal praise students for earning good grades?	SA	A	N	D	SD	DK
20.	Are you and your fellow students proud of your school?	SA	A	N	D	SD	DK
21.	Do you think that most students try to do their best in class?	SA	A	N	D	SD	DK
22.	Do you think that misbehavior interferes with classroom learning?	SA	A	N	D	SD	DK
23.	Do students have sufficient books, lab supplies, and classroom materials?	SA	A	N	D	SD	DK
24.	Are computers available at your school whenever you need to use them?	SA	A	N	D	SD	DK
25.	Is there good computer instruction at your school?	SA	A	N	D	SD	DK
26.	Are adequate career and college counseling opportunities provided by counselors at your school?	SA	A	N	D	SD	DK
27.	Are WISD teachers able to adequately prepare students to perform well on the TAAS exam?	SA	A	N	D	SD	DK
28.	Are there good food options in the cafeteria at your school?	SA	A	N	D	SD	DK
29.	Is the school bus service at your school adequate?	SA	A	N	D	SD	DK
30.	Is too much emphasis placed on athletic programs at your school?	SA	A	N	D	SD	DK

31. Do you feel there are enough different types of extracurricular activities at your school to meet the needs of all the students?

32. What do you think needs to be done to ensure that students remain interested in school?

33. What are your plans once you graduate from high school?

Go to college	Get a job	Join the military	Other
---------------	-----------	-------------------	-------

34. How has school prepared you to pursue your plans after graduation?

35. Name three things you like best about your school.

36. Name three things you like least about your school.

37. Based on what you know about your school, tell us one or two things you believe can be improved.

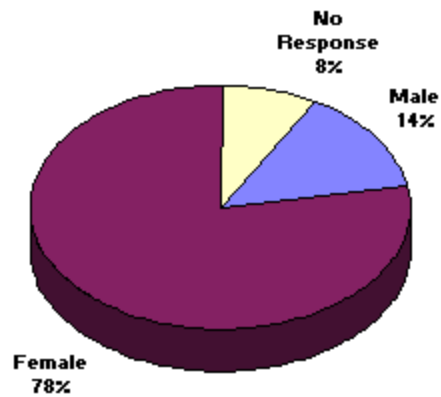
Appendix C: Administrative Staff Survey Results

ADMINISTRATIVE STAFF SURVEY RESULTS

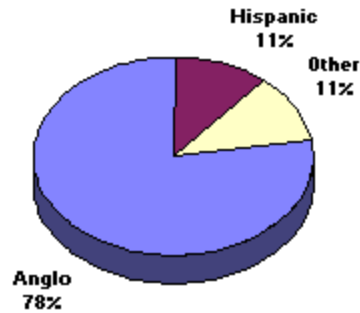
(central office administrators, clerical staff, custodians, maintenance workers,
bus drivers, and all other non-instructional staff)
(Written/Self-Administered)

Demographic Information

1. Gender...



2. Ethnicity...



Survey Question		Survey Response					Total
		1 - 5	6 - 10	11 - 15	NR		
3.	How many years have you been an WISD administrator, including this school year?	35%	5%	3%	57%		100%
4.	How many years have you been with WISD in total, including this school year?	76%	16%	5%	3%		100%

For the following set of questions use the grades **A**, **B**, **C**, **D**, or **F** to indicate your general perceptions of WISD (**NR** signifies no response).

		A	B	C	D	F	NR	Total
5.	What grade would you give the WISD school board members' knowledge of the educational needs of students in WISD?	5%	57%	19%	5%	5%	9%	100%
6.	What grade would you give the superintendent, Mr. David Simmons in his role	35%	41%	14%	8%	0%	2%	100%

	as the instructional leader of WISD?							
7.	What grade would you give the superintendent, Mr. David Simmons, in his role as the chief administrator of WISD?	38%	43%	11%	8%	0%	0%	100%
8.	What grade would you give to the extent to which central administrative staff is supportive and actively involved on WISD campuses?	27%	46%	16%	3%	5%	3%	100%
9.	What grade would you assign to WISD teachers' attitudes about their jobs?	35%	57%	8%	0%	0%	0%	100%

Survey Question		Survey Response						
The next question deals with specific programs and policies at WISD.								
		A	B	C	D	F	NR	Total
10.	Using the grading system, how effectively do you think site-based decision management has been implemented in WISD?	14%	46%	22%	5%	0%	13%	100%
The next few questions deal with the financial management of WISD.								
11.	What grade would you assign to the	3%	54%	27%	8%	5%	3%	100%

	efficiency of the budgeting process?							
		None or Very Little	I make my own program	Relay my needs to others	Other	NR	Total	
12.	What role do you have in determining how funds are spent in the WISD district?	60%	3%	19%	14%	4%	100%	
		None or Minor	Direct Role in Budget	Collaborative Role	Other	NR	Total	
13.	What role do you play in developing budgets?	78%	11%	11%	0%	0%	100%	
		A	B	C	D	F	NR	Total
14.	Please grade your level of satisfaction with the input you have in determining spending priorities for your administrative function.	22%	16%	16%	19%	3%	24%	100%
15.	Please grade your level of satisfaction	19%	19%	14%	19%	3%	26%	100%

	with the input you have in developing budgets for your administrative area.								
--	-----------------------------------------------------------------------------	--	--	--	--	--	--	--	--

Survey Question		Survey Response						
		A	B	C	D	F	NR	Total
16.	What grade would you assign to the accuracy, consistency and timeliness of information you receive from the Business Office?	14%	60%	8%	5%	5%	8%	100%

17. What suggestions do you have for improving the efficiency and effectiveness of financial management and business operations at WISD?

- Staff training in understanding the budget and purchasing process. Principals need to be trained to understand district-wide needs versus just campus needs.
- Cross-training that enables operations to continue when there is a person out of the office.
- Use support staffs' input to develop, plan, and implement department plans.
- Pay enough to attract and maintain a more qualified support staff.
- Distribute workload more evenly in office personnel.
- Hire additional help. Workload has increased twofold due to growth, but hiring of support staff has never kept up. Burnout is occurring due to overload.

- Business office personnel should visit campuses and become more familiar with our daily operations, as well as present their policies in person.
- Become more personable with the employees at each campus.
- Schools should be allocated a funding figure, develop their budget, submit it for approval and, count on controlling and managing their allocations after ISD approval. Much of this happens, but funds are moved from category to category or school to school without school administrators' approval/knowledge.

The next few questions are about the overall organization and management at WISD.

		A	B	C	D	F	NR	Total
18.	What grade would you assign to your level of satisfaction with the authority you have to effectively carry out your management (if applicable) and administrative responsibilities?	30%	8%	14%	5%	8%	35%	100%

Survey Question		Survey Response					
		Improved	Stayed the Same	Gotten Worse	Don't Know	NR	Total
19.	As best you know, over the past two years since the management of food service operations has been contracted out by your district, has the service level...	38%	8%	38%	16%	0%	100%
20.	As best you know, over the past two	49%	16%	3%	27%	5%	100%

	years since the management of maintenance, custodial, and grounds operations has been contracted out by your district, has the service level...							
21.	As best you know, over the past two years since the transportation function has been contracted out by your district, has the service level...	32%	19%	8%	32%	9%	100%	
		A	B	C	D	F	NR	Total
22	What grade would you give communications (both internal and external) at WISD?	11%	41%	30%	11%	3%	4%	100%
23.	What grade would you give to how involved community organizations (such as the Lions Club, Rotary Club and various civic leaders) have been in affecting the direction of WISD?	22%	38%	19%	8%	0%	13%	100%

24. In what ways would you recommend communications to administrators, teachers, and community members be improved at WISD so that all stakeholders are more aware of what is going on in the district?

- More district-wide meetings and training.
- Utilize journalism teacher as PIO to get information into paper.

- I think Mr. Simmons is improving communications by working with the media, and providing weekly administrative staff meetings. I think it is important for campus staff to make sure information related to them is passed down through the campus administration.
- Regular open communication from superintendent and board members to administration, teachers, support staff and interested community members.
- A public relations person would be helpful.
- Communications between campus and administration has improved in the last four years. Cooperation is also coming along.
- More authentic communication of when and how the various parties are allowed to provide input.
- A district newsletter would be great. Ask for nominal charge to mail out to others off campuses who option to have the information. Something needs to happen to bring the district together.
- Have an all-district meeting once a month.
- Do more things to get the community involved with the district.
- The WISD publishes it all. I always know what's going on. Those who don't know what's going on need to read the newspaper, call, or come to the school occasionally.
- Instead of assuming things and writing uninformed letters to the newspaper, come to school and visit with administration and children.
- Give weekly bulletins to the staff and monthly bulletins to the community and/or publish a column in the newspaper.
- More communication to the general public regarding policies and decisions so that a few in the community would not misinform the majority.

25. What would you recommend to improve WISD's organizational and management structure?

- Eliminate the assistant superintendent part-time position and hire a full-time Operations/Personnel Director.
- Hire adequate support staff for the Administration Office. Hire additional campus clerical support for the Jr. High, Elementary and Primary campuses.
- We need adequate personnel. There are too many people wearing too many hats.
- More communication.
- More clerical staff throughout the district would be great. This is greatly needed with faculty and students increasing in number.
- Less management positions with high salaries. Divide duties among teachers and raise their salaries.
- Listen to everyone. Show no favoritism. Visit all campuses regularly and participate. It's been great seeing our superintendent out and about.
- When moving staff, how about considering their feelings?
- We would like managers with experience or at least know what they are doing.
- Campus/grade level/district meetings or forums. Our campuses seem so segregated and separate to the point of disdain as reflected by parent and teacher comments.

The next few questions are about the personnel management function and some of the employee benefits at WISD.

		A	B	C	D	F	NR	Total
26.	How efficient is the current job posting and hiring process when it comes to meeting the	24%	32%	16%	14%	8%	6%	100%

	district's staffing needs?							
27.	What grade would you assign to the efficiency of WISD's follow-up processes concerning issues such as dismissal, discipline and communication?	11%	32%	35%	5%	5%	12%	100%
28.	What grade would you assign to how well current procedures identify staff training needs, develop materials and deliver programs which meet training needs?	11%	49%	30%	5%	5%	0%	100%

Survey Question		Survey Response						
		A	B	C	D	F	NR	Total
29.	What grade would you assign to the effectiveness of current processes for personnel evaluation and assessment of success?	11%	43%	22%	8%	5%	11%	100%
30.	What grade would you give to WISD employee's job satisfaction and morale or motivation to work?	22%	46%	24%	5%	0%	3%	100%
31.	What grade would you assign to the effectiveness of WISD's current personnel management policies and procedures?	16%	46%	22%	5%	0%	11%	100%
32.	What grade would you assign to WISD's health insurance plan?	27%	38%	14%	3%	8%	11%	100%

The next two questions are about WISD's management information system function and instructional technology.

		A	B	C	D	F	NR	Total
33.	How would you rate the effectiveness of WISD's current technology to support your administrative functions?	8%	49%	24%	8%	0%	11%	100%
34.	What grade do you give to how well current technology supports instruction at WISD?	11%	35%	35%	8%	0%	11%	100%

The next few questions are about the overall efficiency and effectiveness of WISD.

35. What comments do you have regarding the overall efficiency and effectiveness of WISD?

- Overall, WISD performs very well. We have been "under-the-gun" trying to provide so very much so very quickly as a new school district. As our growth becomes more stabilized and programs are in place, we will be able to direct more attention to areas that have taken second place in an attempt to keep the most critical tasks on line.
- Poor in support areas. Good to excellent in teacher utilization and program delivery.
- Excellent.
- Our teachers as a whole are fine, but the school board is lacking in qualified people (even though they were voted in).
- Pay equally. The superintendent is paid "average" compared to others in his position, while teachers are paid "low" compared to the rest of the state.
- We need more office help.

- I've experienced larger, yet more "together" school districts, where both parents' and employees' concerns were addressed more genuinely. I truly believe there are many caring employees in this district - it would be great to have the same in administration - especially principal staff.
- Support staff increase would increase efficiency, morale and decrease stress for all.

36. Can you recommend any cost savings or other efficiencies to improve the efficiency and effectiveness of the functional areas under review?

- Evaluate whether two counselors at the high school are needed for a school our size.
- Eliminate current food service management company. Evaluate whether to return to performing all services locally through hiring Food Science Nutritionist or rebidding. All contractual areas should be strongly scrutinized.
- I would consider a seven period instructional day and 21 to 24 credits for graduation.
- In house management of all support services.
- We need another nurse.
- Provide technology training for staff so teachers can become more efficient.
- Pay for athletics from community/corporate funds.
- Look at the High School, just how many coaches does it take?
- Eliminate the Assistant Superintendent's job.
- Hire qualified personnel to replace Marriot, Aramark, and Durham. By cutting these budgets immensely we can allow more money to be spent toward programs for who we are all here for - the students.

37. What other concerns or general comments would you like to share with us about concerns we have not asked about or areas we need to explore as we conduct the review?

- Cost of instructional delivery (block versus traditional seven-period day for grades 6 thru 12).
- I love working here. We have a school here, rather than a "war zone" as many other schools have.
- More control is needed with regards to spending and accounting of student funds. Sponsors of organizations have too much leeway and freedom in spending funds collected and raised by students.
- It's heartening to know we have special classes to accommodate our learning disabled and gifted children, but disheartening to know there are very bright children (high academic achievers) who are not gifted and talented (GT) and become bored if they happen not to have a challenging teacher who sees their boredom. Honors courses begin too little, too late for some. Often times, these students see themselves as academically below GT, when we know quite well, most times they're equal or even brighter, but are given the wrong impression by not providing for them.
- Possibly more rooms in the lower grade schools. Also, it seems we have quite a bit of truancy. Also, should there be some sort of examination for adults that take their children out of the classroom to home school them.
- We have a very good school system by far. People here are willing to do more than just the narrow confines of their job description. When we compare our expenditures to those of similar schools we are very much in line with them. Our scores on standardized testing are consistently high. We are however put in a very difficult spot because we receive so little state funding. The tax burden is left to the homeowners as we have very little commercial value. We qualify for very little federal aid. The majority of the community supports our schools; however, the small minority is very vocal and quick to criticize.

Appendix D: Principal and Assistant Principal Survey Results

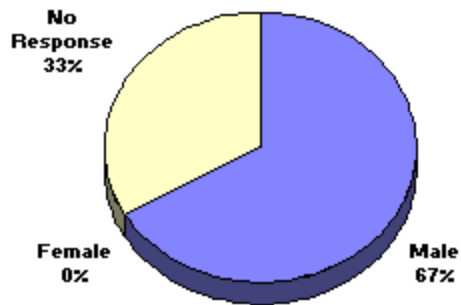
PRINCIPAL AND ASSISTANT PRINCIPAL SURVEY RESULTS

(Written/Self-Administered)

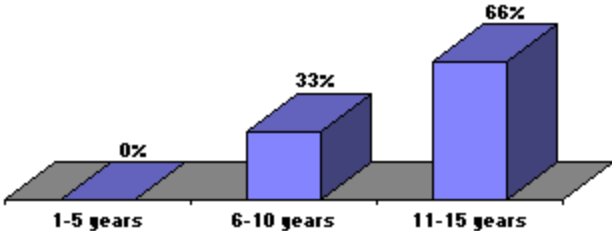
POPULATION
N=3

DEMOGRAPHIC INFORMATION

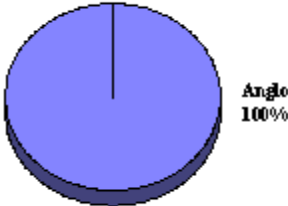
1. GENDER...



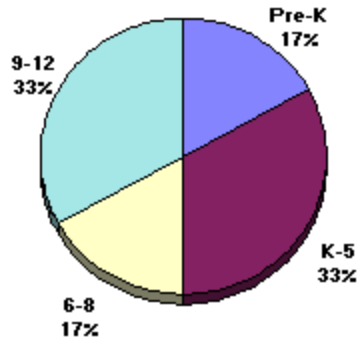
2. HOW LONG HAVE YOU BEEN EMPLOYED BY WIMBERLEY ISD?



3. ETHNICITY...



4. GRADES TAUGHT IN YOUR SCHOOL...



5. (OPTIONAL) NAME OF YOUR SCHOOL...

- SCUDDER PRIMARY
- WIMBERLEY HIGH SCHOOL

SURVEY QUESTION		SURVEY RESPONSE						
	FOR THE FOLLOWING SET OF QUESTIONS PLEASE USE THE GRADES A, B, C, D, OR F TO INDICATE HOW WELL WIMBERLEY ISD PERFORMS. (NR SIGNIFIES NO RESPONSE)							
		A	B	C	D	F	NR	TOTAL
6.	IN GENERAL, WHAT GRADE WOULD YOU GIVE THE WIMBERLEY ISD BOARD OF TRUSTEES...	0%	100%	0%	0%	0%	0%	100%

		STRONGLY AGREE			STRONGLY DISAGREE				
		1	2	3	4	5	NR	TOTAL	
11.	LEARNING AND EDUCATION ARE THE MAIN PRIORITIES IN WIMBERLEY ISD...	100%	0%	0%	0%	0%	0%	100%	
12.	EMPHASIS ON LEARNING HAS INCREASED IN THE DISTRICT IN THE PAST TWO YEARS...	100%	0%	0%	0%	0%	0%	100%	
13.	WIMBERLEY ISD SCHOOLS ARE SAFE AND PROVIDE A SECURE LEARNING ENVIRONMENT...	100%	0%	0%	0%	0%	0%	100%	

SURVEY QUESTION		SURVEY RESPONSE							
		STRONGLY AGREE			STRONGLY DISAGREE				
		1	2	3	4	5	NR	TOTAL	
14.	SCHOOLS EFFECTIVELY HANDLE BEHAVIORAL PROBLEMS.	100%	0%	0%	0%	0%	0%	100%	
15.	THE NECESSARY SUPPLIES AND MATERIALS ARE MADE AVAILABLE TO SUPPORT INSTRUCTION	33%	0%	66%	0%	0%	0%	100%	

	AT WIMBERLEY ISD...							
16.	STUDENTS ARE MOTIVATED TO LEARN IN WIMBERLEY ISD...	100%	0%	0%	0%	0%	0%	100%
17.	TEACHERS ARE KNOWLEDGEABLE IN THE SUBJECT AREAS THEY TEACH...	100%	0%	0%	0%	0%	0%	100%
18.	TEACHERS CARE ABOUT THE EDUCATIONAL NEEDS OF THE STUDENTS IN WIMBERLEY ISD...	100%	0%	0%	0%	0%	0%	100%
19.	PRINCIPALS/ASSISTANT PRINCIPALS ACTIVELY WORK TO MEET STUDENTS' NEEDS...	100%	0%	0%	0%	0%	0%	100%
20.	PARENTS, IN GENERAL, TAKE RESPONSIBILITY FOR THEIR CHILDREN'S BEHAVIOR IN WIMBERLEY ISD...	0%	100%	0%	0%	0%	0%	100%
21.	PARENTS ARE SATISFIED WITH THE EDUCATION STUDENTS RECEIVE IN WIMBERLEY ISD...	0%	100%	0%	0%	0%	0%	100%
22.	DISTRICT OPERATIONS ARE COST EFFECTIVE AND EFFICIENT...	0%	100%	0%	0%	0%	0%	100%
23.	SITE-BASED DECISION MANAGEMENT IS IMPLEMENTED EFFECTIVELY IN WIMBERLEY ISD...	0%	100%	0%	0%	0%	0%	100%

SURVEY QUESTION	SURVEY RESPONSE
------------------------	------------------------

GOING BACK TO THE GRADING SCALE PLEASE TELL ME HOW YOU WOULD RATE THE FOLLOWING USING THE **A, B, C, D, AND F** GRADE.

		A	B	C	D	F	NR	TOTAL
24.	THE SCHOOL BOARD'S KNOWLEDGE OF THE EDUCATIONAL NEEDS OF STUDENTS IN WIMBERLEY ISD...	0%	100%	0%	0%	0%	0%	100%
25.	THE SCHOOL BOARD MEMBERS' ABILITY TO ESTABLISH EFFECTIVE DISTRICT POLICIES...	0%	100%	0%	0%	0%	0%	100%
26.	THE SUPERINTENDENT'S ROLE AS INSTRUCTIONAL LEADER OF WIMBERLEY ISD...	66%	33%	0%	0%	0%	0%	100%
27.	THE SUPERINTENDENT'S ROLE AS CHIEF ADMINISTRATOR (MANAGER) OF WIMBERLEY ISD...	66%	33%	0%	0%	0%	0%	100%
28.	PRINCIPAL'S ROLE AS THE INSTRUCTIONAL LEADER IN WIMBERLEY ISD SCHOOLS...	66%	33%	0%	0%	0%	0%	100%
29.	PRINCIPAL'S ROLE AS THE MANAGER OF SCHOOL STAFF AND TEACHERS IN WIMBERLEY ISD SCHOOLS...	66%	33%	0%	0%	0%	0%	100%
30.	TEACHERS ATTITUDES ABOUT THEIR JOBS...	66%	33%	0%	0%	0%	0%	100%
31.	AMOUNT OF CLASSROOM TIME DEDICATED TO TAAS PREPARATION...	66%	0%	33%	0%	0%	0%	100%
32.	AMOUNT OF CLASSROOM TIME DEDICATED TO BASIC EDUCATIONAL REQUIREMENT SUCH AS READING, MATH, SCIENCE, HISTORY...	100%	0%	0%	0%	0%	0%	100%

33.	PARENTS' EFFORTS IN ASSISTING WITH THE EDUCATIONAL AND LEARNING PROCESS...	66%	33%	0%	0%	0%	0%	100%
34.	PARENTS PARTICIPATION IN SCHOOL ACTIVITIES/ORGANIZATIONS.	66%	33%	0%	0%	0%	0%	100%
35.	DISTRICT RELATIONSHIPS WITH VARIOUS GROUPS IN THE COMMUNITY...	0%	100%	0%	0%	0%	0%	100%
36.	THE EFFECTIVENESS OF DISTRICT COMMUNICATIONS (INTERNAL AND EXTERNAL)...	66%	33%	0%	0%	0%	0%	100%
37.	DISTRICT'S USE OF TECHNOLOGY AS AN INSTRUCTIONAL TOOL ON YOUR CAMPUS...	0%	33%	66%	0%	0%	0%	100%
38.	DISTRICT'S USE OF TECHNOLOGY FOR ADMINISTRATIVE PURPOSES...	33%	66%	0%	0%	0%	0%	100%
39.	DISTRICT'S USE OF PROGRAMS FOR BILINGUAL STUDENTS...	66%	0%	33%	0%	0%	0%	100%
40.	CONDITIONS OF WIMBERLEY ISD FACILITIES...	0%	66%	33%	0%	0%	0%	100%

FOR THE NEXT FEW QUESTIONS PLEASE ANSWER **YES** OR **NO**.

		YES	NO	NR	TOTAL
41.	DOES WIMBERLEY ISD FILL VACANCIES AND MAKE PROMOTIONS IN STAFF/ADMINISTRATION POSITIONS BASED ON INDIVIDUAL QUALIFICATIONS?	100%	0%	0%	100%

42.	DOES AN EFFECTIVE LINE OF COMMUNICATION EXIST BETWEEN YOUR SCHOOL AND THE CENTRAL ADMINISTRATION.	100%	0%	0%	100%
43.	DO YOU HAVE SUFFICIENT TIME FOR PLANNING CURRICULUM AT YOUR CAMPUS?	0%	100%	0%	100%

44. IN WHAT ONE OR TWO WAYS COULD THE OPERATIONAL EFFICIENCY OF WIMBERLEY ISD BE IMPROVED?

- HIRE A CURRICULUM/TECH COORDINATOR (WHICH WAS DONE 3/9/98).
- PROVIDE TIME AND PERSONNEL TO ENABLE COORDINATION OF CURRICULUM PLANNING. MY SPECIFIC CONCERN IS THE NEED FOR AN AIDE TO COORDINATE EITHER AN ART TIME OR TO AID IN PHYSICAL EDUCATION IN ORDER TO GET GRADE LEVELS ON A COMMON CONFERENCE TIME TO FACILITATE PLANNING ON A CONSISTENT ROUTINE.
- OUR BUDGET PROCESS NEEDS TO BE REALISTIC. MORE PROGRAMS COST MORE DOLLARS.
- OUR FACILITIES PLANNING IS LACKING. WE NEED TO PROVIDE FACILITIES FOR PROGRAMS.

		IMPROVED	STAYED THE SAME	GOTTEN WORSE	DON'T KNOW	NR	TOTAL
45.	AS BEST YOU KNOW, OVER THE PAST TWO YEARS SINCE THE	100%	0%	0%	0%	0%	100%

	MANAGEMENT OF FOOD SERVICE OPERATIONS HAS BEEN CONTRACTED OUT BY YOUR DISTRICT, HAS THE SERVICE LEVEL...						
46.	AS BEST YOU KNOW, OVER THE PAST TWO YEARS SINCE THE MANAGEMENT OF MAINTENANCE, CUSTODIAL, AND GROUNDS OPERATIONS HAS BEEN CONTRACTED OUT BY YOUR DISTRICT, HAS THE SERVICE LEVEL...	100%	0%	0%	0%	0%	100%
47.	AS BEST YOU KNOW, OVER THE PAST TWO YEARS SINCE THE TRANSPORTATION FUNCTION HAS BEEN CONTRACTED OUT BY YOUR DISTRICT, HAS THE SERVICE LEVEL...	100%	0%	0%	0%	0%	100%

AGAIN, USING THE GRADING SYSTEM, PLEASE GRADE THE COMBINED EFFICIENCY AND EFFECTIVENESS FOR EACH OF

THE FOLLOWING DISTRICT WIDE SERVICES OF WIMBERLEY
ISD.

		A	B	C	D	F	NR	TOTAL
48A.	INSTRUCTIONAL SERVICES...	0%	100%	0%	0%	0%	0%	100%
48B.	MAINTENANCE SERVICES...	66%	33%	0%	0%	0%	0%	100%
48C.	CUSTODIAL SERVICES...	0%	100%	0%	0%	0%	0%	100%
48D.	TRANSPORTATION SERVICES...	0%	100%	0%	0%	0%	0%	100%
48E.	PERSONNEL SERVICES...	66%	33%	0%	0%	0%	0%	100%
48F.	COMMUNICATIONS/COMMUNITY INVOLVEMENT...	66%	33%	0%	0%	0%	0%	100%
48G.	FOOD SERVICES...	0%	100%	0%	0%	0%	0%	100%
48H.	FINANCIAL SERVICES...	66%	33%	0%	0%	0%	0%	100%
48I.	STAFF DEVELOPMENT...	0%	66%	33%	0%	0%	0%	100%
48J.	MANAGEMENT INFORMATION SERVICES...	66%	0%	33%	0%	0%	0%	100%
48K.	PURCHASING	0%	100%	0%	0%	0%	0%	100%
48L.	PLANNING AND BUDGETING...	66%	33%	0%	0%	0%	%	100%
48M.	YOUR OVERALL GRADE FOR THE OPERATIONS OF WIMBERLEY ISD...	66%	33%	0%	0%	0%	0%	100%

Appendix E Teacher Survey Results

TEACHER SURVEY RESULTS

(Written/Self-Administered)

**Population
n=91**

1. What grade level(s) do you teach this year?

Pre-Kindergarten	1%	Kindergarten	4%
First Grade	4%	Second Grade	4%
Third Grade	5%	Fourth Grade	4%
Fifth Grade	3%	Sixth Grade	5%
Seventh Grade	7%	Eighth Grade	7%
Ninth Grade	12%	Tenth Grade	13%
Eleventh Grade	13%	Twelfth Grade	13%
No Response	5%		

2. What type(s) of program(s) do you teach?

Regular Education	25%	English/Language Arts	11%
Bilingual Education	0%	Foreign Language	3%

Career and Technology Ed.	4%	Mathematics	8%
Compensatory Education	1%	Music	2%
Special Education	7%	Physical Education/Health	4%
Gifted and Talented Education	3%	Science	8%
Speech/Drama	3%	Social Studies	9%
Other	9%	No Response	3%

		1-5	6-10	11-15	NR	Total
3.	How many years have you been with WISD in total, including this school year?	62%	19%	19%	0%	100%

Survey Question		Survey Response						
	Please use the grades A, B, C, D , or F to indicate how well you think each group performs their jobs, with A being excellent and F being failing. (NR signifies no response)							
		A	B	C	D	F	NR	Total
4.	What grade would you give the WISD school board members' knowledge of the educational needs of students in WISD?	13%	60%	20%	3%	1%	3%	100%
5.	What grade would you assign to your principal as the instructional leader of your school?	47%	24%	13%	10%	6%	0%	100%
6.	What grade would you assign to	48%	25%	11%	12%	3%	1%	100%

	your principal's work as the manager of the school staff and teachers?							
7.	What grade would you assign to the Superintendent as the instructional leader of the district?	46%	36%	10%	3%	4%	1%	100%
8.	What grade would you assign to the Superintendent as the administrative manager of the district?	57%	30%	7%	2%	4%	0%	100%
	The next few questions deal with WISD relations with the community.							
		A	B	C	D	F	NR	Total
9.	What grade would you assign to parents' efforts in assisting with the education and learning process?	7%	46%	41%	6%	0%	0%	100%
10.	How would you rate district relationships with the community?	6%	50%	41%	3%	0%	0%	100%

Survey Question		Survey Response						
	The next few questions deal with instructional programs/policies at WISD.							
		A	B	C	D	F	NR	Total

11.	How would you rate the degree to which the curriculum is fitted to the needs of the students at your school?	44%	46%	8%	0%	0%	2%	100%
12.	How effective do you think site-based decision making has been implemented in WISD, with A being very effective and F being very ineffective?	10%	44%	34%	8%	3%	1%	100%

13. Please describe how the following work together: the curriculum guides used by your district, the curriculum you actually teach, and the curriculum you test, such as the TAAS test.

- The curriculum I teach in the classroom is based on district curriculum guides, the Texas Essential knowledge and Skills (TEKS), and TAAS objectives.
- There is a close relationship. They are all linked together and supported by the others.
- Essential elements are the focus used in correlation with the district curriculum and TAAS objectives.
- The items listed above are loosely aligned. It varies depending on teacher choice.
- The district does not have a current curriculum guide, but the curriculum I teach is geared toward TAAS objectives.
- Our district's curriculum guides are non-existent as I feel they are in most districts in today's times. I feel cross-curriculum teaching has taken the place of these. However, the teaching and testing curriculum go together.
- The curriculum I teach is based on the Essential Elements, but at a lower level since my students are functioning below grade level. I do test them to see if they

have mastered these skills and I work on TAAS skills and use TAAS pre-tests.

- The curriculum taught and curriculum tested are closely correlated. I am not aware of the existence of curriculum guides.
- I combine guides, test material and TAAS information into my plans.
- This district has no math continuum or reading continuum. The TEKS objectives have been reviewed and passed out to the grade levels. There is a lack of continuity between grade levels concerning curriculum.
- I've never seen/used a curriculum guide; the curriculum I teach and test are closely related, although I make a concerted effort not to teach to a test.
- TAAS is a part of our curriculum as well as the essential elements and problem solving skills.
- The curriculum I actually teach and test my students over goes hand in hand with the curriculum on such test like the TAAS.
- The guides used by the district cover the curriculum I teach and test in preparation for the TAAS test.

The next few questions deal with supplies and materials that you use in your teaching. Again, please use the grading system like you did above.								
		A	B	C	D	F	NR	Total
14.	How would you grade the availability of the supplies, materials, equipment and textbooks you need to support instruction at WISD?	33%	44%	22%	1%	0%	0%	100%
15.	How would you grade the degree to which schools have the basic facilities (such as lab equipment and computers) to educate	13%	44%	32%	10%	1%	0%	100%

	students within the current or projected curriculum and educational standards?							
16.	What grade would you give the requisition process in obtaining needed materials?	19%	44%	24%	9%	3%	1%	100%

Survey Question		Survey Response						
		0	1 to 2	3 to 5	6 to 8	9 or More	NR	Total
17.	How many times do you have to follow-up with the principal or school clerk on ordering supplies you have requested before those supplies are received?	34%	50%	13%	0%	1%	2%	100%
		A	B	C	D	F	NR	Total
18.	What grade would you give to WISD overall in terms of obtaining the needed supplies and the methods used?	24%	47%	23%	4%	0%	2%	100%

18a. How do you think this process could be improved?

- The time that passes between submitting and receiving an approved purchase order is ridiculously long and often purchase orders are rejected for administrative reasons. I have often had to buy materials with my own money due to this.
- Simplify the process.

- Make fund available for each grade level instead of doing everything through purchase orders would be appreciated.
- The process is inconsistent. We need a set plan for purchase orders. Also, it would be nice to have some money available for each grade level to use without needing to get a purchase order for smaller objects such as instructional supplies.
- In using district funds, I feel a policy should be set to help both parties dealing with this problem. A set day of the week all purchase orders are to be turned in and a set day they go out. So all needs are met. We should also have some available fund through our principal for instructional supplies.
- It's working quite well.
- I would like to see available funds for each grade level which would be obtainable without a purchase order. These funds would cover the costs of instructional supplies such as highlighters and stickers.
- Less paperwork.
- A system should be set up to pre-approve purchases for reimbursement. We could purchase materials from Walmart or other less expensive suppliers than catalog purchases.
- The business officer seems to determine curriculum by detailing who can spend what, rather than the curriculum determining what needs there are for a school/grade level.
- Fewer steps in the process used to acquire supplies and materials.
- Hire an office manager for the district that realizes that learning and instruction should be top priority.

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The next few questions deal with the financial management of WISD.								
		Very Aware	Somewhat Aware	Not Very Aware	Not at all Aware	NR	Total	
19.	How aware are you of what your school and WISD as a whole are spending or planning to spend to deliver education?	12%	50%	36%	2%	0%	100%	
		A Great Deal	Some	Very Little	None	NR	Total	
20.	How would you describe your involvement in developing budgets for you school?	20%	35%	35%	10%	0%	100%	
		Greater Involvement	Less Involvement	At a Good Level	NR	Total		
21.	Would you prefer greater involvement, less involvement, or is your involvement in this process at a level you like?	42%	1%	55%	2%	100%		
		A	B	C	D	F	NR	Total
22.	What grade would you give to the quality of service provided by the	30%	40%	21%	8%	1%	0%	100%

	Business Office.							

Survey Question		Survey Response						
	The next questions deal with teacher relationships with administrators and students.							
		0	1 to 2	3 to 4	5 or More	NR	Total	
23.	On average, how many times per month does the principal or assistant principal visit your classroom for the purpose of monitoring instruction?	26%	56%	14%	2%	2%	100%	
24.	What do you think is the ideal number of classroom visits for the principal or assistant principal to make in a month in order to give you constructive feedback on your teaching?	1%	69%	28%	1%	1%	100%	
	The next few questions deal with the staff development program used in your school.							
		SA	A	NO	D	SD	NR	Total
25.	The staff development program used in your school has improved your classroom teaching and management?	2%	39%	28%	23%	4%	4%	100%

26. What is the most important strength, if any, of the staff development program used in your school?

- The district does attempt to engage knowledgeable speakers/presenters for staff development, especially those engaged for the new Focus Program.
- We don't waste time on unnecessary meetings.
- We have an input (especially on the campus level) as to what we need for staff development. TAAS preps have also been useful.
- Our staff development programs have provided very helpful and beneficial workshops (for the most part) to help improve instruction.
- We are able to request the workshops that we attend during the summer.
- I benefit when it's geared toward my grade level.
- The use of experts in the fields who are educators, or at least knowledgeable regarding education.
- Very specifically targeted based on individual needs and goals.
- We are encouraged to attend district workshops that pertain to our subject area.
- Staff development is designed around needs and desires of staff.
- Motivational speakers.

27. What is the most important weakness, if any, of the staff development program used in your school?

- Staff development is much too general in nature. I would like specific topics such as discipline, and computer spreadsheet instruction to be covered.

- It might help to ask teachers what type of staff development they feel we need at the campus level.
- I think that teachers need more motivational speakers that will remind us why we're here.
- Sometimes the required staff development during the school year does not apply to what we are teaching.
- When the workshops are K-12. Too much of a span to be useful.
- Staff development seems to happen to provide for time. Little follow-through of workshops has happened. Most are blanket workshops for all personnel and are not based on need, grade or students specifically.
- The lack of staff development is the weakness.
- They usually engage us in activities just to meet the staff development requirement.
- We are given too many duties, committees, and meetings. There is no time to seriously teach and focus on learning.
- The use of experts in their field who have "no clue " about being a teacher.
- No district scope and sequence.
- Wasted time with inappropriate in-service sessions.
- I would prefer more flexible options for development specific to my needs (ie. let me do advanced placement workshops for development credit rather than force me to be there for subjects useless to me.)

28. How well do teachers and administrators at your school work together?

Very well as a team	44%
Somewhat well as a team	25%

About average as a team compared with other work groups with whom I've worked	12%
Not very well as a team	13%
Not at all well as a team	3%
No Response	3%
Total	100%

29. Which of the following do you feel is your most important source of feedback in improving your teaching?

Students	51%
Administrators	9%
Teachers	26%
Parents	7%
Other	6%
No Response	1%
Total	100%

30. On average, how often do you receive feedback in a week from the source you ranked as number one above?

Less than once per week	10%
Once per week	15%
Every other day	14%
Everyday	36%
Several times per day	19%
No Response	6%
Total	100%

31. What is the most important strength of the teacher evaluation program used in your school?

- It is positive. I never feel intimidated by visits from administrators or others.
- The system requires more than one visit to a classroom. Evaluations should be based on long term monitoring and not just one visit.
- I like the 15 minute walk-through so the principal gets the real effect of the classroom.
- It gives me feedback as to what I am doing well and what areas I need to improve on. Teaching is a process and no two days are ever alike.
- A good evaluator who has actual classroom experience of many years at my level.
- Frequent 15 minute walk throughs give a better overall view of my teaching abilities than one 45 minute period.
- The self-report which allows us to reflect on what we're doing, how it's working and ways we can improve.
- Positive feedback. It is a good feeling to be praised for a job well done.
- Verbal feedback from administrators.
- I like that we get to write down our strengths.
- It evaluates a teacher over a period of time, rather than a snapshot type of evaluation. I think this results in a more realistic evaluation.
- At least the principal is assured to come in once a year.
- Feedback in areas where I can improve my teaching.

32. What is the most important weakness of the teacher evaluation program used in your school?

- Use of technology is a domain in the teacher evaluation system. For budgetary reasons, I don't have an enormous amount of what would be considered high-tech equipment in my room, hence I'm personally docked on the evaluation for non-use of technology.
 - It limits the options teachers can use in teaching students, because teachers know what the evaluator is looking for. Is that all there is to teaching? I don't think so.
 - More feedback would be helpful.
 - Too much paperwork.
 - The evaluation system is too lengthy and parts of it contain unnecessary information.
 - I need more feedback on how I can do better and improve as an educator. The "system" seems a bit comprehensive. It is very difficult to cover every aspect of every domain in one class period.
 - It is only used to try and get rid of teachers who can't perform well in the classroom. It is not tied to any incentives, rewards, promotions, merit pay, or career ladder.
 - Evaluators set themselves as the "experts" in a subject they know little about.
 - The weakness is that administrators come in the room for a few minutes, checks off a few things, and that's my evaluation.
 - Emphasis on minor detail.
 - I do not feel we get observed enough for the administrators to make a good evaluation.
 - Too much documentation, even though I know it's important.
33. What do you consider to be the most important factor outside of your control that negatively affects your ability to deliver effective teaching?

- I wish I could evaluate teachers' aides I work with.
- The number of students in each class is not evenly distributed, resulting in several very large classes.
- Students' family problems are numerous and some severe.
- The growing amount of emotionally disturbed students filtering into the classrooms, and the inadequate facilities to accommodate them.
- Too many students in a limited space.
- Emotionally disturbed students in my classroom. We have a growing number of these students.
- Crowded classrooms.
- Having curriculum directors come in and totally change something that has been effective in the past.
- Too many outside programs invited into classroom without teacher input.
- A serious problem with absenteeism.
- Class size.
- Students coming into the district during the year that have not been taking a comparable course.
- Poor technology units.
- Student absenteeism (school related or not).
- Not having up-to-date equipment and software.

		A	B	C	D	F	NR	Total
34.	How would you rate the use of technology, including hardware, software, communications, and	12%	37%	33%	11%	2%	5%	100%

	support, in your school?							
35.	What grade would you give to the integration of the use of computers with the regular education curriculum?	7%	32%	39%	17%	2%	3%	100%
36.	Please grade the safety of your work facilities.	54%	33%	10%	0%	0%	3%	100%

37. How do you think the safety of the facilities can be improved?

- Fire alarms need to be heard in every room, especially portable buildings.
- Walkway to portable is slippery during rain and ice. Maybe a type of surface with more traction could be applied.
- Better sidewalk and covered areas when it is raining. Safer drop-off and pick-up areas for children. The highway in front is dangerous.
- Rainy day covered play area.
- Frequent inspections of playground equipment, facilities and practices to make sure safety is considered.
- Buildings are old and need a lot of repairs. A maintenance person at each campus would be beneficial.
- Have administrators follow-up on guidelines that have been enforced, but not followed.
- We need more and better electric sockets. Teachers are using too many extension cords and this can be very dangerous around the class.
- Small windows on all doors and more frequent emergency drills.

- Full time hall monitors.
- Cover walkways and ramps to portables.
- More lighting between buildings. At night it feels hazardous.
- We need an overhang out in the front to keep students who ride the bus safe and dry in wet weather.
- Better ventilation in some rooms.

		A	B	C	D	F	NR	Total
38.	Please grade the schools with regard to their cleanliness and maintenance.	37%	42%	14%	2%	0%	5%	100%
39.	What grade would you give your school in terms of being overcrowded or underused?	28%	26%	20%	4%	14%	8%	100%
40.	Please grade the extent to which the facilities encourage a learning environment.	40%	43%	13%	3%	0%	1%	100%
		Improved	Stayed the Same	Gotten Worse	Don't Know		NR	Total
41.	As best you know, over the past two years since the management of maintenance. custodial.	33%	23%	13%	28%		3%	100%

	and grounds operations has been contracted out by your district, has the service level...						
42.	As best you know, over the past two years since the transportation function has been contracted out by your district, has the service level...	10%	33%	3%	51%	3%	100%
43.	As best you know, over the past two years since the management of food service operations has been contracted out by your district, has the service level...	30%	28%	17%	24%	1%	100%

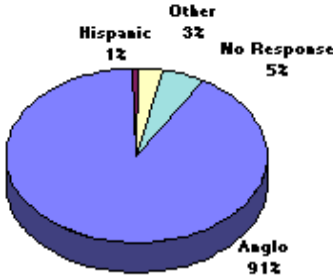
44. In what one or two ways do you think that the operational efficiency of WISD could be improved?

- All four schools should coordinate more with each other on activities and events at night, weekends, etc.
- More communication.
- Get a new heating and cooling contract. Need heating and cooling controlled by the office at the school.
- We need more computers within the classrooms for our students. We should be on-line and have developed programs that follow our students from year to year in all academic areas.
- Hire enough competent bus drivers for special education students.

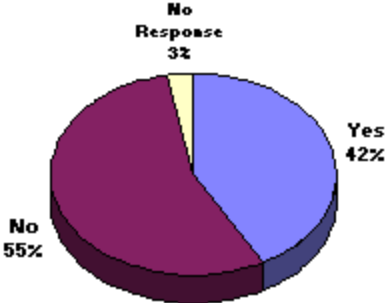
- Simplify.
- Improve menu to match good dietary practices (more fruit and vegetables and less fat and sugar).
- We need to control our own heating and air conditioning for the school. Janitors are not cleaning like they used to.
- As far as I can tell things run smoothly. We could use a truant officer to check on habitually absent students.
- One maintenance person assigned to each campus who would be more in tune to the needs of the campus.
- It was much better when (work orders) were an unknown item. It's ridiculous when it takes eight days to get a light bulb changed in your classroom.
- Improve food service.
- Don't give as much money to athletics.
- Get things fixed, not just closed off or shut down (e.g. toilets that have not worked for years, and roof leaks). Increase pay to align with skill and experience.
- Academics should be the number one priority as opposed to athletics. Value and implement the decisions and goals that the faculty would like to create. Crisis management doesn't work.
- I am satisfied with the effectiveness of the operations of WISD.
- Contracting out seems to make the school more of a business and less of a home.
- More cleaning and cafeteria staff.
- Keep operational employees motivated and not overworked. Also pay them a good wage.
- Maintenance needs to improve.

Demographic Information

D1. Ethnicity...



D2. Do you have any children enrolled in WISD schools?



D3. Gender...



Appendix G: Community Meeting Comments

COMMUNITY MEETING COMMENTS

As part of the review, community meetings were held in each of the area districts. Parents, teachers, administrators and community members participated by writing personal comments on the major topics of review, and in some cases, talking with the review team. The following is a summary of comments received by focus area. The comments and views contained in this appendix are presented to illustrate the perceptions of the individual participants and do not necessarily reflect the findings or opinions of the review team.

District Organization and Management

- There is a question as to what happened to the 1996 "Wimberley Independent School District (WISD) long-range plan", regarding the issues of community and communication, career education guidance, and emphasis on learning, not scores.
- There should be more community input beyond the current circle and more from teachers.
- An open forum with the board, administration and community is held quarterly.
- The community's input is not well accepted in open meetings, unless you belong to the inner circle.
- The community is always welcome and invited to give opinions. I feel that I have always been heard and recognized. The inner circle does not exist, only in the minds of those who do not get their way.
- I disagree with the above statement [idea that there is no "inner circle" within the district]. It does not seem that we have been attending the same meetings.

- One school board president rules the board meetings like a tyrant, banging his fist on his desk and quickly cutting off any comments that are derogatory to his agenda or personal opinion. Other school boards do not have this problem.
- I have high hopes for new superintendent and I support the needed changes expressed above.
- There is no dialogue between the board and the taxpayers.
- What appraisal process did the local board use to justify the recent \$5,000 raise extended to the superintendent? There were no public reports on raise informing anyone as to why such a generous raise was given. Was it based on the standards established last year by the board-measurable performance standards, or what? It was based on the superintendent's appraisal.
- It is said that the school board, after three years of working around the edges of a local superintendent's appraisal plan, still has not yet finalized one. What is the status of that?
- The superintendent's salary and benefit package ranks in the top 20th percentile of superintendents of similar-sized school districts in Texas. How has the school board justified such a high salary and benefits package? And how has the board communicated this to the taxpaying public?
- We have an outstanding superintendent and he deserves his salary.
- WISD's superintendent is provided a \$5,000 annual car allowance. Similar-sized districts do not provide a car allowance and if they do, it is a much smaller amount. What qualifications does our superintendent possess, or what expectations has the board set to justify such a generous perk?
- A few months ago, the school district ran a story in the local paper advertising for public members on the district's site-based decision making committees. Several people applied but none of the applicants were selected. A central office employee was overheard saying that the public members of the committees were appointed even before the

story ran. What are the facts on this matter, and what exactly is the process used by the district in selecting members of the community for these important committees? Are there standards under state law for Texas Education Agency (TEA) policy which must be met?

- We would like to see more modern and innovative ideas.
- The new high school is already too small, because of poor planning. There are no windows.
- The superintendent and the school board were initially opposed to this audit but requested it because they thought it would never happen. The board voted 7-0 for it - with gusto.
- The superintendent is very approachable and willing to work through difficult situations. Some community members disagree.
- The district needs more input to staff and community from site-based committees.
- The superintendent lacks experience. I do not feel the management is child-centered at all.
- The superintendent eats with the students monthly in the cafeteria. He also checks the classrooms to see how they are operating. I have not seen this in the other districts that I have been in.
- The superintendent needs to publicly acknowledge academic programs and demand that our children excel in TAAS. Passing the TAAS test represents a sub-standard state scale. Mastery should be our goal.
- The school board is not receptive to taxpayers, much less parents. It is unbecoming to yell "sit down and shut up". I have been told to sit down and shut up twice. This is not acceptable.
- Parents have a difficult time reviewing the policy manuals because they are unavailable.
- The district's goal should be to give the students and parents back their school.

- The school board needs to focus on their job. They need to be educated on what their job is.
- I think the school board consists of dedicated individuals who are too often unappreciated.
- The community does not want to hear about the school board's wish list. They did not consult the teachers, students or parents.
- The school board, the superintendent and the high school principal need increased accountability.
- How can communication be improved to inform both the board and the public about requirements under the open meetings act?
- The district should conduct an open town meeting.
- How can all entities-administrators, board, parents, community begin techniques to encourage non-threatening and non-defensive communication?
- There is too much dissension from people whose interests are self-serving and do not represent our children's best interests.
- The superintendent placed an open letter/invitation in the local paper asking for resumes from parents and the community to participate in site-based decision making (SBDM) committees. All the people who responded got form letters back within five days stating "sorry, don't take this personally". About six to eight weeks later, it became apparent that the District Education Improvement Committee (DEIC) and Campus Education Improvement Committee (CEIC) members had already been chosen before the letters were run. The superintendent might have felt obligated to run the letters because of TEA guidelines. There are parents on these committees this year, whereas there were none last year.
- The community lacks focus on students, and is dominated by a few vocal individuals. This makes it difficult for those of us who are concerned to move ahead.

- Why does the superintendent hold letters to the editor at the district until he can respond? What happened to the board - adopted goals of 1996?

Educational Service Delivery and Performance Measures

- The district should improve class schedules. There is too much overlap.
- If students want self-esteem they should get better grades.
- The district should offer a better selection of honors classes at the high school, especially in the area of technology.
- The workload range of needs in special education classes continues to increase daily. David Simmons has worked with us to help us deliver quality instruction by adding teachers' aides, but a self-contained class is now needed for some students with very special needs in grades 1-5.
- Special Education classrooms need additional space.
- There is too much emphasis on preparation for TAAS.
- We need more "honors" courses, but in the areas of English, biology, and math; not just technology.
- Advanced courses should be offered in lower grades for math and science.
- The district should re-evaluate IS-7.
- Tennis courts are needed for those students that don't play football or the major sports.
- Busing tennis players to San Marcos for practice would not be acceptable, even if Rural Route 12 was safe.
- We need more than one foreign language at Wimberley High School.

- The curriculum must do a better job of addressing conceptual thinking skills, especially in mathematics.
- The district should place more emphasis on continuing education for teachers.
- Appropriate continuing education courses should be offered.
- Few adults have an attention span greater than an hour. Students have a very difficult time with long classes. This could contribute to the high ratio of high school students that skip class.
- The district needs a music program, other than band, at the junior high and high school levels. A choral program would be great.
- The district needs more technology classes, as well as classes in shop and agriculture.
- The district needs more advanced math and science classes to keep up with technology.
- Algebra I should be taught to junior high students.
- The district should cut IS7 science.
- Wimberley High School has low SAT scores and poor TAAS mastery districtwide.
- The high school principal will not let students "earn out" of the Alternative Education Program (AEP). They must be in all semester. We lost a great AEP teacher who knew that students needed an incentive to return to regular classes in order to improve their behavior.
- 4 The high school principal is a disciplinarian, not an educator.
- The high school principal is not an effective instructional leader.

- The SAC teacher last year had zero teaching ability. The course material in advanced placement Spanish is repetitive. Our son saw videos mostly in English.
- High school principal says students have graduated who can't read their own diploma (in newspaper).
- General and special education teachers work collaboratively to provide appropriate instruction.
- Early dismissal days are mother's half-day outs. Students accomplish nothing academically and I don't send mine to school to watch movies that I may or may not care for my children to see.
- I've been going to school board meetings since June 1997 and I have never heard any academic programs discussed.
- There should be a week off from school during finals. We should aim for educating students above and beyond the TAAS test. Advanced Placement (AP) classes should not be closed because of minor points. It should be open to any student who wants to try. All students can learn. Why try to hold them back?
- Bowen and Scudder need a shared assistant principal.
- The required reading for Honors English classes has discouraged my son from reading for pleasure. Book lists should be re-examined. Also, what can be done to encourage independent reading?
- Our son went to McNeil High School in Round Rock and was an average student on track in his classes with others in his grade. At WISD he is an advanced student.
- Our grandchildren were being home-schooled and came to WISD and immediately adjusted to the district. They like school, the teachers, and the food.
- My daughter is a teacher and she loves her school and the principal. The principal has a good relationship with students and staff.
- In November, the community discovered that the counselor at Bowen was giving students surveys on "family

life" without parental consent. These surveys covered issues such as whether parents ever fight, and if they are happy at home. The principal knew about this survey, which has been given for the past three years, at least. I believe this is where the "labels" come from that the children of WISD hold during their incarceration.

- I have no problem with a family survey.
- A number of junior high and high school students have dropped out when they are capable of completing school. There doesn't seem to be any management of this issue. Home school is used as a "cover" for a number of dropouts.
- We are concerned about funds allocated to the Gifted and Talented (GT) program. Our son is a straight "A" student (always above 92); however, he is not "GT material". There are no programs to challenge him academically, whereas children who often struggle academically are placed in special programs.
- The district needs a lower student/teacher ratio to teach students effectively, although this is a more expensive approach.
- The drama department and band are to be congratulated for the way in which they maintain student interest.
- The district should do more to keep students from dropping out. Parents' claiming that they are home schooling students should be reviewed to ensure that these claims are accurate. Does WISD have any truancy investigators? We need to go after the students who drop out of school and get them back if we can.
- Scudder's flexible intervention policy for students who are not succeeding is terrific and very child-centered.
- Less money should be spent on football, and more on other forms of physical education. Football only teaches physical education to a few boys and cheerleaders.
- I would love to see greater emphasis placed on teaching creativity, problem solving, and cooperative teamwork to all students, not just GT.

- Professional development is critical for teachers as well as administrators, and should continue to be emphasized.
- If parents, grandparents, and others were recruited to volunteer as substitute teachers, the cost wouldn't be so high.

Community Involvement

- The school district tries to increase parental involvement, but these efforts are not enough. Also, ties with the business community should be strengthened.
- The school observes national holidays.
- Parental involvement at WISD is weak partially because of a lack of school administration approval and involvement.
- Local businesses have always been willing to help. Non-profit organizations also help the schools.
- The district lacks parental involvement.
- It is not the athletic director's job to promote parental involvement.
- Community businesses are involved at WISD, but parental involvement in the junior and senior high school level has disappeared. Parental involvement would help students quite a bit.
- There is a great deal of parental involvement and support for athletics but very little for academics.
- Teachers should be given a break from the classroom and knowledgeable citizens allowed to teach classes every once in a while. Wimberley has qualified people who could substitute teach.
- Community involvement should be encouraged locally, regionally and statewide. New and innovative ways should be developed to accomplish this task.

- The middle school is great at involving parents but the high school is not.
- The special education program has strong parental involvement.
- The school board actively discourages parental involvement because of the rude attitude displayed by board members.
- The superintendent is very arrogant with parents.
- Many disgruntled parents are afraid to come forward for fear their children will be targeted.
- Martin Luther King's birthday was not mentioned or observed. When the students expressed their disappointment to the high school principal, she was surprised because they were not African American.
- There has been resistance to the formation of a Parent Teacher Association (PTA) at the high school.
- Parental and community involvement is not fostered or encouraged in planning academic programs and disciplinary strategies. Parents are not treated as partners in their children's education, and feel shut out as a result.
- When a problem arises, parents are labeled troublemakers and treated as if they are part of the problem.
- There is a tight bond among school board members, the superintendent and three out of four principals. They gang up on concerned parents, and try to control parents and students through intimidation and retaliation against students.
- Parents need assistance in forming a PTA at Wimberley High School.
- There is an understanding between the local newspaper editor and school administration. When the newspaper receives negative letters about the school, the newspaper editor gives the school time to respond so that the negative letters as well as the school's response can be printed simultaneously.

- An open door policy is needed at the high school. The high school principal should have more of an "open door" policy and be more receptive to parents.
- Parents are treated like outsiders at Bowen. We are told "we do not want you on our campus because you might see something and cause a problem."
- We could do a better job of keeping parents and community members informed about critical issues facing the school.
- The Wimberley community is very interested in high quality education.
- WISD needs better and more constructive Parent Teacher Organizations (PTO's) to keep parents, teachers, and community members involved and interested in issues facing the WISD schools.

Personnel Management

- Parents want teachers to bear full responsibility for teaching students, but parents should bear equal responsibility in this regard.
- Non-constructive and non-productive feedback reflects the fact that community members are misguided. This school board and school administration are doing an outstanding job despite continued growth in student enrollment.
- Community members should "put their money where their mouths are."
- I especially love to see the involvement of the Senior Citizens Organization. Our older citizens should be encouraged to volunteer at WISD. Volunteering keeps them active, and increases their understanding of how district issues impact tax rates.
- At times the schools are not responsive to constructive help from outside resources.

- Auxiliary employees are hard to find. Are hours, wages and benefit packages adequate?
- Areas of recruitment should be expanded.
- The workforce should be diversified.
- The district is extremely understaffed in every area. We need help!
- Sorry, but most teaching families need to have both spouses working. Hopefully, and most likely, the audit review team will be objective.
- There is too much nepotism at WISD. There are over 18 husband and wife "teams."
- WISD is top heavy in administrators; there are too many chiefs to Indians.
- The \$5,000 pay raise awarded for being on the Ricci Ware show is too much.
- If this is true, our teachers should also be given a pay raise.
- We never see the athletic director at the junior high.
- Why was the superintendent's pay raise awarded so quickly? His past record should be reviewed. It appears that our academic rating has decreased under his tenure.
- Teachers, as well as the superintendent, deserve an opportunity to receive significant raises. Who works in the trenches here?
- Let's have fewer board meetings "behind closed doors" or during a men's Sunday School class.
- We need an art teacher at Scudder, as well as good physical education, music, and computer programs.
- We have at least one coach who is a great math teacher.

- Why is the turnover rate among teachers at WISD so high? According to the latest Academic Excellence Indicator System (AEIS) report, the turnover rate is 20 percent. This is quite high compared to schools of similar size and socio-economic conditions. Such a high turnover rate must have some impact on student and program stability.
- The superintendent and school board will soon decide whether to extend the athletic director's and school principal's contracts. As far as the athletic director's contract is concerned, people are saying this will be decided based on popularity: those that cheer the loudest for keeping the athletic director will win.
- The athletic department is complaining that there is a shortage of coaches, and students may not be allowed into athletics next year if more coaches aren't hired. Who will decide which students are allowed to remain in athletics, and has an honest assessment been made of the need for more coaches?
- The current athletic director has clearly become a controversial figure in the Wimberley community. With such an important decision which affects so many people, will the superintendent reveal the appraisal process he is using to make his decision, or, at a minimum, explain the basis for his decision when it is made? Ditto for the principals.
- The athletic director position should be abolished. Let's save money with a head coach.
- Let's fire some coaches.
- We have no complaints about our coaches, only about the athletic director.
- Last year's teachers' raise was justified by the school board as being mandated by legislation. In fact, only beginning teachers were given a raise.
- Have we explored using outside contractors for custodial work?

- The superintendent is overpaid for his experience and accomplishments. He wrote his own contract the first time and has just been given a \$5,000 a year raise without community input.
- The superintendent is actually paid less than superintendents in comparable districts.
- I like the superintendent and I think he is doing a super job.
- Why should the community be consulted about the superintendent's salary?
- The middle school counselor who administered the unethical survey to students without parental consent was not fired or disciplined in any way.
- The athletic director is not performing the duties required by his job description.
- Teachers' salaries should be based on factors such as degrees, teaching experience and superior performance, rather than simply on number of years in the district.
- There is excellent administrative support for teachers and staff.
- It is too bad one librarian has to serve two schools, Scudder & Bowen. She really inspires children to love books and seek information.
- The district has great teachers.
- The district has the best "open door" policy we've had at the administration office in years.
- Top pay attracts top teachers.
- Why does WISD build programs around teachers rather than students?
- Let's compare the ratio of coaches to students in this district versus that in other districts. What's wrong with a quantitative analysis of the situation?

- We are currently moving in a very positive direction. Nothing good comes quickly. We must allow our new administrator adequate time to implement change.

Asset and Risk Management

- The workers compensation claim, which I filed, was handled quickly and efficiently.
- The review team should review hidden tax assets; they are there.
- The district needs aggressive tax collection policies.
- Cash management should be more open to taxpayers. We are not stupid!
- Maybe we are stupid for not demanding more accountability.
- We need an active tax collector for WISD's delinquent taxes, which are growing. The district has \$650,000 in delinquent taxes.
- Too many parents are forced to bring lawsuits against the district because of the school board's and superintendent's attitude that their jobs are secure despite their actions.
- The district is doing a good job. Keep it up!
- Salaries are low compared to others in the area. Compensation with a better health plan would be nice.
- How much of the taxpayers' money is spent on lawyers?
- Has the district considered using attorneys for litigation?
- What percentage of the budget goes to teachers and student education?
- The local newspaper editors owes school taxes in arrears and gives the superintendent and school administrators an opportunity to respond to letters to the editor in advance.

- How much money should be allocated to football and other sports as opposed to computers and technology?
- Employees should be given an opportunity to provide input on health insurance before these contracts are renewed annually.

Financial Management

- Budget information should be made more accessible to the public.
- The community should be allowed to participate in the budgetary process. Funding should be distributed equitably, and needs recognized and addressed quickly and politely.
- The budget should be addressed briefly at specific board meetings, and the public should be invited to participate.
- The district should be required to spend within budgetary limits just as taxpayers are.
- The athletic department and athletic booster club should be audited.
- Talk to us in real terms. The community understands financial information, and wants real data, not impressive percentages and statistical manipulations.
- Parent organizations such as the athletic booster club raises money for many extracurricular activities with no help from the athletic director.
- Academics should be balanced with sports and other amenities.
- I believe sports and other extra-curricular activities are very important to a student's social and academic development.
- Sports seem to be given preference over academics.
- Why are community members not allowed to volunteer at the high school?

- The district needs to budget for more math and science teachers.
- The district should use volunteers rather than paid employees to help teachers. I have yet to see a newspaper advertisement or a circular in the mail asking parents to assist in this regard.
- Everybody in Texas helps support WISD financially. Try to be kind to them by living within your means. The only time I ever hear a WISD board member worry about "cost" was when taxpayers pushed for the state comptroller to conduct this survey.
- Business office personnel are very responsive to requests for information.
- Why did the central office and members of the school board try to downplay a million-dollar accounting error in the fund balance? One school board member said it wasn't real money and wasn't an important mistake, Later, however, trustees had to dip into the fund balance to pay for real projects in order to keep the tax rate from going higher.
- The quiet discovery of \$1,000,000 right before the audit was never addressed satisfactorily with the public.
- WISD trustees say the reason they do not encourage dialogue between themselves and the taxpayers who attend board meetings is a lack of time. Board members spent between \$5,000 and \$8,000 to conduct a study to evaluate what the people in the community want and expect from the school district.
- Why is our cost per student higher than state average for administration, but lower than state average for teachers and direct educational services?
- The tax base is primarily residential.
- I was at the school board meeting in which the school board expressed opposition to this audit.

- The superintendent insisted that we would need to hire additional personnel for this audit, although no other school district has had to do so.
- The district's checkbook should be taken away.
- Does WISD spend more in terms of facilities staffing, sports or drama than other Texas districts?
- Is the percentage of the new high school space devoted to sports excessive relative to Texas and national averages?
- The review team should examine funds such as those for cheerleaders, Texas Stars, and Bowen bookstore to determine whether we are accounting for these funds properly.
- Thanks for Literacy Grant 2000.
- WISD needs to purchase a bulk rate stamp so information can be mailed to parents inexpensively.
- We came from South Texas and taxes were no lower. We see more for our money here.
- Look around you. WISD has some of the finest facilities and teachers in this area. Why are we killing the goose?
- We have already outgrown the existing facilities.
- Education is extremely expensive. If we were sending our children to private schools it would be even more expensive. It is important that WISD keep the entire community informed as to how and why tax dollars are being spent. Community awareness and involvement should continue to be encouraged so that older citizens would better understand where their tax dollars are being spent.

Purchasing and Warehouse

- The athletic department should be audited.
- There is not enough storage space for all supplies.

- Cooperative purchasing should be expanded to include the village library, and other businesses in order to save money.
- Twenty-two other school districts are currently using cooperative purchasing.
- There is insufficient storage space and supplies at the primary campus.
- Teachers need to have more input concerning mass purchasing. Administrators focuses on office supplies, not necessarily what can benefit in classrooms.
- Is it true that no expense was spared in furnishing administrative and coaching personnel with cherry wood furniture, when we need more classrooms.
- Check whether the thousands of dollars reportedly spend on toilet tissue is accurate.
- Textbooks are in short supply each fall. I've never been around any district in which this was not true.
- Please publicize needs for future bids in the Wimberley View. You probably already do this, but I will be watching.

Computers and Technology

- We are expecting a computer or two in special education soon. All regular classes have new computers and, better yet, students and teachers use them. We are also glad to have a fantastic teacher in the computer lab.
- Students should be taught how to return phone calls to ensure their future business success.
- There should be more computer use in classes beyond technology.
- Will students be able to function if the electricity goes off indefinitely?

- There is a great need for more computers. Many computer classes don't have one computer per student.
- More computer work at lower levels is needed. The computers at the primary level are a disgrace.
- Every teacher needs a computer. The primary campus appears to be the step-child in this regard.
- I agree with the above statement. How are teachers to teach and keep records properly as records are ever increasing?
- I like the computers at Bowen, because they keep loading new information.
- They make you buy your own disks for your computer.
- I don't feel the internet is safe for our children to be using yet.
- I believe that the students should be "literate"; they should be able to read, comprehend and appreciate great literature, then computerize them.
- We need computer teachers so students can learn more on the computers. Also, the district needs computer disks.
- More money should be spent in this area, even if taxes have to be increased. It is very important.
- The district should hire teachers with more experience in software and programming.
- Do we really use Apple IIE's at Scudder? These computers are outdated by 15 or more years.
- We need to upgrade labs, especially at Scudder and Bowen.
- The district needs job-readiness programs.
- The curriculum throughout the district needs to be written with current and future technology needs in mind. Also, this curriculum needs to be updated annually.

- The district needs a curriculum director.
- Curriculum in this area needs to be integrated so skills can be continuously developed in grades K through 12.
- Computers are up-to-date and adequate to meet students' needs.
- We had a curriculum director. What did that person do, and what was he or she supposed to do? Maybe we could handle this within the district staff and save money.
- Could technology equipment also be used for adult education, and General Equivalency Diploma (GED) training in the evening.
- There is more to education than simply using computers. We need classes in areas such as auto repair and welding.
- Thanks for working with Brookshire to obtain more computers. The district should keep seeking industrial involvement. Computers are vital.

Facilities Use and Management

- We're working to improve facilities. Custodial management has responded to any complaints, and action has been taken to maintain good personnel, and address any personnel problems.
- Updated and more practical equipment has been purchased and is being used.
- How about an adequate wastewater system? (on line and on time)
- The facilities department is understaffed.
- I know the grounds area is understaffed, but the appearance of the grounds needs more attention.
- Custodial matters have recently been resolved in an expedient manner by the two men responsible for hiring and firing personnel

- Facilities have been greatly improved to date.
- Better communication is needed on meetings scheduled after school hours so that attendees do not find doors locked and no one knowing about the meeting.
- The door was locked for the PTSA meeting. There has already been negativity expressed about having to provide a room when we already have "academic boosters."
- Facilities management is great, but custodians should be better paid.
- We have trouble keeping good help. Working in a dirty classroom is depressing for all.
- It's time to expand Bowen with more classrooms, more bathrooms, and a bigger kitchen.
- I would like to see the grounds looking better.
- What is the availability of facilities for evening use?
- Could facilities be made available for adult education and for community activities since we pay for them?
- Facilities should be used for before- and after-school childcare, so that children could be kept close to home instead of wandering.
- Everyday I walk the halls of the high school and think that it is just as crowded as it was before.
- I love walking the high school track and using the football fields. We do need more basketball courts for little dribblers.
- Trustees are talking about purchasing more land to build future schools when we already have an 11-acre site where the new high school sits.
- What's with tennis courts & amphitheaters? There is no room.

- I question the board's bidding practice, for example \$11,000 was allocated to move 2-T shacks across the street.
- Septic fields that are scheduled to be abandoned should be used to build tennis courts.
- WISD maintenance staff should be involved in construction and inspection. Don't wait until start-up. Don't rely on architect alone for contractor performance.

Transportation

- The students are picked up in time for school.
- As the district grows, students of different ages will need to be separated.
- Special education students need more space than is available on their special bus. A proactive plan is needed to address special education students' needs.
- Parents of special education students should be more involved; for example, they should ride the buses with their children at least one or two times each month.
- The buses need increased supervision because there is too much playing.
- The buses are too noisy.
- Despite the difficulties, buses should pick up students in Woodcreek to ensure student's safety.
- More buses are needed to decrease overcrowding levels.
- The district should get bus loading off the highways and into Woodcreek.
- Drivers should discipline students who stand while the bus is in motion. Seat belts would help to keep students in their seats, and would also serve as a safety measure.
- Bus drivers should be trained on how to discipline students without touching them.

- The district is doing a good job; keep improving!
- The district bus route planner sacrifices students' safety in order to save money.
- Carpooling is hazardous at Scudder and Bowen. Someone will soon be hurt.
- There should be a school zone sign and a traffic light on the right side of Green Acres before cars driving north (of Green Acres) approach Scudder. The current sign is not visible early in the morning.
- More space is needed for the school buses to park, load and unload at all campuses.
- As a working mother it was vital that my seven year old twin boys get on the bus in full view of my front door. I called the school board office, they listened and tried to vote prior to the first day of school. I am thankful for WISD's cooperation in this matter.
- I would like to see improvements in the traffic flow, especially at Scudder and Bowen, in order to ensure students' safety.

Food Service

- Food is tasty, and personnel are friendly.
- A vegetarian dish should be offered every day, or at least once a week.
- More variety is needed.
- The cafeteria should offer more baked goods.
- Cafeteria food should be lower in fat, and include more vegetables and whole grains.
- The food at Bowen is pretty good and I like it.
- Food service workers at Bowen are rude to students who lose their lunch tickets.

- The food at Scudder is good; I like the hamburgers best.
- I enjoy the food at Danforth, and especially like the chili pie.
- I don't like the pizza at Danforth.
- Metal staples have been found in the food.
- The food at Danforth Jr. High should be improved.
- The baked potatoes are good at Bowen.
- Food this year is good and personnel at Scudder are friendly to both children and adults.
- Food at the high school is good, and service is prompt.
- I like some of the food, but the tray food tastes nasty.
- If you're lucky, you'll get to lunch, get through the line and still have five minutes to eat.
- Is hiring outside contractors to manage food services giving us the best value for our money?
- The review team should check whether food service offers balanced menus. Often several carbohydrates are on the same tray.
- The food service at the high school should be improved.
- Open campus lunches should be discontinued.
- My children at Bowen enjoy the lunches, but often there is not enough time to eat.
- Personally, I don't care for school food at Bowen and Scudder.

Safety and Security

- There should be a districtwide or countywide curfew for students.

- Training in both cardio-pulmonary resuscitation (CPR) and fire safety is needed for all staff.
- Greater security is needed at the high school.
- Parent volunteers could be used as monitors at all school levels rather than hiring paid employees.
- A student disciplinary policy, which addresses problems on an individual basis, is now being followed.
- Where is the written policy and procedure manual?
- The presence of drugs at the high school and junior high should be addressed.
- Drug use is being addressed daily, and parents are urged to help, but there is very little response. There are many programs, and counseling services, available.
- Consistent discipline is needed.
- Student discipline is a major issue. Community cooperation with school administration, parents and students would create an optimistic way to handle this problem. This is done successfully throughout our nation. Why not at WISD?
- I applaud the disciplinary action that was taken earlier in the year concerning athletics. It seemed to be applied as the rules were written, not altered for athletes.
- The steps at the high school are very dangerous.
- Did the school board decide in an open meeting to move the high school's AEP program to the junior high school? Reports are that AEP was removed from the old bowling alley to make room for the dance team. Parents of junior high students have complained about the move and are concerned about older students with behavior problems being so close to the younger students.
- The student code of conduct and disciplinary consequences is unclear, and should be clarified and simplified.

- AEP was supposed to have been moved to Hays for this school year. Hays did not confirm or fully reject this decision until the week before school started. By this time, the space in the bowling alley had already been allocated, so administrators had to locate an alternative facility. The junior high seemed like the logical solution since there was space at this facility. Also, AEP staff members are considerably safer being located closer to principals who can take decisive action.
- Schools are using the police force too much; schools are arresting high school students without checking the facts or allowing students to talk to parents first.
- I appreciate having the law enforced.
- Police are brought on campus too often (not in positive role). This represents a misuse of authority.
- Placements in the In School Suspension (ISS)/AEP are far too lengthy. For example, students are placed in ISS for six to twelve weeks without instruction.
- Students who obey the rules believe those who do not get away with too much. The rules should be enforced.
- The traffic at Bowen is a potential problem.
- Adults don't want zero tolerance without consideration of circumstances. Why apply this policy to children who are still learning?
- Drug dogs should be used more often.
- Mindless use of the zero-tolerance policy has led to horrors in other states. Staff members need flexibility in certain circumstances to apply judgment to individual cases.
- Having a dress code does not automatically ensure safety and security in schools.
- Young coaches are not trained or supervised by the athletic director.

- Schools concentrate too much on strict enforcement of the dress code.
- More than one coach is needed to drive the bus and supervise students for out-of-town games.
- The best, most cost effective security measure would be to provide phones in the rooms, particularly in high risk areas. This would help to ensure a quick response in emergencies.
- I recommend an electronic button system in each room to report medical and security emergencies.
- Perhaps walkie talkies are necessary for school patrol personnel too.

Other Comments

- Will soccer, swimming, tennis outlast football in most students' lives?
- Boys and girls are still not treated equally and there is sexual harassment at the high school level.
- As a parent of girls, I believe the above statement is true, but it is greatly improved under the leadership of both the athletic director and the women's varsity head basketball coach.
- Why not create a "wish list" from Wimberley students? It is their school.
- The wish list from staff is big enough.
- More activity fields are needed for school practices.
- WISD need a new athletic director. Four years is long enough.
- The district is trying to function on a shoestring. We need financial help and more staff.

- Is money or good teachers the answer? Do we pay good teachers more than others?
- This district needs to live within its budget by carefully planning and giving up instant gratification.
- Are students properly tested before being classified as special education students?
- Our current coaching staff should be kept, especially our athletic director and head girls athletic director.
- I think this is one of the cleanest schools.
- What about field trips? There is always money to bus students around for athletic events, but not for academic field trips. Parents paid for buses for the playoffs.
- More emphasis should be placed on learning and less on passing the TAAS test.
- The high school principal treats both parents and students with disrespect.
- The superintendent treats parents arrogantly.
- Discipline takes precedence over education at the high school.
- There is no appropriate discipline.
- Football is important in Texas, but please remember there are other students such as cheerleaders, band members, and drama students, who are very important too. Money should be spent fairly.
- Football should not supersede everything else.
- Athletics can teach valuable skills that can't be learned from books such as accountability, perseverance, team/community thinking, a sense of accomplishment and learning to win with grace and lose with honor. You need good coaches/teachers for this. That costs money.
- Athletics at WISD is a life's hard lesson that it's not fair.

- Cursing and yelling is not part of an athletic director's job description. Does this behavior set a good example?
- Is it true that teachers' hiring and retention is based on whether or not they are Baptist?
- It seems the athletic department is being run by too many parents. Coaches should be allowed to do their jobs independently.
- If a teacher's performance standards are not adequate after being given due process, they should be held accountable and removed from the school district before they cause harm.
- This school administration is very responsive to constructive, fact-based criticism.
- WISD, like many other school districts, approaches discipline from a punitive standpoint. This approach is counter-productive and breeds overt or covert rebellion. Quite a few individual teachers are good at cooperative discipline, which produces better results, and an improved learning environment.
- The air needs to be tested at the high school until is of better quality. There needs to be more circulation of air.
- The portable containing with bad air should be removed. Students complain about headaches and nausea caused by the air. My son was removed from the portable at the end of the semester and he no longer is constantly congested, have dark circles under his eyes, comes home and falls asleep or has headaches. He does not have the blank stare when someone talks to him and when he talks it is easier to understand him. His grades have improved immensely.
- My son wants to take three years of Spanish and will be unable to because Spanish classes are held in portables. I see this as something that needs to change right away. They need to offer Spanish in the main buildings so students can learn in a proper and healthy environment.
- A study or research should be done at Scudder elementary with local or county fire departments to make sure they could handle a fire if one broke out. In the past, it

was reported that the students would be overcome by toxic fumes from the building before they could exit. Also, it was reported that the local fire department was not equipped to deal with the chemicals that are in the structure itself. The Wimberley area would be exposed to these chemicals if a fire occurred.

Appendix H: Focus Group Comments

FOCUS GROUP COMMENTS

Several focus group sessions were conducted during the early stages of the review process. Groups of parents, volunteers, district personnel, community and business leaders, as well as the general public were invited to participate in the sessions. A variety of individuals representing various Wimberley Independent School District (WISD) stakeholders were interviewed, including:

- Churches and Religious Organizations
- Private businesses
- Concerned Citizens
- Chamber of Commerce
- WISD Parent Teacher Organizations (PTO's)
- Civic Organizations
- WISD Taxpayers
- Media Groups

Information obtained from the sessions helped guide the review team through the management and performance review. The following summary of the comments received from the focus groups is listed by topic. The comments and views contained in this appendix are presented to illustrate the perceptions of the individual participants and do not necessarily reflect the findings or opinions of the review team.

District Organization and Management

- The superintendent, board members, and school administrators are always at school athletic events. This attendance shows interest in what going on at the schools.

- I have noticed an improvement in the relationship between administrators and students.
- Comments about the superintendent and the board have become more positive over the past year and a half.
- The superintendent is visible at the schools. The parents and students have noticed that the superintendent is positively involved and very supportive. He also acts on community suggestions.
- Board members are accessible.
- The superintendent works with the press to get positive information in the paper when negative letters appear in "letters to the editor".
- Although the board is acceptable, they could improve on a few things. They take the heat from complainers because there is no other government entity in Wimberley.
- There is a "good old boys" network among board members.
- There is too much discussed in executive session rather than in open meetings.
- The administrators of schools and central office are not strong leaders.
- A public relations person is needed to build community support.
- Wimberley High's building process was a fiasco because it lacked planning.
- Compared to the previous superintendent, the new superintendent is more involved.
- The superintendent has strong leadership qualities and takes action.
- The community is suspicious of school operations and of the community in general.

- The district seems more positive since the superintendent took over.
- The superintendent should start publicizing the positive things about the district and sell programs, including after school activities.
- The principal of Danforth Junior High School has received good feedback from parents.
- The Wimberley High School principal is selective in returning phone calls and in discussions with community members.
- The school board should hold meetings in a facility that can adequately accommodate the community.
- WISD has done a good job at both management and board interaction.
- Site-based decision making (SBDM) works in some ways because the community has not always responded in the spirit in which it was offered; the community often disrupts meetings because they have strong opinions about issues which affect them personally.
- For a while the new board did not do a very good job, but now they are improving. During the interim period when there was no superintendent, the board members were rendered ineffective.
- The superintendent is doing a very good job running the district.
- The board tends to micro manage the financial and administrative areas instead of focusing on education.
- The board often delays decisions until they determine the effect that certain community members will have on these decisions.
- SBDM is a myth; there is tokenism throughout the district. Administrators come to meetings only to satisfy state requirements.

- SBDM is consistently applied throughout the district. WISD needs a better feedback mechanism to determine the effectiveness of SBDM.
- Some SBDM committees have received training on their responsibilities as Campus Education Improvement Committee (CEIC).
- The community can't tell who is in charge: the board members or the superintendent. The "tail wags the dog."
- The school board members do not have enough training to be on the school board.
- The school board members are dedicated individuals who intend to do a good job.
- A lot goes on with the school board and administration that the community is not aware of.
- The school board members' attitudes are often hostile to the community's ideas.
- The school board's attitude is defensive. They should seek suggestions from the community.
- The school board is not effective at two-way communication with the community; public concerns should be discussed so that the community would be better informed.
- The long-range planning goals were never implemented.
- There seems to be an "us against them" mentality between the school board and the community.
- The community sometimes asks questions in a hostile way, which makes it difficult for the school board to act politely; the school board may not have answers easily available in the district.
- Faculty should have year-end planning retreats.
- Board members should make the community aware of rules governing meetings.

- Board meetings should be taped.
- Too many decisions are made in closed executive sessions.
- Having to sign up for public input on agenda items limits public input; the format and facility of meetings limit input.
- School board members need additional training.
- Board policy on public input during meetings should be publicized; board and community need to interact politely.

Educational Service Delivery & Performance Measures

- The community is more focused on and supportive of athletics than academics. Greater emphasis should be placed on academics.
- All classes are on the same track. Different tracks are needed so that students can go through different levels.
- Parents are not allowed to attend UIL events for support.
- The district needs vocational programs.
- The teachers need to become more involved with the students, especially the "middle of the road" students.
- WISD has not asked the well-educated and retired members of the community to volunteer; however they should volunteer because they are willing to assist in such areas as teaching.
- The district in general does not teach life management courses in such areas as banking, insurance, and taxes.
- The elementary and middle schools provide a well-rounded education and have very good teachers on staff.
- The schools work with and identify students to accelerate learning without attaching a stigma to them.

- The school-to-work program does a good job of preparing students.
- The program "communities in schools" did not work very well.
- The alternative education program (AEP) is well run.
- The math and science departments need improvement.
- WISD students receive quality education.
- The district's perception is that vocational programs are blue-collar work, but these programs should be offered and made mandatory.
- The district should make the life skills class available and mandatory; that also includes business interactions such as interviews, dressing, and communicating. It is very important.
- WISD goes overboard on athletics. However, they should offer vocational classes to increase students' options.
- There are no music programs except band.
- The district needs a stronger foundation in the basics.
- There were limitations on the budget for TAAS remediation in 1996-97. This affected the TAAS scores, causing the rating to be lowered from "recognized" to "acceptable".
- I think centralized management is better than site-based management. The superintendent should control school management.
- Vocational education at Wimberley High School should be broadened for students who do not attend college.
- WISD has 19 coaches, which is too many for a district that size.

- The allocation of resources to athletics at the expense of education should be reviewed.
- Block scheduling keep students in class too long; the district should look at seven periods.
- Block scheduling allows students the opportunity to do research and homework in class.
- The district should review whether or not block scheduling is appropriate for junior high school students.
- Are special education dollars being used for mandated special education services?
- The district should review how restricted funds are used. There are rumors that some funds are placed in the general fund.
- The dropout rate for Hispanic students is high.
- UIL academics are producing good results statewide and nationally.
- Education is available at WISD so that students can choose to become well-educated.
- WISD has a lot of very good educators and administrators.
- Block scheduling has caused some disruption; for example a student who is absent on Wednesday does not attend the next class until Monday of the following week.
- Block scheduling was never brought to the board as a cost issue but as an option that the teachers and community wanted; a cost analysis was not done.
- WISD has a very active sports program, and excellent theater arts and band programs.
- TAAS scores and college trainee exam scores are excellent.

- WISD needs more enrichment programs such as science fairs, essay contests, invention conventions, and cultural arts.
- More enriching programs are needed for average students.
- WISD offers four years of Spanish, starting in the sixth grade.
- I would like to see more program offerings, but there are limitations based on the size of the district.
- WISD needs more vocational programs, but the administration should look at creative alliances because of resource limitations.
- WISD should establish a parallel partnership with Southwest Texas State to allow students to take college level courses while still in high school.
- Critical thinking should be taught, as opposed to TAAS.
- I would like to see more depth in the integrated science program, such as additional field trips.
- The music program (other than board) should be offered beyond the fourth grade level and expanded to include other areas such as orchestra.
- Student performance has dropped dramatically in math and reading; this may be a teaching or curriculum issue.
- The academic success achieved in the junior high school should be replicated throughout the district.
- A TAAS make-up test was left unattended by teachers; all but one student cheated.
- There is no program for dyslexic students, which is a concern.
- There is no broad gap between the high performers and the low performers.

Community Involvement

- The district has strong community involvement.
- The Lions Club awards twelve scholarships to students each year.
- There are approximately 20 other organizations that offer scholarships and financial assistance.
- Information about the district is not always readily available, and questions are not always welcome.
- The only communication with the schools that the older citizens have is through newspaper articles.
- Community members should be notified as to where to go for information.
- Having a volunteer to cover public information would be an asset.
- Parents are becoming less involved in the community because they work outside of Wimberley.
- The district only reaches out when they want money; they do not want public input.
- The district raised and spent \$30,000 for a project graduation party; extravagant gifts were given to all students.
- Businesses are frequently asked to contribute money to the district.
- The district does not tap into the educated retirement community, however, they should ask them for money instead.
- The district does not provide the community with a list of programs offered at the district.
- Although the superintendent is not on the board of the Chamber of Commerce, it would help if he were.

- Parental involvement is a great resource in the community, but parents could be used more effectively.
- The superintendent is receptive to community involvement; we feel comfortable with him.
- The nurse had to ask the principal if she could solicit parental involvement and she was well received.
- The community has not been adequately informed about the Wimberley High School septic tank issue.
- Wimberley High School has had 100 percent participation from senior high parents.
- The superintendent is given the opportunity to respond to letters to the editor at the same time the letters show up in the paper because of cooperation with the newspaper editor.
- Community involvement is improving.
- Very few people attend meetings. There were nights when the district was being formed and no one attended.
- Parental involvement is poor. Parents have the opportunity to get involved, but they do not take advantage of it.
- The business community makes every effort to support WISD when asked.
- WISD needs a public relations person to inform the community of programs and issues in the schools.
- The septic/sewer system was stalled because one landowner was protesting right-of-way and the board was unwilling to act because there was no superintendent. There was no public relations person to inform the community of what was really happening.
- WISD charges \$15 per hour for a Freedom of Information Act request.

- Because WISD collects taxes, there is a general interest in the community that targets the district.
- WISD needs to interact with the community in a non-threatening manner, as focus groups do.
- Schools do not use parents effectively.
- Outside Wimberley, the district is looked upon as a good district; there should be open communication between the district and the community.
- There should be consistent, open, and honest communication.
- The only open communication in the school district is five minutes during the public forum section of the agenda.
- The school board should communicate openly with the community; the school board has a closed mind.
- I have a positive attitude about the teachers, but students are not the focus, and they forget the human factor. Some secretaries will not smile at parents, which discourages parental involvement.
- Often it is difficult to get volunteers for the schools.
- The district needs a PR effort to recruit volunteers.
- The district needs a volunteer coordinator.
- The number of home schooling parents (75) suggests a high level of dissatisfaction with the district.
- The community is willing to be involved but does not feel connected and welcome at the schools.
- Some community members feel unappreciated in the schools and may be fearful to mentor today's teenagers.
- Community involvement should be better coordinated.
- Wimberley Lions Club recognizes both a student and a teacher of the month, whose names are publicized in the

paper. The Lions Club supports the district financially and encourages community involvement.

- The district should explore successful community involvement programs from other districts.
- Communication about district events is poor and needs to be better publicized.
- Exemplary students should be recognized at board meetings.

Financial Management

- The septic/sewer line at Wimberley High School was not planned and implemented very well.
- Financial management is bad.
- The budget process is open; public attendance at open budget meetings is poor.
- Public hearings on budgets has been very poor.
- Financial reporting is good.
- The school board needs to collect delinquent taxes more aggressively.
- The district may be using some budgeted items for purposes for which it is not intended.
- The public needs more information about where tax dollars are spent.
- The business manager is wonderful!
- Teachers are given the opportunity to participate in the budget process.

Personnel Management

- The pay rate for maintenance staff is very low.

- A night custodian is always needed due to personality conflicts with the maintenance custodial supervisor at Wimberley High School.
- The hiring process was very smooth and efficient. The group interview process is good and employees appreciate it.
- WISD believes in SBDM techniques and the process works well at the junior high and high schools.
- SBDM works well at Danforth Junior High School but not at Wimberley High School, because of a lack of leadership.
- Course assignments are sometimes inappropriate for the experience level of new teachers, for example those teaching foreign language and math.
- Young coaches are not being supervised and trained properly. Look at the supervisor of coaches.
- WISD's substitute teachers' salary is low, therefore, it is very difficult to get substitutes.
- There should be two separate nurses at the junior high and high school campuses.
- The district does a good job of recruiting; compensation seems fair.
- The turnover rate in coaching was due to low stipends, but stipends were raised this year.
- WISD practices nepotism.
- WISD receives numerous employment applications, but some teachers must wait over a year to be employed.
- Whenever a new superintendent or coach is hired, a job is made available for their spouses.
- WISD has a lot of husband and wife teams who are good teachers.

- With growth has come a higher turnover rate among teachers.
- I do not like dual teaching assignments. Coaches should not teach core subjects.
- Core subjects should be taught by teachers with competencies in core areas such as math, science.
- WISD needs a better process for handling parents' complaints against teachers.
- Teachers should be compensated for overtime work with UIL competition.
- WISD does not post job openings.
- The teachers must do lunch duty, hall duty, and work at concession stands in addition to teaching.
- The administration supports teachers.
- The Gifted and Talented teachers need more training.
- Communication among teachers across campuses is poor; a curriculum coordinator is needed.
- Teacher should have a year-end planning retreat.
- There seems to be communication breakdown in SBDM.
- Good teachers should be compensated based on performance.
- More qualified math and history teachers are needed, not more coaches.

Asset and Risk Management

- Management is excellent.
- The board found \$1 million, but the community does not know where it came from.

Computers and Technology

- The district worked with local businesses to earn money for computers.
- The computer teacher is very knowledgeable about computers and teaches students effectively.
- A company offered a matching grant and free computers, but the previous superintendent did not want them.
- There are not enough computers.
- The district should address technology needs.
- The board is afraid to spend money.
- Two different consultants have come in to do a technology plan, but the board did not follow up because of the cost.
- WISD is behind in instructional technology; they need to catch up.
- WISD needs to identify computer needs and look for funding sources including bond elections.
- The computers and technology area at Wimberley is excellent.
- Computers were initially given to WISD.

Purchasing

- The district is not always able to get vendors to bid because the bids are for small sums of money.
- Community members get upset when bids are not awarded to them.

Facilities Use and Management

- The district needs tennis courts. Currently, students are bused to San Marcos for practice and competitions.
- The district does not plan.
- The district should show the community the growth patterns and projections along with the cost of facilities maintenance and building.
- Bowen needs replacement and renovation.
- There is no facilities planning.
- The elementary school is kept clean, however Bowen and Danforth Junior High School are not well maintained.
- Wimberley High School is a disaster; planning and space [WISD] did not hire a single contractor from Wimberley.
- Outside use of facilities should be better coordinated.
- The board built a \$6 million building without making allowances for a septic system. This appears to have been a situation where "the cart was put before the horse".
- The board never provided the community with a chronology of the events surrounding the Wimberley High School septic tank/sewage line issue.
- Wimberley High School's gymnasium does not have a bathroom or water fountains.
- The community approved the second bond issue without seeing a reconfigured facilities plan for the high school.
- The custodial and maintenance areas are understaffed.
- When WISD controlled its own maintenance, the schools and grounds were cleaner and better maintained.
- The district should have undertaken and approved a long-range planning process earlier and still needs to do so.

- The district should run its own maintenance and facilities operations because of quality and cost. A cost analysis should be done.
- The district should spend more money on maintenance immediately.
- Continuous analysis should be done.
- No common sense was used in the planning process.
- Planning was an issue because the board did not involve the community.
- Additional schools (Danforth and Scudder) will not be tied to Woodcreek sewer lines for seven months.
- The portables at Wimberley High School have poor indoor air quality; WISD needs to address this issue.
- Surface drainage needs to be improved at the new high school.
- The school board and community, at some point, need to plan for facilities' needs before it is too late.
- There are early morning practices because of a lack of facilities.
- Bowen is not in good repair.
- There was some concern about the air quality at both Scudder and the new high school. The district needs to be more aware of air quality issues.

Transportation

- Some students ride the school buses for one and one half hours each way.
- Disciplinary issues on the buses are handled promptly.
- Each bus needs bus monitors because fifth and twelfth graders ride the same bus.

- Since Durham took over, there have been fewer complaints.
- The contract took a tremendous liability burden off the district.
- Older students are bused with special education students.
- The students playing athletics should be able to ride the bus and not penalized for having to be at school at 7:00 a.m.
- The bus routes are too long.
- The policy regarding student transportation should be publicized; parents should also be cooperative.

Food Service

- The students love the food served at Wimberley High School.
- Students will not eat the food; the menu items are not nutritious.
- I am opposed to having snack bars in the intermediate and junior high schools.
- There is not enough time to eat in the junior and senior high schools.
- Food service is understaffed and turnover is high.
- Food quality is not consistent among schools.
- Food portions are not large enough at the high schools.
- It is more cost effective for the district to run its own food service operation.
- The quality and options have gone up since the new contract was signed.
- The quality of food is worse at the lower grade levels.

- The students like the variety of food in the schools; there are more options than there used to be.
- Wimberley Junior High School has the best cooks, but should offer leaner and healthier foods.
- Check whether the meals are nutritious.
- The high school vending machine only has 20 oz. sodas.

Safety and Security

- The schools are safe.
- Discipline has improved since the schools have been realigned.
- There is not enough adult supervision of physical activities at Bowen.
- Enforcement of the dress code is not consistent among schools.
- The school board has a "circle the wagons" mentality on all issues.
- Only one board member was initially in favor of the management and performance review.
- The board is notorious for suppressing community input.
- The public forum part of the agenda is limited, therefore the community is apathetic.
- The board does what the superintendent dictates.
- The board does not respond to the community.
- The two codes of conduct, the athletic code of conduct and the student code are inconsistent.
- The schools are safe.

- The Juvenile Justice Alternative Education Program (JJAEP) works closely with the district. The superintendent calls the office regularly for advice.
- Relatively speaking, WISD does not have a drug problem but there is a big problem with alcohol. Students drink with their parents' support.
- The school board did not allow a hearing in a student's disciplinary case. All the board had to do was talk to the parents.
- During level III of the hearing with the school board, a student was not allowed equal time to present this case.
- There is a problem with fairness in the student discipline process.
- WISD has a drug problem in both the middle and high schools.
- Some parents in the community purchase kegs of beer for their children.
- The organization "Drug Free Wimberley" provides drug abuse training for parents of WISD students.
- The new "Focus" program helps students to develop self-confidence and address their problems.
- WISD has a serious alcohol problem.
- The "zero-tolerance" policy and the level of sanctions should be reviewed.
- There should be a more positive and supportive way to deal with problem students who end up in AEP; more preventive measures are needed.
- In order to keep track of students and keep them from going to AEP, the mentoring program should be strengthened. Mansfield High School has an exemplary program.

- The drug counseling program in the high school is effective and should be expanded.
- Disciplinary issues are handled arbitrarily. The consequences seem inappropriate for the incidents. Also, the facts should be verified in each case.
- The grievance policy regarding disciplinary issues should be reviewed.

Additional Comments

- Students are overworked during sports.
- Community complaints should be handled out of earshot of students.