

TRANSMITTAL LETTER

July 31, 2002

The Honorable Rick Perry
The Honorable William R. Ratliff
The Honorable James E. "Pete" Laney
Members of the 77th Legislature
Commissioner Felipe T. Alanis, Ph.D.

Fellow Texans:

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

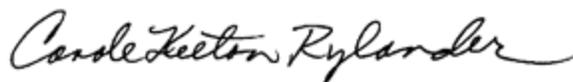
This review is intended to help IISD hold the line on costs, streamline operations, and improve services to ensure that more of every education dollar goes directly into the classroom with the teachers and children, where it belongs. To aid in this task, I contracted with SoCo Consulting, Inc.

I have made a number of recommendations to improve IISD's efficiency. I have also highlighted a number of "best practices" in district operations-model programs and services provided by the district's administrators, teachers, and staff. This report outlines 65 detailed recommendations that could save IISD more than \$4.1 million over the next five years, while reinvesting more than \$1.8 million to improve educational services and other operations. Net savings are estimated to reach more than \$2.3 million that the district can redirect into the classroom.

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

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

Sincerely,



Carole Keeton Rylander
Texas Comptroller

EXECUTIVE SUMMARY

Executive Summary Overview

Summary of Costs and Savings by Recommendation (Exhibit 5)

In April 2002, Texas Comptroller Carole Keeton Rylander began a review of the Ingram Independent School District (IISD) as part of a five-district project that included reviews of Kerrville, Divide, Hunt and Center Point Independent School Districts, all located in Kerr County. Based on four months of work, this Texas School Performance Review (TSPR) report identified IISD's exemplary programs and suggests concrete ways to improve district operations. If fully implemented, the Comptroller's 65 recommendations could result in net savings of more than \$2.3 million over the next five years.

Improving the Texas School Performance Review

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

Recognizing that only 52 cents of every education dollar is spent on instruction, Comptroller Rylander's goal is to drive more of every education dollar directly into the classroom. Comptroller Rylander also has ordered TSPR staff to share best practices and exemplary programs quickly and systematically with all the state's school districts and with anyone else who requests such information. Comptroller Rylander has directed TSPR to serve as a clearinghouse of the best ideas in Texas public education.

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

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

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

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

For more information, contact TSPR by calling (512)475-3676, or see the Legislative Budget Board's Website at www.lbb.state.tx.us.

TSPR in Ingram

On April 1, 2002, TSPR began conducting on-site work in Ingram. The Comptroller contracted with SoCo Consulting, Inc., an Austin-based firm, to assist with the review. The review team interviewed district employees, school board members, parents and community members and held a public forum in the cafeteria at Ingram's Tom Moore High School, on April 1, 2002, from 5 p.m. to 8 p.m.

To obtain additional comments, the review team conducted small focus group sessions with teachers, principals and district employees in Ingram. The Comptroller's office also received letters and phone calls from an array of parents, teachers and community members. To ensure that all stakeholder groups had input, TSPR sent surveys to students, parents, teachers, campus and central administrators and support staff.

A total of 354 respondents answered surveys: 56 administrative and support staff; 57 teachers; 171 students; and 70 parents completed written surveys as part of the review. Details from the surveys and public forum appear in **Appendices A** through **E**.

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

IISD selected peer districts for comparisons based on similarities in student enrollment, student performance and community characteristics along with student demographics. The selected peer districts included the Hempstead, Hearne, Smithville and Yoakum ISDs. TSPR also compared

IISD to district averages in TEA's Regional Education Service Center XX (Region 20), to which IISD belongs, and the state as a whole.

During its four-month review, TSPR developed recommendations to improve operations and save taxpayers more than \$4.1 million by 2006-07. Cumulative net savings from all recommendations (savings minus recommended investments or expenditures) would reach more than \$2.3 million by 2006-07.

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

Acknowledgements

The Comptroller's office and SoCo Consulting, Inc. wish to express appreciation to the IISD Board of Trustees, Superintendent Curtis Rhodes, district employees, students, parents and community residents who helped during the review. Special thanks go to Shelly Tubbs who arranged for office space, equipment and meeting rooms; organized the findings meeting; responded to requests for information and accommodated the review team's needs.

Ingram ISD

IISD is a 209-square mile rural district in Kerr County located about 70 miles northwest of San Antonio. Students from IISD attend pre-kindergarten through grade 12. The district also serves students from the smaller communities of Hunt and Divide. The Hunt ISD serves students up to grade 8, while Divide serves students through grade 6. IISD also serves 120 students from three youth facilities that serve neglected and delinquent children who are wards of the state including 3H Ranch, Star Ranch and the Hill Country Ranch.

In 2001-02, IISD served 1,498 students in four schools: Ingram Elementary, Ingram Middle School, Ingram Tom Moore High School and Alta Vista, the district's alternative education center. Student enrollment is 26 percent Hispanic, 71 percent Anglo, 1.7 percent African-American and 1.5 percent other. About 53 percent of IISD students are economically disadvantaged.

Exhibit 1 details the demographic characteristics of IISD and its peer school districts.

Exhibit 1 **Demographic Characteristics of IISD, Peer Districts, Region 20 and**

**State
2001-02**

District	Student Enrollment		Ethnic Group (Percent)				Economically Disadvantaged	
	Number	5 Year Percent Change*	African American	Hispanic	Anglo	Other	Percent	5 Year Percent Change*
Smithville	1,853	7.9%	12.0%	17.0%	71.0%	0.5%	42.4%	(0.9%)
Yoakum	1,533	(1.5%)	13.0%	38.0%	49.0%	0.1%	53.4%	8.8%
Ingram	1,498	7.4%	1.7%	26.0%	71.0%	1.5%	53.1%	16.4%
Hempstead	1,454	7.0%	36.0%	34.0%	30.0%	0.2%	62.2%	19.4%
Hearne	1,124	(19.0%)	57.0%	30.0%	12.0%	0.3%	79.7%	(8.9%)
Region 20	338,270	5.4%	7.0%	64.0%	27.0%	1.4%	60.8%	5.4%
State	4,165,101	6.8%	14.0%	42.0%	41.0%	3.1%	50.4%	27.5%

*Source: Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 1997-98 and 2001-02. *Percent Change is defined as 2001-02 values minus 1997-98 values divided by 1997-98 values.*

***Totals may not add to 100 percent due to rounding.*

IISD is an Academically Acceptable district with overall Texas Assessment of Academic Skills (TAAS) passing rates for all tests taken of 80.1 percent for 2000-01 compared with the state average of 82.1 percent. **Exhibit 2** shows the 2000-01 TAAS results in IISD compared with the peer districts and the state.

**Exhibit 2
TAAS Passing Rates
Reading, Mathematics, Writing and All Tests
IISD vs. Peer Districts and State
2000-01**

District	Reading	Mathematics	Writing	All Tests
Yoakum	92.3%	90.4%	88.0%	84.0%

Ingram	88.6%	88.0%	86.4%	80.1%
Smithville	86.3%	90.0%	81.8%	78.6%
Hempstead	81.8%	85.7%	79.2%	73.4%
Hearne	72.0%	71.5%	73.8%	57.3%
State	88.9%	90.2%	87.9%	82.1%

Source: TEA, AEIS, 2000-01.

The district's 2000-01 budgeted expenditures totaled \$10.6 million. In 2000-01, IISD spent 52.6 cents of every dollar on instruction, which is above the state average of 52 cents.

IISD is a small district that depends on the state for the majority of the district's funding. In 2000-01, 63.4 percent of the total revenues came from state funding. IISD has a 2000-01 property tax value per student of \$136,455 compared to the state average of \$215,232. IISD has the lowest property value per student among its peer districts (**Exhibit 3**).

Exhibit 3
Property Tax Value per Student and Tax Rates
IISD, Peer Districts and State

District	Value per Student 2000-01	Tax Rate			
		1996-97		2000-01	
		M&O*	I&S**	M&O	I&S
Hempstead	\$166,276	\$1.288	\$0.309	\$1.410	\$0.090
Smithville	\$160,023	\$1.106	\$0.422	\$1.484	\$0.047
Hearne	\$156,691	\$1.421	\$0.000	\$1.460	\$0.000
Yoakum	\$155,289	\$1.457	\$0.000	\$1.280	\$0.220
Ingram	\$136,455	\$1.278	\$0.357	\$1.467	\$0.099
State	\$215,232	\$1.313	\$0.185	\$1.384	\$0.091

Source: TEA, Academic Excellence Indicator System (AEIS), 1996-97 through 2000-01.

*Maintenance and Operations.

**Interest and Sinking.

Although IISD is a district that has many effective programs, enjoying support from area residents, the district faces several important challenges, including:

- Managing staffing and salaries;
- Increasing planning efforts;
- Improving facilities use; and
- Strengthening financial management and internal controls.

Key Findings and Recommendations

Managing Staffing and Salaries

- ***Use staffing allocation formulas for campus administration and instructional staff.*** IISD does not use a staffing allocation formula to determine the administrative staffing requirements for each school and does not tie staffing needs to student enrollment. Further, IISD's class sizes are low at 12 to 1 as compared to state and regional average of 15 to 1 by reducing campus administration and increasing class size by one student per classroom the district could save more than \$600,000 annually.
- ***Perform a salary survey of nearby districts and adjust salaries to attract highly qualified teachers, administration and staff.*** IISD pays the lowest salaries of its peer districts and the state in teaching, professional support and school administration. Salary surveys can provide strong support to the board to increase salaries during the budget process to ensure the district remains competitive with its peers and the surrounding areas. By using \$381,000 annually of the savings possible through better allocation of staff IISD will be able to adjust its salaries to fall in line with its selected peer districts and the state average, giving teachers a full \$2,300 a year salary increase.

Increasing Planning Efforts

- ***Implement district wide strategic planning.*** The IISD Board of Trustees is not engaged in strategic planning for the district. Instead, all planning is accomplished at the administrative and school levels. IISD's state-required Campus Improvement Plans, District Improvement Plan and the existing facilities study are not tied together and plans are not linked to the budget. Implementing a strategic planning process will allow the district to accomplish their mission to educate children and ensures that everyone is working toward the same end.

- ***Develop a long-range curriculum-updating plan.*** IISD is an Academically Acceptable district that has no long-range plan for updating existing guides or aligning its curriculum between grades. Without a plan, curricula will become outdated, and students may not be prepared for work at the next grade level. A long-range plan allows the district to keep its curriculum current and properly aligned and provides a mechanism for evaluating and improving the district's overall student performance.
- ***Develop a long-range technology training plan.*** IISD does not budget funds for technology training, nor does it assess the skills of its technology staff. Technology staff need specific training to perform their jobs effectively and keep up with technological changes to provide adequate support to teachers, administration and students. By developing a technology training plan, the district will ensure that proper funds are budgeted for technology training so that all staff are able to effectively do their jobs.
- ***Implement a bus replacement plan.*** IISD has more surplus buses than it needs. While the district has been buying buses in recent years, it has not retired older buses and has made no effort to sell surplus buses. Setting a policy for retiring buses would allow the district to sell its surplus and help maintain a bus fleet that is cost efficient.

Improve Facilities Use

- ***Prepare a facilities master plan, including an up-to-date demographics study.*** IISD's facilities study is not connected to a thorough demographic study. A facilities study completed in February 2002 did not analyze the instructional space currently used by the district or connect space availability to student enrollment projections. The district houses 56 of its instructional spaces in portables, representing nearly 47 percent of instructional space district wide. More than 78 percent of the instructional space at the middle school is located in portables. TEA recommends portable classroom spaces not exceed 10 percent. Portables are less educationally effective, require more energy to heat and cool, are more costly to clean, must be replaced more often than permanent facilities and are less secure than permanent facilities. A facilities master plan coupled with various enrollment scenarios will serve as a blue print for facilities usage in the future.

Strengthen Financial Management and Internal Controls

- ***Create a purchasing procedure manual and train district staff on purchasing procedures.*** The district does not have detailed purchasing procedures to guide and support district purchases. The district has no controls on what is purchased or who purchases goods and services. A procedure manual will help the district staff comply with state purchasing laws and ensure the district receives the best value for its purchasing dollar.
- ***Operate the on-site day care facility on a cost recovery basis.*** The district maintains a licensed, on-site daycare center for children of district employees, which is being used by 15 employees. The facility does not recover its full costs and consequently the district uses general funds to subsidize its operation. Charging the customers the full cost of operation will return more than \$11,000 to the general fund for use in the classroom while continuing to provide staff with cost effective child services.
- ***Use the automated textbook inventory system district wide.*** The elementary school and the middle school use a manual textbook inventory instead of the automated textbook inventory system owned by the district, which is in place at the high school. An automated system provides districts with the ability to hold students, parents, teachers and principals accountable for the textbooks assigned to them by effectively tracking who is responsible for the textbooks. Expanding the use of the automated system would cost the district \$5,000 for a one-time license charge and training and \$500 a year thereafter in license maintenance charges.
- ***Establish a management policy for the general fund balance.*** The district does not have a policy for analyzing, using, and preserving the general fund balance. IISD has operated with an inflated fund balance for many years that has been reduced from 37 percent to 20 percent from 1997-98 through 2000-01. Board members may not understand the district's financial status, because financial statements are not included in their monthly board report, but a policy on managing the district's general fund balance would help ensure that the superintendent and the board are aware of the district's financial position.

Exemplary Programs and Practices

TSPR identified numerous best practices in IISD. Through commendations in each chapter, the report highlights model programs, operations and services provided by IISD administrators, teachers and staff. Other school districts throughout Texas are encouraged to examine

these exemplary programs and services to see if they could be adapted to meet local needs. TSPR's commendations include the following:

- ***The Board of Trustees uses a consent agenda to focus on critical issues and help limit board meeting time.*** The board uses a consent agenda, which combines several agenda items into one cluster that the board votes on as a group, limiting the length of meetings. Using the consent agenda has reduced board meetings from six hours to two hours.
- ***The district uses electronic check signing to increase controls over unauthorized disbursements.*** Electronic check signing provides the district with greater security over unauthorized disbursements. The machine requires management and operator passwords and has an item counter that cannot be reset that records each use of the machine. The system allows disbursements to be tracked and makes misuse more difficult.
- ***The district publishes a Bus Rider's Safety Handbook and distributes it to all bus-riding students.*** The handbook contains general information for the parents and students; procedures for waiting, loading and unloading the bus; appropriate conduct on the bus; instructions for accidents or emergencies, discipline procedures and other pertinent information. By presenting disciplinary information at the beginning of the school year to parents and students, consequences are established and discipline is more uniform.
- ***Serving combination meals increases the district's federal reimbursement revenues.*** The district has created a combination meal that contains two a la carte items and a sandwich that the district purchases from Subway Sandwich Shop to provide students with a nutritional alternative to the regular menu items served in the cafeteria during lunch. The sale of these combination a la carte items provides the student with a well-balanced meal that qualifies as a reimbursable meal in the National School Lunch Program, thereby increasing the district's federal reimbursement revenue.
- ***IISD produces a brochure with information about the school board for those attending board meetings.*** The district created a tri-fold brochure called "Welcome to the School Board Meeting," which is available for anyone attending a board meeting. The brochure contains the names and pictures of each school board member and the superintendent. The brochures provide community members who attend board meetings with valuable information

about how meetings work and how to properly give their input to the board.

- ***The district distributes a handbook that provides information and guidance for substitute teachers.*** District administrators have written a 99-page handbook for those who submit an application to work as a substitute teacher. The handbook contains classroom management tips, a description of the responsibilities of substitute teachers, a guide to student behavior and a list of resources.

Savings and Investment Requirements

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

TSPR recommended 65 ways to save IISD more than \$4.1 million in gross savings over a five-year period. Reinvestment opportunities will cost the district more than \$1.8 million during the same time period. Full implementation of all recommendations in this report could produce net savings of more than \$2.3 million by 2006-07 (**Exhibit 4**).

**Exhibit 4
Summary of Net Savings
TSPR Review of Ingram Independent School District**

Year	Total
2002-03 Initial Annual Net Savings	\$205,639
2003-04 Additional Annual Net Savings	\$544,364
2004-05 Additional Annual Net Savings	\$544,364
2005-06 Additional Annual Net Savings	\$544,364
2006-07 Additional Annual Net Savings	\$544,364
One Time Net (Costs)/Savings	(\$57,619)
TOTAL SAVINGS PROJECTED FOR 2002-2007	\$2,325,476

A detailed list of costs and savings by recommendation appears in **Exhibit 5**. The page number for each recommendation is listed in the summary chart for reference purposes. Detailed implementation strategies, timelines and estimates of fiscal impact follow each recommendation in this report. The implementation section associated with each recommendation highlights the actions necessary to achieve the proposed results. Some

items should be implemented immediately, some over the next year or two and some over several years.

TSPR recommends the IISD Board of Trustees ask district administrators to review the recommendations, develop implementation plans and monitor progress. As always, TSPR staff is available to help implement the proposals.

EXECUTIVE SUMMARY

Exhibit 5 Summary of Costs and Savings by Recommendation

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07	Total 5-Year (Costs) or Savings	One-Time (Costs) or Savings
Chapter 1: District Organization and Management							
1	Establish a system for adoption and review of board policies. p. 23	\$0	\$0	\$0	\$0	\$0	\$0
2	Develop a board code of conduct. p. 25	\$0	\$0	\$0	\$0	\$0	\$0
3	Encourage board members to take required training hours each year. p. 27	\$0	\$0	\$0	\$0	\$0	\$0
4	Implement a strategic planning process whereby the board sets the vision, mission and overall goals for the district while staff develops specific strategies for accomplishing the goals. p. 28	\$0	\$0	\$0	\$0	\$0	\$0
5	Strengthen campus improvement plans to include all TEA required elements and use the resulting plans in setting the vision for each school. p. 31	\$0	\$0	\$0	\$0	\$0	\$0

6	Reduce the number of positions reporting directly to the superintendent through consolidation and reorganization. p. 34	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7	Implement a staffing allocation formula for campus administration. p. 37	\$47,223	\$188,892	\$188,892	\$188,892	\$188,892	\$802,791	\$0
8	Assign instructional personnel based on an acceptable staffing allocation formula that increases the student to teacher ratio by one student per class. p. 47	\$112,593	\$450,372	\$450,372	\$450,372	\$450,372	\$1,914,081	\$0
9	Perform a salary survey of nearby districts and use a portion of the savings from better staffing allocations to adjust salaries to attract highly qualified teachers, administration and support staff. p. 50	\$0	(\$381,275)	(\$381,275)	(\$381,275)	(\$381,275)	(\$1,525,100)	\$0
10	Set a stipend schedule during the budget process. p. 52	\$0	\$0	\$0	\$0	\$0	\$0	\$0
11	Develop a policy and long-term plan for recruiting and hiring teachers	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	more in line with student demographics. p. 53							
12	Use the Human Resources computer system and eliminate spreadsheets. p. 54	\$0	\$0	\$0	\$0	\$0	\$0	\$0
13	Conduct annual evaluations of all staff. p. 55	\$0	\$0	\$0	\$0	\$0	\$0	\$0
14	Set prices at the on-site daycare facility to cover operating costs. p. 57	\$5,607	\$11,213	\$11,213	\$11,213	\$11,213	\$50,459	\$0
15	Amend the policy for payment of unused leave to include state personal leave. p. 58	\$0	\$0	\$0	\$0	\$0	\$0	\$0
16	Evaluate the community services program each year during the budget cycle and budget appropriately. p. 61	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Chapter 1-Total	\$165,423	\$269,202	\$269,202	\$269,202	\$269,202	\$1,242,231	\$0

Chapter 2: Educational Service Delivery

17	Review needs of middle school students at risk of academic failure and implement a plan to improve their academic performance. p. 72	\$0	\$0	\$0	\$0	\$0	\$0	\$0
18	Encourage student participation and offer an ACT and SAT preparation	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	and test-taking course. p. 74							
19	Develop a long-range curriculum updating plan. p. 77	\$0	\$0	\$0	\$0	\$0	\$0	\$0
20	Develop a program evaluation plan. p. 79	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21	Use graduate tracking and follow-up data to review and upgrade the district's academic and vocational programs. p. 80	\$0	(\$240)	(\$240)	(\$240)	(\$240)	(\$960)	\$0
22	Adhere to state guidelines on the identification and selection of Gifted and Talented students. p. 84	\$0	\$0	\$0	\$0	\$0	\$0	\$0
23	Increase participation and performance on Advanced Placement courses and tests. p. 86	\$0	\$0	\$0	\$0	\$0	\$0	\$0
24	Implement District Effectiveness and Compliance recommendations by focusing State Compensatory Education funds on initiatives that improve academic performance. p. 90	\$0	\$0	\$0	\$0	\$0	\$0	\$0
25	Improve pre-referral procedures to reduce the number of	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	order process to include the allocation of resources and the assignment of priorities in order to provide better information for the district in planning. p. 120							
33	Develop a comprehensive energy management program. p. 122	\$0	\$0	\$0	\$0	\$0	\$0	\$0
34	Prepare a facilities master plan, including an up-to-date demographic study. p. 126	\$0	\$0	\$0	\$0	\$0	\$0	(\$28,000)
	Chapter 3-Total	(\$3,564)	(\$3,564)	(\$3,564)	(\$3,564)	(\$3,564)	(\$17,820)	(\$28,000)
Chapter 4: Financial Management								
35	Establish a policy for managing the fund balance. p. 136	\$0	\$0	\$0	\$0	\$0	\$0	\$0
36	Hire a part-time grant writer. p. 137	\$12,500	\$140,000	\$140,000	\$140,000	\$140,000	\$572,500	\$0
37	Develop an external auditor request for proposal policy so that external auditors may be rotated at least every five years. p. 139	\$0	\$0	\$0	\$0	\$0	\$0	\$0
38	Establish a Budget Planning Committee and a budget calendar to identify the district's goals and financial needs. p. 143	\$0	\$0	\$0	\$0	\$0	\$0	\$0
39	Create a purchasing	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	rates to earn more interest income on idle funds. p. 159							
45	Develop procedures to regularly review petty cash funds to ensure safekeeping of funds. p. 160	\$0	\$0	\$0	\$0	\$0	\$0	\$0
46	Develop a procedure to ensure compliance with board-approved investment policies. p. 162	\$0	\$0	\$0	\$0	\$0	\$0	\$0
47	Ensure that bar code labels are placed on all new fixed assets and the items are entered into the RCI Technologies, Inc. database between inventories. p. 163	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Chapter 4-Total	\$13,002	\$164,864	\$164,864	\$164,864	\$164,864	\$672,458	(\$5,075)
Chapter 5: Transportation								
48	Increase bus driver salaries to be competitive with industry averages. p. 173	(\$11,493)	(\$11,493)	(\$11,493)	(\$11,493)	(\$11,493)	(\$57,465)	\$0
49	Evaluate extracurricular miles traveled and determine if they can be reduced to the peer average. p. 178	\$37,149	\$37,149	\$37,149	\$37,149	\$37,149	\$185,745	\$0
50	Automate the routing process to maximize bus capacity. p. 180	\$8,447	\$8,447	\$8,447	\$8,447	\$8,447	\$42,235	(\$6,000)

51	Implement a bus replacement program. p. 183	\$9,174	\$9,174	\$9,174	\$9,174	\$9,174	\$45,870	\$6,000
52	Develop and implement a standard work order process. p. 187	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Chapter 5-Total		\$43,277	\$43,277	\$43,277	\$43,277	\$43,277	\$216,385	\$0

Chapter 6: Food Services

53	Write and implement policies and procedures for all food service operations. p. 196	\$0	\$0	\$0	\$0	\$0	\$0	\$0
54	Implement industry staffing productivity measures and reduce cafeteria staffing accordingly. p. 199	\$17,936	\$35,872	\$35,872	\$35,872	\$35,872	\$161,424	\$0
55	Develop a cost-allocation process to recover the cost of utilities, custodial and maintenance services dedicated to the food service operation. p. 201	\$0	\$0	\$0	\$0	\$0	\$0	\$0
56	Develop strategies to increase breakfast participation. p. 204	\$4,365	\$8,730	\$8,730	\$8,730	\$8,730	\$39,285	\$0
57	Stagger serving times at all schools. p. 206	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Chapter 6-total		\$22,301	\$44,602	\$44,602	\$44,602	\$44,602	\$200,709	\$0

Chapter 7: Computers and Technology

58	Examine all	\$0	\$0	\$0	\$0	\$0	\$0	\$0
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	technology-related staffing needs and tie staffing levels to expected performance measures. p. 213							
59	Develop a long-range plan to provide appropriate technology training for all district staff. p. 214	\$0	\$0	\$0	\$0	\$0	\$0	\$0
60	Improve the student-to-computer ratio to meet state standards over the next five years. p. 217	(\$34,800)	(\$34,800)	(\$34,800)	(\$34,800)	(\$34,800)	(\$174,000)	\$0
61	Prepare written disaster recovery plan and data backup procedures and implement them. p. 219	\$0	\$0	\$0	\$0	\$0	\$0	\$0
62	Provide a quarterly report to the superintendent and the board concerning the progress of implementing the district's technology plan. p. 221	\$0	\$0	\$0	\$0	\$0	\$0	\$0
63	Develop technology procedures. p. 225	\$0	\$0	\$0	\$0	\$0	\$0	\$0
64	Communicate regularly with Region 20 about recurring problems the district has with the RSCCC	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	software. p. 228							
65	Evaluate the process and staffing for collecting PEIMS data. p. 231	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Chapter 7-Total	(\$34,800)	(\$34,800)	(\$34,800)	(\$34,800)	(\$34,800)	(\$174,000)	\$0
	Total Savings	\$255,496	\$976,236	\$976,236	\$976,236	\$976,236	\$4,160,440	\$6,000
	Total Costs	(\$49,857)	(\$431,872)	(\$431,872)	(\$431,872)	(\$431,872)	(\$1,777,345)	(\$63,619)
	Net Savings	\$205,639	\$544,364	\$544,364	\$544,364	\$544,364	\$2,383,095	(\$57,619)

Total Savings	\$4,166,440
Total Costs	(\$1,840,964)
Grand Total	\$2,325,476

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

This chapter reviews Ingram Independent School District's (IISD's) overall organization and management in five sections.

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

Efficient school district management requires cooperation between the elected members of the Board of Trustees and the district's staff. The board sets goals and objectives for the district in both the instructional and functional areas; determines the policies that will govern the district; approves the plans to implement those policies; and approves the funding necessary to carry out the plans.

The district's staff is responsible for implementing the plans approved by the board and recommending modifications when necessary. The superintendent, as the chief executive officer of the district, recommends the level of staffing and the resources necessary to operate the district and accomplish the board's goals and objectives. Section 11.254(a) of the Texas Education Code (TEC) requires "each school district to maintain current policies and procedures to ensure that effective planning and site-based decision-making occur at each school to direct and support the improvement of student performance."

BACKGROUND

IISD is a 209-square-mile rural school district in Kerr County located 70 miles west of San Antonio with a total 2001-02 enrollment of 1,498 students. Students from IISD attend pre-kindergarten through grade 12. The district also serves secondary students from the smaller communities of Hunt and Divide, who attend primary school in their respective school districts and attend grades eight through 12 and seven through 12, respectively, in IISD. Fifty-one percent of the students attending from the three communities are from economically disadvantaged homes, and 49 percent are classified as at-risk.

IISD also serves 120 students from three residential facilities-3H Ranch, Star Ranch and Hill Country Ranch-that provide shelter for neglected and delinquent children who are mostly wards of the state of Texas. Because of this student population, IISD has a higher than normal percentage of

students defined as having special needs. Two of the facilities have announced that they will be withdrawing from IISD to start their own charter schools. As a result, IISD's enrollment will decrease by nearly 50 to 60 students during the 2002-03 school year.

The Kerr County area has a greater percentage of retirees than the state average, who are eligible to take advantage of certain property tax breaks; therefore, tax exemptions in the county are high. One penny in taxes generates \$18,880 in local revenue. There is a low rate of sustainable employment in the area, because heads of households of younger families often commute to work each day to jobs as far away as San Antonio.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

A. BOARD GOVERNANCE

School districts in Texas are governed by elected Boards of Trustees. These boards are responsible for making decisions and planning for the district and for providing resources for achieving the district's goals. An effective board is knowledgeable and recognizes that its role is different from that of the superintendent. The board adopts the policies of the district, and the superintendent acts as the chief executive administrator responsible for executing those policies. The superintendent manages the administration of all district operations and assigns personnel responsibilities.

IISD's Board of Trustees consists of seven members, all elected at-large. The terms of one-third of the Trustees, or as near to one-third as possible, expire each year. Trustees are elected to three-year terms on a rotating basis. **Exhibit 1-1** presents information on the Board of Trustees. The latest school board elections were held on May 4, 2002.

Exhibit 1-1
IISD Board of Trustees
2001 - 02

Board Member	Title	Term Expires	Years of Service	Occupation
Gilbert Honea	President	2004	7 years	Self-employed remodeling contractor
Travis Hall	Vice President	2005	6 years	Enforcement officer
John Allen Henderson	Secretary	2003	8 years	Ranch manager
Gene Atkinson	Board Member	2003	8 years	Retired professor & administrator
Manuel Benavides	Board Member	2005	9 years	Accountant
Rowan P. Zachry	Board Member	2004	1 year	Marshall
Olen Hicks	Board	2005	New	Self-employed HVAC

	Member			company
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Source: Ingram Independent School District (IISD) Board of Trustees, 2001-2002.

Regular board meetings are held on the second Monday of every month at the District Operations Center's boardroom located at 510 College Street in Ingram. The board also holds special meetings whenever it deems necessary.

Meeting notices are posted in the front window of the administrative office in compliance with state law of three business days before the board convenes. The board assistant faxes the agenda to the *Kerrville Daily Times*, *The Mountain Sun*, Wells Fargo Bank, the Ingram Grocery, two radio stations and Channel 51 in Kerrville to keep the community informed of the upcoming board meeting and the items to be discussed. Reporters are also given a complete board packet at the beginning of each board meeting.

The board elects the president, the vice-president and the secretary from the existing board members. The board may assign a district employee to provide clerical assistance to the board and has assigned the superintendent's secretary to provide this assistance.

Exhibit 1-2 shows a summary of previous board meetings including the duration of the regular meeting and any time spent in executive session. Board meetings appear well organized and conducted according to Robert's Rules of Order. Meetings are short with minimal time spent in executive session.

Exhibit 1-2
Summary of Board of Trustee Meetings
January 2001 - January 2002

Meeting Date	Day	Type of Meeting		Regular Meeting			Time Spent in Executive Session
		Regular	Special	Start Time	End Time	Duration	
1/14/2002	Monday	X		6:34 PM	9:45 PM	3:11	1:48
1/15/2001	Monday	X		6:33 PM	10:29 PM	3:56	1:22

2/12/2001	Monday	X		6:33 PM	9:16 PM	2:43	1:39
2/28/2001	Wednesday		X	9:30 AM	10:18 AM	0:48	0:36
3/5/2001	Monday	X		6:30 PM	10:10 PM	3:40	2:26
3/26/2001	Monday		X	12:00 PM	1:04 PM	1:04	0:54
4/9/2001	Monday	X		6:33 PM	9:17 PM	2:44	0:55
5/8/2001	Tuesday	X		6:40 PM	10:35 PM	3:55	1:09
5/21/2001	Monday		X	6:30 PM	8:46 PM	2:16	1:59
6/12/2001	Tuesday	X		6:30 PM	9:08 PM	2:38	1:05
7/16/2001	Monday	X		6:30 PM	7:30 PM	1:00	0:00
7/30/2001	Monday		X	5:35 PM	6:29 PM	0:54	0:38
8/13/2001	Monday	X		7:01 PM	8:16 PM	1:15	0:15
8/17/2001	Friday		X	12:00 PM	12:45 PM	0:45	0:00
8/27/2001	Monday		X	6:30 PM	7:16 PM	0:46	0:29
9/10/2001	Monday	X		6:30 PM	7:50 PM	1:20	0:00
10/8/2001	Monday	X		6:30 PM	7:25 PM	0:55	0:00
11/12/2001	Monday	X		6:15 PM	8:46 PM	2:31	1:12
11/26/2001	Monday		X	7:00 PM	7:42 PM	0:42	0:00
12/10/2001	Monday	X		6:30 PM	8:50 PM	2:20	1:18

Average	1:58	0:53
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Source: IISD Board Minutes, January 2001 through January 2002.

The IISD Board of Trustees has a solid reputation within the Ingram community. Seventy percent of the teachers responding to the TSPR survey agreed that the school board has a good image in the Ingram community, and more than 66 percent of teachers perceive that the board members work well with the superintendent. Parents and administrators were not asked these same survey questions.

FINDING

The board uses a consent agenda, which combines several agenda items into one group that the board votes on as a group, to save meeting time. IISD's consent agenda includes minutes of the previous board meeting, checks to be issued that month, the previous month's tax office report, the quarterly investment report and the second reading of board policy updates that have not experienced any problems during the first reading. If an individual board member wants to discuss an individual item, that item is separated from the group and discussed individually.

The previous superintendent developed the consent agenda about four or five years ago, when the board used to review every check. Board meetings lasted five to six hours before the introduction of the consent agenda, and they presently average two hours.

COMMENDATION

Consent agendas help the IISD board focus their time and effort on more critical issues, and keep the duration of board meetings to a minimum.

FINDING

The district created a tri-fold brochure called "*Welcome to the School Board Meeting*," available for anyone attending a board meeting and unfamiliar with the process. The brochure contains the names and pictures of each school board member and the superintendent. It gives a brief summary of how board members are elected and their role in the district, as well as the role of the superintendent. It also provides information about the board's regular meeting times and dates, along with the rules for public input. The brochure outlines the order of business for the board meeting and lists the names and phone numbers of key district administrative positions.

The brochures provide community members who attend board meetings with valuable information about the board process, how meetings work and how to properly give their input to the board.

COMMENDATION

IISD produces a brochure with information about the school board and the board process.

FINDING

In 1998-99, IISD placed its policy manual online through a service provided by Texas Association of School Boards (TASB). Therefore, the community, students, parents and administrators can obtain all of the district's policies from any computer with Internet access. If a person does not have access to the Internet, they can come into the district and obtain policy information from an IISD computer or reference one of the two available paper copies in the central office. Limiting the number of paper copies reduces the amount of time spent updating them with revisions, additions or deletions to district policies. Maintaining the two paper copies takes two hours of a secretary's time every six months to update.

COMMENDATION

IISD maintains its policies online and keeps only two paper copies.

FINDING

The IISD board does not annually review its local policies to ensure that they are updated to changing local needs and priorities. According to the superintendent, the district had a TASB representative come and work with the board on its local and legal policies several years ago before he arrived in the district, and a review has not been done since that time.

Districts may contract with a policy service to have their policy manuals comprehensively analyzed. A comprehensive review every few years ensures that all policies are current and broadly understood, while reducing the possibility of inappropriate action and unintended legal exposure.

IISD has no written procedures on introducing new policies. **Exhibit 1-3** outlines the district's informal policy adoption process for policies initiated from within the district.

Exhibit 1-3 Informal Board Policy Adoption Process

Step	Participant	Action
1.	Principal or IISD Manager	<ul style="list-style-type: none"> • Submits to superintendent a suggested change to a policy.
2.	Superintendent	<ul style="list-style-type: none"> • Reviews and checks existing policy. • Calls Texas Association of School Boards and receives a sample copy.
3.	Board secretary	<ul style="list-style-type: none"> • Prepares and posts an agenda for 1st and 2nd reading of the item to be addressed.
4.	Board	<ul style="list-style-type: none"> • Approves at 1st and 2nd reading of the item.
5.	TASB Legal	<ul style="list-style-type: none"> • Reviews and approves. • Sends policy electronically to IISD.

Source: IISD superintendent's secretary.

IISD also gets policy updates from TASB about once a year, typically after a Texas legislative session has ended. These are either legal policies that must be accepted or local policies which the board can accept, revise and accept or reject. The policies are placed on the board agenda, and they are read at the next meeting. If a proposed policy is revised, it is sent to the district's legal counsel before the next meeting. The revised policy is then presented at a second meeting, where it is either accepted or rejected. IISD notifies TASB by letter that policies have been accepted or rejected. The policies are then uploaded to the district's Web site.

Crystal City Independent School District has maintained up-to-date district policies and eliminated unnecessary administrative processing. After arriving in October 1999, the superintendent and the director of Curriculum and Instruction reviewed district policies periodically. As a result, they noted a series of policies that were either outdated and in need of updating or were no longer applicable and in need of removal.

Recommendation 1:

Establish a system for the adoption and review of board policies.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and the assistant superintendent review local policies annually to find any that are in need of updating, revising or deleting.	September 2002
2.	The superintendent and assistant superintendent present a list of these to the board for consideration.	October 2002
3.	The board votes to revise, update or remove selected local policies.	August 2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Some board members are getting involved in the day-to-day operation of the district, rather than limiting themselves to their responsibilities as policy-makers. Others are not steering troubled employees or community members through the appropriate chain of command or to the superintendent.

For example, one board member started looking at the individual travel of district employees and how much was being spent. Another board member called a district employee and told the employee they should not go on a certain trip. These are typically the duties of the business manager or chief financial officer (CFO) and not the Board of Trustees. Another example occurred when the CFO and superintendent purchased a new truck for the Maintenance Department. Although the superintendent had the authority to purchase the truck, the proper signatures were obtained, the money was budgeted and the \$6,500 cost of the truck was under the \$10,000 amount requiring a board member's approval, a board member expressed concern about this and had a lengthy discussion about it with the CFO.

According to TASB, Texas statute assigns authority to the superintendent for managing the day-to-day operations of the district, while the board is assigned the duty of overseeing the management of the district. There is a clear distinction between managing and overseeing the management. Micromanagement by boards is typically a product of not adequately defining the difference between the activities of the superintendent and the board members.

Management can be defined as three activities: putting plans, procedures, programs and processes in place to achieve a clearly defined, desired result; monitoring those plans, procedures, programs and processes against appropriate benchmarks or measures of effectiveness; and changing the plans, procedures, programs and processes if they are not proving

successful in achieving the desired result. Overseeing management is the process of making sure the manager is managing systematically. Boards that second-guess individual management actions rather than focusing on the superintendent's success in setting up management structures harm management in the district for the long term.

The Navarro ISD Board of Trustees developed a Code of Conduct to better define its roles and responsibilities and to help the board function as an effective team. The Code of Conduct addresses four primary educational and ethical standards as shown in **Exhibit 1-4**.

Exhibit 1-4
Navarro ISD Code of Conduct

Function	Standard
Governance	<ul style="list-style-type: none"> • Bring about desired changes through legal and ethical procedures, upholding and enforcing all laws, State Board of Education rules, court orders pertaining to schools and district policies and procedures. • Make decisions in terms of the educational welfare of all children in the district, regardless of ability, race, creed, sex, or social standing. These decisions will place the needs of children above the wants of adults. • Recognize that board must make decisions as a whole and make no personal promise or take private action that may compromise the board. All action should take place in an official board meeting. • Focus board action on making policy, setting goals, planning and evaluating and insist on regular and impartial evaluation of all staff. • Vote to appoint the best qualified personnel available after consideration of recommendations by the Superintendent. • Delegate authority for the administration of the school to the Superintendent. Board members will not engage in micromanagement.
Conduct	<ul style="list-style-type: none"> • Hold confidential all matters that, if disclosed, may have an impact on the district. Respect the confidentiality of information that is privileged under applicable law, including closed session agenda items. • Attend all regularly scheduled board meetings, arrive on time, and become informed concerning the issues to be considered at those meetings. • Make policy decisions only after full discussion at

	<p>publicly held board meetings, render all decisions based on the available facts, and refuse to surrender judgment to individuals or special groups.</p> <ul style="list-style-type: none"> • Refrain from using board position for personal or partisan gain. • Disagree in an agreeable manner. We will not hold grudges or question another board member's vote on an issue, but will respect other views and opinions. • Be firm, fair, just and impartial in all decisions and actions.
Communication	<ul style="list-style-type: none"> • Encourage the free expression of opinion by all board members. Make a good faith effort to understand and to accommodate the views of others. • Seek communication between the board and students, staff, and all elements of the community. • Communicate to fellow board members and the Superintendent, at appropriate times, expression of public concerns. • The board President shall make sure that persons addressing the board follow established guidelines.
Board Preparation	<ul style="list-style-type: none"> • Become informed about current educational issues and seek continuing education opportunities such as those sponsored by state and national school board associations. • Disseminate pertinent information gained at training workshops and conventions with the Superintendent and fellow board members.

Source: Navarro ISD.

Recommendation 2:

Develop a board code of conduct.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board members maintain a clear distinction between their role as policy-makers and that of implementation officers.	September 2002
2.	The board members self-police and discipline each other	September 2002

	to avoid getting involved in day-to-day matters of the district.	and Ongoing
3.	The board and administration work together.	October 2002 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Some IISD board members have not fulfilled their continuing education requirements established by law for 2001-02.

IISD board members are required by state law to develop a broad and comprehensible understanding of the district and other districts through required training. The Texas Education Code (TEC) specifies: *"A trustee must complete any training required by the State Board of Education."* IISD policy states the same thing that *"Each Trustee must complete any training required by the State Board of Education. Education Code 11.159."*

The continuing education requirements are determined by the individual trustee's length of service on the board. The district has two new members who are required to take three hours of orientation to the TEC, at least three hours of a team building session or assessment of continuing education needs of the board-superintendent team and at least 10 hours of additional continuing education based on assessed needs and the framework for governance leadership. This totals 16 required hours for first-year members.

According to TASB Leadership Team Services, each experienced trustee is required to have at least three hours of a team-building session or assessment of continuing education needs of the board-superintendent team. In addition, each trustee is required to have at least five hours of additional continuing education based on assessed needs and the framework for governance leadership, for a total of eight required hours. All trustees, regardless of years of experience must also have an update to the TEC after the legislative session.

Exhibit 1-5 summarizes the number of continuing education hours required by each board member, the number of hours taken in 2000-01 and the number taken in 2001-02 . While the 2001-02 school year is not yet over, none of the board members plan to attend any additional training before the end of the year according to the district.

**Exhibit 1-5
Board Member Continuing Education Status
2000-01 and 2001-02**

IISD Board Member	2000-01 Hours	2001-02 Hours	Required Hours	2001-02 Surplus (Deficiency)
Gilbert Honea	40	17.75	8	9.75
Travis Hall	10	12	8	4
John A. Henderson	10	4	8	(4)
Gene Atkinson	10	12	8	4
Manuel Benavides	24	12	8	4
Olen Hicks*	N/A	N/A	16	N/A
Rowan Zachry**	N/A	4	16	(12)

Source: IISD Central Administration, 2000-01 and 2001-02.

**Note: Olen Hicks has not completed board member training due to being newly elected May 4, 2002.*

***Note: Rowan Zachry was not on the board in 2000-01.*

According to the superintendent's secretary, all board members are on the TASB mailing list for continuing education opportunities. The superintendent receives notification of Regional Education Service Center XX (Region 20) offerings which he presents to the board members at their monthly meetings.

IISD policy also states that: Annually, at the meeting at which the call for election of board members is normally scheduled, the President shall announce the name of each board member who has completed the required continuing education, who has exceeded the required hours of continuing education, and who is deficient in the required continuing education. The President shall cause the minutes to reflect the information and shall make this information available to the local media. According to the board secretary and the review team's examination of board minutes, the policy of announcing board members' continuing education hours is being followed.

Recommendation 3:

Encourage board members to take required training hours each year.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent notifies board members quarterly of their surplus or deficit hours.	September 2002
2.	The superintendent forwards the Region 20 announcements to each board member upon receipt, and their insufficient hour total.	November 2002 and Ongoing
3.	The superintendent presents to the board in May the list of board members who have completed the required continuing education, who has exceeded the required hours of continuing education and who is deficient in the required continuing education.	May 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

B. DISTRICT PLANNING

State law requires districts to ensure that careful planning and evaluation occur at the school and district level. A district with a strategic plan that has received broad-based input and has well-defined goals will be better able to meet state standards of academic excellence. Evaluating a district's programs allows the board and administrators to gauge the success of each program by determining if key objectives and results are obtained and if the benefits merit the costs incurred. Changes can then be made based on those results.

As part of its planning and evaluation process, each district is required to develop both a district improvement plan (DIP) and campus improvement plan (CIP). IISD prepares its DIP and CIP annually for each school. Each school year, the principal of each school, with the assistance of the site-based decision-making committee, develops, reviews and revises the campus improvement plan. The purpose of this plan is to improve student performance on the state's academic excellence indicators for all student populations, as well as improve performance on any other performance measures for special needs populations. The campus improvement plan must support the objectives of the district improvement plan and must, at a minimum, support the state goals and objectives for education.

FINDING

The IISD Board of Trustees is not engaged in strategic planning for the district. All planning in the district is at the administrative and school levels in the DIP and CIP. The district does not have a strategic plan to tie everything together and guide the overall operations and progress of the district.

The following goals were adopted by IISD for the 2001-02 school year.

- **Academic Performance:** IISD will improve and enhance academic performance of every student;
 - **Staffing:** IISD will retain, support and recruit quality staff;
 - **Climate:** IISD will reduce student crime and substance abuse and heighten campus safety;
 - **Parental/Community Involvement:** IISD will promote involvement of parents and community in each student's education;
- and

- **Recognition:** IISD will promote the accomplishments of every school, program, staff member and student.

The lack of an overall IISD strategic plan is evident in some areas of the district. The district has not adopted a plan to address the sewer expansion problem and lack of capacity to expand the district. This is an issue that needs to be addressed in the long-term and worked on with the city of Ingram.

The district's other plans, including the CIP, DIP, budget and master facilities plan are not developed from a strategic plan, so that everything is tied together and working toward the same ultimate long-term goals.

Elgin Independent School District (EISD) used a professional facilitator to begin a formal strategic planning process when the board approved eight strategic goals for the district. These goals represented the priorities identified by board members and district staff and responses to a questionnaire answered by families in the community. Based on the eight strategic goals and expected student outcomes adopted by the board, the EISD advisory committee, a representative group of teachers, parents, principals, administrators and community members developed specific activities, strategies and outcomes to respond to each goal and summarized them in the DIP.

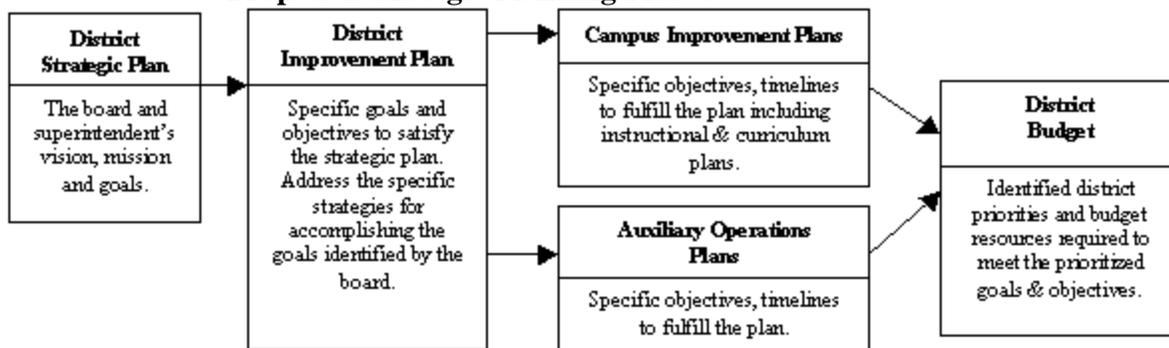
Recommendation 4:

Implement a strategic planning process whereby the board sets the vision, mission and overall goals for the district while staff develops specific strategies for accomplishing the goals.

The review team recommends that the board develop a list of three to eight major district goals, with performance objectives related to Academic Excellence Indicator System (AEIS). For each goal listed, the board should develop specific criteria that will be used to determine whether and when the goal has been achieved. The board should take action on its goals each year. Although they may remain the same for several years, the board should review, revise if necessary and re-adopt its goals annually. This is crucial to ensuring the goals are serving their purpose of focusing the attention of the board and staff and guiding their decision-making.

Exhibit 1-6 shows a proposed strategic planning process.

**Exhibit 1-6
Proposed Strategic Planning Process**



Source: SoCo Consulting, Inc.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent appoints a planning coordinator/facilitator to assist the district in developing a strategic planning process.	September 2002
2.	The coordinator/facilitator, using a structured process, gathers feedback from staff and community members.	October 2002
3.	The superintendent and board, working with staff, develop a vision statement, a set of core values, a mission statement, goals and expected student outcomes.	November 2002
4.	The DIP and CIP are developed using the strategic plan.	November 2002 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The IISD CIPs and the DIP are constructed to meet some but not all TEC requirements.

Both the elementary and middle school principals told the review team that they create their CIPs in order to meet requirements, and the review team was told that the high school principal uses it more because he is new. The high school principal and assistant principal use their document more than the other principals, but do not use it consistently to guide their day-to-day decisions.

According to TEC Section 11.251, each district improvement plan specifically must include the following: a comprehensive needs assessment on district student performance on the academic excellence indicators and other measures of performance; measurable district performance objectives for all appropriate academic excellence indicators for all student populations; strategies for improving student performance; resources needed to implement identified strategies; staff responsible for ensuring the accomplishment of each strategy; timelines for ongoing monitoring of the implementation of each improvement strategy; and formative evaluation criteria for determining periodically whether strategies are resulting in intended improvements in student performance.

According to the same source, each campus improvement plan specifically must assess the academic achievement for each student in the school using the Academic Excellence Indicator System (AEIS); set school performance objectives based on AEIS; identify how the school goals will be met for each student; specify resources needed to implement identified strategies; identify staff needed to implement the plan; set timelines for reaching the goals; and measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.

Exhibit 1-7 shows the review team's assessment of the IISD CIPs and whether or not they are meeting the requirements of the campus improvement plans. While all of the plans identified parties responsible for each initiative or strategy and a general timeline for completion, the plans do not set specific baselines, quantifications or benchmarks for evaluating the successful achievement of each. In addition, none of the campus plans set target dates for the evaluation of results and none outlined expectations.

Exhibit 1-7
Assessment of the IISD Campus Improvement Plans
2001-02

Plan Component	IISD Elementary	IISD Middle School	IISD High School
Identifies responsible party	Yes	Yes	Yes
Sets timeline for completion	Yes	Yes	Yes
Sets target dates for completion	No	Some	No
Sets a baseline for measuring results	No	No	No
Quantifies goal achievement	No	Some	No

Provides a benchmark to compare results against	No	No	No
Identifies expected results	No	No	No

Source: IISD Elementary Campus Improvement Plan (CIP), 2001-02, IISD Middle School CIP, 2001-02, Ingram Tom Moore High School 2001-02 CIP.

The lack of use of the CIP as a living document is evidenced by the fact that it has not changed significantly from one year to the next. **Exhibit 1-8** compares the IISD Elementary campus improvement plans from 2000-01 to 2001-02.

Exhibit 1-8
Comparison of Ingram Elementary Campus Improvement Plans
2000-01 to 2001-02

2001-02	2000-01	Review Team Assessment
By May 2006, all students will be reading on grade level at the end of grade 3, and students will show continuous progress in literacy proficiency (i.e. growth performance above the 50th percentile on norm reference tests, TLI of at least 70 on TAAS)	By May 2005, all students will be reading on grade level at the end of grade 3, and students will show continuous progress in literacy proficiency (i.e. growth performance above the 50th percentile on norm reference tests, TLI of at least 70 on TAAS)	Goals are identical- benchmark date is changed. Grade 3 performance is below state average for all student categories.
By May 2006, specific professional development needs in early reading research and best teaching practices for K-5 teachers at IES will be determined.	By May 2005, specific professional development needs in early reading research and best teaching practices for K-5 teachers at IES will be determined as part of the Academics 2000: First Things First Program	Identical.
Use direct and best teaching practices to ensure that all children enter first grade prepared to be successful and	Use direct and best teaching practices to ensure that all children enter first grade prepared to be successful and	Identical.

can continue that success in later grades.	can continue that success in later grades as part of Academics 2000 program.	
By May 2006, student achievement will meet/exceed state recognized standards (80%) in state-mandated assessments.	By May 2005, student achievement will meet/exceed state recognized standards (80%) in state-mandated assessments.	Identical goals-benchmark date is moved.
By May 2006, IES will recruit, support and retain quality staff in an effort to improve academic performance in Math and Language.	By May 2005, IES will recruit, support and retain quality staff in an effort to improve academic performance in Math and Language.	Identical goals-the benchmark date is moved.
By May 2006, all students and staff will be provided a safe and orderly environment for learning	By May 2005, all students and staff will be provided a safe and orderly environment for learning	Identical goals-the benchmark date is moved.

Source: IISD Elementary CIP, 2000-01 and 2001-02.

Many districts benefit from incorporating their campus improvement plans in a well-developed overall strategic plan. These often include facility needs, enrollment projections spread out over a specified time period, safety and security issues and AEIS performance data.

Recommendation 5:

Strengthen campus improvement plans to include all TEA required elements and use the resulting plans in setting the vision for each school.

The schools should make sure that objectives are set realistically and provide for continual improvement in a specified area. The plan should provide for quantifiable measurements to determine if an objective was successfully achieved, set specific target dates for measurement, provide a baseline from which to measure and a benchmark for comparison.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent instructs the principals to re-evaluate campus improvement plans.	September 2002
2.	The school principals direct the campus improvement	September

	committees to include more information for the objectives like baselines, quantifiable measures of achievement, benchmark, target dates and/or expected results.	2002
3.	The campus improvement committees add additional information to plans as directed.	September 2002
4.	District and campus improvement committees analyze monthly progress toward action items in the DIP and CIP.	October 2002
5.	District and campus improvement committees present results to the school principals each month.	October 2002 and Ongoing
6.	The school principals present results to the superintendent each month.	October 2002 and Ongoing
7.	The superintendent prepares a consolidated report of DIP and CIP information each quarter and presents it to the board.	December 2002 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

C. DISTRICT MANAGEMENT

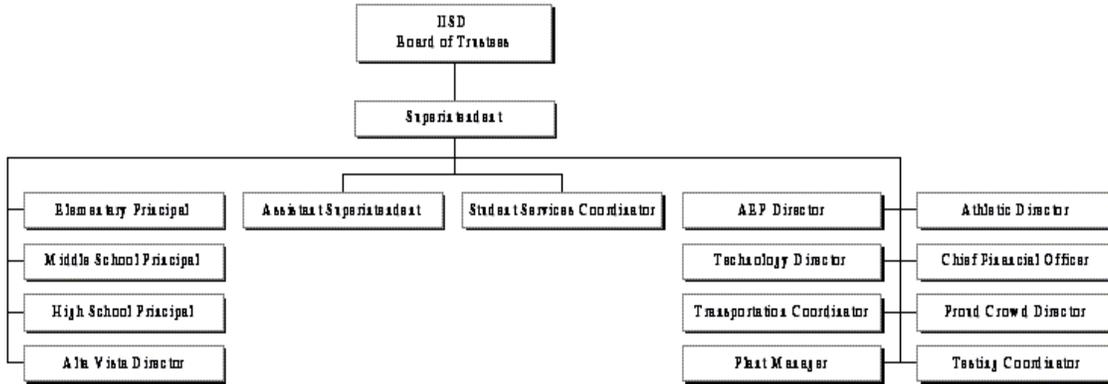
While the school board is responsible for creating policy, the superintendent is responsible for carrying out policy. The superintendent must manage the district in the most cost-effective and efficient manner possible. The goal of administration must always be to facilitate and support the instruction of students by ensuring that every possible dollar and resource is directed to the classroom.

A superintendent serves as the district's chief executive officer for a period of time set by a contract. The superintendent is subject to contract renewal, non-renewal or dismissal. The superintendent recommends staffing and resources needed to operate the district and accomplish the board's goals and objectives. The superintendent also is responsible for reporting management information to the board and ensuring the district is accountable for its performance against established goals. Section 11.201 of the TEC states that the superintendent holds:

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

Exhibit 1-9 depicts the organization of the district.

**Exhibit 1-9
IISD Organizational**



Source: Interviews with IISD personnel, April, 2002.

FINDING

The superintendent holds two meetings each month, one with his administrative and auxiliary staffs and one with administrative staff only, to foster good communication and to keep everyone involved with the workings of the district. **Exhibit 1-10** summarizes the two monthly meetings, the attendees and the major topics of discussion.

**Exhibit 1-10
Superintendent Cabinet and Leadership Team**

Meeting Frequency	Attendees	Topics
1st day of month	Leadership Team: Three school principals Maintenance Director Transportation Director Technology Director CFO Assistant Superintendent Athletic Director Director of Student Services Principal of AEP Special Education Director	Finance-oriented Budget Communication
3rd Monday of	Administrative	Instructional based

every month	Team: Three school principals Assistant Superintendent CFO	Any TEA handouts or changes in methodologies Student-related
Special meetings as needed	Depends on topic	As needed

Source: HISD superintendent interview.

A specific agenda is provided for each meeting so that members will know exactly what is going to be discussed. According to the superintendent, these meetings have kept the lines of communication open between members of his staff and are a means for presenting changes and getting feedback. The meetings also provide staff with an overview for the next couple of weeks.

COMMENDATION

The superintendent conducts regular management meetings to keep staff informed of all areas of the district.

FINDING

Thirteen managers report directly to the superintendent, limiting the amount of direction that each manager can be given and extending the span of control beyond normal expectations.

The thirteen direct reports include: assistant superintendent, all three principals, student services coordinator, alternative education director, technology director, transportation coordinator, plant manager, athletic director, chief financial officer, Proud Crowd director and superintendent's secretary.

Although the superintendent uses regular cabinet and management meetings to stay abreast of issues with his subordinates, it is typical according to general management principles to have seven subordinates reporting to a manager. The span of control is nearly double what is normally expected.

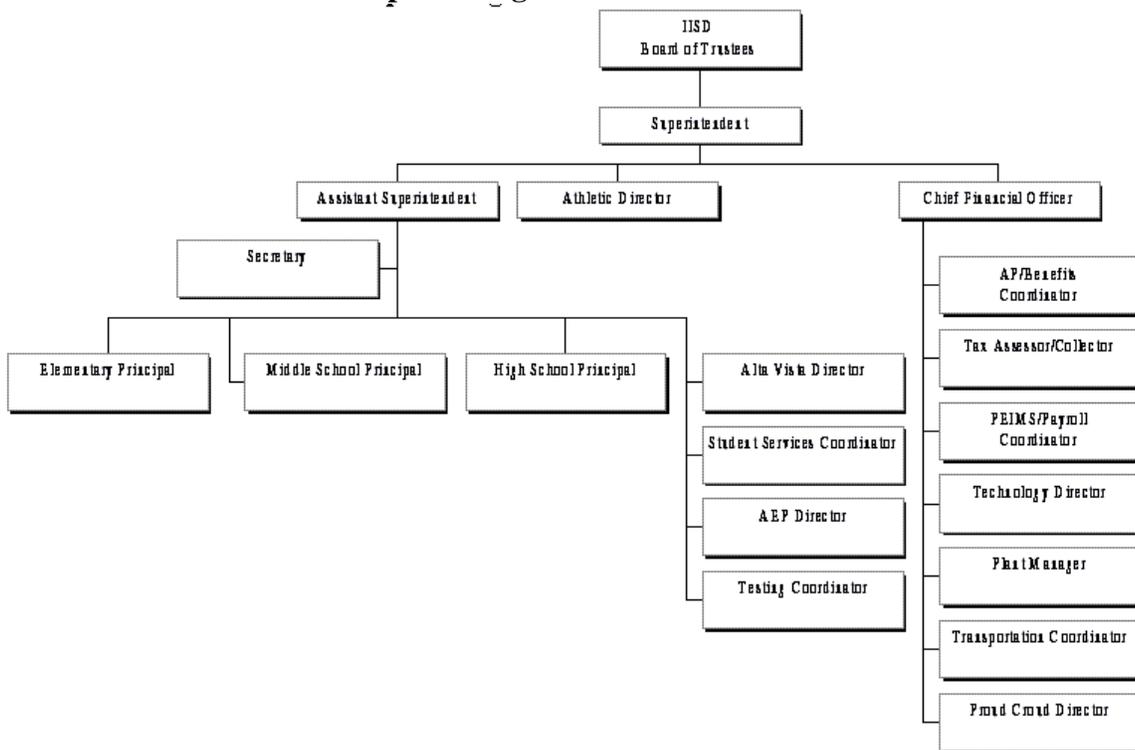
Recommendation 6:

Reduce the number of positions reporting directly to the superintendent through consolidation and reorganization.

Typically, assistant superintendents are responsible for the educational delivery of the district, and thus have school principals, curriculum facilitators and other instructional positions as direct subordinates. Business managers typically are responsible for the auxiliary operations of a school district, including food services, human resources and transportation, as well as all of the financial positions.

Exhibit 1-11 shows the review team's proposed organizational structure where more functional leaders would report to the CFO and assistant superintendent, rather than directly to the superintendent. The assistant superintendent would be in charge of educational delivery and have the school principals, curriculum facilitators, AEIS data analyst and the special education director as direct reports. By coordinating all of these positions, the assistant superintendent can ensure horizontal and vertical alignment of all curriculums, resulting in consistent practices throughout the district. The CFO would have the food services, transportation and maintenance directors as direct reports.

**Exhibit 1-11
Proposed Organizational Structure**



Source: SoCo Consulting, Inc.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent reviews the organization structure and proposes a revised structure.	September 2002
2.	The superintendent presents the new structure to the board for approval.	October 2002
3.	The superintendent discusses changes with all functional area managers and implements the new reporting structure.	November 2002
4.	The superintendent meets with functional area managers to discuss any concerns or questions about the new structure.	January 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

IISD does not use a staffing allocation formula to determine the administrative staffing requirements for each school. Administrative staff is composed of principals, assistant principals, counselors, librarians, library aides, secretaries and clerks.

Exhibit 1-12 compares the current staffing levels for each IISD school against the staffing levels suggested in the Checklist of Standards for the Accreditation of Elementary and Secondary Schools published by the Southern Association of Colleges and Schools (SACS) and calculates the differences.

**Exhibit 1-12
IISD Staffing Compared to SACS Minimum Personnel Requirements**

School	IISD and SACS	Enrollment	Principal	Professional, Administrative or Supervisory Assistants*	Counselor	Library/Media Specialist	Library Aides	Secretaries or Clerks
Elementary	IISD	579	1.0	2.0	1.0	1.0	1.0	4.0
	SACS	440-659	1.0	0.0	1.0	1.0	0.5	1.0
	Difference		-	2.0	-	-	0.5	3.0
Middle	IISD	407	1.0	1.0	1.0	1.0	1.0	3.0
	SACS	250-499	1.0	0.5	1.0	1.0	0.5	1.0
	Difference		-	0.5	-	-	0.5	2.0

High	IISD	512	1.0	2.0	1.0	1.0	1.0	4.0
	SACS	500-749	1.0	1.0	1.5	1.0	1.0	3.0
	Difference		-	1.0	(0.5)	-	-	1.0

Source: IISD Chief Financial Officer and Checklist of Standards for the Accreditation of Elementary Schools, 2001-2002, Southern Association of Colleges and Schools (SACS).

**Note: Includes assistant principals.*

IISD Elementary has a total of 5.5 positions more than suggested by the SACS standards: three clerk/secretarial positions, two assistant administrators and 50 percent of a library aide. The IISD middle school has 3.0 positions more than SACS for the secretarial/clerk position, assistant principal and the library positions. The high school has an additional secretary/clerk position and one administrator more than SACS standards recommend.

The average IISD salaries for these positions are summarized in **Exhibit 1-13**.

Exhibit 1-13
Average Salaries for IISD School Positions

Position	Elementary	Middle School	High School
Professional Administrative or Assistant	\$34,279	\$41,500	\$39,010
Secretaries/Clerks	\$15,707	\$17,692	\$17,613
Guidance Counselors	\$43,982	\$36,534	\$46,164
Librarians	\$41,800	-	\$34,280
Library Aides	\$12,473	\$14,582	\$15,779

Source: IISD Employee Listing as of April 1, 2002.

Recommendation 7:

Implement a staffing allocation formula for campus administration.

The district should implement a staffing allocation formula in order to analyze annually whether it is appropriately staffed.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The CFO uses standard staffing allocation methodologies to analyze the staffing levels.	September - October 2002
2.	The CFO discusses staffing levels with superintendent.	October 2002
3.	The superintendent presents the staffing formula to the board.	October 2002
4.	The superintendent institutes a hiring freeze on excess positions and adjusts staffing assignments where necessary when personnel leave these positions.	November 2002
5.	The CFO adjusts budget according to recommendations and reassigns staff as necessary.	June 2003

FISCAL IMPACT

Exhibit 1-14 details the salary reductions that can be achieved by implementing an administrative staffing formula for each IISD school. Benefits are calculated by applying \$125 per month for health and life insurance coverage, annual salary times .0145 for Medicare and annual salary times .0056 for workers' compensation expenses.

**Exhibit 1-14
Salary Reduction Estimate**

School	Recommendation	Annual Salary	Annual Salary Cost	Annual Benefit Cost	Total Salary Costs
Elementary	Reduce assistant principal position by one	\$34,279	\$34,279	\$2,189	\$36,468
	Reduce three secretary/clerk positions	\$15,707	\$47,121	\$5,447	\$52,568
Middle School	Reduce two secretary/clerk positions	\$17,692	\$35,384	\$3,711	\$39,095
High School	Reduce one secretary/clerk position	\$17,613	\$17,613	\$1,854	\$19,467
	Reduce one assistant principal position	\$39,010	\$39,010	\$2,284	\$41,294

Total	\$188,892
--------------	------------------

Assuming that one-fourth of the salary savings may be possible in the first year through attrition, first year savings are estimated as \$47,223.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Implement a staffing allocation formula for campus administration.	\$47,223	\$188,892	\$188,892	\$188,892	\$188,892

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

D. PERSONNEL MANAGEMENT (PART 1)

Elementary and secondary education is a labor-intensive undertaking: personnel costs consume approximately 80 percent of the average school district budget, making personnel management a major priority in any district.

Personnel management includes staffing analysis, recruiting, hiring, salary and benefit administration, and performance evaluation. Effective personnel management requires compliance with equal employment opportunity statutes and other applicable federal and state laws. Establishing fair and workable policies, procedures and training programs are important to recruiting and retaining competent staff.

Like most employers, IISD must comply with a variety of state and federal laws that govern human resources management. These laws include the Fair Labor Standards Act, which governs wage and hour payments; the Americans with Disabilities Act, which states that an employer must provide reasonable accommodation to any employee or applicant for a position who has a disability without which they would be able to carry out the job's duties, and the Equal Employment Opportunity Act, which prevents employers from making hiring and termination decisions based on age, race, religion, gender, or other non-performance related factors. There are also state laws governing the personnel administration of school districts.

The personnel responsibilities at IISD are decentralized and are shared among the superintendent, assistant superintendent and the CFO as illustrated in **Exhibit 1-15**.

Exhibit 1-15
IISD Organization of Personnel Responsibilities



Source: IISD Interviews with superintendent, assistant superintendent and CFO.

Each functional area in the district, such as transportation, maintenance and food services is responsible for their own employee's evaluations. Each principal is responsible for the evaluation of teachers, aides and other employees at their school. Job descriptions, as a responsibility, are not specifically assigned to one person but rather descriptions are written as needed by the supervisor of the position.

The CFO is a Certified Texas School Business Official, a designation that is offered through the Texas Association of School Business Officials (TASBO). TASBO is an organization that educates its members in professional school business practices and serves as the recognized source of school business information. Through this organization and the Texas Association of School Boards (TASB), the CFO has received training in human resource issues. The assistant superintendent has also attended personnel related training offered at Region 20.

The payroll expenditures for the district are outlined in **Exhibit 1-16** below and show that for the 2001-02 school year, payroll expenditures for IISD are the highest when compared with its peer districts.

Exhibit 1-16
IISD Payroll Operating Expenditures by Function Compared with
Peer Districts
2001-02

Function	Hearne	Hempstead	Ingram	Smithville	Yoakum
Instruction	68.8%	63.8%	65.5%	70.6%	69.3%
Instructional-Related Services	2.0%	3.1%	1.9%	2.6%	2.1%
Instructional Leadership	1.2%	1.1%	1.2%	1.6%	0.8%
School Leadership	6.4%	7.1%	6.7%	6.3%	4.8%
Support Services-Student	3.4%	3.6%	5.0%	3.9%	3.0%
Student Transportation	1.4%	3.4%	2.2%	4.1%	2.5%
Food Services	3.8%	3.3%	2.8%	2.7%	3.6%
Cocurricular/Extracurricular Activities	2.0%	3.2%	3.3%	1.6%	2.8%
Central Administration	4.8%	2.6%	3.2%	3.4%	4.7%

Plant Maintenance and Operations	5.8%	7.5%	6.5%	3.1%	6.3%
Security and Monitoring Services	0.0%	0.6%	0.0%	0.0%	0.0%
Data Processing Services	0.4%	0.6%	0.6%	0.0%	0.0%
Community Services	0.0%	0.0%	0.9%	0.0%	0.0%
Total Payroll Operating Expenditures	\$6,978,889	\$7,252,184	\$8,591,250	\$9,046,297	\$8,826,350
Total Operating Expenditures	\$8,605,232	\$9,067,917	\$10,475,596	\$11,767,917	\$10,791,639
Payroll as a Percent of Total Operating Expenditures	81.1%	80.0%	82.0%	76.9%	81.8%

Source: TEA, Public Education Information Management System (PEIMS) Data, 2001-02.

One of the major personnel responsibilities is recruiting and hiring professional personnel and support staff for authorized positions in all departments and schools. **Exhibit 1-17** provides a breakdown of positions held by employees of IISD from 1997-98 through 2001-02 and reveals that in a period where enrollment has increased by less than seven percent, staff has been increasing.

Exhibit 1-17
IISD Employees by Job Category
1997-98 through 2001-02

	1997-98	1998-99	1999-2000	2000-01	2001-02	Percent Change
Teachers	117.0	120.3	124.7	124.1	126.7	8.3%
Central Administrators	4.2	5.0	3.6	3.0	5.5	31.0%
School Administrators	7.4	6.3	6.5	6.6	7.0	(5.4%)
Professional Support	13.8	17.2	19.9	19.9	17.8	29.0%
Total Professional Staff	142.4	148.8	154.7	153.6	157.0	10.3%
Educational Aides	39.8	38.9	40.1	38.5	36.0	(9.5%)

Auxiliary Staff	59.8	61.6	68.5	73.1	69.6	16.4%
Total Staff	242.0	249.3	263.3	265.2	262.6	8.5%
Enrollment	1,395	1,434	1,516	1,463	1,498	7.4%

Source: TEA, AEIS, 1997-98 through 2000-01 and PEIMS, 2001-02.

The district has very experienced teachers, as revealed in **Exhibit 1-18**. Seventy-three percent of its staff has six or more years of experience, second only to Yoakum Independent School District.

Exhibit 1-18
Composition of IISD Teachers Experience vs. the Peer Districts
2000-01

District	Beginning/ Percent	1-5 Years/ Percent	6-10 Years/ Percent	11-20 Years/ Percent	> 20 Years/ Percent	Percent Greater than 6 Years
Yoakum	3.0 2.4%	11.4 9.1%	24.5 19.6%	34.0 27.1%	52.4 41.8%	88.5%
Ingram	8.5 6.9%	25.0 20.1%	23.6 19.0%	46.4 37.4%	20.6 16.6%	73.0%
Hearne	8.3 8.0%	23.2 22.5%	14.0 13.5%	29.1 28.1%	28.9 27.9%	69.5%
Smithville	8.9 6.2%	41.7 29.2%	28.0 19.6%	36.0 25.3%	28.0 19.7%	64.6%
Hempstead	11.1 10.3%	32.0 29.7%	17.3 16.2%	19.2 17.8%	28.0 26.0%	60.0%

Source: TEA, PEIMS, 2000-01.

In addition to the state minimum salary schedule, the district pays a local supplement of \$1,000 a year to a professional contract employee.

The district uses substitutes to replace absent teachers. Prospective substitute teachers can complete an application available online at the district's Web site. All applications are forwarded to the payroll clerk who keeps a log of the substitutes. The log is forwarded to the principal's secretaries on a weekly basis. Substitutes are paid \$60 each day whether or not the substitute is a certified teacher. A substitute handbook is compiled by the assistant superintendent and provided to all applicants. Training for

substitutes can also be taken at Region 20. Substitute costs are closely monitored by the CFO on a monthly basis through the payroll reports produced from the Regional Service Center Computer Cooperative (RSCCC) business system. Total expenditures for substitutes during the 1999-2000 school year were \$74,726, which is less than one percent of total payroll expenditures.

The district compensates overtime in accordance with federal wage and hour laws. All employees are classified as exempt or nonexempt for purposes of overtime compensation. Exempt employees are ineligible for overtime compensation. Nonexempt employees are entitled to overtime compensation for work performed with prior approval of their supervisor. During 1999-2000, IISD overtime costs were less than one percent of total payroll.

Benefits

The district is a member of the Hill Country Schools Co-operative (CO-OP) to provide health insurance coverage. Through this interlocal agreement the district is required to fund the plan based on a set contribution for each employee that is a member of the plan. The plan offers the benefits shown in **Exhibit 1-19**.

**Exhibit 1-19
Health Plan Coverage Benefits and Participation
2001-02**

	Plan A	Plan B	Plan C	Alternate
Employee Life Insurance	\$25,000	\$25,000	\$25,000	\$25,000
Lifetime Maximum	\$1,000,000	\$1,000,000	\$1,000,000	N/A
Deductible	\$250 Individual - \$750 family	\$500 Individual - \$1,500 family	\$1,000 Individual - \$3,000 family	N/A
Coinsurance	90% PPO 70% Non-PPO	90% PPO 70% Non-PPO	80% PPO 60% Non-PPO	Hospital Only Plan
Out of Pocket Maximum	\$500 PPO \$1,500 Non-PPO	\$3,500 PPO \$6,000 Non-PPO	\$10,000 PPO No Option - Non-PPO	N/A
Doctor's Office Visit	\$15 Copay PPO	\$20 (first 10 visits/ \$40 (after 10 visits) PPO	80% after Deductible PPO	Not Covered (except for wellness benefit)

Inpatient Hospital	90% after Ded. PPO	90% after Ded. PPO	80% after Deductible PPO	\$100 Daily Benefit to maximum of 30 days each calendar year
Outpatient Hospital	90% after Ded. PPO	90% after Ded. PPO	80% after Deductible PPO	Not covered
Well Care	\$15 Copy to \$500 PPO	\$20 Copy to \$500 PPO	\$20 Copy to \$500 PPO	100% to \$200 each Calendar Year
Chiropractic Care	90% after Ded. PPO (\$1,000 Calendar Year Max)	90% after Ded. PPO (\$1,000 Calendar Year Max)	Not Covered	Not Covered
Prescription Drug Card	\$10 Generic \$15 Brand + 15% of Balance	\$10 Generic \$15 Brand + 15% of Balance	80% after #250 Ded. Generic 80% after \$250 Ded. Brand	Not Covered
Mental and Nervous				
Calendar Year Maximum	15 Inpatient Days	15 Inpatient Days	15 Inpatient Days	Not Covered
Inpatient/Outpatient	10 Outpatient Visits	10 Outpatient Visits	10 Outpatient Visits	Not Covered
Coinsurance	90% after Ded. PPO	90% after Ded. PPO	80% after Ded. PPO	Not Covered
Vision				
Calendar Year Deductible	\$25	\$25	No Benefit	\$25
Benefit Schedule (prev/basic/major)	100%/80%/50%	100%/80%/50%	No Benefit	100%/80%/50%
Maximum each calendar year	\$250	\$250	No Benefit	\$250
Number of Employees	8	96	50	108
Percentage of Employees Participating	3%	37%	19%	41%

Dental Coverage				
Calendar Year Maximum each Covered Person	\$1,000	\$1,000	\$1,000	\$1,000
Calendar Year Deductible: Each Covered Person/Family Limit	\$50/\$100	\$50/\$100	\$50/\$100	\$50/\$100
Preventive Dental Services (Deductible Waived)	100%	100%	100%	100%
Basic Dental Services	80%	80%	80%	80%
Major Dental Services	65%	65%	65%	65%

Source: Hill Country Schools CO-OP Schedule of Benefits, 2001-02.

The district employees can choose which plan they wish to purchase based on the costs shown in **Exhibit 1-20**.

**Exhibit 1-20
Health Plan Coverage
2001-02**

	Rate	Employer Contribution	Employee Contribution	Dental Coverage
Plan A				
Employee	\$343.00	\$125.00	\$218.00	\$21.00
Employee and Child(ren)	\$596.00	\$125.00	\$471.00	\$35.00
Employee and Spouse	\$656.00	\$125.00	\$531.00	\$43.00
Employee and Family	\$909.00	\$125.00	\$784.00	\$57.00
Plan B				
Employee	\$258.00	\$125.00	\$133.00	\$21.00
Employee and	\$442.00	\$125.00	\$317.00	\$35.00

Child(ren)				
Employee and Spouse	\$503.00	\$125.00	\$378.00	\$43.00
Employee and Family	\$719.00	\$125.00	\$594.00	\$57.00
Plan C				
Employee	\$147.00	\$125.00	\$22.00	\$21.00
Employee and Child(ren)	\$272.00	\$125.00	\$147.00	\$35.00
Employee and Spouse	\$298.00	\$125.00	\$173.00	\$43.00
Employee and Family	\$415.00	\$125.00	\$290.00	\$57.00
Alternate				
Employee	\$125.00	\$125.00	\$0.00	\$0.00
Employee and Child(ren)	Not Available	Not Available	Not Available	\$17.00
Employee and Spouse	Not Available	Not Available	Not Available	\$24.00
Employee and Family	Not Available	Not Available	Not Available	\$39.00

Source: Hill Country Schools CO-OP Schedule of Benefits, 2001-02.

The CO-OP absorbs losses up to \$100,000 for each person. If a claim exceeds that amount then the CO-OP has purchased reinsurance through American Stop Loss. Employees must work a minimum of 17.5 hours to be eligible for benefits. The district has signed up for the state insurance plan beginning in the 2002-03 school year. All employees can also opt to purchase a variety of other insurance programs at their own cost that are deducted from their paycheck pre-tax through the district's cafeteria plan.

The district offers state-provided personal leave and local sick leave.

State Personal Leave - State law requires that all employees receive up to five days of paid personal leave a year. Personal leave is advanced at the beginning of each school year. There is no limit on the accumulation of state personal leave, and it can be transferred to other Texas school districts and is generally transferable to education service centers. Each employee shall earn state personal leave, in equivalent workdays, at the rate of one-half a workday for each 18 workdays of employment, up to the statutory maximum of five workdays annually.

The district has limits on the amount of personal leave taken by an employee. Discretionary leave may not be taken for more than two consecutive workdays except in extenuating circumstances as determined by the Superintendent. Discretionary personal leave cannot be taken the day before or after a school holiday, days scheduled for end-of-semester or end-of-year exams, days scheduled for TAAS tests or professional or staff development days.

Local Sick Leave - Employees in positions requiring ten months of service shall earn five equivalent workdays of local sick leave; employees in positions requiring 11 months of service shall earn six equivalent workdays; and employees in positions requiring 12 months of service shall earn seven equivalent workdays, concurrently with state personal leave. Local sick leave may accumulate with no limit from one year to the next, but it may not be transferred to other school districts.

Sick leave may be used for the following reasons:

- Employee illness;
- Illness in the employee's immediate family;
- Family emergency (natural disaster or life-threatening situations);
and
- Death in the immediate family.

The district also offers a sick leave bank, which is established from voluntary donations of sick leave days by eligible employees. A sick leave bank may be used for the catastrophic, life-threatening illness, injury or disability of an employee or an employee's immediate family member. An employee may request up to 50 days of leave from the pool when that employee has exhausted all available local and state leave. Donations to the pool are made for a specific individual, and each staff member can contribute three state personal days or local sick leave days per school year. The sick leave pool ceases to exist when the employee in whose name the pool was established returns to work or when each voluntary donation reaches the three-day maximum contribution and the sick leave pool is exhausted. Unused sick leave pool days revert to the donors and shall be divided proportionately among donors according to the amount contributed.

Employees who have been employed by the district for at least 12 months and have worked at least 1,250 hours during that time or eligible for family and medical leave.

FINDING

The district has an online employee application that can be printed, completed and mailed or faxed to the district by those seeking district employment. The application includes all the required information including educational background and past job history. An addendum to the application must be completed to allow the district to perform a criminal history background check.

Commendation

The district has created an efficient and effective way for anyone with Internet access seeking employment in the district to obtain an application.

FINDING

The district maintains a printed employee handbook, which is updated by district administrators, and an online handbook, which any district employee can retrieve from the IISD Web site. When changes are made to the online handbook, a memo is sent out to all employees. The handbook contains information on a wide variety of topics that might affect employees, which are listed in **Exhibit 1-21**.

**Exhibit 1-21
IISD Employee Handbook Topics on Web site**

Introduction	Travel Expense Reimbursement	Employee Relations and Communications
District Information	Travel Regulations	Employee Recognition and Appreciation
District Map	Health, Dental and Life Insurance	District Communications
Mission Statement	Supplemental Insurance	Complaints and Grievances
District Philosophy	Cafeteria Plan Benefits	Employee Conduct and Welfare
District Goals	Workers' Compensation Insurance	Standards of Conduct
Board of Trustees	Purchasing Procedure	Sexual Harassment
Administration	Name and Address Changes	Drug Abuse Prevention
Helpful Contacts	Building Use	Reporting Suspected Child

		Abuse
School Calendar	Resignations	Associations and Political Activities
Employment	Dismissal of Non-contract Employees	Safety
Equal Employment Opportunity	Family and Medical Leave	Tobacco Use
Job Vacancy Announcements	Equal Educational Opportunities	Possession of Firearms and Weapons
Contract and Non-contract Employment	Parent and Student Complaints	Visitors in the Workplace
First Aid and CPR Certification	Student Discipline	Copyrighted Materials
Searches and Drug and Alcohol Testing	Unemployment Compensation Insurance	Computer Use and Data Management
Reassignments and Transfers	Teacher Retirement	Asbestos Management Plan
Workload and Work Schedules	Other Benefit Programs	Pest Control Treatment
Notification of Parents About Certification	Leaves and Absences	Phone Use
Outside Employment and Tutoring	Local Sick Leave	General Procedures
Performance Evaluations	Old State Sick Leave	Bad Weather Closing
Employee Involvement	Personal Leave	Emergencies
Staff Development	Sick Leave Pool	Personnel Records
Compensation and Benefits	Temporary Disability	Termination of Employment
Salaries, Wages and Stipends	Reports to the State Board for Educator Certification	Dismissal or Non-renewal of Contract Employees
Important Payroll Dates	Workers' Compensation Benefits	Exit Interviews and Procedures
Paycheck Stub	Assault Leave	Student Issues
Electronic Deposit	Jury Duty	Student Records

Payroll Deductions	Other Court Appearances	Administering Medication to Students
Overtime Compensation	Military Leave	Employment Policies

Source: IISD Intranet.

The handbook translates the board policies that relate to district staff into easy-to-follow language. It summarizes payroll procedures, employee benefits, leave programs and other vital employee information and provides a quick reference guide for employees with questions about district policy.

COMMENDATION

The district has an employee handbook that is updated regularly and published on the Internet for retrieval by all employees.

FINDING

District administrators have written a 99-page handbook that is given to everyone who submits a substitute teacher application. The handbook contains classroom management tips, responsibilities of substitute teachers, a guide to student behavior and a list of resources.

It also provides general hints for substitutes to assist them in teaching successfully. For example, the manual provides sample responses to typical questions, what to do to motivate the students, how to handle behavior problems and how to control the classroom.

Commendation

The district distributes a substitute handbook that provides information and guidance for substitute teachers.

FINDING

The district conducts an employee orientation meeting the first week of school for all district employees. At this meeting, all required payroll items are completed for the employee's file. Blank copies of the forms that need to be completed are compiled in a packet and distributed to every employee. Other information needed by the district is also distributed.

The agenda for the meeting includes presentations by the payroll administrator concerning how to request leave days and how to read a

payroll stub. Insurance providers present information about the employee health insurance plan and other benefits that can be purchased. In the afternoon, training on the teacher evaluation system is provided.

COMMENDATION

The district conducts an orientation meeting every year to provide information and answer questions about employee benefits for all employees.

FINDING

IISD has no instructional personnel staffing formula to determine the optimal number of staff needed for the district's classes. Staffing formulas assist districts by basing the number of staff on the number of students. Fewer students means fewer staff are required, and an increase in students requires more staff to meet the increased need.

TEC Section 25.111 specifies that *"Except as provided by Section 25.112, each school district must employ a sufficient number of teachers certified under Subchapter B, Chapter 21 to maintain an average ratio of not less than one teacher for each 20 students in average daily attendance."* Section 25.112 states that *"Except as otherwise authorized by this section, a school district may not enroll more than 22 students in a kindergarten, first, second, third or fourth grade class."*

Exhibit 1-22 shows the number of students and teachers for IISD, its peer districts, the region and the state in 2001-02. Ingram has three less students per teacher than the state and Region 20.

**Exhibit 1-22
Analysis of Instructional Personnel
2001-02**

District	Student Enrollment	Number of Teachers	Student to Teacher Ratio
Hempstead	1,454	96	15
Smithville	1,853	136	14
Ingram	1,498	127	12
Yoakum	1,533	129	12
Hearne	1,124	106	11
Region 20	338,270	22,626	15

State	4,165,101	282,855	15
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Source: TEA, PEIMS, 2001-02.

Exhibit 1-23 shows the 2000-01 class sizes by grade for IISD, its peer districts, the region and the state. Ingram's class sizes were below the state and Region 20 averages for all grades except kindergarten. IISD has the smallest class size for grade 6, the second smallest for grade 1 and the third smallest for grades 3 and 4. The district falls in the mid-range of class sizes for grades 2 and 5, although it is still under both the region and state averages. Kindergarten was the only grade level in which IISD had the largest class size, exceeding even the state.

Exhibit 1-23
Class Size Average Comparison, by Class
2000-01

District	Ingram	Hearne	Hempstead	Smithville	Yoakum	Region 20	State
Kindergarten	19.8	16.6	14.4	19.2	16.2	19.6	18.8
Grade 1	15.1	12.7	17.2	15.9	15.7	18.0	18.1
Grade 2	18.3	15.5	20.4	17.4	16.7	18.6	18.7
Grade 3	16.2	13.2	17.9	20.3	13.7	18.7	19.0
Grade 4	16.2	12.9	18.3	18.8	15.6	19.1	19.8
Grade 5	20.7	13.8	16.9	17.1	14.8	21.8	22.6
Grade 6	16.3	17.0	17.2	18.8	17.9	21.9	22.5
Mixed Grades	N/A	N/A	N/A	N/A	N/A	27.5	23.2

Source: TEA, AEIS, 2000-01.

IISD also has small class sizes, when evaluated by subject. **Exhibit 1-24** shows that the district has the second lowest class size in Foreign Languages and Social Studies, when compared to its peer districts, Region 20 and the state. IISD falls in the middle of the range in class size for English/Language Arts, Mathematics and Science, but they are still below Region 20 and state averages.

Exhibit 1-24
Class Size Average Comparison by Subject
2000-01

District	English/ Language Arts	Foreign Languages	Mathematics	Science	Social Studies
Ingram	17.7	15.0	14.9	16.9	16.2
Smithville	17.3	16.2	16.2	19.1	19.6
Yoakum	16.5	11.9	15.4	14.4	17.4
Hearne	14.6	N/A	14.1	15.8	18.3
Hempstead	13.9	16.2	14.6	18.3	18.6
Region 20	21.8	22.0	22.1	22.5	24.5
State	20.2	20.9	20.3	21.6	22.7

Source: TEA, AEIS, 2000-01.

Galveston ISD and San Antonio ISD have both implemented teacher staffing allocation formulas based on student enrollment.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

D. PERSONNEL MANAGEMENT (PART 2)

Recommendation 8:

Assign instructional personnel based on an acceptable staffing allocation formula that increases the student to teacher ratio by one student per class.

Since the district has smaller class sizes than its peer districts, Region 20 and the state average, it could combine some of its classes to bring its student-to-teacher and educational-aide-to-teacher ratios closer to the state and Region 20 averages.

IISD has smaller class sizes compared to its peer districts, Region 20 and state averages. **Exhibit 1-25** shows the calculation of the optimal number of instructional personnel, if IISD's student to teacher ratio were increased from 12 to 13.

Exhibit 1-25
Calculation of Optimal Number of Teachers and Education Aides

Factor	Ingram
Student Enrollment	1,498
Proposed Student-to-Teacher Ratio	13
Calculated Number of Teachers	115
Actual Number of Teachers	127

Source: SoCo Consulting, Inc.

The average teacher salary in IISD is \$35,321. With Medicare, workers' compensation and health/life insurance benefits, the total amounts paid are \$37,531.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The school principals analyze instructional staffing levels based on state and regional averages and on teaching needs, and identify classes that have fewer students.	October 2002
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2.	The superintendent and the school principals combine information from all the schools in the district and implement a hiring freeze on those positions slated for elimination in the coming year, making class adjustments when vacancies occur throughout the year.	November 2003
3.	The superintendent and the school principals adjust the number of positions, and budget for the 2003-04 school year.	April - August 2003

FISCAL IMPACT

The average teacher salary is \$35,321. With benefits the average salary is \$37,531. If the district reduced its teacher count by 12, it would realize annual savings of \$422,772. Adding in benefits, the district would realize a total savings of \$450,372 (\$37,531 annual salary with benefits x 12 teaching positions).

Benefits costs are calculated as: \$125 a month, or \$1,500 each year for health and life insurance coverage; plus Medicare benefits of \$512 (the annual salary \$35,321 x the Medicare rate of .0145); plus workers compensation benefits of \$198 (\$35,321 in annual salary x the workers compensation rate of .0056). Total benefit costs equal \$2,210 each year (\$1,500 health and life insurance + \$512 Medicare + \$198 workers compensation). With benefits the average teacher salary is \$37,531.

Assuming that one-fourth of the total savings can be achieved in the first year through attrition, first year savings are estimated at \$112,593.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Assign instructional personnel based on an acceptable staffing allocation formula that increases the student to teacher ratio by one student per class.	\$112,593	\$450,372	\$450,372	\$450,372	\$450,372

FINDING

Compensation levels for most employee groups fall below peer averages and the state average. As shown in **Exhibit 1-26**, the district's teachers and professional support staffs on average are the lowest paid when compared with the peer districts and the state. The district's educational aides and

auxiliary staff compensation is in the middle of its peer group and below state average.

Exhibit 1-26
IISD and Peer District Average Salary Comparison
2001-02

Position	Ingram	Hearne	Hempstead	Smithville	Yoakum	State
Teachers	\$35,321	\$35,475	\$37,164	\$37,337	\$37,889	\$39,230
Professional Support	\$38,923	\$51,063	\$42,225	\$39,499	\$41,136	\$42,306
School Administration	\$52,545	\$54,161	\$56,584	\$53,865	\$60,827	\$62,782
Educational Aides	\$13,873	\$14,127	\$16,329	\$11,934	\$10,623	\$14,468
Auxiliary Staff	\$17,219	\$16,294	\$26,481	\$16,489	\$16,028	\$17,418

Source: TEA, PEIMS, 2001-02.

Exhibit 1-27 represents average teacher salary in IISD by years of experience and illustrates that average teacher's salary paid in IISD has dropped slightly between 1999-2000 and 2000-01 for teachers with 1-5 years, 6-10 years or 11-20 years experience. New teachers or teachers with more than 20 years of experience had average salary increases between 1999-2000 and 2000-01.

Exhibit 1-27
IISD Average Teacher Salary by Years of Experience
1996-97 through 2000-01

Experience	1996-97	1997-98	1998-99	1999-2000	2000-01
0 years	\$21,939	\$21,425	\$21,615	\$24,240	\$24,305
1-5 years	\$22,289	\$23,660	\$23,469	\$26,668	\$26,044
6-10 years	\$28,250	\$29,075	\$29,084	\$32,365	\$32,075
11-20 years	\$33,299	\$35,130	\$35,358	\$37,998	\$37,971
More than 20 years	\$36,142	\$37,712	\$38,287	\$40,216	\$41,099

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

Exhibit 1-28 shows that IISD's teachers are paid less than the peer district average at all experience levels.

Exhibit 1-28
Average Salaries of Teachers by Years of Experience Peer Comparison
2000-01

Experience	Ingram	Hearne	Hempstead	Smithville	Yoakum	Average
Beginning	\$24,305	\$25,385	\$25,926	\$28,565	\$24,239	\$26,029
1 - 5 Years	\$26,044	\$25,923	\$28,705	\$29,425	\$27,218	\$27,818
6 - 10 Years	\$32,075	\$32,963	\$34,725	\$34,152	\$31,662	\$33,376
11 - 20 Years	\$37,971	\$38,350	\$41,327	\$41,124	\$38,201	\$39,751
> Than 20 Years	\$41,099	\$45,423	\$44,094	\$44,514	\$42,829	\$44,215

Source: TEA, PEIMS, 2000-01.

Lower compensation could be one of the reasons for high teacher turnover, as depicted in **Exhibit 1-29**. It compares IISD's teacher turnover rate to the state average for the last two years.

Exhibit 1-29
Teacher Turnover Rate Comparison
1999-2000 and 2000-01

District	1999-2000	2000-01
Ingram	13.9%	20.4%
State	15.0%	16.0%

Source: TEA, AEIS, 1999-2000 and 2000-01.

Due to IISD's close proximity to San Antonio and other districts, IISD has problems retaining its teachers and staff, and the low salaries are contributing to the problem. Bastrop Independent School District (BISD) sought to combat its teacher turnover by adopting higher teachers' salaries. Bastrop had a hard time recruiting and retaining its teachers because it does not have as many attractions to potential employees as the nearby city of Austin. BISD's board recognized this challenge and increased teacher salaries across the board, adopting the highest salaries for all teachers in the central Texas area.

Other school districts perform salary surveys to determine if salaries are competitive with neighboring districts and peer districts. The surveys provide strong support to the board to increase salaries during the budget process to ensure the district remains competitive and can retain employees.

Recommendation 9:

Perform a salary survey of nearby districts and use a portion of the savings from better staffing allocations to adjust salaries to attract highly qualified teachers, administration and support staff.

Salary surveys assist Personnel Departments in evaluating the market and recommending salary adjustments to the superintendent during the annual budget process.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the assistant superintendent to call neighboring districts and conduct a salary survey.	September 2002
2.	The assistant superintendent compiles the survey results and compares the results to actual average salaries paid to employees in IISD.	October 2002
3.	The assistant superintendent works with the CFO to make a recommendation on how to implement a revised salary schedule into the budget.	November 2002
4.	The superintendent reviews the plan and presents it to the board for approval and implementation into the strategic planning process.	January 2003

FISCAL IMPACT

The average salaries earned for each employment category in the surrounding school districts is shown in **Exhibit 1-30**.

**Exhibit 1-30
Average Salaries for Surrounding School Districts and State
2001-02**

	State	Center Point	Kerrville	Hunt	State and Surrounding District Average
Teachers	\$39,230	\$34,809	\$38,565	\$37,984	\$37,647

Professional Support	\$42,306	\$37,290	\$42,849	\$35,333	\$39,445
School Administration	\$62,782	\$61,606	\$59,268	\$51,412	\$58,767
Educational Aides	\$14,468	\$13,827	\$14,330	\$12,400	\$13,756
Auxiliary Staff	\$17,418	\$18,083	\$16,988	\$16,064	\$17,138

Source: TEA, PEIMS, 2001-02.

Using these average salaries, **Exhibit 1-31** shows the total budget adjustment needed to increase salaries for each employee group.

Exhibit 1-31
Budget Increase Required for Salary Raises

	Teachers	Professional Support	School Administration	Educational Aides	Auxiliary Staff
Current average annual salary per employee	\$35,321	\$38,923	\$52,545	\$13,873	\$17,219
Salary Survey Average	\$37,647	\$39,445	\$58,767	\$13,756	\$17,138
Difference	\$2,326	\$522	\$6,222	(\$117)	(\$81)
Number of positions	127	19	11	36	70
Total salary increase	\$295,402	\$9,918	\$68,442	\$0	\$0

Source: TEA, PEIMS, 2001-02.

The total annual adjustment to salaries is \$373,762 (\$295,402 teachers + \$9,918 professional support + \$68,442 school administrators.) In addition, the district will incur the cost of Medicare benefits of \$5,420 (\$373,762 X 1.45 percent Medicare rate) and workers' compensation benefits of \$2,093 (\$373,762 X 0.56 percent workers' compensation rate). This results in a total fiscal impact of \$381,275 (\$373,762 salaries + \$5,420 Medicare + \$2,093 workers' compensation).

Recommendation	2002-03	2002-03	2003-04	2004-05	2005-06
Perform a salary survey of nearby districts and use a portion of the savings from better staffing allocations to adjust salaries to attract highly qualified teachers, administration and support staff.	\$0	(\$381,275)	(\$381,275)	(\$381,275)	(\$381,275)

FINDING

Extra pay awarded to employees for performing duties in addition to their contracted duties is allocated at the discretion of the principal. Teachers who agree to extracurricular activities such as coaching cheerleaders or sponsoring clubs or classes typically receive extra pay or stipends in addition to a teaching salary. Stipends for coaches are established at the beginning of the year through the budget process and are paid as a part of the coach's paycheck throughout the year. However, for other extracurricular assignments, IISD budgets a lump sum amount that is allocated to the principals at each school. The principals are then responsible for determining how to allocate the stipends among the teachers performing extracurricular duties at their schools. During the 2001-02 school year, the district allocated the elementary school principal \$5,000, the middle school principal \$7,000 and the high school principal \$10,000. After the principals determine how much each teacher will receive, the actual stipends are paid to each employee during the spring. The district noted that while the CFO may not know how much a staff member might get in the stipend, the principal does convey to the employee what that amount will be.

By not posting the amount paid for performing extracurricular duties, teachers are not encouraged to apply for these positions. It is also possible that employees at the elementary school may receive a different amount of pay than an employee at the high school who performs similar duties.

Aransas County Independent School District (ACISD) has a set stipend schedule that is established during the budget process at the beginning of each school year. Contract employees who perform extracurricular or supplemental duties may be paid a stipend in addition to their salary according to the district's extra-duty pay schedule. Examples of employees who are paid stipends at ACISD include University Interscholastic League

coaches, athletic, band and cheerleader coaches and choir directors. In addition, department heads and club and class sponsors are paid stipends. Certain department coordinators, principals and central administrators also receive monthly stipends for cellular phone use and travel. The stipend is paid in 12 equal installments as a part of the employee's regular monthly paycheck.

Recommendation 10:

Set a stipend schedule during the budget process.

As soon as the extra-duty pay schedule is approved through the budget process, distribute the schedule to all teachers so they will know what they can expect to be paid for performing extracurricular activities. These stipends also need to be addressed in the contracts with the professional employees.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the CFO to establish an extra-duty pay schedule.	January 2003
2.	The CFO calls other neighboring school districts to determine what stipends are being paid to their employees.	February 2003
3.	The CFO budgets for the stipends to be included in the 2003-04 school year.	March 2003
4.	The board approves the budget including the extra-duty pay.	July 2003
5.	The CFO distributes the extra-duty pay schedule to the principals at each school.	July 2003
6.	The principals distribute the extra-duty pay schedule to all teachers.	August 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

IISD does not attempt to recruit and hire teachers to match the demographic make-up of its student population. **Exhibit 1-32** compares the ethnic backgrounds of teachers and students of IISD and the peer districts. IISD's students are 73 percent Anglo and 24 percent Hispanic, while its teachers are 99 percent Anglo and one percent Hispanic.

Exhibit 1-32
IISD Ethnicity of Teachers versus the Peer Districts
2000-01

		Anglo	Hispanic	African American	Asian American	Native American
Ingram	Student	73.4%	24.2%	1.4%	0.5%	0.5%
	Teacher	99.2%	0.8%	0.0%	0.0%	0.0%
Hearne	Student	14.0%	29.5%	56.3%	0.2%	0.0%
	Teacher	70.0%	3.5%	25.6%	1.0%	0.0%
Hempstead	Student	29.7%	31.8%	38.4%	0.1%	0.1%
	Teacher	63.4%	3.1%	33.5%	0.0%	0.0%
Smithville	Student	70.7%	17.5%	11.1%	0.4%	0.3%
	Teacher	93.7%	1.4%	4.2%	0.7%	0.0%
Yoakum	Student	51.0%	36.4%	12.5%	0.1%	0.1%
	Teacher	96.0%	3.2%	0.8%	0.0%	0.0%
State	Student	42.0%	40.6%	14.4%	2.7%	0.3%
	Teacher	73.2%	17.1%	8.8%	0.6%	0.3%

Source: TEA, AEIS, 2000-01.

In interviews with the superintendent, he stated that the district has no plans for increasing the ethnic diversity of their teaching staff. The district does not attempt to target their recruiting efforts toward teachers with ethnic backgrounds similar to the ethnic diversity of its students but rather hires the most qualified person for the job. Although the high school principal attends job fairs, the district does not attend minority job fairs or recruit from colleges attended by predominantly minority students. The superintendent mentioned that the district hires the best person for the job and noted that IISD is fortunate enough to have good candidates come to them so that a great deal of travel to fill vacancies is not required.

Midland Independent School District has implemented a recruitment plan that incorporates scheduled visits to college schools attended by predominantly minority populations, including schools in New Mexico and Arkansas, as well as the conference of the Texas Association for Bilingual Education. During a five-year period, African-American professional staff was increased by 25 percent and Hispanic professional staff was increased by 57 percent.

Recommendation 11:

Develop a policy and long-term plan for recruiting and hiring teachers more in line with student demographics.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the assistant superintendent to identify colleges and universities with predominantly minority enrollments.	September 2002
2.	The assistant superintendent works with college placement services to circulate the district's desire to recruit minority teachers.	October 2002 and Ongoing
3.	The assistant superintendent contacts the education departments for the targeted colleges and sends brochures and information about the district to be circulated to interested graduates.	December 2002 and Ongoing
4.	The assistant superintendent monitors efforts and reports to the board on a regular basis.	February 2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Two Excel spreadsheets are used to track personnel information. One spreadsheet is maintained by the CFO. It contains the employee names, positions, salary information, amounts paid above base salary, additional amounts paid and the number of days paid. The assistant superintendent maintains two other spreadsheets. One contains teacher names, contract terms, positions, contract months and schools, and the other contains teacher names, schools, areas of certification and certification expiration dates. If each administrator is making changes and updating information in different spreadsheets, the opportunity exists for supplying incorrect information.

The district uses the business systems Regional Service Center Computer Cooperative (RSCCC) business system operated by Region 20 to perform the district's payroll services. A review of the Region 20 Web site shows that RSCCC includes a human resources module that the district is already paying for but they are not using. The module offers the ability to track information for each employee: demographics, current assignment, education and certification levels.

The following features are also available:

- Employee education history;
- Individual employee history;
- Next year salary calculations;
- Optional updating of new contract data to the Payroll system;
- Optional updating of next year payroll distributions to the Budget system;
- PEIMS compatibility;
- Permit data maintenance;
- State and district salary tables;
- Support of multiple job assignments; and
- Teacher certification-level data.

The module can be electronically linked with the payroll system so reports can be designed to provide pertinent information to management.

Recommendation 12:

Use the Human Resources computer system and eliminate spreadsheets.

The district already owns the Human Resources module.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the CFO to review the human resources module of the RSCCC business system.	September 2002
2.	The CFO reviews the human resources module of the RSCCC business system.	September 2002
3.	The CFO trains district users.	October 2002
4.	The CFO ensures that all data fields are completed in the new module and are updated on a regular basis.	November 2002 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

IISD does not evaluate all employees annually even though district policy states that all district employees must be evaluated annually.

The district evaluates teachers using the Professional Development and Appraisal system (PDAS) system, a performance evaluation system developed by the Commissioner of Education. PDAS requires principals to evaluate teachers on their performance in eight areas including student participation, instruction that centers on student needs, feedback to students on their progress, discipline management, communication skills, professional development, compliance with policies and procedures and improvement of academic performance of all students on the school based on the state's AEIS.

The district has established an appraisal calendar and performs the reviews annually. However, the review team conducted a personnel file review and found that the district has not evaluated employees in the Maintenance Department or the Transportation Department in the last two years. In addition, 10 percent of the district employee files were reviewed and 52 percent of the files did not contain copies of the employees' last evaluation.

The TEC and the Texas Administrative Code regulate annual performance evaluations of professional staff. Even when not required by law, performance evaluations serve many purposes. They provide feedback to employees for improvement. They document an employer's efforts to assist low performing employees to meet performance standards. They give the employee an opportunity to discuss career goals and receive assistance in achieving those goals.

Recommendation 13:

Conduct annual evaluations of all staff.

The district's personnel procedures should require the district to conduct performance appraisals annually and require supervisors to notify the assistant superintendent when evaluations are complete. Since employee evaluations are included as an administrative duty in job descriptions, conducting evaluations should be key components for the performance evaluations of principals, directors and supervisors.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent develops a procedure that requires all supervisors to conduct annual evaluations of their employees and provide notification when evaluations are completed.	September 2002
2.	The assistant superintendent proposes conducting staff evaluations as a performance criterion on which directors, principals and supervisors themselves are evaluated and submits	October 2002

	to the superintendent for review and approval.	
3.	The assistant superintendent notifies employees and staff of approved policies and procedures.	October 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district maintains a licensed, on-site daycare center for children of district employees, which is used by 15 employees and has been operating at a loss every year. The daycare center is called Proud Crowd and is located in a house across from the elementary school. The cost to an employee is \$300 each month for a pre-school age child, \$325 each month for a toddler and \$325 each month for an infant. Employees are given a discount of \$35 from the full cost for each additional child attending the daycare. Presently, there are 11 pre-schoolers that range in age from three to five years, six toddlers that range from 24 to 36 months and three infants that range from newborn to 24 months.

IISD budgeted \$55,000 in revenues for Proud Crowd for 2001-02, with budgeted expenditures of \$66,213, for a budgeted shortfall of \$11,213. According to the CFO, it is typical for the district to budget a shortfall from the daycare's operation. The district owns the building that houses the daycare, so it does not pay rent or a mortgage on the house.

While the daycare is convenient for those teachers who work next door at the elementary school, it does not provide any great financial benefit to employees since many other daycare centers exist in the town of Ingram with comparable or even lower prices. **Exhibit 1-33** shows a sample of those daycare centers located in the area and shows that district employees are paying similar rates to other daycares in town. Since the other daycares in the area base their services on a weekly cost, their prices have been converted to a monthly rate for comparison purposes.

**Exhibit 1-33
Sample Daycare Centers in Ingram**

Daycare Center	Location	Cost for Infant Each Month	Cost for Toddler Each Month	Cost for Pre-Schooler Each Month
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Proud Crowd	Ingram	\$325	\$325	\$300
Children R Forever*	Ingram	\$433	\$347	\$347
Kerr County Day Care*	Ingram	\$325	\$282	\$282
Sunshine Inn Children's Resource Center	Kerrville	Care is not provided for this age group.	\$312	\$303
Kids Paradise Learning Center*	Kerrville	\$433	\$368	\$368

Source: IISD interviews and SoCo Consulting, Inc.

*Note: These daycares consider 18 month old children toddlers and not infants.

Recommendation 14:

Set prices at the on-site daycare facility to cover operating costs.

When analyzing the operations of the district's daycare facility, the review team found that these services could be obtained from the private sector at a comparable or lower cost. In order for IISD to recover the full cost of the day care center, they would have to raise the rates by \$47 per child per month (\$11,213 budget shortfall divided by 20 students divided by 12 months). However, the budget shortfall is greater than listed because the daycare does not pay for utilities, maintenance or food.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The CFO calculates how much of a tuition increase would be necessary to operate the daycare facility on a break even basis.	September 2002
2.	The CFO submits rate increases to the superintendent for approval.	October 2002
3.	The Proud Crowd director sends notice to district staff and parents the increased rates to take effect in January of 2003.	December 2002

FISCAL IMPACT

IISD budgeted \$55,000 in revenues from Proud Crowd for 2001-02, with budgeted expenditures of \$66,213, for a budgeted shortfall of \$11,213. Changing tuition prices to cover operating costs will save the district

\$11,213 each year. Since recommendation does not begin until January 2003 first year savings are half.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Set prices at the on-site daycare facility to cover operating costs.	\$5,607	\$11,213	\$11,213	\$11,213	\$11,213

FINDING

The district's policy on paying unused leave when an employee retires does not address the payment of state personal leave. The board approved policy states that all full-time employees who leave after full-time service with the district and retire under the Teacher Retirement System (TRS) will be paid the teacher's substitute rate of pay for each day of unused local sick leave up to a maximum of 90 days. The substitute's rate of pay is the rate in effect on January 1 of the last school year the employee worked in the district. Payment by the district is included in the employee's last check, or the employee has the option of requesting the payment be made during January of the next year following the employee's retirement. There is no legal authority to regulate the use of state personal leave and the district's local policies do not address what happens to the employee's state personal leave upon retirement.

When they retire, employees are eligible through TRS to buy additional service credit based on accumulated state personal leave. According to the Texas Association of School Boards, common practices on handling unused leave time vary among school districts in Texas.

Recommendation 15:

Amend the policy for payment of unused leave to include state personal leave.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the CFO to draft a policy amendment.	September 2002
2.	The CFO drafts the policy amendment and submits it to the superintendent for review.	September 2002
3.	The superintendent reviews and approves the policy amendment and submits it to the board for approval.	October 2002
4.	The board approves the policy.	October 2002

5.	The business manager sends out notification to all employees.	November 2002
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FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

E. COMMUNITY INVOLVEMENT

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

No one IISD individual is responsible for internal or external communication. Rather, each school sends home information with students in the form of letters or other correspondence. The district provides the surrounding community with information through its Web site. This Web site contains a newsletter with such information as board meeting minutes, individual student achievements, school activities and facility improvements. Community members can also obtain school calendars, lunch menus, athletic schedules and information on the district's parent volunteer program.

The district does have a Student Services Coordinator who is located at the elementary school, but provides services for the entire district. A parenting liaison reports directly to her, and a paraprofessional at the elementary school campus serves as the mentoring coordinator.

IISD has many opportunities available for parents to become involved with the students in the district. Parents can join the Parent Teacher Organization, become a classroom volunteer, become a mentor, become involved with the high school booster clubs, join parent discussion groups, attend parent-teacher conferences or work with Project Graduation, a program providing a safe means for seniors to celebrate graduation.

FINDING

In 1995, IISD began a mentoring program using Title 1 money to cover the cost of furniture, resources and other necessities. Title 1 is a federal program to help at-risk students. The IISD mentoring program is coordinated by a paraprofessional and the school has a dedicated room for the program, with cubicles set up for reading or one-on-one attention. Their teachers recommend all students in the mentoring program. The program has written goals and objectives to give direction and a

measuring stick for its success. The mentoring program has the following goals:

- Develop and establish a comprehensive long-range resource development strategy;
- Develop and establish a volunteer management system to support mentors working with IISD Elementary School students;
- Develop an effective mentoring orientation and training program;
- Institute an annual recognition event for volunteers/mentors;
- Evaluate and modify the volunteer management system; and
- Identify and match students as mentees (protégés).

The mentor liaison gives speeches to different groups around the area about the mentoring program and how the community can get involved. Last year, she gave 16 speeches to service clubs throughout the community to recruit new mentors. The program has been written about in numerous newspaper articles and was presented as a success story in TACS Today, The Texas Association of Community Schools' annual publication. The district also created a tri-fold brochure about the mentoring program, including a registration form, to give to anyone interested in volunteering.

The program, which started with 12 second-graders and 12 mentors, had 91 mentors serving 112 students in 2000-01. So far in 2001-02, 87 mentors are serving 110 students. In 2000-01, mentors documented 2,348 hours, in addition to being on school grounds for other functions, and mentors have documented 9,348 hours since the beginning of the program in 1995. Mentors include local college students and professors, school board members, the superintendent, a former astronaut, a retired general, IISD employees, business owners and many others, ranging in age from 21 to 86.

The district evaluates the program annually in order to celebrate its successes, correct any weaknesses and to improve delivery of the program for students. Separate survey instruments are used for the mentors, teachers, parents and students of the program. The goals and objectives of the program are reviewed to assess attainment, and student achievement data is reviewed.

COMMENDATION

IISD Elementary School has an outstanding mentoring program where community members are paired with an at-risk student to provide individual attention and enrichment.

FINDING

The district has a Lending Library at the Central Office, with a wide variety of publications such as "*Coping with Kids*," "*Raising Good Kids*," "*The ABC's of Parent Involvement in Education*," "*Parents are Teachers*" and "*Living with Your Teenager*". The topics range anywhere from discipline, education, communication and non-traditional family situations to parental involvement. These publications are available for parents, community members and employees to check out and take home with them, upon contacting the IISD Parenting Program.

COMMENDATION

IISD has a library with literature on a variety of topics related to student growth and achievement, available for parents, employees and community members to check out and take home.

FINDING

The IISD Web site contains a wealth of information for community members and interested parties. The Web site contains an electronic newsletter with a summary of board meetings, outstanding student academic and athletic achievements, school activities, TAAS scores, facility improvements and much more. Community members can also obtain school calendars, bus routes, lunch menus, athletic team schedules and information for parents and others on ways to volunteer.

COMMENDATION

The district effectively uses its Web site to convey information to the community.

FINDING

While IISD continually spends money on its community services program, it does not budget funds for the program. **Exhibit 1-34** shows the district's actual community service expenditures compared to its budget, for the year 1996-97 through 2000-01.

**Exhibit 1-34
Budget vs. Actual Community Service Operating Expenditures
1996-97 through 2000-01**

Year	Actual	Budget	More (Less) than Budget
2000-01	\$27,830	\$0	\$27,830
1999-2000	\$25,432	\$0	\$25,432

1998-99	\$23,163	\$0	\$23,163
1997-98	\$12,046	\$0	\$12,046
1996-97	\$11,014	\$2,710	\$8,304

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

As shown, the district has not budgeted money since 1996-97 for community services, while it has spent more than \$20,000 each year since 1998-99.

Recommendation 16:

Evaluate the community services program each year during the budget cycle and budget appropriately.

By continually under-budgeting, the district is not realistically predicting its expenditures and will continue to have a shortfall in the area of community services that will have to be covered by money from the fund balance or by taking it from another budget area.

The district should determine if it will continue spending money in this area. If so, it should determine if it needs to reallocate resources from another program or functional area or if it will be paid from the district's fund balance.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The CFO analyzes the actual community services expenditures for the last five years to determine where the money is being spent.	September 2002
2.	The CFO contacts the employees responsible for the community services expenditures to see if they anticipate any expenditures for the upcoming year.	September 2002
3.	The CFO budgets appropriately for community services for the upcoming year.	September 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

This chapter discusses Ingram Independent School District's (IISD's) educational service delivery in nine sections.

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

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

BACKGROUND

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

TEA's Academic Excellence Indicator System (AEIS) reports provide demographic, staffing and financial data for each school district and school. These reports are sent to each school and district and are available on TEA's Web site at <www.tea.state.tx.us>. The latest AEIS data, published by TEA in November 2001, are for the 2000-01 school year. The latest Public Education Information Management System (PEIMS) data are for 2001-02. **Exhibit 2-1** presents demographic information for IISD, its peer districts, districts served by the Regional Education Service Center XX (Region 20) and the state.

Exhibit 2-1

Demographic Characteristics of IISD, Peer Districts and State 2001-02

District	Student Enrollment		Ethnic Group (Percent)				Economically Disadvantaged	
	Number	5 Year Percent Change*	African American	Hispanic	White	Other	Percent	5 Year Percent Change*
Smithville	1,853	7.9%	12.0%	17.0%	71.0%	0.5%	42.4%	(0.9%)
Yoakum	1,533	(1.5%)	13.0%	38.0%	49.0%	0.1%	53.4%	8.8%
Ingram	1,498	7.4%	1.7%	26.0%	71.0%	1.5%	53.1%	16.4%
Hempstead	1,454	7.0%	36.0%	34.0%	30.0%	0.2%	62.2%	19.4%
Hearne	1,124	(19.0%)	57.0%	30.0%	12.0%	0.3%	79.7%	(8.9%)
Region 20	338,270	5.4%	7.0%	64.0%	27.0%	1.4%	60.8%	5.4%
State	4,165,101	6.8%	14.0%	42.0%	41.0%	3.1%	50.4%	27.5%

Source: TEA, PEIMS, 2001-02.

*Percent Change is defined as 2001-02 values minus 1997-98 values divided by 1997-98 values.

**Totals may not add to 100 percent due to rounding.

The percentage of economically disadvantaged students in the peer districts ranges from 42.4 percent to 79.7 percent. Students who are eligible for free or reduced-price lunches are considered economically disadvantaged. IISD had the second-lowest percentage of economically disadvantaged students, while Hearne Independent School District had the largest. IISD's percentage of economically disadvantaged students in 2001-02 was higher than the state average. The number of economically disadvantaged students in IISD has increased 16.4 percent since 1997-98.

IISD has the lowest property value per student among its peer districts, at \$136,455 (Exhibit 2-2). IISD's property value per student is 63.4 percent of the state average of \$215,232.

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

District	Value per Student	Tax Rate	
		1996-97	2000-01

	2000-01	M&O*	I&S**	M&O	I&S
Hempstead	\$166,276	\$1.288	\$0.309	\$1.410	\$0.090
Smithville	\$160,023	\$1.106	\$0.422	\$1.484	\$0.047
Hearne	\$156,691	\$1.421	\$0.000	\$1.460	\$0.000
Yoakum	\$155,289	\$1.457	\$0.000	\$1.280	\$0.220
Ingram	\$136,455	\$1.278	\$0.357	\$1.467	\$0.099
State	\$215,232	\$1.313	\$0.185	\$1.384	\$0.091

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

*Maintenance and Operations.

**Interest and Sinking.

Exhibit 2-3 shows budgeted instructional expenditures for IISD and its peer districts in 2001-02. IISD has the third-highest per-student instructional expenditures, at \$3,921. IISD ranked highest in percentage of instructional expenditures devoted to special education and career and technology education. IISD had the lowest percentage of expenditures for Bilingual/English as a second language (ESL) and for gifted and talented education. IISD ranked second-lowest among the peers in the percentage of instructional expenditures devoted to regular education. IISD's instructional expenditures per student were higher than the state average. IISD spent less than the state average for regular education, gifted and talented education and Bilingual/ESL. IISD's percentage of instructional expenditures for special education, career and technology education and compensatory education were higher than the state average.

Exhibit 2-3
Budgeted Instructional Expenditures for IISD, Peer Districts and State
2001-02

District	Total Expenditures	Instructional Expenditures Per Student*	Regular	Gifted and Talented	Special Educ.	Career and Tech.	Bilingual /ESL	Compensatory
Smithville	\$12,000,917	\$3,615	66.6%	0.8%	17.1%	4.8%	1.4%	9.4%
Yoakum	\$11,031,639	\$4,316	70.5%	1.5%	12.3%	6.6%	2.0%	7.0%
Ingram	\$10,475,596	\$3,921	64.7%	0.8%	18.4%	6.8%	0.4%	8.9%
Hempstead	\$9,067,917	\$3,347	64.6%	2.1%	12.5%	4.9%	2.2%	13.9%

Hearne	\$8,830,232	\$4,493	74.8%	1.4%	11.0%	3.5%	1.1%	8.1%
State	\$14,973,118,799	\$3,607	66.4%	1.7%	14.4%	3.9%	4.1%	7.1%

Source: TEA, PEIMS, 2001-02.

*Includes instruction and instructional leadership expenditures.

As seen in **Exhibit 2-4**, IISD ranks first among its peers in the percentage of its student population enrolled in gifted and talented education and in career and technology education programs. IISD ranks second lowest in enrollment in Bilingual/ESL and in special education. IISD has a larger percentage of students in career and technology education, gifted and talented education and in special education than the state average. The percentage of IISD Bilingual/ESL students is lower than the state average.

Exhibit 2-4
Percent of Student Enrollment by Program
IISD, Peer Districts and State
2001-02

District	Gifted and Talented	Special Education	Career and Technology	Bilingual/ESL
Ingram	13.3%	14.2%	30.4%	5.4%
Yoakum	7.4%	14.2%	22.1%	6.1%
Smithville	5.9%	16.7%	16.6%	2.5%
Hempstead	7.0%	13.4%	24.5%	9.9%
Hearne	6.5%	14.9%	17.9%	8.6%
State	8.2%	11.7%	19.3%	13.1%

Source: TEA, PEIMS, 2001-02.

IISD ranks in the middle among its peer districts in the percentage of expenditures it allocates to instruction and its per pupil expenditures (**Exhibit 2-5**). IISD is above the state average in the percent it allocates to instruction. IISD's per pupil expenditures are higher than the state average. IISD has the highest percent of expenditures allocated to student support services and to cocurricular/extracurricular activities and the lowest percent of expenditures allocated to instruction-related services.

Exhibit 2-5
Percent of Budgeted Expenditures by Instructional Function

**IISD, Peer Districts and State
2001-02**

Expenditures by Function	Hearne	Yoakum	Ingram	Smithville	Hempstead	State
Instruction (11,95)	56.9%	55.1%	52.6%	49.3%	47.1%	51.0%
Instruction-Related Services (12,13)	2.0%	2.1%	1.8%	2.2%	2.7%	2.7%
Instructional Leadership (21)	0.9%	0.7%	1.0%	1.2%	1.0%	1.2%
School Leadership (23)	5.4%	3.8%	5.5%	4.3%	5.5%	5.2%
Support Services-Student (31,32,33)	2.8%	2.4%	4.2%	2.8%	2.7%	4.0%
Student Transportation (34)	1.9%	2.5%	2.3%	4.0%	2.6%	2.6%
Food Services (35)	5.6%	4.8%	5.5%	4.7%	5.3%	4.8%
Cocurricular/Extracurricular Activities (36)	3.2%	4.1%	4.8%	2.8%	4.6%	2.2%
Central Administration (41,92)	0.6%	0.5%	0.4%	0.4%	0.3%	3.5%
Plant Maintenance and Operations (51)	11.6%	8.9%	11.0%	10.9%	12.0%	10.1%
Security and Monitoring Services (52)	0.0%	0.1%	0.1%	0.0%	0.6%	0.6%
Data Processing Services (53)	0.6%	0.1%	0.8%	0.1%	0.6%	1.1%
Other*	8.3%	14.8%	10.0%	17.3%	14.9%	10.8%
Per Pupil Expenditures	\$7,900	\$7,101	\$7,457	\$7,335	\$7,829	\$6,907

Source: TEA, PEIMS, 2001-02.

** Other includes any operating expenditures not listed above and all nonoperating expenditures such as debt services, capital outlay and community and parental involvement services.*

Exhibit 2-6 shows the percentage of professional staff in various categories for 2001-02. Compared to its peers, IISD has the second-lowest percentage of staff who are teachers. IISD's percentage of teachers

compared to staff is also lower than the state average. IISD has the lowest percentage of educational aides and minority teachers and the highest percentage of professional support staff.

**Exhibit 2-6
Composition of Professional Staff
IISD, Peer Districts and State
2001-02**

Professional Staff	Smithville	Yoakum	Hearne	Ingram	Hempstead	State Average
Teachers	51.7%	50.7%	49.9%	48.2%	45.1%	50.3%
Professional Support	6.4%	3.4%	4.7%	6.8%	4.6%	9.4%
Campus Administration	3.4%	2.0%	2.1%	2.7%	2.7%	3.1%
Central Administration	1.9%	1.2%	1.9%	2.1%	0.9%	0.4%
Educational Aides	15.2%	20.3%	14.0%	13.7%	17.8%	10.3%
Auxiliary Staff	21.3%	22.4%	27.3%	26.5%	29.0%	26.5%
Percent Minority Teachers	3.0%	1.6%	15.8%	0.4%	15.8%	27.5%

Source: TEA, PEIMS, 2001-02.

Exhibit 2-7 shows teacher experience and Turnover Rates for IISD and its peer districts. IISD has the highest percentage of teachers with 11 to 20 years of experience.

**Exhibit 2-7
Teacher Experience and Turnover Rates
IISD, Peer Districts and State
2000-01**

	Hempstead	Hearne	Ingram	Smithville	Yoakum	State Average
Beginning Teachers	10.3%	8.1%	6.9%	6.2%	2.4%	7.8%

1-5 Years Experience	29.7%	22.4%	20.2%	29.3%	9.1%	27.4%
6-10 Years Experience	16.1%	13.5%	19.0%	19.6%	19.5%	18.1%
11-20 Years Experience	17.8%	28.1%	37.4%	25.2%	27.1%	25.3%
More than 20 Years Experience	26.0%	27.9%	16.6%	19.6%	41.8%	21.4%
Average Years Experience	10.6	13.3	11.7	10.7	17.6	11.9
Average Years Experience with the district	5.5	7.6	5.6	5.8	13.0	7.9

Source: TEA, AEIS, 2000-01.

Two of the four peer districts have a larger percentage of teachers without a college degree than IISD. (Exhibit 2-8).

Exhibit 2-8
Teacher Degrees
IISD, Peer Districts and State
2000-01

	Hempstead	Smithville	Ingram	Hearne	Yoakum	State Average
No Degree	1.0%	0.7%	0.1%	0.0%	0.0%	1.3%
Bachelor	75.1%	83.9%	82.0%	98.2%	79.3%	74.7%
Master	23.9%	15.4%	17.1%	1.8%	20.7%	23.4%
Doctorate	0.0%	0.0%	0.8%	0.0%	0.0%	0.5%

Source: TEA, AEIS, 2000-01.

TEA assigns annual accountability ratings to each district and campus based primarily upon TAAS and dropout rates. The accountability system includes five categories for districts: Exemplary, Recognized, Academically Acceptable, Academically Unacceptable and Unacceptable:

Data Quality. For campuses, the categories are: Exemplary, Recognized, Academically Acceptable and Low Performing. To receive an Exemplary rating, at least 90 percent of all students, as well as 90 percent of each student group (African American, Hispanic, Anglo and Economically Disadvantaged) must pass the TAAS reading, writing and mathematics tests. To achieve a Recognized rating, 80 percent of all students and each student group must pass the TAAS reading, writing and mathematics tests. To be rated Academically Acceptable, 50 percent of each student group must pass TAAS. Scores for students with disabilities and from the TAAS Spanish version of reading and mathematics in grades 3 through 6 are included in the accountability calculations. According to TEA, failure to meet TAAS standards is the primary reason schools are rated Low-Performing.

For each year from 1997 to 2001, IISD and its peer districts were all rated Acceptable.

Accountability ratings for 1999-2000 and 2000-01 (**Exhibit 2-9**) show that in 2000-01, IISD schools were all rated Academically Acceptable. In 1999-2000, Ingram Tom Moore High School had a Recognized rating.

Exhibit 2-9
School Enrollment and Texas Education Agency Accountability
Ratings
1999-2000 and 2000-01

School	Grade Levels	2000-01 Enrollment	1999-2000 Rating	2000-01 Rating
Ingram Elementary School	EE-5	609	Acceptable	Acceptable
Ingram Middle School	6-8	371	Acceptable	Acceptable
Tom Moore High School	9-12	483	Recognized	Acceptable
District	EE-12	1,463	Acceptable	Acceptable

Source: TEA, AEIS, 1999-2000 and 2000-01.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

A. STUDENT PERFORMANCE

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

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

The TAAS performance of IISD elementary school students in 2000-01 was lower than state and regional averages in reading, math, writing and in all tests taken. IISD elementary school students lag behind elementary school students statewide. IISD elementary school students lag behind regional performance by up to 14 percent. The largest differences between IISD and statewide elementary school students' performance in 2000-01 are for all tests taken in grade 4, grade 3 reading and grade 4 writing. (Exhibit 2-10).

Exhibit 2-10
Percentage of Students Passing TAAS
In IISD, Region 20 and State
1996-97 and 2000-01

Grade Level*	Reading		Mathematics		Writing		All Tests Taken	
	1996-97	2000-01	1996-97	2000-01	1996-97	2000-01	1996-97	2000-01
Grade 3								
Ingram	88.7%	75.3%	88.7%	75.3%			84.5%	69.1%
Region 20	74.1%	84.6%	74.2%	80.4%			65.1%	74.9%
State	81.5%	86.8%	81.7%	83.1%			74.2%	78.2%

Grade 4								
Ingram	79.7%	85.1%	77.0%	82.7%	83.3%	77.8%	69.3%	66.2%
Region 20	75.9%	90.3%	75.4%	90.5%	84.5%	89.0%	64.2%	80.3%
State	82.5%	90.8%	82.6%	91.3%	87.1%	89.2%	72.0%	81.6%
Grade 5								
Ingram	83.8%	83.8%	89.2%	89.3%			79.7%	82.3%
Region 20	80.7%	89.9%	81.9%	94.4%			73.6%	87.8%
State	84.8%	90.2%	86.2%	94.6%			79.2%	88.2%

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

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

The performance of IISD grade 3 students in 2000-01 was lower than the performance of IISD grade 3 students in 1996-97 in reading, math and in all tests taken. Grade 3 students' TAAS scores in 2000-01 were 15.1 to 18.2 percent lower than in 1996-97 (**Exhibit 2-11**).

Exhibit 2-11
Percentage of IISD Grade 3 Students Passing TAAS
1996-97 through 2000-01

	Reading	Math	All Tests Taken
1996-97	88.7%	88.7%	84.5%
1997-98	83.3%	74.6%	70.1%
1998-99	73.0%	75.0%	66.3%
1999-2000	83.8%	74.1%	67.1%
2000-01	75.3%	75.3%	69.1%
Five Year Percent Change	(15.1%)	(15.1%)	(18.2%)

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

To improve student performance, IISD developed a set of competencies for all grade levels, including kindergarten, specifying what students need to know before they are promoted to the next grade. IISD is also implementing the Stanford 9 tests in K-2 in the fall and spring. Students in

all other grade levels will take the Stanford 9 in the fall only. IISD analyzes TAAS data by objective, grade level, teacher and student. Teachers review TAAS results in their grade level and between grades, called vertical meetings, and determine instructional strategies for addressing areas of poor performance. The IISD District Improvement Plan (DIP) and the Ingram Elementary Campus Improvement Plan (CIP) identify strategies, programs and services to improve performance in reading, math and writing.

FINDING

IISD's retention rate in grade 7 is significantly higher than the state's retention rate. As seen in **Exhibit 2-12**, IISD has the lowest retention rates among its peer districts for kindergarten through grade 5. AEIS data show that IISD has the highest retention rate for grade 7 among all its peers. The IISD retention rate for grade 7 is nearly twice the average state rate.

Exhibit 2-12
Retention Rates by Grade*
IISD, Peer Districts and State
2000-01

Grade Level	Smithville	Yoakum	Hearne	Hempstead	Ingram	State Average
Kindergarten	8.2%	4.6%	2.6%	0.0%	0.0%	2.3%
1	6.7%	10.8%	3.8%	21.6%	0.0%	5.8%
2	4.4%	0.0%	3.6%	2.0%	0.0%	3.1%
3	1.0%	1.3%	3.6%	5.3%	1.3%	2.2%
4	3.1%	0.0%	0.0%	6.8%	0.0%	1.3%
5	0.0%	0.0%	1.3%	1.0%	0.0%	0.8%
6	0.0%	5.7%	1.4%	0.0%	1.1%	1.6%
7	0.0%	4.7%	3.8%	2.2%	5.4%	2.8%
8	0.0%	1.0%	5.2%	0.9%	2.6%	1.9%

Source: TEA, AEIS, 2000-01.

**Non-special education rates.*

IISD retains students who have failed two or more core subjects in the same grade for another year. IISD administrators attribute the high grade 7 retention rate to several factors. Students from the locally-run youth

residential facilities typically enter IISD in middle school. Many students enter middle school with gaps in their basic skills and can have difficulties meeting higher academic standards. In middle school, teaching methods shift from an elementary to a secondary style, with a faster pace. Middle school teachers have higher expectations of students and are less accepting of work submitted late than teachers in grade 5. Students are treated more like adults and held accountable for their work and actions. In grade 7, students have fewer opportunities to redo unsatisfactory work or earn extra credit. Students take cumulative and comprehensive tests or semester tests that require better retention of a larger volume of material than in earlier grades. Students have to manage their time more effectively, as many are involved in academics and competitive extracurricular activities.

IISD has three youth facilities. Star Ranch Youth Facility is licensed to serve 30 boys of all ages but mostly middle school students. Most children at this facility are special education students. Hill Country Youth Ranch is a co-ed facility for students of all ages that is licensed to serve 65 students. 3H Youth Facility is licensed to serve 25 boys in grades 6 through 12 with juvenile delinquency problems. Students from the residential facilities typically enter IISD in the middle school at all grade levels. Students enter the middle school throughout the year and may stay for a few months or for several years. Most of the students that IISD retains are from the residential facilities. Despite repeated requests from IISD, the 3H Youth Facility does not agree to send its students who need academic assistance to the IISD summer school program and allows them to be retained. The 3H Youth Facility has a non-academic summer program for its students.

Recommendation 17:

Review the needs of middle school students at risk of academic failure and implement a plan to improve their academic performance.

The district should review the educational preparedness of these students as they enter middle school, identify areas of academic weakness and develop a program that addresses these weaknesses through special services such as tutorials and sessions on organizational and time management and study skills. The district should also review the curricula of the districts from which most students in the residential facilities came, identify areas where the curricula are not aligned with the Ingram curriculum and develop an instructional program based on these gaps.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Curriculum and Instruction, the middle school principal and counselor review students' performance as each enter middle school and identify areas of	October 2002
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	academic weakness.	
2.	The assistant superintendent for Curriculum and Instruction, the middle school principal and counselor identify specific strategies aimed at and services for students at risk of academic failure in middle school.	October-November 2002
3.	The assistant superintendent for Curriculum and Instruction, the middle school principal and the counselor train middle school teachers in the strategies for addressing the needs of students at risk of academic failure.	December 2002-January 2003
4.	Middle school teachers and the counselor implement the plan.	February 2003
5.	The assistant superintendent for Curriculum and Instruction monitors the progress of students identified as at risk of academic failure in middle school.	May 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

IISD students' performance on college entrance exams is below the state average. **Exhibit 2-13** shows IISD and peer districts' participation rate in the Academic College Test (ACT) and the Scholastic Aptitude Test (SAT). Although IISD's participation rate in ACT and SAT exams is higher than the regional and state averages, the percentage of IISD students meeting the criterion and the average ACT and SAT scores are below the state average. IISD has the second-highest participation rate among its peers in the SAT and ACT exams. IISD also has the second-highest percentage of students meeting the criterion and is second among its peer districts in average ACT and SAT scores.

Exhibit 2-13
College Entrance Examination Scores
IISD, Peer Districts, Region 20 and State
Class of 2000

District	Percentage of Students Meeting the Criterion	Percentage of Students Taking Examinations	Average SAT Score	Average ACT Score
Hempstead	23.3%	65.2%	942	18.5
Ingram	22.4%	65.9%	965	19.5

Yoakum	26.4%	65.5%	1048	20.0
Smithville	20.0%	66.7%	924	19.3
Hearne	0.0%	44.1%	795	15.1
Region 20	22.5%	64.0%	946	19.5
State	27.3%	62.2%	990	20.3

Source: TEA, AEIS, 2000-01.

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

TEA has set the scores of 21 on the ACT and 1,110 on the SAT as the minimum criterion for student scores to be acknowledged in the district's accountability rating. Twenty-two percent of the IISD students who took the tests met the criteria (**Exhibit 2-13**). IISD students in the class of 2000 averaged 19.5 on the ACT and 965 on the SAT.

The DIP and the Ingram Tom Moore High School CIP set a goal of increasing student performance on all tests to exceed the state average, but the plans do not have specific strategies targeted at SAT and ACT performance.

Ysleta Independent School District (YISD) has encouraged all of its secondary students to take college entrance exams before graduation by initiating a Preliminary Scholastic Aptitude Test (PSAT)/SAT program that prepares students for these tests. The program offers younger students an opportunity to take a version of the SAT that targets their abilities. This gives them the experience of test-taking, as well as a score that can be used as a guide for improvement. In addition, the district offers mini-camps for students and sessions involving teachers and parents to prepare students for college admission. YISD also waives or discontinues test fees for both the PSAT and SAT.

Recommendation 18:

Encourage student participation and offer an ACT and SAT preparation and test-taking course.

The district should increase student and parent awareness of the importance of the ACT/SAT exams to their children's postsecondary

education and career opportunities and of the instructional and financial resources available to them. The district should offer sessions for test-taking skills improvement and for preparation for the ACT/SAT.

IMPLEMENTATION STRATEGIES AND TIMELINE

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

FISCAL IMPACT

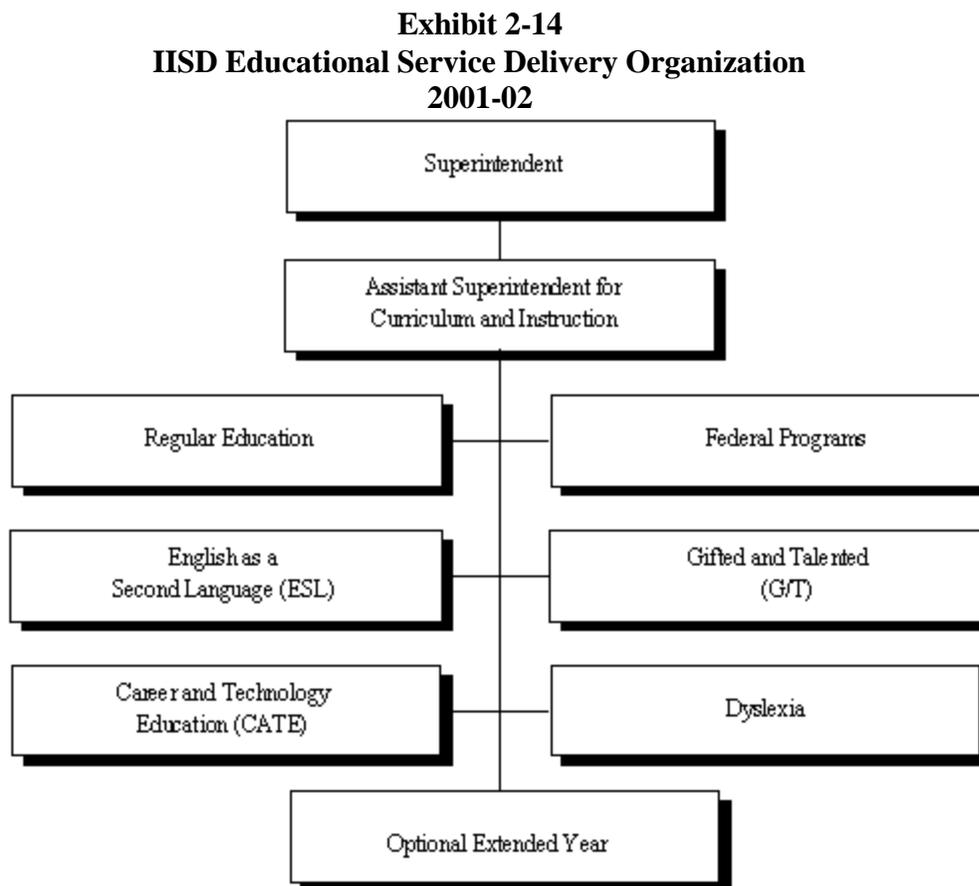
This recommendation can be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

B. INSTRUCTIONAL RESOURCES

Instructional resources are the materials needed to ensure successful learning, including financial and human resources, as well as instructional materials and direction. **Exhibit 2-14** presents the district's organizational chart for educational service delivery.



Source: IISD Organizational Chart 2001-02.

FINDING

IISD has curriculum guides for kindergarten through grade 12, and the district updates them regularly and ensures they are used to direct instruction. IISD has a curriculum policy mandating: Locally developed or adapted written curriculum guides for all grade levels and subjects offered in the district; the curriculum will identify the specific content, skills, attitudes and processes to be taught and be aligned with assessment; the

elementary curriculum will focus on basic skills and provide for consistency and clarity of instructional focus; and the curriculum shall be developed in harmony with state guidelines and federal mandates and be congruent with the subject areas and skills tested by the state and with locally adopted criterion-referenced or standardized tests.

The previous assistant superintendent for Curriculum and Instruction did a curriculum audit in 1998-99, making sure that teachers were familiar with the TEKS, and developed a set of local competencies for all grade levels including kindergarten, describing what students need to know before they could be promoted to a higher grade. IISD uses a computer-based K-12 curriculum development and management system-Curriculum Designer to develop curriculum guides. The Curriculum Designer has a database with more than 82,000 skills and learning objectives in all content areas used in state and national curriculum frameworks and standards and assessed on state and standardized tests. IISD uses Curriculum Designer to generate and maintain curricula. The computer-aided curriculum design tool helps with the elimination of gaps and duplications across the curriculum. IISD's curriculum is aligned with the TEKS and TAAS objectives.

IISD supplements the curriculum with a curriculum alignment chart showing the application of each TEKS element in each subject area across grade levels. The curriculum alignment chart also defines student expectations from one grade to the next and identifies differences in student expectations from one grade to the next. This helps teachers recognize the interdependency of instruction across grade levels and across subject areas. It also helps teachers in lower grades visualize how they are building the foundation for student learning in higher grades.

IISD has also established grade level and vertical teaming. All teachers at a certain grade level work together on the six-week plans, agree to teach certain objectives during a six-week period and test students on these objectives. Common planning of six-week instruction gives teachers better information on their students' performance. Vertical teams assist in coordinating instruction in a content area across grade levels. Vertical teams also assist with developing and updating curriculum.

IISD has vertical teams for each content area. Each vertical team consists of team leaders representing each grade level. For example, the vertical team for English/Language Arts defined a reading program for pre-K-8, developed and aligned a consistent vocabulary, developed consistency in strategies utilized in pre-K-8, established specific criteria for selecting reading materials and resources, established specific criteria for selecting staff development activities and established criteria for the selection and assignment of reading teachers. Region 20 assisted IISD with vertical team meetings. At the elementary level, teachers have common planning

times and meet by grade level on a daily basis. In the middle school, teachers meet every other day for 1.5 periods. At the high school level, teachers meet once a month by department.

Interviews with teachers, principals and campus administrators confirmed that IISD teachers use their curriculum guides to direct instruction and incorporate them into their lesson plans. Teachers are required to submit copies of their lesson plans to the principals for review. The principals or assistant principals review the lesson plans and provide feedback on a specifically developed TEKS-based classroom observation form. The form lists specific visible classroom attributes associated with a teacher and students. The assistant superintendent for Curriculum and Instruction and the principals or assistant principals do walk-throughs and observations.

The percentage of students passing end-of-course exams can be used as a partial measure of how well the curriculum prepares students. As shown in **Exhibit 2-15**, IISD's class of 2001 ranks first among its peers in the percentage of students passing Algebra I and Biology I. IISD ranks second in the percentage of students passing U.S. History and fourth among the five districts in the percentage of students passing English. IISD's passing rates are higher than the state's passing rates for Algebra I, Biology I and U.S. History.

Exhibit 2-15
End-of-Course Examination Scores
Percentage of Students Passing
IISD, Peer Districts and State
Class of 2001

District	Algebra I	Biology I	English II	U.S. History
Ingram	65.3%	92.2%	72.2%	89.7%
Smithville	42.1%	86.2%	73.3%	82.7%
Yoakum	38.9%	85.9%	80.8%	92.9%
Hempstead	10.3%	73.6%	57.1%	68.2%
Hearne	1.9%	71.2%	53.7%	59.2%
State	49.2%	79.9%	75.1%	74.3%

Source: TEA, AEIS, 2000-01.

COMMENDATION

IISD has a clearly defined process for developing curriculum through the use of grade level teams and vertical teams.

FINDING

While IISD uses vertical teams it does not have a long-range plan for updating curriculum. A long-range curriculum development plan typically includes an adoption timeline, a calendar of curriculum guide development and updates for each subject area over a five-year period.

Kerrville ISD has developed a long-range plan for curriculum development-*Curriculum Planning 5-Year Schedule*-spanning 1998-99 to 2002-03. The Kerrville long-range plan is divided into three phases of curriculum development: planning and developing curriculum; updating and implementing curriculum; and an annual review and update. The plan identifies the content areas that will be addressed for each of the phases on an annual basis, outlines curriculum-related tasks to be implemented each year and specifies criteria for updating curriculum.

Recommendation 19:

Develop a long -range curriculum updating plan.

IISD should develop a five-year curriculum updating plan for 2003-04 through 2007-08. The plan should identify the curriculum updating activities that will take place each year, the staff involved in the activities and the start and completion dates for each activity.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Curriculum and Instruction develops a schedule for the development of a long-range curriculum updating plan.	October 2002
2.	The assistant superintendent for Curriculum and Instruction establishes a team to develop a long-range curriculum updating plan.	November 2002
3.	The assistant superintendent for Curriculum and Instruction and the team develop a long-range curriculum updating plan and submit it to the superintendent for review and approval.	November-December 2002
4.	The assistant superintendent for Curriculum and Instruction distributes the plan to the principals.	January 2003
5.	The principals inform teachers about the plan.	January 2003
6.	The assistant superintendent for Curriculum and Instruction	February 2003

	sets up teams to update the curriculum for 2003-04.	
7.	The assistant superintendent for Curriculum and Instruction trains the teams in the curriculum updating process.	March-April 2003
8.	The assistant superintendent for Curriculum and Instruction and the teams implement curriculum updating activities for 2003-04.	May 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

IISD does not have a program evaluation plan, which specifies the criteria for program evaluation and evaluation methodologies for determining program effectiveness. IISD program administrators rely on TAAS performance as the major evaluation criterion. Some of the district's program evaluations also include surveys of teachers and parents.

Kerrville ISD developed a comprehensive program evaluation model and selects three programs a year for in-depth evaluation. The Kerrville Program Evaluation Model includes three evaluation phases-organization and design, information collection and analysis and conclusion-and seven steps. The steps are: select a steering committee and organize; describe the program; select the focus of the evaluation; select the evaluation method; collect data and document results; analyze the results; and report recommendations. The model lays out all activities evaluators have to perform and contains forms and examples.

Each step in the KISD program evaluation model is detailed and identifies the schedule for implementation, individuals involved, the information that needs to be collected, the sources the information will be collected from, the tools and instruments to be used and how this information is analyzed and reported. The evaluation requires someone from each program to articulate goals, describe how the program is being implemented and specify expected results. The evaluation report describes and substantiates the degree to which the program met each expected result, includes a cost/benefit analysis and a recommendation of whether the program should be continued as is, modified or discontinued. The report also includes suggestions on how program weaknesses can be remedied and how program strengths can be perpetuated.

Recommendation 20:

Develop a program evaluation plan.

IISD should develop a program evaluation plan that will specify evaluation methods, assign responsibility for evaluations and set a schedule for evaluation. IISD's DIP should be updated to include program evaluation activities.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Curriculum and Instruction selects and convenes a team to assist in the development of the evaluation plan.	October 2002
2.	The team prepares a schedule and defines milestones for the development of the plan.	November 2002
3.	The team develops the program evaluation plan.	December 2002-February 2003
4.	The assistant superintendent for Curriculum and Instruction distributes the plan to program directors and trains them in its implementation.	March 2003
5.	The program directors conduct evaluations and submit reports to the superintendent and assistant superintendent of Curriculum and Instruction.	April-May 2003
6.	The superintendent and assistant superintendent for Curriculum and Instruction meet with each program director to review evaluation results and discuss corrective actions.	May 2003
7.	The assistant superintendent for Curriculum and Instruction monitors corrective actions taken by program directors.	August 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

IISD does not track students who have graduated from the Ingram Tom Moore High School to determine if they went to college or how they performed if they did attend college. IISD does not use tracking data available through TEA to assess their students' post-secondary education and employment paths and to modify curriculum based on the results.

The Texas Higher Education Coordinating Board (THECB) and the Texas Workforce Commission (TWC) both track high school graduates. Their tracking, however, is limited to students attending public post-secondary

institutions in Texas or those employed in Texas or by federal agencies, leaving out a large percentage of students. The tracking also does not address preparedness for post-secondary education or employment. THECB tracks students who graduate from Texas public schools and attend Texas public postsecondary institutions. THECB provides data on such students by county, district and high school. In the 1998-99 report, THECB succeeded in locating 46 percent of graduates. TWC, through its Career Development Resources (CDR) Department, tracks graduates of Texas public high schools three, five and seven years after their graduation. The CDR links PEIMS student data with THECB's Master Enrollment file. PEIMS data include student name; date of birth; characteristics such as gender, ethnicity, economic disadvantage, limited English proficiency (LEP) status, special education, gifted and talented and at-risk designation; district; type of vocational high school program attended; and graduation type. CDR links PEIMS data with data on post-secondary education such as institution, major, type of degree awarded and attendance and graduation dates. CDR also links PEIMS data with wage records for public high school graduates employed in Texas or by federal agencies. The wage records identify the employer, size of employer firm, industry and wages per quarter. CDR provides TEA with the post-secondary education and employment data. TEA stores this data at the district and student level. District administrators have access to the information.

Recommendation 21:

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

IISD should use THECB and TWC/CDR data on graduates' post-secondary education and employment paths and supplement these with surveys of its seniors and graduates. The surveys should be taken at the end of the first year after graduation to determine students' preparedness for post-secondary education or employment. The senior and graduate surveys should focus on the degree of preparedness and gaps in skills and knowledge experienced following graduation from IISD. The district should use THECB and TWC/CDR data and survey information to review its academic and vocational programs and identify areas needing improvement. The surveys could be conducted by a contractor or through the high school counselor's office.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Curriculum and Instruction and the high school counselor develop a plan for tracking high school graduates through senior and graduate surveys and submit the	October 2002
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	plan to the superintendent and board for approval.	
2.	The assistant superintendent for Curriculum and Instruction and the high school counselor develop a student questionnaire to distribute to seniors before they graduate.	November 2002
3.	The superintendent informs the community about the graduate tracking surveys through newsletters, the IISD Web site and the local newspaper.	January 2003
4.	The high school counselor distributes student questionnaires to the class of 2003.	January 2003
5.	The assistant superintendent for Curriculum and Instruction and counselor analyze data provided by seniors and prepare a summary report.	May 2003
6.	The assistant superintendent for Curriculum and Instruction, the counselor and the high school administrators review the report and determine its implications for the curriculum.	June 2003
7.	The high school counselor mails out questionnaires to graduates one year after their graduation.	June 2004
8.	The assistant superintendent for Curriculum and Instruction and counselor analyze data provided by graduates and prepare a summary report comparing data from the senior and graduate surveys and identify needs for changes in curriculum and other programs.	August 2004
9.	The assistant superintendent for Curriculum and Instruction and counselor annually distribute senior surveys and mail out questionnaires to graduates, analyzes survey data in conjunction with THECB and TWC/CDR data and identify curriculum and program changes needed.	Annually

FISCAL IMPACT

The fiscal impact is based on the assumption that the first graduate survey will take place in 2003-04. IISD will mail out 150 questionnaires to its graduates one year following their graduation. The graduate questionnaire will be four pages and will include a return stamped envelope. Questionnaire reproduction costs are estimated at 10 cents per page or 40 cents per questionnaire. Envelope costs are estimated at 10 cents each. Each survey packet will use two envelopes: one mail out envelope and one return envelope. Postage costs are estimated at \$1 per graduate. About 150 questionnaires will be mailed following students who graduated in 2002-03. Cost of the graduate survey is estimated at $(150 * 40 \text{ cents}) + (150 * 2$

* 10 cents) + (150 * \$1) or a total of \$240. Questionnaire design, the senior survey, data analysis and report preparation will be implemented with existing resources.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Use graduate tracking and follow-up data to review and upgrade the district's academic and vocational programs.	\$0	(\$240)	(\$240)	(\$240)	(\$240)

Chapter 2

EDUCATIONAL SERVICE DELIVERY

C. GIFTED AND TALENTED EDUCATION

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

IISD defines gifted and talented students as "those students who perform or show the potential for performing at high levels of accomplishment in an intellectual area, a creative area and/or a specific academic field when combined with high levels of motivation and task commitment in their areas of interest."

FINDING

The IISD gifted and talented (G/T) education program offers a rich and well-designed curriculum and is well implemented and managed. IISD's G/T program, titled BEYOND (Being Enriched Yields Opportunities in New Directions), serves K-12 students. The BEYOND program uses three types of activities: general exploratory activities; group training activities; and individual and small group investigations of real problems. The BEYOND program is implemented at the elementary level through a G/T coordinator. One teacher teaches the G/T students at the middle school level. The G/T students at the high school level are taught through the pre-Advanced Placement (AP) and AP program. All elementary teachers are certified in G/T. IISD is a member of the Region 20 G/T Cooperative and the Region 20 G/T Advisory Committee.

IISD has a clearly defined process for the identification, nomination, screening and selection of G/T students. At the kindergarten level, the identification is based on several gifted and talented program criteria including 90th percentile in Draw-A-Person test, a score of four on a portfolio review, a score of 35 or higher on a parent checklist, and scores of 25 or above on the Ranzulli-Hartman Learning, Motivational and Creativity Characteristics. In grades 1-8, identification is based on 90th percentile score on TAAS, a score of four on a portfolio review and a score of 25 or higher on the Ranzulli-Hartman instruments. At the high school level, identification is based on the 90th percentile on the TAAS or achievement test and a composite or subset of language arts, math, social

studies and science; a score of four on a portfolio review, 90th percentile or above on an intelligence test and scores of 25 or higher on the Ranzulli-Hartman instruments. Students have to get the required scores in three out of the five categories to be identified as G/T. Students can be nominated by teachers, parents, students, administrators and community members. IISD has a G/T selection committee composed of the G/T coordinator, a principal and two G/T teachers. The committee meets at least twice a year and reviews data on each of the nominated students. The committee notifies the parents whether their child was selected for the BEYOND program.

IISD provides G/T students with a rich program of instructional options, enrichment activities and awards, competitions and recognitions. The G/T K-2 students and the grade 3-5 students are pulled out of their classrooms four times a week into cross-grade groups. The G/T elementary instructional options include a BEYOND pullout enrichment program; credit by exam, which allows students to skip a grade; acceleration by subject and enriched language arts and math in grades 4-5. The elementary enrichment G/T program offers a Junior Great Books, a Collection Fair of hobbies and interests, a Learning Circle that involves Internet research and partners, a Summer Opportunities Insight program, attendance at the Kerrville G/T Summer Academy and service projects involving UNICEF, nursing homes and hospitals. Elementary G/T students in grades 2-5 also engage in University Interscholastic League (UIL) academic competitions, art contests, short story writing competitions, essay contests, the science fair, the Rising Star Literacy Magazine, invention conventions and Odyssey of the Mind.

The middle school G/T students have a 1.5 hour BEYOND class. The middle school G/T instructional options include a BEYOND elective that consists of independent investigations, compacted/accelerated instruction in core subjects, high school credit in Spanish and Latin and credit by exam. The enrichment activities at the middle school include National Junior Honors Society, a math and science program for girls, a science club, a peer leadership program, a Career Investigations and Career Decision Making Inventory and G/T summer programs and an academy. Middle school G/T students also participate in UIL academic competitions, essay and poetry contests, young writers, honor rolls and advanced classes.

At the high school level, G/T students' instructional options include Pre-Advanced Placement (AP), AP and honors classes, independent studies, credit by exam, correspondence courses, Texas Academy of Math and Science and early graduation. Enrichment activities include drama productions, yearbook and newspaper participation, language clubs, lectures at museums and universities and summer opportunities programs.

High school G/T students also receive individual and group guidance services, educational and vocational/career counseling, assistance with applications for scholarships and with resume writing. IISD G/T high school students also participate in UIL academic competitions, music and drama competitions, essay and music contests and the National Honor Society.

The BEYOND program involves the community by identifying and matching G/T students with members of the community who are experts in a field of interest to students or who are in a profession that a G/T student may want to pursue. For example, a member of the community who is an author helped a G/T student who wrote a book. The G/T students are also involved in the community. G/T students conducted a research project on the loose dogs problem in the community. Several G/T students organized a fund-raising campaign for children in Afghanistan. IISD evaluates the BEYOND program through annual year-end surveys of staff, teachers, parents and students. IISD also evaluates the program by reviewing student performance on standardized tests, teacher observations and a review of student products. The G/T program went through a District Effective and Compliance (DEC) review during TEA's DEC visit in the district in 2000-01 and was in compliance.

COMMENDATION

IISD offers a rich and well-designed, implemented and managed curriculum for the G/T program.

FINDING

IISD allows too many students into the gifted and talented program. IISD's share of gifted and talented students is considerably higher than the state average and among its peer districts (Exhibit 2-16).

**Exhibit 2-16
Number and Percentage of Gifted/Talented Students and Teachers
IISD, Peer Districts and State
2001-02**

District	G/T Student Enrollment		G/T Teachers		Expenditures for G/T	
	Number	Percent**	Number*	Percent**	Amount Per Student	Percent***
Ingram	199	13.3%	1.6	1.3%	\$248	0.8%

Hearne	73	6.5%	2.6	2.5%	\$952	1.4%
Yoakum	113	7.4%	2.9	2.2%	\$898	1.5%
Hempstead	102	7.0%	1.5	1.5%	\$981	2.1%
Smithville	109	5.9%	1.8	1.3%	\$459	0.8%
State	339,270	8.2%	6,438.7	2.3%	\$78	2.2%

Source: TEA, PEIMS, 2001-02.

*Expressed in Full-Time Equivalents.

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

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

IISD has diversified its G/T program to include minority, limited English proficiency (LEP) and economically disadvantaged students. IISD recognized that a key barrier to the inclusion of these students was a lack of nominations, and implemented several recruitment and screening strategies, such as sending out materials to parents in Spanish. The ESL teacher calls parents and encourages them to complete a parent checklist and nominate their children. IISD expanded its battery of identification instruments to include a nonverbal test and student portfolios. IISD also added to the curriculum in each core subject area planned activities that give students the opportunity to develop products that can be added to a student's portfolio. As a result of these strategies, the number of minority, limited English proficient and economically disadvantaged students has increased (Exhibit 2-17).

Exhibit 2-17
Percentage of Gifted/Talented Students by Subpopulation
2002

Level	Total Number of G/T Students	Hispanic G/T Students	LEP G/T Students	Economically Disadvantaged G/T Students
Elementary (K-5)	50	6.0%	4.0%	16.0%
Middle (6-8)	60	3.3%	0.0%	21.7%

High (9-12)	95	11.6%	0.0%	12.6%
Total	205	7.8%	1.0%	16.1%

Source: IISD G/T Coordinator, April 2002.

IISD accepts students who transfer from Hunt ISD and Divide ISD into its middle and high school G/T programs. Of those two neighboring districts, on DISD does not have a middle school or high school and one, HISD, started a middle school (grades 7 and 8) in 2000-01. Hunt and DISD G/T students are not reassessed when they transfer to IISD schools. The IISD assistant superintendent for Curriculum and Instruction and the G/T coordinator recognize that IISD needs to make the identification criteria more demanding.

Recommendation 22:

Adhere to state guidelines on the identification and selection of Gifted and Talented students.

IISD should review its criteria for the identification and selection of students as gifted and talented and determine the changes it should make, including whether or not to reassess G/T students transferring from other districts or increasing the number of criteria that students have to meet to be classified as G/T. The *Texas State Plan for the Education of Gifted/Talented Students* states that not more than 5 percent of the district's students in average daily attendance are eligible for an annual G/T student allotment.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Curriculum and Instruction and the G/T coordinator review the IISD G/T identification criteria and the performance of students in the G/T program.	October 2002
2.	The assistant superintendent for Curriculum and Instruction and the G/T coordinator recommend changes in the identification and screening criteria.	November 2002
3.	The assistant superintendent for Curriculum and Instruction submits recommended changes to the superintendent and board for review and approval.	December 2002
4.	The assistant superintendent for Curriculum and Instruction and the G/T coordinator inform teachers, administrators and parents about the changes in the identification and screening criteria.	January 2003

5.	The G/T coordinator implements the changes.	January 2003 - May 2003
6.	The G/T coordinator monitors the use of the changed identification and screening criteria and reviews the performance of students identified as G/T under the revised criteria.	January - May 2004

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The percentage of IISD students completing Advanced Placement (AP) courses has been decreasing since 1997-98. The AP program provides college-level courses to high school students to ease their transition to college. According to the College Board, the organization that manages the SAT, the number of advanced courses that students complete is one of the best predictors of success on the SAT and in college.

Exhibit 2-18 shows the percentage of IISD students who have completed advanced courses.

Exhibit 2-18
Percentage of IISD Students Completing Advanced Courses
1998-99 through 2000-01

	1998-99	1999-2000	2000-01
IISD	22.1%	20.3%	17.4%
Region Average	19.4%	18.3%	18.6%
State Average	18.9%	20.1%	20.1%

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

IISD has the second-highest percentage of students completing advanced courses and taking AP tests among its peer districts (**Exhibit 2-19**). IISD has the second-highest percentage of examinees with AP scores that exceed the criterion and the percentage of AP scores exceeding the criterion. However, IISD is below the state average in the performance of its students on AP exams and in the percentage of students completing AP courses.

Exhibit 2-19
Advanced Course Completion and Advanced Placement
Examinations
IISD, Peer Districts and State
2000-01

District	Percentage of Students Completing Advanced Courses	Percentage of AP Students Tested	Percentage of all AP Scores Exceeding Criterion	Percentage of AP Examinees with Scores Exceeding Criterion
Yoakum	30.8%	3.2%	12.5%	16.7%
Ingram	17.4%	20.6%	43.3%	38.2%
Smithville	13.1%	8.2%	37.5%	46.2%
Hearne	10.4%	21.7%	5.0%	7.7%
Hempstead	8.5%	13.1%	8.7%	12.5%
State	20.1%	14.3%	50.1%	54.0%

Source: TEA, AEIS, 2000-01.

The Ingram Tom Moore High School Campus Improvement Plan (CIP) identifies one strategy for encouraging students to take AP courses.

Recommendation 23:

Increase participation and performance on Advanced Placement courses and tests.

IISD should include additional strategies to increase AP participation and improve performance. These may include making students and parents aware during freshmen orientation of the AP courses the high school offers and their advantages. Both high school teachers and counselors should encourage students to take AP courses and exams by emphasizing the low cost of the AP exams, the district's fee exemptions and the value of receiving college credit before high school graduation.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The high school principal and counselor review the strategies the school uses to encourage students to take AP courses and exams.	October 2002
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2.	The principal contacts districts with successful AP programs and studies their strategies.	October 2002
3.	The principal and counselor design a student questionnaire to determine why students are not participating in AP classes and which of the strategies the school proposes to use will be successful at encouraging students to take AP courses and exams.	November 2002
4.	The high school counselor surveys students, analyzes results and prepares a report with recommendations for the principal.	November-December 2002
5.	The principal and counselor implement the strategies that their research has indicated will be successful.	January 2003
6.	The principal monitors changes in the number of students taking AP courses and exams to determine the effectiveness of the new strategies.	May 2003
7.	The principal and counselor modify the district's strategies as needed.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

D. COMPENSATORY EDUCATION

Districts use compensatory education funds to provide other instructional programs in addition to regular education to students who are not performing at grade level or who are at risk of dropping out. The federal government provides funds to help students who are not meeting performance standards. The TEA distributes these Title I funds based on the number of economically disadvantaged students in a school. Economically disadvantaged students are typically those who are eligible for free or reduced-priced meals. The students served, however, are selected based on educational need, not economic status. The law allows a school to be designated as a Title I, Part A school-wide program if 50 percent or more of students at the school or in the attendance zone are from low-income families.

These funds are to be added to the regular program but cannot take the place or supplant regular funds. State compensatory fund rules allow a great deal of flexibility for identifying students and creating successful programs.

Funds are distributed based on the number of economically disadvantaged students, but students do not need to be economically disadvantaged to participate. The students served by the state compensatory program are designated as at-risk. TEA's *Financial Accountability System Resource Guide* lists criteria for identifying at-risk students. These definitions do not imply that state compensatory education programs are restricted to the exclusive benefit of these students. At-risk students include:

- Pre-K through grade 3 students who did not perform satisfactorily on a readiness test or an assessment instrument administered during the current school year;
- students who did not perform satisfactorily on an assessment instrument such as TAAS;
- students who have limited English proficiency;
- students in grades 7-12 who did not maintain an average equivalent to 70 out of 100 in two or more subjects in the foundation curriculum during a semester in the current or preceding school year;
- students who did not advance from one grade level to the next for two or more school years;
- students who were placed in an alternative education program during the preceding or current school year;

- students who were expelled during the preceding or current school year;
- students who are on parole, probation, deferred prosecution or other conditional releases;
- students who had dropped out of school;
- students who were in the custody or care of the Department of Protective and Regulatory Services or were referred to the department by a school official, officer of the juvenile court or a law enforcement official current school year;
- students who are pregnant or are parents;
- students who are homeless; or
- students who lived in a residential placement facility in the district during the previous or current school year.

In 2001-02, IISD became a districtwide designated Title I, Part A program. Previously, only the Ingram Elementary School had a Title I, Part A schoolwide program. In 2001-02, 53.1 percent of IISD students were classified as economically disadvantaged. Among its peer districts, IISD has the second-lowest percentage of economically disadvantaged students (**Exhibit 2-20**).

Exhibit 2-20
IISD, Peer Districts and State
Economically Disadvantaged Students and
Compensatory Education Expenditures
2001-02

School	Number of Economically Disadvantaged Students	Percentage of Economically Disadvantaged Students	Compensatory Education Expenditures*	Percentage of Total
Hempstead	904	62.2%	\$673,848	13.9%
Hearne	896	79.7%	\$410,500	8.1%
Yoakum	818	53.4%	\$465,767	7.0%
Ingram	795	53.1%	\$522,168	8.9%
Smithville	786	42.4%	\$630,645	9.4%
State	2,100,495	50.4%	\$1,350,519,613	9.2%

Source: TEA, PEIMS, 2001-02.

Exhibit 2-21 shows the number and percentage of economically disadvantaged students in IISD and in each of the schools and the

compensatory education instructional operating expenditures for 2000-01. IISD gets \$582 in Compensatory Education funds for each economically disadvantaged student in the district.

**Exhibit 2-21
IISD Economically Disadvantaged Students and
Compensatory Education Expenditures
2000-01**

School	Number of Economically Disadvantaged Students	Percentage of Economically Disadvantaged Students	Compensatory Education Expenditures	Percentage of Total
Ingram Elementary	372	61.1%	\$22,433	1.1%
Ingram Middle	199	53.6%	\$164,816	12.0%
Ingram Tom Moore High School	181	37.5%	\$250,638	11.1%
District	752	51.4%	\$437,887	7.8%

Source: TEA, AEIS, 2000-01.

FINDING

IISD's use of state compensatory education (SCE) funds has not improved academic performance. TEA conducted a District Effectiveness and Compliance (DEC) visit to IISD in October 2000. The DEC team found fragmentation and lack of focus in the use of SCE funds; which made it difficult to assess the affect of SCE funds on student achievement. The DEC team also reported difficulty determining how the district used SCE funds other than for funding the Disciplinary Alternative Education Program (DAEP). While the 2000-01 IISD District Improvement Plan (DIP) and Campus Improvement Plans (CIPs) mentioned the use of SCE funds and specified in some areas the amounts budgeted, the improvement plans did not specify how many staff members (FTEs) will be involved, with the exception of the DAEP staff.

IISD's economically disadvantaged students lag behind all students in TAAS performance. Senate Bill 702 requires that the district design a State Compensatory Education program to help students who are not performing at grade level meet that standard at the conclusion of the next regular school term. The district must demonstrate that its program has reduced the disparity in performance on assessment instruments between

economically disadvantaged students and all other students. IISD's economically disadvantaged students rank second-highest among the peer districts in the percentage difference between the performance of all students and the performance of economically disadvantaged students on all TAAS tests. As shown in **Exhibit 2-22**, IISD's economically disadvantaged students lagged behind by 11.9 points or 14.9 percent when compared to all students. Economically disadvantaged students trailed Anglo students (84.4) by 16.2 points. IISD's performance gap was larger than the state's.

Exhibit 2-22
Percentage of Students Passing All TAAS Tests
All Grades
IISD, Peer Districts and State
2000-01

School	All Students	Economically Disadvantaged Students	Passing Difference	Percentage Difference	Rank
Yoakum	84.0%	78.1%	5.9	7.0%	3
Ingram	80.1%	68.2%	11.9	14.9%	2
Smithville	78.6%	66.3%	12.3	15.6%	1
Hempstead	73.4%	68.3%	5.1	6.9%	4
Hearne	57.3%	54.5%	2.8	4.9%	5
State	82.1%	73.6%	8.5	10.3%	-

Source: TEA, AEIS, 2000-01.

** Percent difference is calculated by subtracting pass rates of economically disadvantaged students from all students and dividing by the percentage of all students.*

To address the instructional needs of its economically disadvantaged students, districts often use detailed TAAS data to analyze weaknesses and identify areas where economically disadvantaged students need more instruction. Administrators can then ensure that teachers use that analysis to develop effective lesson plans and strategies for preparing this student group for TAAS. IISD's *Testing Report 2000-01* looked at all students but did not analyze performance based on minority, LEP, special education, or economically disadvantaged status.

IISD provides a range of services targeted at improving the performance of students lagging behind academically (**Exhibit 2-23**). The programs IISD listed in its 2001-02 DIP and CIPs are the same as those listed in the 2000-01 plans. The December 2000 DEC report recommended that IISD focus its SCE funds on fewer and more identifiable initiatives, especially on initiatives that would improve academic performance. In addition, the DEC report recommended that the IISD modify its DIP and CIPs to include funding source, budget amounts and FTEs for all SCE-funded strategies. IISD's 2001-02 DIP and CIPs identified SCE as a source of funds and identified the amount budgeted for some SCE-funded programs, and did not identify FTEs.

Exhibit 2-23
IISD SCE-funded Services and Programs
2001-02

Extended School Year
TAAS Strategies
TAAS Careers Class
Content Mastery
Learning Support Program
Reading Improvement Class (grade 9)
Math Improvement Class (grade 9)
Test-taking Strategies
The Learning Center
Math Instructional Aide (high school)
Math software (high school)
Counseling
Services to pregnant students
GED Preparation/Alternative Education Program
504 Accommodations

Source: IISD District and Campus Improvement Plans, 2001-02.

Recommendation 24:

Implement District Effectiveness and Compliance recommendations by focusing State Compensatory Education funds on initiatives that improve academic performance.

IISD should implement the recommendations in the December 2000 DEC report by focusing its SCE funds on initiatives that have been proven effective in increasing academic performance. IISD should evaluate the programs it uses and should maintain those that have helped students at risk of academic failure increase their academic achievement. IISD should also modify its DIP and CIPs by identifying SCE funding, budgeted amount, FTEs funded by SCE and evaluation methods used.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent, assistant superintendent for Curriculum and Instruction and the principals review the district's use of SCE funds, the district's DIP and CIPs and the DEC recommendations.	October 2002
2.	The assistant superintendent for Curriculum and Instruction conducts formative and summative evaluations of programs, identifies the most effective programs and submits a report to the superintendent.	October-November 2002
3.	The superintendent, assistant superintendent for Curriculum and Instruction and the principals develop a plan for using SCE funds.	December 2002
4.	The superintendent, assistant superintendent for Curriculum and Instruction and principals implement the SCE plan.	January-May 2003
5.	The superintendent, assistant superintendent for Curriculum and Instruction and principals modify the 2003-04 DIP and CIPs.	April-May 2003
6.	The assistant superintendent for Curriculum and Instruction and principals review students' academic performance to determine improvements.	May 2003
7.	The assistant superintendent for Curriculum and Instruction prepares a report to the superintendent and the board.	June 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

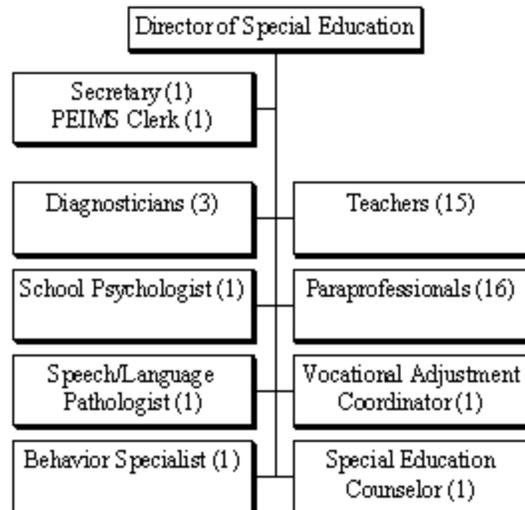
EDUCATIONAL SERVICE DELIVERY

E. SPECIAL EDUCATION

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

Exhibit 2-24 shows an organizational chart of IISD's Special Education Department.

Exhibit 2-24
IISD Special Education Organization



Source: IISD Special Education Department 2001-02.

In fall 2001, IISD served 212 special education students. **Exhibits 2-25** and **2-26** present the number of students by disability and by grade level. Of the 212 IISD special education students, 36.8 percent had emotional disabilities, 31.6 percent had learning disabilities, 14.1 percent had speech impairments and 13.6 percent had other health disabilities. The largest percentage of special education students were in grade 9.

Exhibit 2-25
IISD Students Enrolled in Special Education
Number of Students by Disability
2001-02

Disability	Number of Students	Percentage of Students
Mental Retardation	8	3.8%
Emotional Disturbance	78	36.8%
Learning Disability	67	31.6%
Speech Impairment	30	14.1%
Other Health Impairment*	29	13.6%
Total	212	14.1%

Source: TEA, Fall PEIMS, 2001-02.

** Includes auditory impairments, visual impairments and early childhood noncategorical impairments.*

Exhibit 2-26
IISD Students Enrolled in Special Education
Number of Students by Grade Level
2001-02

Grade Level	Number of Students	Percentage of Students
EE - Kindergarten	8	3.8%
Grade 1	7	3.3%
Grade 2	11	5.2%
Grade 3	14	6.6%
Grade 4	16	7.5%
Grade 5	16	7.5%
Grade 6	22	10.4%

Grade 7	25	11.8%
Grade 8	24	11.3%
Grade 9	28	13.2%
Grade 10	19	9.0%
Grade 11	13	6.1%
Grade 12	9	4.2%
Total	212	14.1%

Source: IISD, December 1, 2001.

IISD serves special education students from the district and from three residential facilities located in the district. The three residential facilities-Hill Country Youth Ranch, Star Ranch and 3H Youth Ranch-house 120 students. The director of Special Education said that half of IISD's special education students come from the residential facilities. IISD has a higher percentage of students identified in special education and of special education teachers than the state average because of these facilities (**Exhibit 2-27**). The presence of the residential facilities is also related to IISD's higher percentage of special education expenditures and per-student expenditure than its peer districts (**Exhibit 2-28**). IISD's percentage of special education expenditures is also higher than the state average.

Exhibit 2-27
IISD Special Education Students and Teachers
1996-97 through 2000-01

Special Education	1996-97	1997-98	1998-99	1999-2000	2000-01
Percentage of students	13.9%	15.6%	15.1%	15.1%	14.2%
State average	11.6%	12.0%	12.1%	12.1%	11.9%
Percentage of teachers	14.0%	13.4%	12.9%	12.4%	10.8%
State average	9.6%	9.4%	9.5%	9.6%	9.9%

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

Exhibit 2-28
IISD Budgeted Expenditures for Special Education
IISD vs. Peer Districts and State
2001-02

District	Number of Students Enrolled	Budgeted Special Education Expenditures	Percent of Budgeted Expenditures	Per Student Expenditure
Smithville	310	\$1,145,985	17.1%	\$3,697
Yoakum	217	\$813,306	12.3%	\$3,748
Ingram	212	\$1,078,901	18.4%	\$5,089
Hempstead	195	\$607,710	12.5%	\$3,116
Hearne	167	\$557,600	11.0%	\$3,339
State	486,725	\$2,753,628,704	14.4%	\$5,657

Source: TEA, PEIMS, 2001-02.

FINDING

IISD's Special Education Department recruits and trains community members as surrogate parents for all special education students in residential facilities. A surrogate parent is a person who is legally entitled to take the place of a parent under certain conditions. Surrogate parents are used when a student's parents cannot be identified or cannot be located or when a student is under the managing conservatorship of the state. Individuals selected as surrogate parents may represent the student in all matters of identification, evaluation, educational placement and provision of public education. The surrogate parents receive training so they can participate in Admission Review and Dismissal (ARD) meetings and serve as the student's advocate.

IISD has clearly defined criteria for the selection and screening of surrogate parents. The Special Education director is responsible for recruiting, screening and selecting surrogate parents. Individuals selected as surrogate parents are required to go through a training course on special education legislation and regulations; special education services; assessment and evaluation for determination of disabilities; individual education plans (IEPs); functions of the ARD committee; appropriate placement decisions; individual transition plans (ITPs); the roles and responsibilities of the surrogate parent and procedural safeguards. The Department of Special Education issues certificates to individuals who complete the training and maintains a list of trained surrogate parents. The Special Education Department assigns the surrogate parents to students if they sign letters of agreement with IISD.

COMMENDATION

The IISD Special Education Department recruits, trains and assigns surrogate parents for special education students in residential facilities.

FINDING

IISD participates in the School Health and Related Services (SHARS) program. The state's Medicaid program was amended in September 1992 allowing school districts to enroll as Medicaid providers and apply for Medicaid reimbursement for services they provide to students with disabilities. SHARS provides reimbursement for services that ensure a disabled child receives the benefits of public education. Services include assessment, audiology, counseling, medical services, school health services, occupational therapy, physical therapy, speech therapy, physiological services and transportation. IISD began participating in the SHARS program in January 2002. IISD participates in the program through the Texas State Billing Services, which helps the district with the provider enrollment process and provides up-to-date information about rules and regulations associated with the school Medicaid program, staff training, Medicaid claims processing, student Medicaid eligibility research and audit services. IISD has received \$13,917 in SHARS reimbursement from January to April 2002.

COMMENDATION

IISD participates in SHARS and has received more than \$13,000 in reimbursement since January 2002.

FINDING

IISD has a high percentage of invalid referrals to its special education program. Each IISD campus has its own prereferral process. IISD requires teachers to consider a range of support services for students having difficulties in the regular classroom prior to referring these students to special education assessments. Each campus has a Student-Teacher Assistance Team (STAT) of a counselor, school nurse, administrator and a teacher representative. Teachers with students experiencing difficulties in the classroom meet with STAT to review the student's needs and recommend strategies and programs including tutorials, reading assistance programs such as Reading Recovery or referral to Bilingual/ESL services, 504 referral (other health problems) or dyslexia referral. IISD's special education staff train regular education teachers to identify students with special needs and shows them the resources that are available for these students. Before a student is referred to special education, the student's teachers, counselor and principal meet to make a determination.

Between August 2001 and March 2002, IISD had 22 referrals to special education: 15 elementary students, six middle school students and one high school student. Forty-one percent of the 22 referrals (nine referrals) did not qualify (DNQ). The rate of DNQs is particularly high at the middle school, where 83.3 percent of the referrals were DNQs. At the elementary level, the rate of DNQs was 26.7 percent.

Crystal City ISD's (CCISD's) prereferral intervention process, initiated in 1999-2000, used a three-stage process. First, the teacher who recognized the student's academic or behavior problem reviewed the student's record and work samples, completed an observation checklist and contacted the parents. The teacher implemented interventions based on the review of records and parents' input. If these were unsuccessful, the teacher met with the School Assistance Team (SAT) to review the student's information. The team of two teachers, a counselor and an administrator recommended additional intervention strategies. If these were not helpful, the SAT reviewed all information, recommended additional interventions or contacted a parent, and made referral to a special program. The SAT considered four options before deciding to intervene. These included implementing school modifications for a predetermined period, initiating the 504-referral process, referring the student to the dyslexia committee or initiating a referral to special education. The process helped CCISD ensure that the referrals to special education were valid. Of the 30 referrals in 1999-2000, 28 qualified for special education services. The process also helped CCISD reduce the number of referral to special education by 55 percent.

Recommendation 25:

Improve pre-referral procedures to reduce the number of invalid referrals to special education.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Special Education director, supervisors and counselors analyze data from DNQ referrals by school and for the district as a whole and review IISD's pre-referral procedures.	October 2002
2.	The Special Education director identifies areas for training to reduce DNQ referrals.	November 2002
3.	The Special Education director develops a training program for professional staff and teachers.	December 2002
4.	The Special Education director coordinates with the assistant superintendent for Curriculum and Instruction to offer the training.	June 2003

5.	Professional staff and teachers participate in the training.	August 2003
6.	The Special Education director monitors referrals to Special Education to determine changes in the rate of DNQ referrals.	August 2003- May 2004

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

F. BILINGUAL/ENGLISH AS A SECOND LANGUAGE

Texas Education Code, Chapter 29, requires school districts to provide every Texas student identified as limited English proficient (LEP) with the opportunity to participate in a bilingual or English as a Second Language (ESL) program. LEP students are those whose primary language is not English and whose English language proficiency limits their participation in an English-language academic environment.

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

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

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

The education of LEP students is an important task for Texas public schools. Enrollment in bilingual or ESL programs in 2000-01 in Texas was 509,885 or 12.6 percent of all students. According to TEA's *Policy Research Report*, "Of the 666,961 students added to the Texas public education system between 1987-88 and 1997-98, more than 60 percent were students receiving bilingual education/English as a second language services." The report notes that the number of Hispanic students rose 45 percent in the last decade, more than double the growth rate of the total student population. The State Board of Education's *Long-Range Plan for Public Education 2001-06* states that "enrollment in the state's bilingual education program is projected to increase by 22 percent over the next five years."

IISD offers a K-12 ESL program managed by an ESL coordinator. The IISD ESL program has one ESL elementary teacher, one secondary ESL teacher and four aides. **Exhibit 2-29** compares Bilingual/ESL enrollment and expenditure data for IISD, its peer districts and the state. In 2001-02, IISD's ESL program accounted for a smaller percentage of total student enrollment and budgeted expenditures than the state average. IISD's per-

student spending was also lower than the state average. IISD had the second-lowest percentage of enrollment and budgeted expenditures and the lowest per-student expenditures among its peer districts. The size and expenditures of the peer districts' programs vary.

Exhibit 2-29
Bilingual/ESL Per-Student Expenditure
IISD, Peer Districts and State
2001-02

District	Students Enrolled in Bilingual/ESL	Percentage of Total Enrollment	Total Budgeted Expenditures	Percentage of Budgeted Expenditures	Per Student Expenditures
Hempstead	144	9.9%	\$105,728	2.2%	\$734
Hearne	97	8.6%	\$57,500	1.1%	\$593
Yoakum	94	6.1%	\$130,747	2.0%	\$1,391
Ingram	81	5.4%	\$23,781	0.4%	\$294
Smithville	47	2.5%	\$90,831	1.4%	\$1,933
State	542,609	13.1%	\$790,531,036	5.4%	\$1,457

Source: TEA, PEIMS, 2001-02.

IISD's ESL enrollment rose 32.8 percent from 1997-98 to 2001-02. In 1997-98, IISD had 61 students in ESL. In 2001-02, IISD had 81 students in ESL. IISD's ESL budget decreased from 1 percent of the total budget in 1997-98 to 0.4 percent in 2001-02.

FINDING

IISD offers an ESL program that meets student needs through close collaboration between ESL and regular education teachers.

Elementary ESL students are served through a pullout program for 45 minutes a day. The elementary school pullout combines a social studies class with ESL strategies, stressing vocabulary and reading. The secondary ESL program was changed in 1999-2000 allowing ESL students to attend regular language arts or English classes and enroll in an ESL course as an elective for 50 minutes each day. This does not take away time ESL students spend with English-proficient peers.

The ESL class also serves as a TAAS remediation class. The high school ESL program increased the use of technology and incorporated NovaNet

as an instructional tool. NovaNet is a competency-based computer program that is aligned with the TEKS and with TAAS. The secondary ESL program also offers a transition class where ESL aides go with students to biology, math and social studies classes. The high school ESL program uses several strategies to increase collaboration between regular education teachers and ESL teachers to help ESL students. IISD ESL teachers develop and distribute weekly ESL Active Learning Strategy newsletters with strategy tips and ESL resource materials for regular education teachers who have ESL students in their classrooms. Teachers can check out these resource materials from the secondary ESL teacher's collection to support regular classroom activities. The ESL program also developed ESL/mainstream collaboration forms and instructional strategy checklists to help regular classroom teachers.

ESL students are monitored through tests, observations and work samples. IISD uses multiple tests at the elementary level including the Stanford 9, the Texas Primary Reading Inventory, the Otis-Lennon School Aptitude Test, the Reading Proficiency Test in English, the Language Assessment Scales Oral Proficiency Test and TAAS. Testing and other monitoring information is forwarded to the language proficiency assessment committee. The ESL coordinator also monitors ESL students' academic progress by checking progress reports and report cards. High school teachers fill out special grade report forms to report student progress. Teachers also fill out a collaboration form noting specific problems or assignments on which they want the ESL teacher to work with specific individual ESL students. Each teacher is also required to fill out modifications forms every six weeks for each active ESL student.

IISD offers a comprehensive on-site staff development program through Region 20 allowing IISD teachers to obtain ESL endorsement. IISD wants to have at least one ESL endorsed teacher at each grade level in the elementary school. In 2001-02, Ingram Elementary School has three ESL endorsed teachers (grades 1 and 2) and two teachers (kindergarten and grade 5) who need to pass the EXCET.

IISD also offers an adult literacy program for parents. The program meets twice a week in the evenings from 6:30 p.m. to 8 p.m. Volunteers teaching English and GED preparation run the program, which provides baby-sitting services.

A TEA District Effectiveness and Compliance (DEC) team visited IISD in October 2000 to determine whether the district's ESL program complies with state requirements as outlined in the Texas Education Code. TEA determined that IISD offers a sound and comprehensive ESL program that provides opportunities for ESL students to learn successfully and

opportunities for all teachers to learn effective ESL strategies. IISD was found to be in compliance with all state requirements.

COMMENDATION

IISD offers an ESL program serving the needs of students at all schools.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

G. CAREER AND TECHNOLOGY EDUCATION

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

IISD's Career And Technology Education (CATE) program is housed primarily at Ingram Tom Moore High School. CATE courses also are offered at Ingram Middle School. Eight teachers offer CATE classes: seven at the high school and one at the middle school. IISD offers 39 career and technology classes representing five career clusters (**Exhibit 2-30**). These clusters include agricultural sciences; business education; technology education; family and consumer sciences and career orientation. Ingram Tom Moore High School offers CATE courses based on community and business demands and parent and student interest.

Exhibit 2-30
IISD CATE Offerings by Career Clusters
2001-02

CATE Offering	Number of Courses
Career Orientation	7
Agricultural Sciences	14
Business Education	5
Family and Consumer Science	6
Technology Education	7

Source: IISD Career and Technology, 2001-02.

Exhibit 2-31 presents IISD, peer district and state CATE enrollment and expenditure information for 2001-02. Among its peer districts, IISD has the highest percentage of students enrolled in CATE, the highest percentage of CATE instructional budget and also the highest student-to-teacher ratio. IISD's CATE enrollment as a percentage of total enrollment is higher than the state average, as are IISD's student-to-teacher ratio and the percent of the instructional budget that is budgeted for CATE.

Exhibit 2-31
Student Enrollment and Budgeted Expenditures in Career and
Technology Education
IISD vs. Peer Districts and State
2001-02

District	Number of Teachers*	Student/Teacher Ratio	Student Enrollment		Budgeted CATE Expenditures	
			Number	Percentage of Total	Expenditure	Percentage of Instructional Budget
Yoakum	9.9	34:1	339	22.1%	\$438,690	6.6%
Smithville	7.2	43:1	307	16.6%	\$320,949	4.8%
Ingram	5.5	83:1	456	30.4%	\$401,032	6.8%
Hearne	4.8	42:1	201	17.9%	\$178,700	3.5%
Hempstead	4.3	83:1	356	24.5%	\$236,521	4.9%
State	11,844.2	68:1	802,149	19.3%	\$745,133,786	5.1%

Source: TEA, PEIMS, 2001-02.

**Expressed in FTEs.*

IISD conducted a survey of community members, parents and students in grades 7-11 regarding interest in CATE courses that IISD would consider offering. Potential course offerings listed on the survey included eight courses in automotive services; six courses in ventilation, air conditioning and refrigeration; six courses in building carpentry; seven courses in building electrical trades; and three computer technology courses including A+ certification, Microsoft Office User Specialist and Microsoft Certified Professional. Individuals were asked to indicate their interest in the listed courses. IISD received 561 responses to the survey. Survey respondents expressed the greatest interest in the Microsoft Certified Professional course (48 percent), courses in automotive services (37

percent), building carpentry (34 percent) and A+ Certification (31 percent).

The IISD CATE program also gets input regarding course offerings from the CATE Advisory Committee. The committee is composed of 25 members including Kerr County business owners, community members and parents. The committee meets twice a year to review course offerings and provide input into the CATE program. As a result of demands by local businesses and in response to student and parent interest, in 2001-02 IISD added six courses to the CATE curriculum. IISD added an Agricultural Science teacher who also serves as the district CATE coordinator under a 12-month contract. The IISD CATE program has curriculum guides for all courses. The curriculum guides were developed by TEA and Texas universities including Texas A&M, Texas Tech and the University of Houston. The CATE curriculum is aligned with TEKS.

IISD purchased career interest materials and software and has access to Bridges.com. Bridges.com allows students to take career interest surveys online. The IISD CATE program offers the Career Connections program to grades 9 and 10 students. IISD has an agreement with Conlee's College of Cosmetology in Kerrville that provided 15 hours of instruction a week to 11 students in the first semester of 2001-02 and seven students in the second semester. IISD also offers a job shadowing program in the fall as part of a Kerr County project. The job shadowing program in 2001-02 involved 40 IISD CATE students. IISD also has two supervised work programs. One is offered through the Special Education Department and the second is a Diversified Careers elective that introduces students in grades 11-12 to the world of work. Students learn how to apply for jobs, prepare a resume, go through job interviews and work for two to three hours a day in a local business. Fifteen students participated in IISD work programs in 2001-02.

FINDING

The IISD CATE program does not have any articulation agreements with area colleges or universities. Articulation agreements allow districts to offer college-level courses that can transfer to a specific community college or university as completed credit hours and have those hours count towards a college degree. IISD has not been able to develop articulation agreements because it did not offer the necessary prerequisites until 2001-02. In 2001-02, IISD's CATE is offering a course in Business Computer Information Systems II, a prerequisite for articulation agreements in Business Computer Technology. IISD plans to pursue an articulation agreement with St. Phillips College.

Kerrville ISD a neighboring district, has five articulation agreements. These agreements involve San Antonio College and St. Phillips College. KISD has articulation agreements in Computer Aided Drafting and Design Technology, Child Development and Business Computer Information Systems with San Antonio College. It has dual credit agreements with St. Phillips College in the areas of Medical Terminology and Aerospace Aviation Technology.

Recommendation 26:

Develop articulation agreements with local colleges and universities.

IISD should review the requirements for articulation agreements in areas of interest to local businesses, students and parents. IISD should communicate with area colleges such as St. Phillips College and Texas Tech, which opened a campus in Fredericksberg, to identify areas for potential articulation agreements and determine the prerequisites needed. IISD should negotiate articulation agreements with these colleges and modify its CATE program to offer the prerequisite courses.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The CATE coordinator and the assistant superintendent for Curriculum and Instruction identify prerequisites for articulation agreements in areas of interest to local businesses, parents and students.	October 2002
2.	The CATE coordinator and the assistant superintendent for Curriculum and Instruction submit a proposal to the superintendent regarding new course offerings and staff and budget needs.	November 2002
3.	The CATE coordinator and the assistant superintendent for Curriculum and Instruction offer the prerequisite courses.	August 2003
4.	The assistant superintendent for Curriculum and Instruction contacts local colleges and universities to explore and set up articulation agreements.	August 2003
5.	The superintendent signs articulation agreements with one or more colleges.	September 2003
6.	The CATE coordinator and the assistant superintendent for Curriculum and Instruction monitor student participation in the courses offered through the articulation agreements.	September 2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

H. LIBRARY/MEDIA SERVICES

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

IISD has three libraries, one at each school. The district allocated \$12.84 per student to its schools to support its libraries in 2001-02, a 41.9 percent increase from 2000-01 (**Exhibit 2-32**).

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

Book Budget Per Student	District	Ingram Elementary	Ingram Middle School	Ingram Tom Moore High
2001-02	\$12.84	\$8.70	\$15.60	\$16.30
2000-01	\$9.05	\$8.05	\$11.31	\$8.57

Source: IISD High School Librarian, April 2002.

FINDING

IISD libraries' collections fall below the Acceptable standard. The *School Library Standards* define acceptable resources as a balanced collection of at least 9,000 books, software, as well as electronic resources such as Internet access for schools with 600 students. The state standards do not specify a recommended collection size for libraries in smaller schools.

Exhibit 2-33 shows the size of the library collections in each IISD library. None of the libraries meet the standard for Acceptable. The Ingram Elementary Library collection is closest to the Acceptable standard.

**Exhibit 2-33
Library Collection Standards and IISD Library Collection
2001-02**

School	Below Standard Collection Size	Acceptable Collection Size	Recognized Collection Size	Library Collection Size
Ingram Elementary	7,200	9,000	10,800	8,529
Ingram Middle	7,200	9,000	10,800	5,115
Ingram Tom Moore High	7,200	9,000	10,800	7,292

Source: School Library Programs Standards and Guidelines for Texas, TEA October 2000 and IISD High School Librarian, April 2002.

Recommendation 27:

Increase the collections of all school libraries to meet the state's Acceptable collection standard.

The district should increase the collection size of its three libraries to reach a ratio of 15 books per student.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The librarians develop lists of about 1,000 books and other items they would like to add to their collections.	October 2002
2.	The librarians submit the lists with a budget to the superintendent for review and approval.	November 2002
3.	IISD purchases the books and library materials.	December 2002
4.	The librarians process the books and place them in the libraries.	January 2003

FISCAL IMPACT

The average book costs about \$16. IISD's current collection size consists of 20,936 books. To reach an acceptable size collection of 15 books per student (1,498 students * 15 books/student = 22,470), the libraries will

have to purchase 1,534 books. This is a one-time cost to the district of \$24,544 ($\$16 \times 1,534 = \$24,544$).

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Increase the collections of all school libraries to meet the state's Acceptable collection standard.	(\$24,544)	\$0	\$0	\$0	\$0

Chapter 2

EDUCATIONAL SERVICE DELIVERY

I. ALTERNATIVE EDUCATION

The Ingram Alternative Education Program (AEP) is the district's primary prevention program. The program which is disciplinary alternative education program and will be referred to as Disciplinary Alternative Education Program (DAEP) serves students in grades 1 through 12 who have disciplinary problems. Students are assigned to the program as a result of inappropriate behavior at their home campus. The principal of the home campus follows due process when assigning a student to the DAEP, including holding a hearing with the student and parents. Before a student is assigned to the DAEP, a conference involving the student and the parents in which the program's rules and regulations are discussed is held, the student receives the program handbook and the student and parent sign a contract. Students are tested when they arrive so they can be properly placed in the program. They are also tested at the completion of their assignment to the DAEP to assess and document their progress. The DAEP administrator said that 30 percent of the students are special education students and they are assigned to the program by their ARD. Special education students assigned to the DAEP who need special services such as counseling receive these services from the special education counselor at the DAEP facility.

Students are assigned for a minimum of 10 days to up to the remainder of the school year. The program is housed in a separate building adjacent to the district administration office. The DAEP uses a nontraditional classroom setting for students working independently in multiple grade levels. The physical classroom layout is spacious, allowing distance between students. Elementary students assigned to the DAEP are placed in a separate room. The teacher works one-on-one with students. Students get assignments for each subject and are expected to complete them on a daily basis. The teacher helps the students set their schedules so they can move from subject to subject and complete the assigned work at the expected level of quality. DAEP teachers monitor students' performance daily and prepare weekly reports.

FINDING

In 2001-02, the DAEP had a staff of five including a program administrator, secretary and three teachers. This staff is serving a program with 25 students at a time. IISD plans to reduce the program size in 2002-03 because of the changes in ownership and administration of two of the residential facilities and the change in the contract with Center Point ISD,

decreasing its number of seats from 10 to eight, DAEP staffing needs will decrease. The IISD superintendent said that in 2002-03, Harper ISD will have two seats, Center Point ISD will have eight seats and IISD will have between eight and 10 seats for a total of 18 to 20 seats.

The program can maintain its low student-to-teacher ratio using two teachers and the administrator, who will also teach.

Recommendation 28:

Reduce Disciplinary Alternative Education Program staffing to match the reduction in program size.

The district should decrease its DAEP staff to serve a smaller program. IISD should identify and review the staffing of other alternative education programs and determine, based on the number of students enrolled at one time, the appropriate number of teachers. Because of the reduced size of the program, IISD should consider changing the position of the full-time program administrator to a combined teaching and administrative position.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and assistant superintendent for Personnel review the DAEP program staffing needs.	October 2002
2.	The superintendent and assistant superintendent for Personnel determine the type and number of staff for the DAEP and submit the plan to the board for review and approval.	October 2002
3.	The assistant superintendent for Personnel makes the staffing changes.	December 2002

FISCAL IMPACT

The district would save \$61,023 a year if it eliminated one teaching position and a secretary position. IISD benefits are 1.45 percent for Medicare, 0.56 percent for Workers' Compensation and \$125 a month (\$1,500 a year) for health/life insurance.

Staff cost savings were calculated by adding average salary of a teacher and the actual salary of the secretary, plus benefits.

Secretary	$\$21,558 \times .0056 = \121	Totals
	$\$21,558 \times .0145 = \313 $+ 1500 = \$1500$	
Teacher	$35,321 \times .0056 = \$198$ $35,321 \times .0145 = \$512$ $+ 1500 = \$1500$	\$23,492
Total		\$37,531
		\$61,023

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Reduce DEAP staffing to match the reduction in program size.	\$0	\$61,023	\$61,023	\$61,023	\$61,023

Chapter 3

FACILITIES USE AND MANAGEMENT

This chapter reviews the Ingram Independent School District's (IISD's) facilities use and management in two sections.

- A. Organization and Management
- B. Facilities Planning and Use

A comprehensive facilities management program should coordinate all the district's physical resources and effectively integrate facilities planning into all other aspects of the district's planning. Facilities staff should be involved in construction design, and construction management personnel should be knowledgeable about operations and maintenance. To be effective, facilities managers also must be involved in the district's strategic planning process.

The purpose of maintenance and operations services is the same, keeping the facilities clean and in good repair. The operations staff of the school district seeks to keep the facilities as clean as possible. Efforts of maintenance staff, on the other hand, are directed at keeping the building functioning. These services can include routine and emergency repairs, scheduled preventive maintenance, painting and other work that provide the teaching staff a healthy environment in good working order.

BACKGROUND

IISD has Ingram Elementary School, Ingram Middle School, Ingram - Tom Moore High School and Alta Vista, the district's special education facility. The district also maintains a central office, a maintenance/transportation barn, an alternative education school, a Head Start school and a day care center. In addition, the high school and middle school complexes contain an agriculture building, a field house and weight room, tennis courts, baseball field and football stadium with track.

IISD constructed the elementary school in 1998, turning the old elementary school into the district's administrative offices. As the middle school and high school's enrollments have grown, the district has increased its capacity by adding portable buildings. As of April 2002, the district is using 31 portables.

Fifty-two IISD facilities occupy 279,285 square feet residing on 106 acres of land. **Exhibit 3-1** shows the most recent maintenance and operations budget as well as the total staff and areas to maintain.

**Exhibit 3-1
IISD Facilities Highlights
2000-01**

Facility Criteria	Quantity
Number of facilities	52
Total square feet to maintain	279,285
Total acres of ground to maintain	106
Total maintenance, custodial and construction staff (FTE's)	23.5
Total 2000-01 plant maintenance operating expenditures	\$1,284,667

Source: Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2000-01; IISD Maintenance director and grounds team leader.

Exhibit 3-2 shows a detailed list of the district's facilities, with the year constructed, square footage and construction materials used.

**Exhibit 3-2
Existing IISD School Facilities**

Facility	Square Footage	Year Built	Portable Use (Y/N)
Elementary School / Maintenance Facilities			
Ingram Elementary	68,020	1998	No
Maintenance / Transportation Barn and Office	11,746	1990	Yes (Office)
Proud Crowd (Day Care)	2,200	1960's	No
Middle School			
Main building	9,272	1992	No
Portables	31,525	1992-1994	Yes
Boiler House	64	1980	No
High School			
Main Building	21,378	1980	No

Cafeteria	12,667	1980	No
Old Gym	9,432	1980	No
Band Hall	2,265	1980	No
Covered Pavilion & Walkway	6,016	1990	No
Field House	3,600	1988	No
Weight Room	2,736	1980	No
New Gym	19,488	1998	No
Portable classrooms (includes nurse, library and Alta Vista facility)	38,800	1988	Yes
Agriculture building	6,000	1992	No
Agriculture classroom	2,425	1988	Yes
Central Administration			
Technology Building	1,144	1961	No
Central office and Board room	10,130	1961	No
Gymnasium	7,380	1967	No
Alternative Education classrooms	6,684	1951	No
Adult Education	2,425	1988	Yes
Head Start building	1,536	1950's	No
Head Start classrooms	1,152	1992	Yes
Additional restrooms/office	1,200	1980's	No
Total	279,285		

Source: Texas Association of School Boards (TASB), IISD Property Appraisal Packet, April 23, 2001 and IISD Maintenance director.

Chapter 3

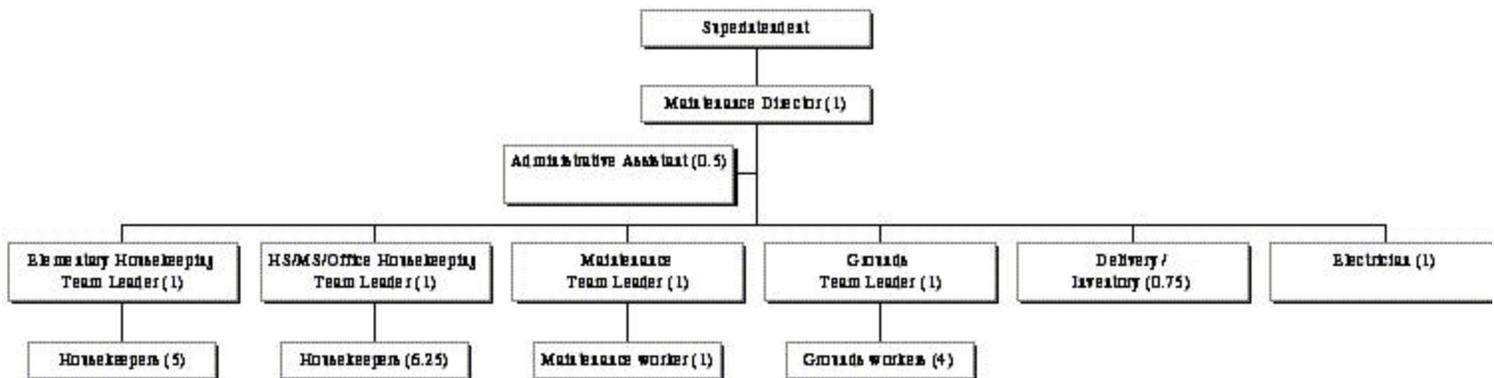
FACILITIES USE AND MANAGEMENT

A. ORGANIZATION AND MANAGEMENT

IISD hired a new Maintenance director in March 2002 to replace one who retired after many years of service to the district. The Maintenance director oversees the maintenance, housekeeping and grounds operations for the district.

IISD employs 23.5 employees to support its facilities, including 1 director, 13.25 housekeepers, 3 maintenance workers, 5 grounds workers, 0.5 administrative assistants and 0.75 employees to deliver mail, handle inventory and other duties as assigned. Four team leaders report directly to the Maintenance director and supervise their employees—one for elementary housekeeping, one for high school/middle school/Central Office housekeeping, one for maintenance and one for grounds. In addition, an administrative assistant, electrician and delivery/inventory worker report directly to the Maintenance director. IISD uses the term housekeeping for its custodial functions. **Exhibit 3-3** shows the organization of the district's Maintenance Department

Exhibit 3-3
IISD Maintenance Organization
2001-02



Source: IISD Maintenance director.

Exhibit 3-4 shows a sample of job responsibilities for the IISD Maintenance Department employees.

Exhibit 3-4
IISD Maintenance Department Employee Job Duties

Maintenance Position	Description of Duties
Director	<ul style="list-style-type: none"> • Oversee plant operations of the school district. • Supervise maintenance, grounds and custodial services. • Assist developing work schedules of maintenance, grounds and custodial personnel. • Develop, conduct and supervise district projects. • Develop and administer budget). • Establish and maintain inventory of district tools and equipment. • Establish and carry out preventive maintenance schedule for equipment and facilities. • Develop a replacement cycle for appropriate equipment and tie the expenditures to budget process. • Ensure a quality and economical plant operation. • Qualify and perform duties of certified asbestos inspector for district.
Groundskeepers	<ul style="list-style-type: none"> • Mow and weed eat all grounds. • Trim trees and brush. • Fertilize grounds. • Maintain athletic fields.
Maintenance	<ul style="list-style-type: none"> • Respond to all service requests from district employees. • Repair any of the district's buildings. • Contract out repairs where necessary.
Housekeepers	<p><u>Daily:</u></p> <ul style="list-style-type: none"> • Vacuum carpets. • Dust mop and wet mop all tile floors (including bathrooms). • Empty all trashcans. • Clean any writing off walls and lockers. • Check for gum on floors and walls. <p><u>Weekly:</u></p> <ul style="list-style-type: none"> • Dust rooms once a week. • Clean cobwebs.

	<ul style="list-style-type: none"> • Clean blackboards, chalk trays, erasers. • Clean out pencil sharpeners. • Dust windowsills and furniture. • Clean and wipe down trashcans. • Clean baseboards. • Clean door windows (or as needed). <p><u>Monthly:</u></p> <ul style="list-style-type: none"> • Change all air filters on the 20th of the month. • Change light bulbs, as needed.
Maintenance/ Transportation Secretary	<ul style="list-style-type: none"> • Prepare correspondence, memorandums, forms, requisitions and reports for maintenance office. • Receive and process work orders and emergency requests for service. • Maintain physical and computerized department files, including preventive maintenance data and work orders. • Answer incoming calls; take message and route to appropriate staff. • Order office supplies for department. • Assist with preparation of purchase orders and payment authorizations. • Other duties as assigned.

Source: IISD Maintenance Department Job Descriptions.

Although housekeepers do not have a job description in the personnel office, they do have a custodian maintenance manual that outlines expectations and includes a statement of professional standards, a checklist for new employee orientation and training and a list of expected duties by shift and facility.

Housekeepers are generally split into three different shifts - 6 a.m. to 3 p.m., 8 a.m. to 5 p.m. and 1 p.m. to 10 p.m. In addition to the duties outlined above, the day shifts are responsible for setting up and the night shift tears down. The day shift employees also clean the cafeterias after lunch and perform any other duties they can accomplish, because the night shift typically has more jobs to complete after school hours. Summer duties include painting or cleaning all walls, steam cleaning all carpets, stripping and waxing all tile floors, removing all gum and cleaning all furniture (chair, desk, cases, etc...), cleaning all light fixtures, cleaning

fans, removing and flushing all sink drain traps in science and art rooms and any other tasks required by supervisors.

Exhibit 3-5 shows the district's operating cost per square foot. As the exhibit shows, IISD's cost per square foot is the second highest compared to its peer districts and an industry average. The industry average comes from American School & University's (AS&U) 31st annual maintenance and operations study. In January 2002, chief business officials at public school districts around the country were asked to document various Maintenance and Operations (M&O) costs, including salary, payroll, gas, electricity, utilities, maintenance and grounds equipment and supplies, outside contract labor and other costs. The industry average in the exhibit represents the median number for all survey respondents.

**Exhibit 3-5
ISD Versus Peer Districts and State
Maintenance per Square Foot
2000-01**

District	Maintenance Department Operating Expenditures	Total Square Feet	Cost Per Square Foot
Smithville	\$1,391,413	266,812	\$5.21
Ingram	\$1,284,667	279,285	\$4.60
Hearne	\$978,145	231,138	\$4.23
Yoakum	\$986,336	309,690	\$3.18
Hempstead	\$1,079,583	Not available	Not available
Industry Average	N/A	N/A	\$3.30

Source: TEA, PEIMS, 2000-01, IISD Maintenance director and peer district; American School & University (AS&U) 31st Annual Maintenance & Operations (M&O) Cost Study.

FINDING

The new Maintenance director has started evaluating the housekeeping supplies used throughout the district to determine if the district can obtain a better value at a lower cost.

First, the Maintenance Department is evaluating the floor care products used in the schools. The Maintenance director has set up demonstrations of floor care products with three different, competing vendors. One will demonstrate its product on the elementary cafeteria floor, one in the main foyer and gym of the elementary school and the last one in the high school gym and portions of the middle school. The Maintenance director has been candid with each vendor about what he is doing, and the vendors have been receptive. He said the demonstrations have not even occurred yet, but the vendors are already calling to find out what the district's needs are and what they can provide. Demonstrations by three different vendors for the same kind of product, will help the Maintenance Department assess which product performs the best, with the least amount of maintenance at the best price.

Secondly, the Maintenance Department is changing vendors for purchasing its 60-gallon plastic trash bags. The district will be purchasing bags of a 2-millimeter (mm) thickness for about \$0.25 for each bag instead of \$0.47 for 1.7 mm bags resulting in a cost of savings of \$6,061. Not only are the new bags less expensive, but they are also stronger than the ones the district previously purchased. These dollars can be redirected to meet other district needs.

By evaluating the district's housekeeping supplies, products and shopping for the best value, the Maintenance Department is reducing the district's overall maintenance costs.

Commendation

The district is systematically evaluating its housekeeping supplies and equipment to ensure it is getting the best value.

FINDING

Maintenance and operations staffing needs are not projected and allocated using standard industry formulas.

Industry best practices specify that each groundskeeper can support 31 acres. IISD's four groundskeepers and one grounds supervisor cover approximately 106 total acres, resulting in a coverage of 21 acres for each employee. Based on the industry standard of 31 acres for each employee, IISD's optimal staffing level is 3.5 employees, and the district currently has five employees.

The recommended industry coverage for a maintenance worker is 40,000 square feet. Based on the IISD square footage of 279,285 and its 3

maintenance workers, the actual IISD coverage area is 93,095 square feet in **Exhibit 3-6**.

Exhibit 3-6
IISD Grounds and Maintenance Worker Staffing Analysis

Work Category	Total Area Maintained (acres or square feet)	IISD Workers	Industry Best Practice	IISD Actual	Industry Standard	Over or (Under) Staffed
Grounds keepers	106 acres	5.0	31 acres	21	3.5	1.5
Maintenance Workers*	279,285 sq. ft.	3.0	40,000 sq. ft.	93,095	7.0	(4.0)

Source: IISD Grounds team leader and Maintenance director; AS&U 31st Annual M&O Cost Study; TASB, IISD Property Appraisal Packet, April 2001.

**Note: Maintenance director and worker plus electrician.*

Custodial staffing levels can also be calculated using industry standards. **Exhibit 3-7** shows an allocation formula developed by Ohio State University for school districts to determine the number of full-time custodial employees the district requires. This formula uses the average of five different factors. The calculation uses custodians per teacher, custodians per student, custodians per classroom, custodians per square foot and custodians per acre.

Exhibit 3-7
Formula for Determining Optimal Custodial Staffing

1.	Given: 1 Custodian for each 12 teachers, find teacher factor
1.	Given: 1 Custodian for each 12 teachers, find teacher factor
	$\frac{\text{No. of teachers}}{12} = \text{Teacher factor}$
2.	Given: 1 Custodian for each 250 pupils, find pupil factor
	$\frac{\text{No. of pupils}}{250} = \text{Pupil factor*}$
3.	Given: 1 Custodian for every 12 classrooms,** find room factor
	$\frac{\text{No. of rooms}}{12} = \text{Room factor*}$
4.	Given: 1 Custodian for every 20,000 sq. ft. of building area, find square foot factor
	$\frac{\text{Total sq. ft. building}}{20,000} = \text{Square footage factor*}$
5.	Given: 1 Custodian for each 2 acres of grounds under their responsibility including hard surface parking and playground areas, find grounds factor
	$\frac{\text{Total acres grounds}}{2} = \text{Grounds factor*}$
6.	Add the five factors and divide total by 5 to find actual number of custodians needed
	$\frac{\text{Total 5 Factors}}{5} = \text{Custodians needed*}$

Source: Ohio State University.

** Classrooms include all adjacent rooms that are to be cleaned such as: offices, storage rooms, toilets and hallways. Large areas such as gymnasiums are equal to two classrooms.

Exhibit 3-8 shows the calculation of optimal custodial staffing using this formula. Based on this formula, the optimal number of custodians for IISD is 9.9.

Exhibit 3-8
Calculation of Optimal Number of Custodians for IISD
2001-02

	Number	Value to Divide By	Factor
Number of Teachers	127	12	10.6
Student Enrollment	1,498	250	6.0

Classrooms	167	12	13.9
Total Square Feet	279,285	20,000	14.0
Acreage	10	2	5.0
Average	49.5	5	9.9

Source: TEA, PEIMS, 2001-02; IISD Maintenance director.

Based on the staffing of 13.25 housekeepers and the optimal level of 9.9, the district is over-staffed by 3.4 employees. The review team observed that the IISD schools were clean and well maintained.

In summary, the district is over staffed in its housekeeping and grounds operations and understaffed in its maintenance operations based on industry formulas. **Exhibit 3-9** summarizes the number of employees over or under industry standard allocation.

Exhibit 3-9
Summary of Over (Under) Allocation

Position	Over (Under) Staffed
Groundskeepers	1.5
Housekeepers	3.4
Maintenance workers	(4.0)

Source: SoCo Consulting, Inc.

The average Maintenance Department salaries are \$9.09 per hour for housekeepers, \$10.39 for groundskeepers and \$12.25 for maintenance workers. Based on 240 workdays at eight hours each day, the annual salaries are \$17,453, \$19,949 and \$23,520 respectively.

Comal Independent School District developed and implemented a demand-driven formula to determine the number of full-time custodial employees a school district facility requires. The formula incorporates demand factors such as the number of teachers, students, classrooms and physical cleaning area. This allocation formula has been in place since 1999 and subsequent hiring will be based upon it. Bastrop Independent School District (BISD) also uses staffing standards developed by The Association of Physical Plan Administrators for its maintenance workers, which is based on square footage. As the district grows, BISD provides

adequate maintenance services to its facilities by using this allocation formula.

Recommendation 29:

Assign maintenance personnel based on an acceptable staffing allocation formula.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Maintenance director determines optimal maintenance staff for each building based on industry guidelines and staffing allocation formulas.	September 2002
2.	The Maintenance director re-allocates existing staff.	September 2002
3.	The Maintenance director reduces staff through attrition, reallocation to areas that may be understaffed and then by reductions.	September-October 2002
4.	The Maintenance director budgets hereafter using staffing allocations.	October 2002

FISCAL IMPACT

IISD could reduce its number of housekeepers by 3.4. At an annual salary of \$17,453, this reduction amounts to \$59,340 ($\$17,453 \times 3.4$) or \$65,633 ($\$17,453 \times .0145$ medicare = \$253 + $\$17,453 \times .0056$ worker's compensation = \$98 + \$1,500 health insurance = \$1,851 x 3.4 housekeepers = \$6,293 + \$59,340 salaries) with benefits. If the district also reduces its groundskeepers by 1.5 positions according to industry guidelines, the district would save \$29,923 ($\$19,949 \times 1.5$), or \$32,775 ($\$19,949 \times .0145$ medicare = \$289 + $\$19,949 \times .0056$ worker's compensation = \$112 + \$1,500 health insurance = \$1,901 x 1.5 groundskeepers = \$2,852 + \$29,923 salaries) with benefits.

Maintenance workers, the highest paid of the three categories of employees could be increased by four positions according to industry guidelines. At an annual salary of \$23,520, this change would amount to an annual expenditure of \$94,080 ($\$23,520 \times 4$), or \$101,972 ($\$23,520 \times .0145$ medicare = \$341 + $\$23,520 \times .0056$ worker's compensation = \$132 + \$1,500 health insurance = \$1,973 x 4 maintenance workers = \$7,892 + \$94,080) with benefits. With a decrease of \$65,633 and \$32,775 respectively from the reduction in housekeeping and groundskeeping staff and an increase of \$101,972 to hire additional maintenance staff, the district would spend an additional \$3,564 annually.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Assign maintenance personnel based on an acceptable staffing allocation formula.	(\$3,564)	(\$3,564)	(\$3,564)	(\$3,564)	(\$3,564)

FINDING

IISD does not have a preventive maintenance program. The Maintenance director said that maintenance employees change some air filters and occasionally check on some belts and electrical connections, but the district has no overall preventive maintenance plan that would include such items as painting, roof inspections or other items.

Preventive maintenance is a program in which both wear and tear and changes are anticipated, and continuous corrective actions are taken to minimize deterioration and maximize efficiency. An effective preventive maintenance program requires periodic inspections, adjustments, lubrication, replacement of components and performance testing and analysis.

An ideal preventive maintenance schedule would first include an inventory of all equipment. Staff should then determine how frequent equipment should be examined. For example, air filters would be changed once a month and electrical systems would be inspected annually or semi-annually. Roofs would require some sort of annual inspection, depending on the type of roof. For instance, the high school band hall and middle school gym have built-up roofs that would require core samples. The portable buildings have mostly composition roofs, which would require only a visual inspection. The standing seam roof on the elementary school would also require a visual inspection.

Although it is easy to avoid preventive maintenance due to time constraints, a successful preventive maintenance program can produce many benefits and cost savings. According to the Association of Physical Plant Administrators of Universities and Colleges, one of the primary objectives of a preventive maintenance program is to reduce downtime of critical systems and equipment. While some downtime is unavoidable, a good program extends the life of the facilities and equipment and improves equipment reliability, thus protecting the assets of the school district.

Spring Independent School District has a detailed schedule of preventive maintenance items. The program is designed to extend the life of the facilities and ensure they are operating at optimum efficiency and that

costly repairs to facilities and equipment are identified early before they become expensive emergencies.

Recommendation 30:

Develop a preventive maintenance program.

The program should have support from the top down, including the superintendent, administrators, principals, educational staff and maintenance and operations personnel. The basic elements of a preventive maintenance program are summarized in **Exhibit 3-10**.

**Exhibit 3-10
Elements of a Preventive Maintenance Program**

Element	Description
Preventive Maintenance Instructions	Show specific tasks for the mechanic to perform on a given piece of equipment.
Historical Equipment Master File	Develop a central reference for all equipment for which the department is responsible.
Feedback Data	Create an evaluation method to measure the program's results.
Scheduling	Decide how often preventive maintenance should be performed on each building or piece of equipment, so that work orders can be automatically issued to staff.
Control	Assign the responsibility for the program to one individual at a fairly high level within the district to show the program's importance.

Source: Facilities Management, A Manual for Plant Administration.

The district should be able to perform preventive maintenance without hiring additional staff. Any cost savings from performing preventive maintenance would materialize in future years, as a reduction in regular maintenance.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Maintenance director selects items or components to be included in the planned maintenance program.	September 2002
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2.	The board and superintendent develop policies about the level of maintenance effort the district can afford and is willing to undertake.	October 2002
3.	The Maintenance director identifies components for planned maintenance, including the location and identification of each.	November 2002
4.	The Maintenance director establishes preventive maintenance schedule.	December 2002
5.	The Maintenance director implements and monitors the program.	January 2003
6.	The Maintenance director makes adjustments as necessary.	August 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district has items in need of repair in all of its buildings and does not have a comprehensive list of deferred maintenance items. Deferred maintenance includes any items needing repair or replacement due to either normal wear and tear or neglect. These items are not necessarily reported to the Maintenance Department by district employees on a work request form, and thus may go undetected. Deferred maintenance in many districts often falls behind work order requests and preventive maintenance efforts.

The major problem areas identified by the review team during its walk through of the facilities and those identified by the 2002 Educational Facilities Study are summarized by building in **Exhibit 3-11**. As shown, the high school and the middle school have more issues than the other district buildings. In addition, many of the district's buildings have leaking roofs, drainage problems and ADA compliance issues.

Exhibit 3-11
Summary of Maintenance Issues Identified in IISD Facilities
By the Educational Facilities Study and Review Team

	Ingram - Tom Moore HS	Ingram Middle School	Ingram Elementary	Central Office	AG Building	Athletics	Alta Vista
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Roof Leaks	X	X	X			X	
Drainage	X	X				X	
ADA Issues	X	X		X	X	X	
Flooring				X			X
Building Access	X						
Restroom Availability	X	X					

Source: Ingram ISD 2002 Facilities Study and SoCo Consulting, Inc.

The influence of deferred maintenance on a district's operating budget cannot be ignored according to the Association of Physical Plant Administrators of Universities and Colleges. "Even though further dollars are spent on maintenance, costs for ongoing operations increase. Increased failure frequencies are expensive, as is the downtime that accompanies them. Energy inefficient systems consume utility dollars needlessly. Even cleaning and security is more expensive for deteriorating facilities than for properly maintained ones."

Recommendation 31:

Prepare a comprehensive deferred maintenance list annually by building and prioritize the items and submit to the budgeting process.

Once a comprehensive list is made and prioritized, the Maintenance Department can determine if it has the budget and the resources to complete all of the items. If the money is available, but the employee resources are not, the department can determine if any of the repairs can be outsourced and can obtain the appropriate cost estimates.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Maintenance director makes a comprehensive list by building of all repairs to be made.	September 2002
2.	The Maintenance director determines what deferred maintenance items to outsource and what to handle internally.	November 2002
3.	The Maintenance secretary ensures that all deferred items are logged and issues work orders.	January 2003
4.	The Maintenance director prioritizes work.	February 2003

5.	The Maintenance director sets target dates for completion of items.	March 2003
6.	The Maintenance director assigns an expected completion date to appropriate personnel.	May 2003
7.	The Maintenance director and CFO include a maintenance list in the budget.	June 2003- Ongoing

FISCAL IMPACT

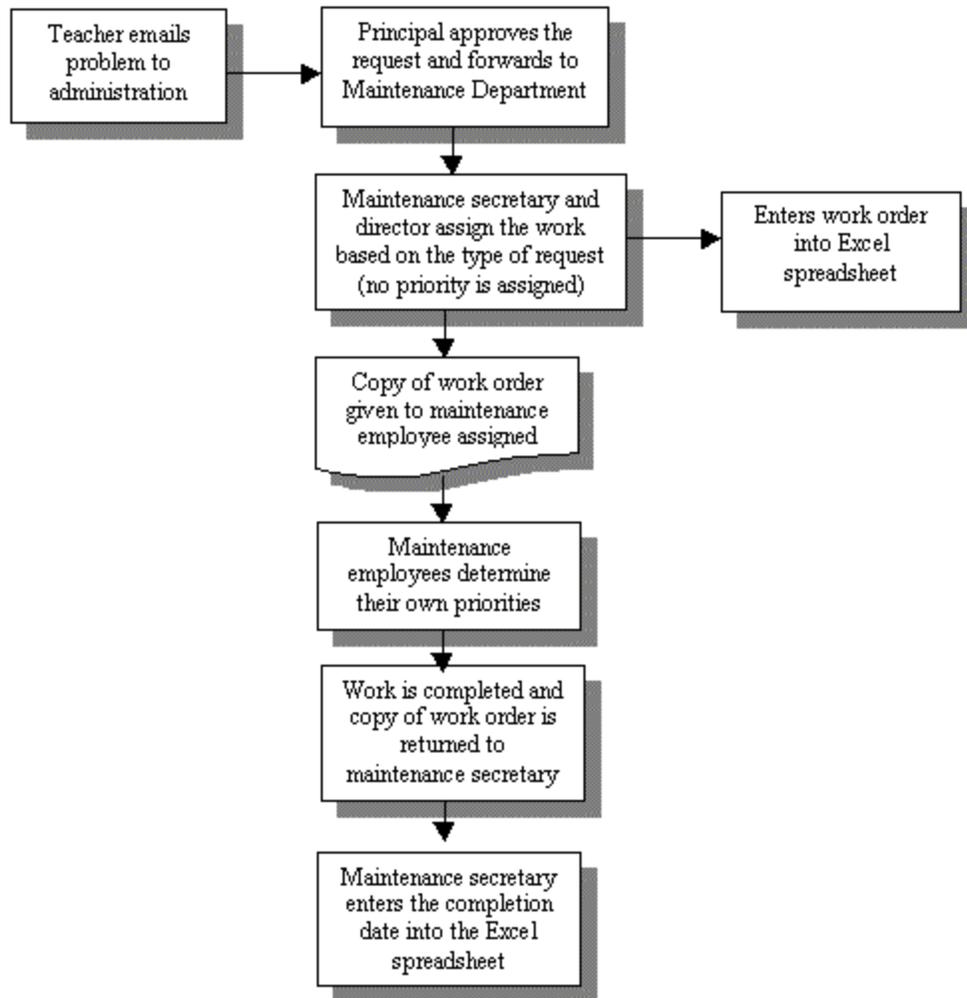
This recommendation can be implemented with existing resources.

FINDING

Work orders are not being used, as a management tool to prioritize maintenance needs, to determine where preventive maintenance should be targeted or to identify equipment that needs to be replaced. Requests for maintenance are submitted to the Maintenance Department from any employee of the district and include the type of work to be performed, the date of the request and the specific location involved. In order to operate efficiently and provide good customer service to the district, a Maintenance Department uses a document called a work order form to accomplish this task. The work order alerts maintenance employees that there is a task to be completed defines the location of the work, details the work to be done, authorizes the work and certifies completion of the job.

The IISD's work order form is called the Maintenance Request Form and contains the requestor's name, the date of the request, the school/location, the action requested, the request approval, the completion date, the employee completing the request, comments and a sequential work order number. **Exhibit 3-12** outlines IISD's work order process.

Exhibit 3-12
IISD Maintenance Work Order Process



Source: IISD Maintenance/Transportation secretary interview.

For the 12 months ending in April 2002, the Maintenance Department received 735 requests for maintenance, of which it had completed 633 or 86 percent.

The IISD Technology Department purchased software to track the Technology Department's work orders, which will also be used to track Maintenance Department work orders. The software, called "Wonder Desk," cost the district \$500 and is an online automated system where any employee can submit a work request from anywhere in the district. The Maintenance Department's manual work orders will be replaced with online work orders that will be automatically routed to the Maintenance Department. The requestor receives a thank-you email with a unique tracking number. Both requestors and maintenance employees can view

the status of work orders online by reading the progress or status in the comment box.

Whether work order requests are manual or automated, standard work orders can consistently provide basic information, as shown in **Exhibit 3-13**.

Exhibit 3-13
Standard Information Included in Work Orders

Standard Work Order Information	Included on IISD Work Order?
Sequential work order number	Yes
Date of the request for service	Yes
Date of issue to the service area	Yes
Building/area where the work is to be done	Yes
Building number	No
Department making the request	No
Budget code to be charged for the work (if applicable)	No
Name of person making the request	Yes
Approval of appropriate administrator	Yes
Detailed description of the project	Yes
Scheduling details and assignment of priority (emergency, routine, renovation)	No
Assignment of appropriate employee	No
Actual labor and materials spent on the job	No
Certification of completion by appropriate supervisor	No
Date of completion	Yes
Source of the problem	No
Vendor designation	No

Source: Facilities Management, A Manual for Plant Administration.

Mount Pleasant Independent School District (MPISD) developed software to automate its work order process. The software allows facilities staff to

track preventive maintenance, labor costs and materials costs by location. Tracking these costs enables the district to establish cost control strategies and determine the optimal time for equipment replacement when maintenance costs are too high.

Automated work orders can be generated after a work request has been received from principals. Each request is numbered and logged into the system with the scheduled time for completion. The tracking mechanism in the software allows principals to access the system to see when a work order is scheduled and if there is a delay. Facilities and technology staff developed specifications for the automated work order software based on the maintenance needs of the district and the needs of district personnel at schools and administrative buildings. The software was then designed by technology programming staff.

Recommendation 32:

Revise work order process to include the allocation of resources and the assignment of priorities in order to provide better information for the district in planning.

The Maintenance director should work with the Technology director to implement the new software, ensuring the software is set up with adequate fields for the information needed. The software should have fields allowing the Maintenance Department to assign priorities as well as allocate labor hours and materials to a project. The software package should also allow the department to print reports showing which facilities have had the most requests, the number of requests by priority, and the areas of maintenance involving the most time and resources.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Maintenance director and the Maintenance secretary revise the maintenance work order request form and provide the information to the Technology director to incorporate into the new software.	September 2002
2.	The Maintenance director and the Maintenance secretary develop a code of priorities to use on the work orders.	September 2002
3.	The Maintenance director and the Maintenance secretary begin assigning the priority code on each work order assigned to a maintenance employee.	September 2002
4.	The maintenance employees begin allocating labor hours and materials used on work orders.	September 2002
5.	The Maintenance director uses the work order information to	October 2002

plan for the district's preventive and regular maintenance needs.	and ongoing
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FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

IISD does not have an energy conservation program to evaluate and manage its utility costs efficiently. The district does not have a system in place to measure, record and use energy consumption data to serve as timely warning signals of mechanical or other failures. Energy consumption data are not used to plan for future expenditures or to pinpoint maintenance problems.

Exhibit 3-14 shows that IISD's utility costs per square foot are the highest compared to its peer districts and the industry average. The American School and University association (AS&U) publishes an annual report detailing the average amount paid by school districts within the southwestern part of the United States for energy consumption. The TSPR review team compared IISD's utility costs per square foot with the AS&U average.

Exhibit 3-14
Utility Cost per Square Foot
2000-01

District	District's Utility Operating Expenditures	District's Square Footage	District's Utility Cost per Square Foot	District's More (Less) than Industry Average	Additional Expense Incurred by the District
Ingram	\$510,943	279,285	\$1.83	\$0.67	\$187,121
Smithville	\$449,084	266,812	\$1.68	\$0.52	\$138,742
Hearne	\$358,690	231,138	\$1.55	\$0.39	\$90,144
Yoakum	\$378,494	309,690	\$1.22	\$0.06	\$18,581
Industry Average	N/A	N/A	\$1.16	N/A	N/A

*Source: AS&U 31st Annual M&O Cost Study, and TEA, PEIMS, 2000-01.
*Note: Hempstead ISD does not maintain records of its square footage
and could not be compared for analysis.*

The district does not perform its own monthly readings to check against utility bills for accuracy. IISD does not analyze energy data, including the annual energy use for each facility, nor does it make comparisons among the district's buildings. The district does not evaluate energy data to identify high-energy users.

The board does not have energy policies, except to say that the district may contract for energy or water conservation measures to reduce energy or water consumption or operating costs of school facilities. Energy consumption information is not circulated to all the appropriate decision-makers or departments so they can participate in energy conservation.

Energy management is important for school district administrators. Three steps are needed to identify and manage energy use. These steps include a districtwide commitment to energy conservation management including the board of trustees, staff, parents and the community. The second is the authorization of one person or department to develop and implement an energy management plan. Finally, the district must commit resources, time, money and support systems to follow through with the plan.

Galveston Independent School District's energy management efforts save the district more than \$700,000 annually. The program involves energy audits conducted at times when facilities are both occupied and unoccupied; central control of Heating Ventilation and Air Conditioning (HVAC) units; retrofits of certain equipment; installation of efficient lighting alternatives and utility bill audits. All pneumatic thermostats are calibrated and checked for proper operation annually, and each thermostat is set at 72 degrees and controlled by maintenance personnel. Another energy management strategy is the district's use of energy efficient lighting alternatives, such as compact fluorescent lighting and F40 34-watt lamps at all schools and T-8 lighting at some schools. When possible, all outside lighting is controlled by sensors and a timer to ensure that they do not operate in daylight.

Mount Pleasant Independent School District also has an energy management program and, for three years from 1995-96 through 1997-98, the district achieved an annual average savings of \$178,000 by implementing the program. The focus of the program is educating people about the importance of turning off devices or lights when not in use.

Recommendation 33:

Develop a comprehensive energy management program.

The board should develop policies related to energy use and conservation measures. The superintendent's commitment to energy management is especially essential. The district's plan should include goals and objectives, management direction and personnel assignments, resource allocation and control, program monitoring and evaluation and periodic reporting to the board. The Maintenance director could serve as the district's energy leader.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and the Maintenance director write energy policies to guide the district in conservation and energy usage and management.	September 2002
2.	The superintendent submits the policies to the board for approval.	October 2002
3.	The superintendent communicates the district's commitment to energy conservation to all district employees.	October 2002
4.	The Maintenance director analyzes energy usage on a monthly basis and determines ways to reduce the costs.	October 2002 and ongoing
5.	The Maintenance director creates energy conservation guidelines for all district employees to follow and communicates them.	November 2002
6.	The Maintenance director includes energy usage figures in the monthly report to administration.	November 2002 and ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 3

FACILITIES USE AND MANAGEMENT

B. FACILITIES PLANNING AND USE

Facilities' planning is divided into two parts-academic planning and physical planning. Academic planning in Texas schools is achieved through the District Improvement Plan (DIP) and Campus Improvement Plan (CIP). Physical planning, or planning for the district's facilities, is just as important, but can only be completed after academic planning has occurred. Planning for facilities based on student growth, programmatic needs and legislative requirements are essential to provide for student needs without overcrowding, using substandard facilities or using costly portable alternatives.

It is important that the district, with community input, determine its future facilities needs by systematically evaluating enrollment projections, capacity, budget realities, available alternatives and the laws to develop a five-year facilities work plan. The facility planning document contains a set of proposed actions to house the district's students. The plan or program covers the work of several years, and its span coincides with the time span of the district's strategic plan, technology plan, district improvement plan and the campus improvement plans.

A completed master plan consists of a number of different kinds of capital projects including new school buildings, additions to existing schools, major renovations of older schools, the purchase of lands or buildings and major improvements to schools.

FINDING

IISD has not prepared a master facilities plan that incorporates an updated demographic study and the district's strategic plan (vision statement, mission statement, philosophy, goals, program development, needs assessments, student enrollment projections, evaluation of existing facilities, financial needs and capital improvements) into one plan.

IISD had a study conducted of its facilities in February 2002. The study concentrated on many of the district's current facilities issues and concentrated less on long-term facilities needs. While the district's intent was to create a facilities master plan from the results of the study, the study did not address in detail a number of specific items included in a long-range master facilities plan. The facilities study did not use square footage numbers or number of classrooms as it relates to facilities use and projection. In addition, while the study did make some 10-year

projections, the study used a strong caveat that "Actual numbers may vary greatly, depending on a multitude of factors that are unforeseeable." Detailed demographic studies outline the assumptions used in projecting student enrollment and usually include extensive historical data concerning the growth of the district and student enrollment, growth in the surrounding area, knowledge of the activity of business in the area and its plan for the future, potential for new industry, growth in the surrounding communities as well as several other factors. Some demographic studies also include growth projections based a variety of assumptions.

While the study did look at student enrollment numbers and projections, it used three years of historical enrollment data, while similar studies use up to 10 years of data. Several issues not addressed in the study include sewer line expansion problems and the loss of students from two of the nearby ranch schools.

The study did outline in detail the problem areas in each of the district's buildings. The items, however, were not prioritized and no adverse impact was estimated if the items are not addressed.

The district has not managed its building capacity efficiently, which has resulted in placing 31 portable buildings, primarily at the middle and high school. Portables and temporary classrooms are a common feature of American schools, but are usually erected to meet enrollment fluctuations or to house temporary programs.

Exhibit 3-15 shows that 47 percent of the district's instructional space is composed of portable buildings. Ingram Middle School has the most portables, with more than 78 percent of its instructional space in portable buildings, while the elementary school has no portable buildings.

Exhibit 3-15
IISD Portable Building Use for Instructional Spaces

School Name	Total Instruction Spaces by School	Instruction Spaces Housed in Portables	Percent of Instruction Spaces in Portables	Industry Standard	Difference More (Less)
Ingram Elementary	43	0	0.0%	4	(4)
Ingram Middle School	33	26	78.8%	3	23
Ingram - Tom	44	30	68.2%	4	26

Moore High School					
Total	120	56	46.7%	N/A	45

Source: IISD building schematics and interviews with Maintenance director.

Instructional spaces in portables are 37 percent more than the 10 percent suggested by TEA's Division of State Funding.

The usage of this number of portables has a substantial affect on the schools. First, with 31 portable buildings, there are too many doors to monitor and protect. While both the middle school and high school have main entrances where visitors are required to check in, the facilities are spread out, so it is impossible for the front offices to see or monitor all of the entrances to the portable buildings. Although the district has yet to experience any reported incidents, a potential security problem exists.

Secondly, the portables cause an inconvenience in inclement weather. Students are exposed to the weather during rainstorms because there are no covered walkways and the portables are missing a number of gutters. When asked what the school officials do during a heavy rainstorm, the high school principal said "We hand out lots of towels," because the students are soaked running from building to building. Ingram is in the part of the Texas Hill Country that catches a lot of rainstorms and flash flooding.

The National Weather Service Forecast Office in Fort Worth/Dallas says that isolated facilities and portable classrooms magnify the potential vulnerability of schools to the effects of severe weather. According to their office, portable classrooms, even if tied down, are poor shelters from tornadoes and should be abandoned.

Portable buildings also do not contain restrooms, so the middle school has one girls and one boys restroom for the entire school of 407 students. The enrollment includes 221 boys and 186 girls. Industry guidelines suggest one toilet for every 30 girls, one urinal for every 35 boys and one toilet for every 40 boys at the secondary level. Based on these requirements, the middle school should have six toilets for the girls, six toilets for the boys and six urinals.

The middle school's restrooms contain three toilets for the girls and three toilets/three urinals for the boys. This is a shortage of three toilets for the girls and three toilets/three urinals for the boys.

The high number of portables also raises some Americans with Disabilities Act compliance issues. It can be difficult for students in wheelchairs to move around outdoors during inclement weather. The Maintenance director reports that his housekeeping staff must drag their cleaning supply carts and vacuums between portable buildings, which takes a lot more time than cleaning inside a permanent building.

Finally, although it is hard to quantify energy usage for the portable buildings, the U.S. Department of Energy's Energy Smart Schools program reports that the bulk of portable classrooms, although usually faster and less expensive to construct than permanent buildings, are much less energy efficient.

Exhibit 3-16 shows the district's utility cost for each student compared to its peer districts, the state average and an industry average. IISD far exceeds its peer districts, the state average and the industry average. Based on its 2000-01 enrollment of 1,463 students, the district spends \$247,247 dollars more than the state average.

Exhibit 3-16
Utility Cost for Each Student
2000-01

	Utility Operating Expenditures	Student Enrollment	Utility Cost for Each Student	More (Less) than State Average	Additional Expense Incurred
Ingram	\$510,943	1,463	\$349	\$169	\$247,247
Hearne	\$358,690	1,201	\$299	\$119	\$142,919
Yoakum	\$378,494	1,517	\$250	\$70	\$106,190
Smithville	\$449,084	1,871	\$240	\$60	\$112,260
Hempstead	\$294,859	1,401	\$210	\$30	\$42,030
State*	\$717,121,547	3,990,735	\$180	N/A	N/A
Industry Average	N/A	N/A	\$183	N/A	N/A

Source: AS&U 31st Annual M&O Cost Study, TEA, PEIMS, 2000-01.

**State data is for 1999-2000.*

Portable buildings are used all across the country as temporary solutions to school overcrowding. There are as many people in favor of using portable

buildings, as there are critics. Even so, school districts are developing policies and plans about the use of portables and incorporating them into their overall master facility plans.

While no formal TEA standards exist for the maximum number of portables used by a school district, previous school performance reviews have used an informal TEA guideline of no more than 10 percent of the total classroom space. Excessive use of portable buildings, according to TEA, negatively affects instruction.

A good facilities master plan includes an evaluation of all of the school facilities owned and operated by the district. It shows the number of classroom spaces that can be used and how many students they can hold. The difference between the number of instructional spaces available and the number projected to be needed would suggest the need for new space. Facilities master plans also include student population projections to determine if the district will have a shortage or surplus of space in the future. A good facilities master plan will also contain a plan devised to deal with the result, including any financial impact.

Recommendation 34:

Prepare a facilities master plan, including an up-to-date demographic study.

The district should make sure any facilities master plan has an updated demographic study with student enrollment projections. In addition, the plan should base its conclusions on the number of instructional spaces and square footage compared to enrollment and future enrollment projections. Finally, the plan should draw logical conclusions and make recommendations based on the space analysis and provide alternatives with cost implications. The district should request that the 2002 Educational Facilities Study be updated to include all of these items.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Board of Trustees establishes a committee and nominates citizens from across the community to participate.	September 2002
2.	The superintendent selects IISD staff to serve on the committee.	September 2002
3.	The superintendent designates IISD staff to serve as support to the committee and schedules the initial meeting.	September 2002
4.	The superintendent meets with the consultants who	September

	conducted the 2002 Educational Facilities Study to discuss inadequacies and request additional analysis.	2002
5.	The consultants update the 2002 Educational Facilities Study to include square footage and instructional space analysis.	October 2002 - November 2002
6.	The consultants present the revised study to the district.	November 2002
7.	The designated staff position establishes a meeting schedule, updates and reviews enrollment and operating cost information with the committee, and, if necessary, conducts a tour of all facilities.	November 2002 - December 2002
8.	The committee prepares a priority list of facilities needs and holds district meetings to gather feedback from parents and residents.	November 2002 - January 2003
9.	The committee includes the community input in their recommendations and combines the priorities into a recommended five-years master plan.	February 2003
10.	The superintendent reviews the plan and recommends approval to the board.	February 2003
11.	The board reviews the plan, makes modifications and approves the overall plan.	March 2003
12.	The board and the community decide how best to implement the facilities master plan.	June 2003 and Ongoing

FISCAL IMPACT

The estimated cost of a facilities master plan would be \$28,000 according to a provider of demographic information for school districts.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Prepare a facilities master plan, including an up-to-date demographic study.	(\$28,000)	\$0	\$0	\$0	\$0

Chapter 4

FINANCIAL MANAGEMENT

This chapter reviews the Ingram Independent School District's (IISD) financial management operations in six sections.

- A. Financial Reporting and Management
- B. Budget Process
- C. Purchasing and Accounts Payable
- D. Tax Collections
- E. Cash and Investments
- F. Fixed Assets

School districts must practice sound financial management to maximize limited resources and to plan for future needs. Effective financial management ensures that internal controls are in place and operating as intended, technology is maximized to increase productivity and reports are prepared timely and accurately to help management reach its goals.

Successful financial management operations ensure that the district receives all available revenues from the state and federal government; maintains a track record of sound financial decisions and adequate and equitable budget allocations; issues timely, accurate and informative reports on the district's financial position; and maintains a consistent record of unqualified opinions by its external auditors.

BACKGROUND

The district is required to manage its financial operations in conformity with the regulations and requirements established by federal and state laws, rules and regulations. The Texas Education Agency's (TEA) Financial Accountability System Resources Guide (FASRG) outlines accounting and reporting requirements for Texas school districts. Generally Accepted Accounting Principles (GAAP) and the Governmental Accounting Standards Board (GASB) guidelines also affect school district's financial management activities. Texas school districts report their financial data to TEA where it is compiled in the Public Education Information Management System (PEIMS).

The district's budgeted expenditures for 1998-99 through 2000-01 are shown in **Exhibit 4-1**.

Exhibit 4-1

IISD Budget Expenditures by Function

**as a Percentage of Total Expenditures
1998-99 through 2000-01**

Function	1998-99		1999-2000		2000-01	
	Amount	Percent	Amount	Percent	Amount	Percent
Instruction	\$4,802,872	51.7%	\$5,466,791	52.6%	\$5,603,994	52.6%
Instructional related services	\$170,732	1.8%	\$230,893	2.2%	\$223,604	2.1%
Instructional leadership	\$180,387	1.9%	\$227,310	2.1%	\$225,216	2.1%
School leadership	\$480,057	5.2%	\$481,319	4.64%	\$498,577	4.7%
Support services - student	\$394,007	4.2%	\$396,801	3.82%	\$419,311	3.9%
Student transportation	\$181,300	2.0%	\$175,000	1.69%	\$175,000	1.6%
Food services	\$425,497	4.6%	\$508,200	4.89%	\$571,500	5.4%
Co-curricular/extracurricular activities	\$470,860	5.1%	\$518,558	4.99%	\$536,473	5.0%
Central administration	\$504,158	5.4%	\$568,654	5.48%	\$589,240	5.5%
Plant maintenance and operations	\$873,260	9.4%	\$1,107,282	10.66%	\$1,149,301	10.8%
Security and monitoring services	\$1,123	0.0%	\$1,119	0.01%	\$1,175	0.0%
Data processing services	\$56,892	0.6%	\$90,731	0.87%	\$94,336	0.9%
Debt Service	\$538,500	5.8%	\$532,190	5.13%	\$540,445	5.1%
Capital Outlay	\$203,167	2.2%	\$78,622	0.76%	\$19,501	0.2%
Total Budgeted Expenditures	\$9,282,812	100.0%	\$10,383,470	100.0%	\$10,647,673	100.0%

Source: Texas Education Agency (TEA), Academic Excellence Indicator System (AEIS), 1998-99 through 2000-01.

The district's expenditures have increased from 1998-99 through 2000-01 by 14.7 percent.

Exhibit 4-2 shows IISD's key financial data on a comparative basis with the state and peer districts. When comparing total expenditures for each

student to the state average expenditures, IISD exceeds the state average by \$640 for each student.

Exhibit 4-2
Comparative Profile of Financial Performance
2000-01

District	Total Revenues for Each Student	Total Expenditures for Each Student	Instructional Expenditures for Each Student	Students for Each Employee	Student to Teacher Ratio
Ingram	\$7,181	\$7,278	\$3,984	5.5	11.8
Hearne	\$6,963	\$6,880	\$4,034	5.6	11.5
Hempstead	\$6,981	\$6,962	\$3,688	6.4	13.0
Smithville	\$6,708	\$6,576	\$3,528	6.8	13.1
Yoakum	\$6,891	\$7,428	\$4,145	6.0	12.0
State	\$6,433	\$6,638	\$3,500	7.5	14.8

Source: TEA, AEIS, 2000-01.

IISD spends more money per student than its peer districts with the exception of Yoakum Independent School District. Expenditures are high in Ingram because the district has more staff employed for its enrollment than all of the peer districts and the state, with Hearne Independent School District having a lower student to teacher ratio.

Chapter 4

FINANCIAL MANAGEMENT

A. FINANCIAL REPORTING AND MANAGEMENT

Fund balances, or reserve balances, are established by school districts to function similarly to a savings account. Fund balances serve as a source of funds in case of an emergency, a source of cash to pay bills in case expenses occur faster than the incoming revenue. Fund balances can also serve as a savings account to make large purchases not affordable within a single year, for example, facility improvements. **Exhibit 4-3** shows that the district has enjoyed an excessive fund balance.

Exhibit 4-3
Historical Fund Balance - General Fund
1997-98 through 2001-01

	1997-98	1998-99	1999-2000	2000-01
Fund Balance	\$3,331,473	\$2,561,784	\$2,778,448	\$2,215,038
Total Budgeted Expenditures	\$8,954,457	9,282,812	\$10,383,470	\$10,647,673
Percent of Budgeted Expenditures	37.2%	27.6%	26.8%	20.8%

Source: IISD Annual Financial Reports, 1997-98 through 2000-01.

The district receives the majority of its funding from the state. **Exhibit 4-4** displays the historical funding sources for the district.

Exhibit 4-4
Actual Sources of Revenue by Percent - General Fund
1997-98 through 2000-01

	1997-98	1998-99	1999-2000	2000-01
Local	34.9%	33.3%	32.3%	33.6%
State	62.3%	63.8%	64.9%	63.4%
Federal	2.8%	2.8%	2.8%	3.0%
Total	100.0%	100.0%	100.0%	100.0%
Total Revenues Received	\$8,908,855	\$9,232,445	\$10,443,071	\$10,506,008

Source: IISD Annual Financial Report, 1997-98 through 2000-01.

Property values determine school funding, not only at the local level, but at the state level as well. There is an inverse relationship between local property wealth and state aid. The greater the property wealth of the district, the greater the amount of revenue raised locally, but the lower the amount of state aid to that district.

Exhibit 4-5 shows the property value for each IISD student compared to the state and demonstrates that IISD's property value for each student is lower than the state average.

Exhibit 4-5
Property Value for Each Student
2000-01

	Ingram	State
Value for Each Student	\$136,455	\$215,232

Source: TEA, AEIS, 2000-01.

Ingram has three youth facilities located in its district. Star Ranch Youth Facility is licensed to serve 30 boys of all ages but serves mostly middle school students. Most children at this facility are classified as special education. Hill Country Youth Ranch is a co-ed facility of all ages licensed to serve 65 students. 3H Youth Facility is licensed to serve 25 boys in grades 6 through 12 with juvenile delinquency problems. Ingram's state funding is increased according to the children's special needs, which are met by the district.

The responsibility for IISD's financial management function rests with the chief financial officer (CFO) who reports to the superintendent. The CFO oversees the daily activities in cash management, budget monitoring and accounting, including payroll processing, purchasing, accounts payable processing and fixed asset accountability. The CFO has been with the district for nearly one year and has more than 13 years of school district experience as a business manager and CFO. An accounts payable clerk, a payroll clerk who is also responsible for PEIMS submissions for the district and a tax collector report directly to the CFO.

The CFO is a Certified Texas School Business Official, a designation offered through the Texas Association of School Business Officials (TASBO). TASBO educates its members in professional school business practices and serves as the recognized source of school business information. Through this organization and the Texas Association of

School Boards, the CFO has received training in accounting issues. Both the accounts payable clerk and the payroll/PEIMS clerk have received training at the Regional Education Service Center XX (Region 20) in areas such as payroll procedures and W-2 processing and PEIMS submissions.

FINDING

The CFO can perform all critical accounting functions for the district. The CFO can process purchase requisitions and manage the payroll process to ensure that all district employees are paid each month. These important tasks must continue to be performed in the event that a catastrophic occurrence keeps the payroll and accounts payable clerks from performing these tasks.

Details of locations of documents and passwords to systems are also available to the CFO and better enable the CFO to perform critical tasks when necessary.

COMMENDATION

The CFO is cross-trained in all critical accounting functions in the district.

FINDING

The district does not have a policy for using and preserving the fund balance. IISD has enjoyed an inflated fund balance for many years. **Exhibit 4-6** shows the ending general fund balance compared to the optimal fund balance as calculated annually by the external auditors and demonstrates that the district has more than \$1 million that has not been designated to be spent.

**Exhibit 4-6
Optimal General Fund Balance Calculation
1998-99 through 2000-01**

	1998-99	1999-2000	2000-01
General Fund Balance	\$2,561,784	\$2,778,448	\$2,215,038
Less: General Fund Optimum Fund Balance Calculation	\$1,009,932	\$1,114,398	\$1,083,364
Excess Undesignated Unreserved General Fund Balance	\$1,551,852	\$1,664,050	\$1,131,674

Source: IISD Audited Financial Reports, 1998-99 through 2000-01.

The CFO has identified areas where the reserve may need to be spent. The high school roof needs repairing at an estimated cost of \$175,000. The water well storage also needs repairing at an estimated cost of \$100,000. A potential liability could also be incurred when the health insurance co-operative that serves the district's needs is dissolved next year. This process could cost the district an additional \$100,000. In addition, two of the youth facilities are starting a charter school. Some of the children at these two facilities will attend the charter schools instead of IISD. This will affect the state funding paid to IISD for serving these children. The CFO estimates that the revenue received by the state could be decreased by an estimated \$340,000. Over the next year, these items could decrease the reserve or fund balance by \$715,000 or 32.3 percent. Many districts' however, experience similar needs and designate a portion of the districts' excess funds to be used for these specific purposes. In this way, taxpayer and board members can better see the actual amount of undesignated funds and plan for future events.

Board members may not understand the district's financial status, possibly because financial statements are not included in their monthly board report. The board receives a budget variance report by fund indicating how much each fund is less than or more than the board-approved budget. These reports are not financial statements. No financial statements, trends or concerns are expressed in writing to the board. It is important that the board understands the district's reserve and the potential liabilities.

Board members effectively manage a school district's financial resources by thoroughly understanding the district's financial condition. Each board member must understand the impact any decision the board makes will have on the district's financial well being, especially for IISD because it appears that the district will need to reduce its reserves in the near future.

Many districts use financial statements to provide management and board members with a summary of financial status and operating results. These statements are key elements in depicting the district's financial strengths or weaknesses and the gains or losses arising from its transactions. In addition, the organized, consistent and timely issuance of these statements provides some indication of the orderliness of the underlying accounting system essential for the protection of the net resources of the district.

Recommendation 35:

Establish a policy for managing the fund balance.

This policy should establish goals concerning what the district's optimum fund balance should be at all times. It should include a means of attaining and maintaining the desired level. The policy should provide the

superintendent with clear directions as to how to increase revenues or decrease expenditures in order to meet the district's fund balance goals. It should also require that every agenda item contain a fiscal impact statement.

One of the essential elements of the policy should be a means of keeping the board informed about the status of the fund balance. In every board packet, the superintendent should include a summary of the beginning fund balance, the revenues received during the month, the month's expenditures and the ending fund balance. Any significant events that have had a major impact on the fund balance during that month should be explained. This will ensure that the board and district administration are always aware of the financial position of the district.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the CFO to draft a fund balance management policy.	September 2002
2.	The superintendent and the CFO present the policy to the board for approval.	October 2002
3.	The board approves the policy and directs the superintendent to implement.	October 2002
4.	The CFO develops the required reports to submit to the board.	November 2002 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

IISD is not maximizing its opportunities to obtain grants from TEA, private foundations, businesses and local constituencies. The district does not have a grant writer dedicated to research and apply for grants that can improve educational opportunities for students and staff. IISD has been awarded many grants, however, IISD is not taking advantage of the opportunity to obtain other grants available to school districts from TEA, private foundations, businesses and local constituencies.

A person with grant writing expertise can develop a plan to maximize the district's grant possibilities. Examples include obtaining support from federal and state programs, foundations and the business community and conducting research to match the district's needs with specific funding opportunities.

Some districts have located retired individuals with grant writing abilities that are pleased with a part-time supplemental income. Lasara Independent School District used this tactic to hire a grant writer and has successfully increased grant funding for the district. The consultant is a former teacher, assistant superintendent, superintendent and educational specialist with both the Regional Education Service Center I and TEA.

Galveston Independent School District (GISD) has contracted with an outside individual since the beginning of the 1998-99 school year to help prepare grant requests to TEA and the federal government. The cost for the services as of December 1999 was \$18,000 for each year. During this same period, GISD received \$2,681,000 in new grant funds.

Lago Vista Independent School District (LVISD) has a shared services grant writer that pursues grants for its district and two other districts. The grant writer has been with the district for six years. The grant writer receives a salary of \$10,000 from LVISD and is paid various additional fees from the other shared districts. Over the last five years, the grant writer has successfully obtained approximately \$150,000 to \$200,000 a year in funding from various sources for each district.

Recommendation 36:

Hire a part-time grant writer.

A local grant writer will be more in touch with the unique needs of IISD. This person can network with local business and community members to determine what kind of local grants might be available to the district, as well as investigate and pursue state and federal programs. The district should establish a performance measure for the grant writer; so that the writer brings in more grant dollars than those presently being received, and more than his or her salary. For instance, since the district already receives approximately \$1,006,517 in grants without paying for a grant writer, any grant writer the district hires should at a minimum bring in grant money exceeding the \$1,006,517, plus the salary.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent determines the need for increased grant funding to support programs and develops a plan to address needs.	September 2002
2.	The superintendent obtains board approval and funds needed for grant writer's salary and program costs to be included in the 2002-03 district budget.	October 2002
3.	The CFO, working with senior administrators, hires a grant	December 2002

	writer.	
4.	The grant writer develops a plan to obtain additional grant funding and works with appropriate administrators to prepare effective grant proposals.	January 2003
5.	The superintendent monitors results and reports annually to the board to ensure that more money is being received.	September 2003 and Ongoing

FISCAL IMPACT

The part-time annual salary of \$10,000 for the grant writer at LVISD is used to estimate the cost to IISD of hiring a part-time grant writer. As in LVISD, the grant writer's duties for IISD should include administering the grants. The annual revenues of \$150,000 are used as a conservative amount that the LVISD grant writer obtained for the district. Taking the \$150,000 in revenues and subtracting the \$10,000 in the estimated salary results in the fiscal impact of hiring a part-time grant writer. The first year cost represents the prorated salary amount. Assuming the grant writer is hired in December 2002, the grant writer might be able to file for a grant or two. A small grant would be \$20,000.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Hire a part-time grant writer.	(\$7,500)	(\$10,000)	(\$10,000)	(\$10,000)	(\$10,000)
Acquire additional revenues	\$20,000	\$150,000	\$150,000	\$150,000	\$150,000
Net Savings/(Costs)	\$12,500	\$140,000	\$140,000	\$140,000	\$140,000

FINDING

The district has had the same external auditing firm since 1989-90 and has not sent out a request for proposal (RFP) for auditing services. The district and audit firm could not provide an engagement letter documenting the services and fees that were provided for 2000-01. According to the CFO, the fees for the audit services were \$8,750.

Texas Education Code (TEC) Section 44.008 requires school districts to undergo an annual external audit of their financial statements. TEC specifies that external audits must be prepared by a certified public accountant, and that the audit must comply with the GAAP. External audits provide a review of the district's compliance with established standards and practices. External audits provide the following information: an annual financial and compliance report; an examination of the

expenditure of federal funds (as applicable); and a report to management on internal accounting controls (as applicable). The district does not have an internal audit function and thus relies entirely upon the external auditor to provide them with independent assessments of its financial condition and related activities.

State and federal laws do not require an RFP to be issued for audit services; however, good business practices require school districts to issue RFPs periodically as a matter of policy. RFPs for auditing services provide school districts the opportunity to assess and compare the expertise of audit firms and select the one that can provide them with the best professional service.

The district's long-standing relationship with its auditors does not violate any laws or TEA guidelines but can create a perception in the public's mind that the auditors could lack independence. Auditing standards require auditors to maintain independence so that the public will know the auditor's opinions, conclusions, judgments and recommendations are impartial.

FASRG prescribes a model audit RFP that is designed to provide both the district and the auditing firm the information necessary to understand and evaluate the services to be performed. The Government Finance Officers Association, a national organization that seeks to improve the quality of governmental accounting, auditing and reporting, has published an *Audit Management Handbook* to help governments procure quality audit services. The handbook suggests 24 steps to preparing an RFP that meet the needs of the governmental entity as well as the proposing firm.

Recommendation 37:

Develop an external auditor request for proposal policy so that external auditors may be rotated at least every five years.

The district should issue an RFP for auditing services at least every five years to widen its choices and allow other firms the opportunity to propose for the contract, provide assurances to the community of the auditor's independence and ensure that the price it is charged for the audit is competitive.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the CFO to draft a policy requiring the selection of a new auditing firm every five years.	September 2002
2.	The CFO drafts the policy.	September

		2002
3.	The superintendent reviews and approves the policy.	October 2002
4.	The superintendent presents the policy to the board for adoption.	November 2002
5.	The board adopts the policy.	December 2002
6.	The CFO begins the process to hire a new audit firm every five years in compliance with district policy.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 4

FINANCIAL MANAGEMENT

B. BUDGET PROCESS

Budget preparation and administration are important aspects of overall district operations. Providing adequate resources for programs within the restraints of available funding sources presents administrators with a significant challenge. Sound budgeting practices benefit the district by:

- Establishing a documented method for budget development, adoption and administration;
- Providing administrative controls for expenditure of funds within approved allocations; and
- Assuring school and community involvement through a "bottom up" budget approach.

A review of this area must evaluate existing policies and procedures supporting the budget process. Business practices, which must be analyzed, include staff involvement, community involvement, expenditure control, spending plans, program budgeting and long-term budget planning.

Several legal standards exist that control the budgeting preparation of the district including TEC and guidelines developed by TEA. Sections 44.002 through 44.006 of TEC establish the legal basis for budget development in school districts.

The following six items summarize the legal requirements from the code:

- The superintendent is the budget officer for the district and prepares or causes the budget to be prepared.
- The district budget must be prepared by a date set by the state board of education, presently August 20 (June 19 if the district uses a July 1 fiscal year start date).
- The president of the board of trustees must call a public meeting of the board of trustees, giving 10 days' public notice in a newspaper, for the adoption of the district budget. Any taxpayer in the district may be present and may participate in the meeting.
- No funds may be expended in any manner other than as provided for in the adopted budget. The board does have the authority to amend the budget or adopt a supplementary emergency budget to cover unforeseen expenditures.
- The budget must be prepared in accordance with GAAP and state guidelines.

- The budget must be legally adopted before the adoption of the tax rate. However, if a school district has a July 1st fiscal year start date, then a school district must not adopt a tax rate until after the district receives the certified appraisal roll for the district required by Section 26.01, Tax Code. In addition, a school district must publish a revised notice and hold another public meeting before the district may adopt a tax rate that exceeds the following: (1) The rate proposed in the notice prepared using the estimate; or (2) The district's rollback rate determined by Section 26.08, Tax Code, using the certified appraisal roll.

TEA has developed additional requirements for school district budget preparation. The budget is to be adopted by the board of trustees, inclusive of amendments, no later than August 31 (June 30 if the district uses a July 1 fiscal year start date). Minutes from district board meetings are used by TEA to record adoption of and amendments to the budget. Budgets for the general fund, the Food Service fund (whether accounted for in the general fund, a special revenue fund or enterprise fund) and the debt service fund must be included in the official district budget (legal or fiscal-year basis). These budgets must be prepared and approved at least at the fund and function levels to comply with the state's legal level of control mandates.

The officially adopted district budget, as amended, must be filed with TEA through PEIMS by the date prescribed in the annual system guidelines. Revenues, other sources, other uses and fund balances must be reported by fund, object (at the fourth level), fiscal year and amount. Expenditures must be reported by fund, function, object (at the second level), organization, fiscal year, program intent and amount.

A school district must amend the official budget before exceeding a functional expenditure category, (i.e., instruction, administration, etc.), in the total district budget. The annual financial and compliance report should reflect the amended budget amounts on the schedule comparing budgeted and actual amounts. The requirement for filing the amended budget with TEA is satisfied when the school district files its Annual Financial and Compliance Report.

In addition to state legal requirements, individual school districts may establish their own requirements for annual budget preparation. Local fiscal policies may dictate budgetary requirements that go beyond those required by TEC and TEA.

IISD's budget development process starts early in the school year and extends until August when the budget is approved by the board.

FINDING

The district does not publish or follow a budget calendar. The CFO sends requests to the schools and departments to submit their "wish list" for items and services they would like to see budgeted. As of April 1, a request for this information had not been sent. The CFO prepares the payroll budget and budgeted positions, which are reviewed by the superintendent. The process does not allow cooperative interaction between departments, the District and Campus Improvement Plan process, the Technology Plan process and schools so that everyone understands where the district's resources are spent.

The district does not develop multi-year budgets that would assist the district in establishing its long-term goals. The budget process is intended to ensure that adequate resources are available to finance the district's needs both annually and in the future. The district also has not assigned personnel to a budget planning committee to assist in developing and analyzing expenditures for the overall benefit of the district. Most importantly, since the district's expenditures are higher than all the peer districts and the state averages, during the budget process, the district does not compare its expenditure and personnel levels to peer districts and the state average to help ferret out areas that may need heightened attention.

A formal budget calendar is an important planning tool that details specific tasks, responsibilities and deadlines for all committee, central and school-level staff. It provides, at a glance, all the necessary steps required to develop and adopt the budget within the time established by law. Although a formal budget calendar is modified each year to give the actual dates, a general guide can be developed to be used year to year to ensure that the process is moving forward. Without a formal budget calendar, important dates may be forgotten; important tasks could be overlooked or performed out of sequence. **Exhibit 4-7** shows the budget calendar used by Aransas County Independent School District (ACISD).

Exhibit 4-7
ACISD Budget Calendar
2001-02

Date	Activity	Person Responsible
March 5	Review staffing needs with principals.	Administration
March 7	Review staffing needs with principals.	Administration
March 9	Formative evaluations of Campus Improvement Plans.	Campus SBDM Committee
March 9	Formative evaluations of Campus Improvement Plans.	Campus SBDM Committee

March 19	Teacher contracts approved.	Board
March 26	Superintendent's committee meets: Review budget process; personnel needs and budget goals.	Administration
April 2	Send to school/organizations. Base budget allocations and enrollment data. Capital improvement and capital assets needs. Needs assessment by SBDM.	Business Office Campus SBDM
May	Mailing of notices or appraised value by chief appraiser.	Appraisal District
May 1	Due to Business Office: Base Budgets 6200-6600; capital improvement plans and assets; personnel assignments.	School
May 1	Preliminary property values. Budget review by DEIC.	DEIC Administration
May 4	Budget packages and staffing levels reviewed by Superintendent's committee.	Administration
May 14	Personnel requests approved.	Board
May 15	Deadline for submitting appraisal records to ARB.	Property Owner
May 16	Assess capital needs.	Administration
May 21	Budget workshop with school trustees. Special meeting Superintendent's Committee meets: Review Capital Improvement Plan and assets; Review status of school personnel; Federal budget application due in business office.	Board/ Administration Administration
May 28	Superintendent's Committee meets: Review projected revenue and expenditure budget; Review target tax rate; Review personnel needs and new board member budget workshop (if needed).	Administration
June 11	Budget workshop and regular board meeting; review preliminary revenue and expense budget; capital improvements/assets; projected tax rate; and review salary increases and adjustments.	Board Administration
June 18	Superintendent's Committee meets: review staffing needs; review projected budget; and projected tax rate.	Administration

June 25	Possible special meeting for personnel.	Administration
July 16	Deadline for commissioner of education to send notice to districts required to equalize wealth.	Texas Education Agency
July 20	Deadline for ARB to approve appraisal records.	Appraisal District
July 23	Board workshop and regular board meeting: Proposed 2001-02 revenue and expense budget; review capital improvement and assets; and projected tax rate.	Board Administration
July 25	Certified property values.	Appraisal District
August 3	Certification of anticipated collection rate by collector. Calculation of rollback tax rate. 72-hour notice for meeting (Open Meetings Notice).	County Tax Assessor Administration
August 15	"NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE" published 10 to 30 days before public meeting.	Administration
August 24	72-hour for public meeting (Open Meeting Notice). 72-hour notice for meeting at which governing body will adopt tax rate.	Administration
August 27	Public meeting on budget and proposed tax rate. School board may adopt the budget and tax rate at the public meeting. Alternatively, the board may adopt the budget and wait to adopt the tax rate. If the board waits to adopt the tax rate, continue with the next step. Meeting to adopt tax rate. School districts subject to an equalized wealth notice must wait to adopt a tax rate until the commissioner of education certifies the wealth is equalized [Education Code Section 41.004©] School district must adopt tax rate by September 30, or within 60 days of receiving certified appraisal roll.	Board/Administration Board

Source: Aransas County Independent School District budget planning calendar, 2001-02.

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

Recommendation 38:

Establish a Budget Planning Committee and a budget calendar to identify the district's goals and financial needs.

A Budget Planning Committee should be established and meet during the first week of the new school year to plan the next school year's budget. The committee should include the superintendent, the CFO, the school principals, the Technology director, the Transportation and Maintenance supervisor, the Food Services manager and two board members. Preparing a formal budget calendar and distributing it to all district employees who have budgetary responsibilities should be the first step in the annual budget process.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and the CFO organize the Budget Planning Committee.	September 2002
2.	The CFO prepares a budget calendar with the assistance of the Budget Planning Committee.	September 2002
3.	The CFO distributes the budget calendar to all personnel involved in the budget process.	October 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 4

FINANCIAL MANAGEMENT

C. PURCHASING AND ACCOUNTS PAYABLE

The TEC has outlined the following competitive procurement methods for all school district purchases (**Exhibit 4-8**).

Exhibit 4-8
Competitive Procurement Methods

Method	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 the proposal opening.
Request for proposals	Furnishes a mechanism for the competitively sealed proposals process that generates the receipt of competitive sealed proposals and contains several key elements, including newspaper advertisements, notice to proposers, standard terms and conditions, special terms and conditions, scope of work.
Catalog purchase	Provides an alternative to other procurement methods for the acquisition of computer equipment, software and services only.
Interlocal contract	Provides a mechanism for agreements with other local governments, the state or a state agency to perform governmental functions and services.
Design/build 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 alterations.
Construction management contracts	Outlines the use of a contract to construct, rehabilitate, alter or repair facilities using a construction manager.
Reverse auction procedure	Outlines a bidding process that involves submission of bids by multiple suppliers, unknown to each other, in a manner that allows the suppliers to bid against each other.

Source: TEC, Sections 44.031 through 44.041, 2002.

TEC also requires districts to give notice of bidding opportunities and allow a sufficient amount of time for prospective bidders to respond.

A sound purchasing system begins with sound policies implemented through systematic procedures. Careful planning, strong internal controls and cost-efficient practices such as bulk purchasing and price/bid solicitation provide the framework for efficiently procuring goods and services.

In IISD, the board has adopted the policies that address the above procurement methods. The board policy further requires that all purchases that cost or aggregate to a cost of \$10,000 a year or more must have board approval before a transaction can take place. The superintendent can approve purchases of items and services below \$10,000.

The purchasing process is decentralized in the district. Each requisitioner completes a purchase requisition and forwards it to the CFO. Once the CFO receives the purchase requisition, she verifies that the appropriate department approval was received; the correct account code was used and ensures money has been budgeted for the purchase. If board approval is required, the requisition is placed on the board agenda for approval in the next board meeting. Once the requisition is approved, the CFO gives one copy to the tax collector to enter into the RSCCC system to create the purchase order and encumber the funds. This copy is filed alphabetically until the invoice is received. An encumbrance provides budgetary control by reserving a portion of an account's budget to cover the outstanding purchase order. The purchase order is then printed and distributed. One copy is sent to the vendor, one copy is sent to the department manager who requested the item or service and the remaining copy is sent to the requisitioner.

All items are received at the administration building and the maintenance personnel deliver them to the order's originator. The packing slips from the items are forwarded to the accounts payable clerk, who attaches the packing slip to the purchase order and files them alphabetically until the invoice is received.

The central office receptionist receives and opens all mail. Invoices received are forwarded to the accounts payable clerk for processing. If the invoice is for utilities, telephones or other non-purchase order service, the accounts payable clerk attaches a check request form and forwards the packet to the CFO and superintendent for approval. When the approved invoices are returned, they are filed alphabetically in a folder by vendor.

All invoices related to a purchase order are matched to the copy of the purchase order and related packing slips. Any differences in quantity

received or invoice price are resolved with the vendor or the requisitioner and then filed in a folder alphabetically by vendor.

Once a week, the accounts payable clerk enters all approved invoices into the RSCCC system and prints the checks. The printed checks are mailed, and all supporting documentation is filed alphabetically by vendor name.

TEA is responsible for selecting and purchasing most of the textbooks used in Texas school districts. Each year, TEA provides districts with a list of recommended textbooks, buys textbooks from publishers and lends them to districts. A district's established textbook adoption committee then selects the textbooks the district will order, following TEA guidelines. The decision to order is made at the local level, and TEA does not monitor the use of textbooks.

The number of books allowed for each subject and grade level is based upon student enrollment information submitted to TEA through PEIMS. The district is entitled to order up to 100 percent of its maximum student enrollment for the grade or subject for which it is ordering student editions. A 10-percent overage in ordering is allowed by the state. If the school orders above that amount and does not return the books immediately, the district may be responsible for purchasing the books from the state, therefore, the district's goal is to purchase enough books for enrolled students only and not more.

Annual textbook orders are due by April 1 of each year. The district places textbook orders using TEA's Educational Materials (EMAT) online textbook requisition system. Supplemental orders are submitted after the annual order and throughout the year.

The Alternative Education Program (AEP) director serves as the textbook coordinator at IISD and is responsible for managing the ordering and distribution of textbooks among other district duties. The assistant principals at each school are responsible for distributing books to each classroom at each school.

The district uses a vertical team for each subject area that include teachers from grades K through 12. They receive TEA's list of adopted textbooks and each team member and the board reviews the books. The team members attend meetings with the publishers at Region 20 to hear presentations on the curriculum and with the team as a whole and select what books they wish to recommend for the district. The recommendations are presented to the board for approval. Once the board has approved the textbooks, the AEP director submits the list to TEA, who creates the district's database of books on the online EMAT textbook requisitioning system. Each principal prepares a list of the total books

required for their school and sits down with the AEP director and orders them through the online EMAT textbook requisitioning system.

Once the books have been ordered, the AEP director prints the order confirmation from the online system and files it in a folder. When the textbooks are delivered, the AEP director unpacks them and verifies the shipment against the orders. The books are stored in a locked room until the beginning of the year.

At the beginning of each school year, the AEP director distributes the books to each school assistant principal using a maintenance employee to deliver the books to each school. At the elementary and the middle school, the assistant principals create a paper log that is manually written that includes the name of the book and the number of books received. Each book is then manually stamped with an identification number. Each teacher is notified that his or her books are available. The teachers are responsible for distributing the books to the students.

At the high school, the assistant principal uses the Hayes Textbook Inventory Program (TIP). The books are affixed with a bar code label, logged into the system and distributed to each student at registration.

At the end of the semester, each assistant principal is responsible for gathering the books from the students and returning the textbooks to the AEP director. Each assistant principal reviews their inventories and recovers the cost of lost textbooks from the student or the student's parent or guardian. If the assistant principals do not recover the cost, they notify the AEP director so the district can compensate the state for the loss. At the elementary and middle school, each assistant principal manually tracks lost textbooks in logbooks. At the high school, lost textbooks are tracked using the TIP system. **Exhibit 4-9** shows the district's lost textbooks for the 2001-02 school year.

**Exhibit 4-9
Lost Textbooks
2000-02**

School	Total Number of Lost Textbooks	Total Number of Paid Lost Textbooks	Total Number of Unpaid Lost Textbooks	Total Cost of Lost Textbooks	Total Cost Paid Lost Textbooks	Total Cost of Unpaid Lost Textbooks
Elementary	2	2	0	\$44.50	\$44.50	\$0
Middle	0	0	0	\$0.00	\$0.00	\$0

High	8	8	0	\$334.41	\$334.41	\$0
Total	10	10	0	\$378.91	\$378.91	\$0

Source: IISD Lost Textbooks report, April 2002.

FINDING

The electronic check-signing machine provides the district with greater security over unauthorized disbursements. The district purchased a Certex Model (CM) Series 100 check-signing machine to write and sign checks electronically. The check-signing machine is interfaced between the accounts payable clerk's computer and the printer. All district checks must be printed from the accounts payable clerk's computer since the check-signing machine is connected to it. When checks are printed, the CM Series 100 machine signs checks only up to the authorized dollar amount of \$5,000. Checks for amounts more than \$5,000 require two manual signatures.

This process provides the district with greater security over unauthorized disbursements. The machine requires management and operator passwords and has an item counter, which cannot be reset, that records each use of the machine.

COMMENDATION

The district has an electronic check signing process to increase controls over unauthorized disbursements.

FINDING

The district does not have detailed purchasing procedures to guide and support district purchases. There is no written document outlining purchasing policies, identifying purchasing methods or providing detailed guidelines for how to execute board-approved policies. In addition, no procedures exist for completing a purchase requisition or order. There is no documented approval structure or purchasing dollar thresholds concerning when purchases must be presented for board approval or which employees have authorization to make purchases or procedures for emergency purchases. In a decentralized purchasing environment, written procedures are critical to ensure that the district receives the best value for its purchasing dollar.

The review team conducted interviews with district personnel and requested supporting documentation for all purchases more than \$10,000 made in the last year. The district has made \$888,808 in purchases since

the beginning of the 2001-02 school year. **Exhibit 4-10** shows the purchases that the district made that were not purchased according to the district's board approved policies or in accordance with TEA guidelines.

Exhibit 4-10
Summary of Purchases
2001-02

Name	Amount Paid in 2001-02
TJ Moore Lumber yard	\$16,378
Texas Multi Chem	\$14,246
TPG computer Services	\$15,230
Xerox	\$19,658

Source: IISD vendor files, April 2002.

For the above purchases, the district did not have documentation to support what competitive purchasing method was used, what advertisement was published requesting proposals, what proposals were submitted to the district, the proposal tabulation and the board minutes indicating competitive procurement awards.

TEA purchasing guidelines say that accurate record-keeping and documentation should be a fundamental element of the procurement process. Precise and systematic record-keeping and records management withstands the constant scrutiny of various interest groups including vendors, the general public and outside agencies as well as internal groups which are the users or customers of the purchasing system. This records management function should generally provide for the following:

- Flow and retention of forms including requisitions, purchase orders, petty cash and cash reimbursement receipts;
- Full documentation of all competitive procurements with comprehensive competitive procurement files containing specifications, competitive procurement advertisement, pre-competitive procurement conference minutes (as appropriate), competitive procurements submitted, competitive procurement tabulation, board minutes indicating competitive procurement awards (or a similar award notice) and related records;
- Full documentation of procurement procedures developed to obtain goods and services through competitive sealed proposals, design/build contracts and other procurement options; and

- Documentation of price quotations whether these are informal quotations obtained by school district staff or formal quotations which are required for purchases costing between \$10,000 and \$25,000.

TEA purchasing guidelines also recommend every school district, large and small, have a written manual describing its purchasing policies and procedures. It should be designed to assist school-level and department-level personnel in the purchasing of supplies and services.

Recommendation 39:

Create a purchasing procedure manual and provide training to all district staff on purchasing procedures.

The district's purchasing manual should address purchasing goals and objectives, statutes, regulations and board policies applicable to purchasing, purchasing authority, requisition and purchase order processing, competitive procurement requirements and procedures, vendor selection and relations, receiving, distribution and the disposal of obsolete and surplus property. Many manuals also discuss request for payment vouchers and repair and service of equipment.

Including examples of forms is helpful to users of the manual. These may include sample bids or proposals, purchase order forms, purchase requisitions (if separate from the purchase order), receiving report, vendor performance evaluation forms and requests for payment voucher.

In addition, the CFO should conduct a training session with all staff involved in the purchasing process to ensure that the policies, procedures and practices are effectively communicated.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the CFO or designee to develop a comprehensive purchasing procedure manual, including a records retention policy for all purchasing documentation.	October 2002
2.	The CFO or designee develops and documents the district's purchasing procedures manual.	October - January 2003
3.	The CFO submits the purchasing procedures to the superintendent for approval.	February 2003
4.	The superintendent submits the records retention policy to the board for approval.	February 2003

5.	The CFO or designee distributes the procedures manual to district staff in a training class to ensure that the policies, procedures and practices are effectively communicated.	March 2003
6.	The CFO or designee updates the procedures annually and communicates them to administrators and management every year.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district does not use the competitive bidding process properly to ensure that the district receives the best value. The district requests proposals from area vendors to respond to district purchases so the vendors can be placed on the district's preferred vendors lists. However, the process does not work to ensure that the vendors with the best offerings are the only vendors placed on the list.

For example, **Exhibit 4-11** shows the tabulation of all the vendors that submitted proposals for office and instructional supplies for the 2001-02 school year.

**Exhibit 4-11
Office and Instructional Supplies Bid Tabulation
July 12, 2001**

Company	Percent Off Catalog Price-General Office Supplies	Percent Off Catalog Price for Furniture and Equipment	Discount Offered from 8/1/2001 to 7/31/2002	Comments or Deviations from Specifications
Quill	10%	0%	Yes	10% does not apply to furniture, office machines, computer software or hardware and sale items.
Convenience Office Supply	35%	10-25%	Yes	Does not include printer cartridges, office machines, computer hardware, paper products. Prices undated

				quarterly. Call for actual price
Consolidated Office Systems	30%	30%	Yes	Excluded: Office equipment and manufacturers listed not subject to full 30% discount.
School Specialty	22%	10%	Yes	
Mayfield Paper Co	40%	40%	Yes	
Flinn Scientific	10%		Yes	Exception to discounts: Live material, lab furniture, computer software, tech products.
Shamrock Office Supply	25%	25%	Yes	25 % discount or sale flyer whichever is lower.
Highsmith	13%	13%	Yes	Minimum order of \$25 for discount to apply. Orders less at catalog price. Excluded sale catalog & 3M tattle tape products. Bid # 121459 must appear on order.
Flatt	26%	40%	Yes	Discount plug-in items, ribbons, cartridges, paper, furniture and machines. Excludes: Ribbons, Cart. & Plug-ins
Science Kit & Boreal	10%	10%	Yes	Living and preserved materials, special orders and publisher science equipment kits are excluded from this discount.
Carolina Biological	5%	5%	Yes	
Alamo Stamp Engraving	20%	N/A	Yes	
ABC School Supply	15%	15%	Yes	Excludes: Playground equipment, sale and drop ship items

Source: IISD Office and Instructional Supplies Bid Tabulation, July 12, 2001.

District administration presented all the vendors to the board for their approval instead of qualifying the vendors and presenting to the board only the vendors who would give the best value to the district. All the vendors listed in **Exhibit 4-11** at the July 12, 2001 board meeting were presented to the board without considering price, quality or vendor service. After the approval, a formalized vendor list was not drafted and supplied to district employees to detail what could or could not be purchased from each vendor. This list of suppliers is excessive and results in the district being unable to take advantage of group discounts.

Since the purchase requisition process is decentralized, it is important that the vendors selected will give the best value to the district. As it stands, purchases can be made from many different vendors who may not offer the best value to the district.

TEC 44.031 states that in determining contract awards to vendors, the district may consider:

- The purchase price;
- The reputation of the vendor and of the vendor's goods and services;
- The quality of the vendor's goods or services;
- The extent to which the goods or services meet the district's needs;
- The vendor's past relationship with the district;
- The impact on the district's ability to comply with laws and rules relating to historically underutilized businesses;
- The total long-term cost to the district to acquire the vendor's goods or services; and
- Any other relevant factor that a private business entity would consider in selecting a vendor such as: vendor response time and compatibility of goods/products purchased with those already in use in the district.

The Port Arthur Independent School District (PAISD) Purchasing Department uses catalog discount bids for office and school supplies. The department obtains bids on a representative sample of supplies. The vendors also quote a discount rate that the district may apply to specific purchases in the vendor's catalog. For example, a 25-percent discount might be offered on office and school supplies, while a 10-percent discount might apply to office furniture. The district will purchase items from the vendor that offers the best price and discount in their catalog on the item needed.

Recommendation 40:

Qualify each vendor to ensure that they are offering the district the best terms, price and quality of product before presenting the vendors to be approved by the board.

Competitive bids should be compared and selected based on the best proposals. In addition, the school district should compile an approved vendor list. This list includes the names and addresses of various vendors and the products, services they offer and what items are not subject to discount. The Purchasing Department should maintain the vendor list and analyze and update it on a periodic basis. It should be distributed to schools and departments within the school district so that school district employees are aware of the approved vendors and what can or cannot be purchased.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the CFO to review the approved vendor list and reverify with each vendor what terms the district is receiving.	November 2002
2.	The CFO reviews the terms and determines which vendors will provide the best value for their services and items to the district.	November 2002
3.	The CFO prepares a list of the vendors that will provide the best value to the district.	December 2002
4.	The superintendent presents the revised list to the board for approval.	January 2003
5.	The CFO compiles the list by product and provides the list to all district staff.	February 2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district's purchasing function is not automated, resulting in a time-consuming and cumbersome process. The purchase requisitions are prepared manually and routed through interoffice mail to obtain the required approvals, which causes processing delays. No backup approvers have been designated, and purchase orders can sit idle until the approvals are obtained, causing even further delays. The purchase requisitions must be entered into the RSCCC system to encumber the funds. Multiple

purchase requisitions could be floating around and the requisitioner would have no way of knowing that other requisitions against the same dollars are in process.

The RSCCC System has a purchasing module that is included in the RSCCC business system that the district is already paying for but is not using. The RSCCC purchasing software has many features, one of which allows district personnel to enter purchase requisitions directly into the purchasing system. At the time of entry, the budget is checked for adequate funds, and the amount is encumbered. This eliminates the possibility of over-spending in any area and saves the CFO from having to track this information manually.

Effective purchase order systems reduce processing time and decrease delivery turnaround times. Management reports can be produced easily showing frequently purchased items, best pricing received and vendor performance. The bidding process can be completely automated, and comparison pricing can be achieved quickly and effectively. Such automated systems enhance accountability and help ensure the district receives the best value for its purchasing dollar.

Port Arthur ISD has a highly effective computerized system that electronically transmits purchase orders from each school and department. For example, the district's system allows the purchase order to be initiated at a school by the school secretary after approval by the school principal. The purchase order then is electronically transmitted to the appropriate assistant superintendent for electronic approval. After approval, it is transmitted to the Purchasing Department for processing. The entire purchasing process usually takes the district one day.

Recommendation 41:

Implement the Regional Service Center Computer Cooperative accounting system purchasing module.

With automated purchase orders, IISD could simplify data entry, provide automatic checking of fund availability and generate management reports showing purchasing volumes by vendor or purchasing category. Automated purchase orders also could allow electronic approval by department heads and financial administrators, resulting in reduced processing time and providing a more efficient process. The district already pays \$17,982 each year for the RSCCC business and student systems, which includes a requisition module. There will be no additional cost to use it. In addition, Region 20 offers free training on the use of the system to all new district employees.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the CFO to implement the RSCCC requisition module for purchasing.	September 2002
2.	The CFO attends training on the RSCCC requisition module and sets up purchasing approval authorities.	October 2002
3.	The CFO conducts an orientation session with all staff with authority to make purchases and the designated approvers, to train them how to use the new system.	November 2002
4.	The CFO publishes documentation on how to use the system.	December 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The elementary school and the middle school use a manual textbook inventory instead of the automated textbook inventory system already owned by the district. Using the high school activity fund money, the district purchased an automated textbook inventory system in July 2001 for \$2,449. The high school only is licensed and using the software since it was purchased with high school funds. The high school assistant principal uses the TIP software developed by Hayes Software System. This system can be configured to connect with schools throughout the district. It allows schools to track textbooks assigned to students by location.

When the review team interviewed the high school assistant principal, she said that the system was easy to learn, the initial setup takes one day and is made easier with the use of a bar code labeling system. Once the system is set up, transfers take seconds, and reports are pulled instantly to monitor lost textbooks. All IISD schools already have the required computers and wiring to implement the system.

Schools that do not use the automated system to track textbooks, use a time-consuming manual process that requires manual reconciliation of textbooks by class and the manual monitoring of lost textbooks. Automated systems provide efficiency and effectiveness for documentation and tracking of textbooks. They provide districts with the ability to hold students, parents, teachers and principals accountable for the textbooks assigned to them, a bar code labeling system that electronically transfers data to the inventory database and an import capability to allow districts to download student information, teacher

information, schedules for distribution and inventory records at the school level.

Recommendation 42:

Require the entire district to use the automated textbook inventory system to account for textbooks and to facilitate efficient tracking and delivery of textbooks throughout the district.

An automated system improves tracking and standardizes textbook information and needs to be implemented from the point of order. In addition, bar coding technology should be used for textbook identification, labeling and tracking.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Technology director evaluates the computer system to determine what would be required to install the textbook inventory software, using the district's existing infrastructure, to connect schools with the AEP director.	September 2002
2.	The Technology director contacts Hayes Associates to determine specific requirements for networking and obtaining license agreements for districtwide implementation of the inventory system software.	October 2002
3.	The superintendent approves purchase.	November 2002
4.	The Technology director installs the system and implements it districtwide.	November 2002
5.	The Technology director and the textbook software vendor provide training for users of the system.	December 2002

FISCAL IMPACT

The high school is licensed to use the software. The license fee for each additional location is \$1,295, including the multi-user capability. To implement the system at the remaining two schools and for the AEP director at the Central Office, a districtwide license is possible. The license fee would then drop to \$1,095 for each location for a total of \$3,285 for the additional three locations. Hayes Software would upgrade the high school to multi-user capability at no additional charge.

Annual maintenance is built into the license fee for the first year. After the first year, maintenance would cost \$500 a year (\$200 for the AEP director at the Central Office and \$100 for each school) for the four locations.

On-site user training services is also available at the rate of \$995 for the day including travel expenses. An additional half-day session is also available for users interested in using bar code technology. If scheduled to follow the initial user training the next day the half-day fee would be \$795, including travel expenses. Total training would cost the district \$1,790 (\$995 for user training and \$795 for bar code training).

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
One-time cost for licenses	(\$3,285)	\$0	\$0	\$0	\$0
One-time cost for training	(\$1,790)	\$0	\$0	\$0	\$0
Annual maintenance	\$0	(\$500)	(\$500)	(\$500)	(\$500)
Net Savings/(Cost)	(\$5,075)	(\$500)	(\$500)	(\$500)	(\$500)

Chapter 4

FINANCIAL MANAGEMENT

D. TAX COLLECTIONS

Assessing and collecting school district property taxes is an important function involving different entities with distinct responsibilities. School districts develop and adopt their tax rate while county appraisal districts appraise the value of property within the district. The tax rate that school districts adopt consists of two components: (1) a maintenance and operations component for meeting operating costs and (2) a debt service component to cover the costs of indebtedness. The combined rate is applied to the assessed property value to compute the district's total tax levy.

Property values are important determinates of school funding, not only at the local level, but at the state level as well. There is an inverse relationship between local property wealth and state aid. The greater the district's property wealth, the greater the amount of revenue raised locally, but the lower the amount of state aid. **Exhibit 4-12** shows the property value for each student for IISD compared to the state and demonstrates that IISD's property value for each student is lower than the state average.

Exhibit 4-12
Property Value per Student
2000-01

	Ingram	Hearne	Hempstead	Smithville	Yoakum	State
Value for Each Student	\$136,455	\$156,691	\$166,276	\$160,023	\$155,289	\$215,232

Source: TEA, AEIS, 2000-01.

The district's tax collection rate is an average of 1.1 percent lower than the peer districts. **Exhibit 4-13** shows IISD's tax collection rates compared to the peer districts.

Exhibit 4-13
Comparison of Delinquent Tax Collection Rates
IISD and Selected Peer Districts
2000-01

Description	Ingram	Smithville	Yoakum
Percent of Fiscal 2000 Taxes Collected as of August 31, 2001	94.9%	96.9%	95.1%
Delinquent Tax Accounts Receivable as of August 31, 2001	\$284,520	\$327,755	\$772,750
Fiscal Year 2000 Adjusted Tax Levy	\$2,879,249	\$4,281,562	\$3,586,035
Delinquent Tax Accounts Receivable as a Percent of Adjusted 2000 Tax Levy	9.9%	7.7%	21.5%

Source: IISD, Smithville Independent School District, Yoakum Independent School District, Financial Reports, 2000-01.

IISD has a tax collector who is an employee of the district that is responsible for billing and collecting property taxes. The district also contracts with a law firm to collect delinquent taxes. The tax collector submits annual status reports to the district board on collection activities. State law allows the tax attorney to add an additional 15 percent collection fee to taxes outstanding as of July 1 of each year. When delinquent taxes are collected, the attorney retains the 15 percent fee and turns over the remaining taxes collected plus penalty and interest.

FINDING

The district's in-house tax collection process is not cost-effective. The district has a tax collector on staff that performs the district's tax collections. This person also assists with some accounting duties and prepares the Food Service's child nutrition program claim forms. **Exhibit 4-14** illustrates the costs associated with having an in-house tax collection operation.

Exhibit 4-14 In-House Tax Collection Budget

Item	Cost
Salary	\$29,000
Benefits	\$1,925
Professional Services	\$1,300
P/C Maintenance & Repair	\$400

Rental/Lease	\$105
General Supplies	\$1,500
Employee travel/Subsistence	\$1,000
Insurance/Bonding Expense	\$500
Miscellaneous	\$1,000
Total Annual Costs	\$36,730

Source: IISD Budget, 2001-02.

Typically in the state, the county tax assessor's office provides tax collection services for a fee to school districts in the area. The Kerr County tax assessor collects taxes for Hunt Independent School District and Divide Independent School District and is now open to begin collecting taxes for other districts in the area. The county tax assessor will charge a 1 percent fee to collect all taxes and will deposit amounts collected daily into the district's designated bank account.

In 1999, Kingsville Independent School District (KISD) outsourced its tax collection services to its Kleberg County Tax Assessor-Collector's Office. The district was able to reduce internal costs by \$87,545 annually, including three full-time positions plus associated operating costs, while assuring that collection rates remained high. The contract with the county tax assessor-collector costs \$9,377 annually, resulting in annual net savings to KISD of \$78,168.

Recommendation 43:

Outsource the district's tax collections.

Besides other school districts, the district should research other county tax assessor collectors in the area who may be interested in performing collections for the district.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent contacts neighboring school districts and discusses responsibilities, fees and procedures for remitting collections to the district.	September 2002
2.	The superintendent obtains a written intergovernmental agreement from the neighboring school district documenting all processes.	October 2002

3.	The superintendent presents the agreement to the board for approval.	November 2002
4.	The superintendent outsources billing and collection of the 2003 property taxes to the neighboring school district.	January 2003
5.	The superintendent and the chief financial officer monitor the collection process and negotiate agreement annually.	Ongoing

FISCAL IMPACT

The annual cost for Kerr County to collect the district's taxes is \$11,868 (1 percent x \$1,186,763 [the 2000-01 tax levy]).

IISD presently budgets \$36,730 for the Tax Office. Outsourcing the tax collections could save the district \$24,862 (\$36,730 Tax Office budget - \$11,868 Kerr County fee) annually. Savings are not realized until 2003-04.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Outsource the district's tax collections.	\$0	\$24,862	\$24,862	\$24,862	\$24,862

Chapter 4

FINANCIAL MANAGEMENT

E. CASH AND INVESTMENTS

An effective cash management program can provide a district with additional revenues to fund essential programs and operations. Maximizing the return on invested funds while ensuring the safety and liquidity of investments is a high priority. Effective cash management programs provide competitive rates of return using various investment instruments; are based on a comprehensive written investment policy approved by the board; and allow personnel to become skilled in investment procedures and techniques and to stay abreast of money markets.

Districts with effective investment programs invest excess cash in accounts or instruments that mature or are available in time to meet their anticipated expenses. The goal is to invest all funds until they are needed to maximize interest earnings.

The CFO is responsible for managing cash in the district. The district has three bank accounts with its depository bank, Security State Bank and Trust. The former bank depository bank was Wells Fargo, and the district still had an account open with a balance at Wells Fargo until the account was closed on March 24, 2002. Deposits held at both institutions as of February 28, 2002 are shown in **Exhibit 4-15**.

Exhibit 4-15
IISD Bank Accounts
February 28, 2002

Account Name	Balance
General Operating and Payroll Fund	\$64,411
Operating	\$131,551
Interest and Sinking	\$164,706
Non-Governmental	\$6,071
Total Cash On Hand	\$366,739

Source: IISD Bank Statements, February 28, 2002.

The district issued a request for proposals for new banking services in the summer of 2001. Security State Bank and Trust won the award for the two years beginning September 1, 2001 and ending August 31, 2003.

The district also has investments held in two liquid funds. TexPool is an investment pool administered by the Comptroller's office for the benefit of Texas governmental entities. Funds earn interest and are highly liquid. These investments have no maturity dates and can be withdrawn on demand. The Texas Association of School Board's Lone Star Investment Pool is a member-owned, member-governed public funds investment pool offering four funds - Liquidity Fund, Liquidity Plus Fund, Liquidity Corporate Fund and the Enhanced Corporate Fund - to help local governments meet their financial goals.

The amount of the district's investments held in these pools as of February 28, 2002 is shown in **Exhibit 4-16**.

**Exhibit 4-16
IISD Investments
February 28, 2002**

Account Name	Balance
TexPool	
General Operating	\$1,550,932
Interest and Sinking	\$462,322
Auditorium	\$554,496
Lone Star Investment Pool	
General Operating	\$2,759,729
Interest and Sinking	\$203,829
Non-Governmental	\$90,219
Total Investments	\$5,621,527

Source: IISD Investment Statements, February 28, 2002.

As of December 31, 2001, the year-to-date interest earnings on investments was \$44,752.

FINDING

The district is not maximizing its interest earnings on idle cash in district checking accounts. The CFO does not create cash flow forecasts in an

attempt to sweep as much idle funds as possible from the district checking accounts into higher yielding investments. A review of all district checking accounts in the last 12 months shows that the average checking account balance was \$613,606. A review of the district's depository contract reveals that Security State Bank and Trust (Security) offered the district two options for the two-year depository agreement that began September 1, 2001:

- Option 1: Security proposed paying the district a money market rate on all checking accounts. The accounts would require no minimum balance and would have unlimited check writing abilities. The interest rate would change monthly. Under this option, the district would have to pay service fees for transactions at the bank. The monthly money market interest rate paid by the bank between December 2000 and May 2001 was a maximum of 3.60 percent to a low of 3.35 percent.
- Option 2: Security would pay interest on the checking accounts at the bank's present posted rate for interest bearing commercial checking accounts, which was 1.75 percent plus 40 additional points for a total rate of 2.25 percent as of June 5, 2001. The bank would then perform a calculation termed an Earnings Credit Rating (ECR) on a monthly basis. The calculation is made by multiplying the average interest rate paid by the bank on the district's average collected balance. The ECR is then compared to all service fees incurred by the district including interest earnings paid to the district. If the ECR is greater than all service fees, the district is not charged for any service fees. If the ECR is less than the service fees and interest income, then the district must pay the difference.

Security provided an analysis with the depository bid that showed that the district would actually earn more money by choosing Option 1 - \$106.45 more in interest earnings a month based on May 2001 bank activity. However, the district chose Option 2 because it felt that the balance remaining in the account would always be high enough to offset all service fees. The bank's calculation was actually based on a much lower average daily balance. Security used \$68,936 as the average balance when the actual average 13-month balance in all checking accounts was \$613,606. Using the higher average balance would make the Option 1 even more attractive.

FASRG states that cash and investments often represent one of the largest assets on a school district's balance sheet. The investment of excess school district funds should be made with judgment, care, prudence, discretion and diligent management. A cash flow projection report is an important management tool that directs decisions about the maturity of various

investment instruments, in accordance with projected uses of cash to liquidate financial obligations. The investment of public funds should never be made for speculative purposes, but rather with consideration for the probable safety of principal and probable return on such investments.

Recommendation 44:

Renegotiate the depository contract with Security State Bank to take advantage of higher interest rates to earn more interest income on idle funds.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The CFO negotiates with Security State Bank and Trust to change the contract from Option 2 to Option 1 immediately.	September 2002
2.	If the district cannot change the terms of the contract immediately, then the CFO should investigate investing idle funds and investments in other higher yielding investments.	October 2002
3.	If the bank is not willing to change the contract immediately, then the CFO negotiates Option 1 or a similar option with the bank during the bid for new depository bank.	October 2003

FISCAL IMPACT

The calculation for the fiscal impact uses the average balance for all checking accounts multiplied by the difference in the interest rate between the money market rate (1.75 percent) and the rate paid on the remaining checking accounts (1.41 percent) as of February 28, 2002. The average ending balance in district checking accounts was \$613,606. The difference between the interest rates is 0.34 percent. Therefore, the district could have earned additional interest income totaling \$2,086 annually. In the event that interest rates begin increasing again, the potential interest earnings will be much higher.

Service fees for the month of February 2002 totaled \$132 a month or an average of \$1,584 annually. This amount is deducted from the interest income since the district would pay these service fees to receive the money market interest rates outlined in Option 1.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Renegotiate the depository contract with Security State Bank to take advantage of	\$502	\$502	\$502	\$502	\$502

higher interest rates to earn more interest income on idle funds.					
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FINDING

Petty cash accounts are not regularly reviewed and audited by the business office. Petty cash funds are cash accounts that are used to make miscellaneous small or emergency purchases. The district has three petty cash boxes. One is in the Tax Collector's Office and the other is split between the two cafeterias. Petty cash location and amounts are shown in **Exhibit 4-17**.

**Exhibit 4-17
Petty Cash Accounts**

Department	General Ledger Balance	Actual Cash Balance on Hand	Difference More/(Less)
Tax Collector	\$125	\$150	\$25
Cafeteria	\$770	\$463	(\$307)

Source: IISD General ledger statements, March 2002.

The review team audited both petty cash boxes. The box held by the Tax Collector had \$25 more than the general ledger. In addition, there is a petty cash box in each cafeteria but the general ledger showed only one amount for \$770; therefore, the review team added the cash in both boxes in an attempt to come to the \$770. Both cafeteria petty cash boxes summed together had \$307 less cash than shown on the general ledger.

Without proper procedures to guide the safekeeping of petty cash, there is no guarantee that money given to school administration is safeguarded against theft and mismanagement. Most school district finance managers perform surprise audits of the petty cash boxes monthly to ensure the cash is still available in the box.

Recommendation 45:

Develop procedures to regularly review petty cash funds to ensure safekeeping of funds.

The FASRG details procedures for petty cash fund operations, which the district should follow.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the CFO to develop procedures for the management of petty cash detailing a timeframe for how often audits will be conducted by the business office.	October 2002
2.	The CFO develops the procedures and submits them to the superintendent for review.	October 2002
3.	The superintendent reviews the procedures.	November 2002
4.	The CFO ensures that the procedures are followed.	December 2002 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district is not following the cash and investment policies approved by the board. According to board policy, one or more officer or employees of the district are to be designated as investment officers responsible for the investment of its funds. The superintendent and the CFO are both designated as investment officers of the district. Both have attended required training in compliance with the policy, which mandates that the officers receive at least 10 hours of investment training over a two-year period. However, other parts of the investment policy are not being followed. The district's investment policies and the district's non-compliance with the policy are shown in **Exhibit 4-18**.

**Exhibit 4-18
Investment Policy Support**

Board Policy	TSPR Assessment
A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. The district's independent auditing firm shall review these controls.	There are no documented procedures kept in the Business Office that could be provided to the review team concerning internal controls or who has authority to withdraw funds. There is no evidence in the annual report that the internal auditors were aware of this requirement in the board policy.
In addition to the quarterly report	No comprehensive report was

<p>required by law and signed by the district's investment officer, a comprehensive report on the investment program and investment activity shall be presented annually to the board. The report shall include a performance evaluation and a review of the activities and total yield for the preceding 12 months, suggest policies, strategies, and improvements that might enhance the investment program, and propose and investment plan for the ensuing year.</p>	<p>provided to the board at year-end. This report would have highlighted the low interest income earned by the school district and could possibly have prompted the investment officers to take action to change strategy and increase the interest earnings.</p>
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Source: IISD board policy and interviews with CFO, April 2002.

In the investment process, the Board of Trustees and administrators of a school district are called upon to analyze the issues and make decisions on the direction the district will take. They are responsible for policies, strategies and reporting to the public. To support the board's policy and intent requires written procedures that will implement those directives and control risk. Administrative controls must be in place to ensure that all policies, rules and laws are being followed.

Procedures will ensure that controls are in place and that the district policy is carried out as intended to decrease the risk of loss, protect both the employees and the district from criticism, ensure that the district achieves the highest rate of return on invested dollars and enhance public trust in the district.

Recommendation 46:

Develop a procedure to ensure compliance with board-approved investment policies.

Policy sets broad objectives and guidelines to define the board's intentions and procedures establish the steps necessary to fulfill those intentions. Procedures also create a system of internal controls to ensure that no one deviates from that plan of action and to protect district assets.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the CFO to review the investment policies and draft a procedures manual detailing how and by when the district will comply with the policies.	September 2002
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2.	The superintendent reviews the action plan.	November 2002
3.	The superintendent reviews the action plan with the board.	December 2002
4.	The CFO executes the action plan.	January 2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 4

FINANCIAL MANAGEMENT

F. FIXED ASSETS

Planning for capital asset expenditures and properly controlling the assets after they are acquired are critical to the long-term financial health of any school district. Expenditures for capital assets generally require significant funding. A capital asset is any *non-consumable good or equipment that has a cost of \$1,000 or more and a useful or productive life greater than one year.*

The district contracted with RCI Technologies, Inc. to conduct a complete inventory of the district's fixed assets in July 2001 at a cost to the district of \$3,245. The assets include all items that cannot be instantly liquidated such as buildings, computers and furniture. This contract was entered into primarily to assign a value to all items worth more than \$500 so the district could begin depreciating the assets in compliance with GASB 34, a new accounting requirement.

When the district orders an item, the CFO determines whether it is a fixed asset by looking at the account code and/or examining item to see if it meets fixed asset definition and makes an entry accordingly in the general ledger.

FINDING

The district does not affix an identification tag on fixed assets when they are purchased. Fixed assets purchased since July 2001 have not been tagged. Instead, the CFO enters all fixed assets purchased by the district into the general ledger. When any fixed assets are discarded or any changes to the location are made, the principal of the school documents the change on a fixed asset tracking form that is forwarded to the CFO for update in the general ledger.

In July 2001 when the physical inventory was performed, the contractor tagged all fixed assets in the district with a bar code. At that time, a report was provided that listed the fixed asset, identification numbers and location. The contractor also provided a database with all of the district's fixed asset information on a CD. However, the district has not updated the inventory system on an ongoing basis as fixed assets are purchased. Therefore, the inventory system is not complete. In the process of the review, the review team located the software that contained the database in the fixed asset inventory binder.

According to FASRG, certain fixed assets, such as furniture and equipment, should be inventoried on a periodic basis. Placing the bar code labels provided by RCI on fixed assets as they are purchased simplifies the annual inventories taken at the end of the school term. Discrepancies between the fixed asset inventory list and what is on hand can be settled and missing items can be identified easily and written off in accordance with established policy.

Elgin Independent School District (EISD) requires assets with a unit cost of \$5,000 or more to be classified as a fixed asset. To control and accurately report these assets, a bar code label is attached to the requisitioner's copy of the purchase order when a new item is ordered. When the fixed asset is received, the requisitioner places the bar code label on the item and forwards the purchase order back to the CFO. The CFO then creates a detailed record of the item in the fixed asset database provided by the contractor. The records include information such as item purchased, date of purchase, purchase price, life expectancy, location number, bar code number and fund from which the item was purchased.

To maintain and update its inventory records, EISD uses a contractor to perform a fixed asset physical inventory every two years using a bar coding system. The labels have already been placed on the assets so the process is simplified. Based on the changes identified by the contractor in the fixed asset inventory list, the CFO investigates the changes and adjusts the records in the fixed asset database accordingly.

Recommendation 47:

Ensure that bar code labels are placed on all new fixed assets and the items are entered into the RCI Technologies, Inc. database between inventories.

The bar code labels have been provided to the district as part of the contract price and no additional cost will be incurred.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the CFO to begin placing bar code labels on purchased fixed assets.	September 2002
2.	The CFO begins to place bar code labels on fixed assets and enter the assets in the RCI database.	September 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 5

TRANSPORTATION

This chapter reviews the Ingram Independent School District's (IISD's) transportation functions in three sections:

- A. Organization and Management
- B. Routing and Scheduling
- C. Fleet Management

Texas Education Code (TEC) Section 34.007 allows a school district to establish and operate an economical public school transportation system in the county or district, as applicable. In doing so, the county or school district board shall employ school bus drivers certified in accordance with standards and qualifications established by the Department of Public Safety (DPS). TEC Section 42.155 states that each district or county operating a transportation system is entitled to receive allotments from the state for its transportation costs. The amount of allotment received depends upon the type of rider transported by the district. Districts do not receive allotments for extra and co-curricular trips or for transporting students who live within two miles of the school, unless they would be subject to hazardous traffic conditions if they were to walk to school. The individual school boards define the hazardous areas.

BACKGROUND

IISD provides transportation service to many different types of students. Not only does it transport students in the district to its elementary, middle and high schools, it also transports students from the three ranch group homes in the area - 3H, Star and Hill Country Ranches. 3H Ranch houses juvenile offenders, Star Ranch houses students with mental and emotional disabilities and Hill Country houses foster children. IISD is also responsible for transporting many special needs students, some of which are integrated into the three main schools and some of which attend the district's Alta Vista School, a school specifically for special needs students. Some of the Star Ranch students attend regular classes and some attend Alta Vista.

Exhibit 5-1 summarizes the IISD transportation operations for 2000-01. The district owns 21 school buses, which traveled 130,480 miles in 2000-01, carrying 125,280 annual riders on 15 daily routes. The department consists of 17 employees, or 10 full-time equivalents, and had a 2000-01 operating budget of \$198,433.

Exhibit 5-1
Summary of Transportation in IISD
2000-01

Key Factors	IISD
Number of buses	21
Annual operating expenditures	\$198,433
Annual Ridership	125,280
Geographic coverage (square miles)	209
Total miles driven	130,480
Extracurricular miles driven	41,063
Routes driven each day	15
Full-time equivalent staff	10

Source: TEA, AEIS, 2000-01, and TEA School Transportation Operation Report, 2000-01.

Exhibit 5-2 shows IISD's transportation expenditures from 1996-97 through 2000-01. During that time, expenditures have decreased by 2 percent.

Exhibit 5-2
IISD Transportation Expenditures
1996-97 through 2000-01

Year	Expenditures	Percent Change	5 Year Change
1996-97	\$178,740	-	-
1997-98	\$178,400	(0.2%)	-
1998-99	\$181,300	1.6%	-
1999-2000	\$175,000	(3.5%)	-
2000-01	\$175,000	0.0%	(2.1%)%

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

Districts report detailed information about the transportation operations to the Texas Education Agency (TEA) each year in a standardized format, so

that districts can be compared to each other and to the state overall.

Exhibit 5-3 shows the total cost of transportation operations in 2000-01 for IISD, its peers and the state, their total miles, total riders, cost for each mile and cost for each rider. According to this information, IISD has the second highest cost per mile at \$2.35, but it has the lowest cost per rider, at \$2.45.

Exhibit 5-3
IISD and Peer District Cost Comparison by Rider and by Mile
2000-01

District	Total Cost	Total Miles	Cost Per Mile	Total Riders*	Cost Per Rider	Transportation Budget as Percent of Total Operating Budget
Hearne	\$284,440	102,590	\$2.773	30,420	\$9.350	1.9%
Hempstead	\$357,352	194,433	\$1.838	92,880	\$3.847	2.9%
Smithville	\$673,334	430,651	\$1.564	186,300	\$3.614	4.0%
Yoakum	\$315,742	180,206	\$1.752	108,540	\$2.909	2.9%
Ingram	\$306,982	130,480	\$2.353	125,280	\$2.450	1.7%
State	\$657,294,086	300,262,506	\$2.189	254,001,960	\$2.588	2.8%

Source: TEA School Transportation Operation Report, 2000-01; TEA School Transportation Route Services Status Report, 2000-01.

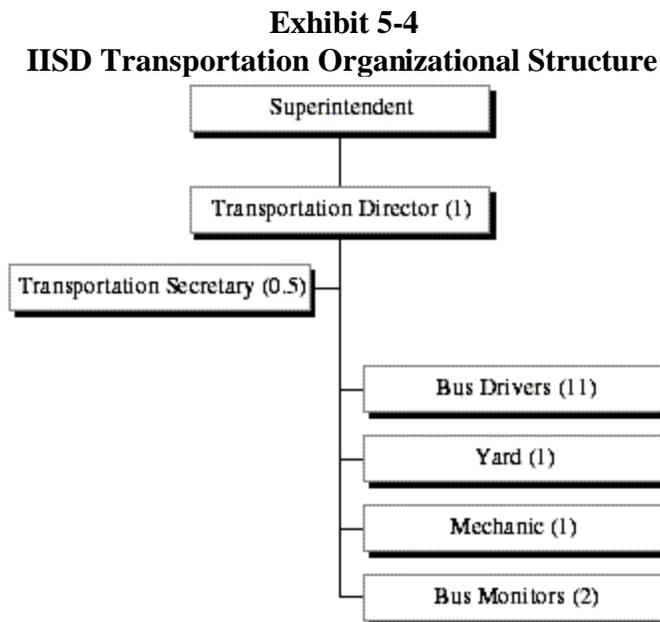
**Average annual riders calculated by multiplying daily riders by 180 school days.*

Chapter 5

TRANSPORTATION

A. ORGANIZATION AND MANAGEMENT

Exhibit 5-4 shows the IISD Transportation Department organizational structure. As depicted, the Transportation Department has 17 employees, which equate to 10 full-time equivalents. The 17 employees include a director, a secretary who is split between the Maintenance and Transportation Departments, a mechanic, a yard employee, 11 bus drivers and 2 monitors.



Source: IISD Transportation director.

Exhibit 5-5 shows the number of full-time equivalent employees by position, the salary range for that position and a sample of job duties for each.

Exhibit 5-5
Transportation Staff Responsibilities
Employee Job Duties

Positions	Employee Count (FTE)	Salary Range	Sample Duties
Director	1.0	\$25,000/	Plan and coordinate regular and special

		year	<p>needs transportation routes and develop new routes as needed.</p> <p>Plan and coordinate routing of co-curricular trips.</p> <p>Refer bus discipline cases to the appropriate school principal as needed.</p> <p>Recruit, train, supervise and evaluate all transportation personnel, and make sound recommendations about assignment, discipline and dismissal.</p> <p>Monitor fuel deliveries and distribution.</p> <p>Enforce safety standards that conform to state, federal and insurance regulations and develop a program of preventive safety.</p> <p>Implement federal and state laws, State Board of Education rule and board policy in the transportation area.</p> <p>Compile budgets and cost estimates based on documented program needs.</p> <p>Assist drivers and technicians as needed.</p>
Regular Bus Drivers	4.9	\$7.34 - \$10.12/ hour	<p>Observe all traffic laws and safety regulations for school buses.</p> <p>Maintain safety precautions when students are boarding and departing bus.</p> <p>Maintain student discipline and report problems to appropriate administrator.</p> <p>Follow assigned route and adhere to established schedules.</p> <p>Keep interior of assigned bus clean.</p> <p>Report all accidents, vehicle damage, student injuries and complete reports.</p> <p>Drive on co-curricular activities as needed.</p>
Bus Aide	1.1	\$7.93- \$8.88/ hour	<p>Assist in loading and unloading of special needs students according to their individual needs.</p> <p>Maintain safety precautions when students are boarding and departing bus.</p> <p>Maintain student discipline and report problems to appropriate administrator.</p> <p>Assume responsibility for learning and adapting to each student's special medical, physical, communicative and emotional needs.</p> <p>Communicate with teachers and parents as needed concerning student behavior while</p>

			on the bus.
Substitute Drivers	1.0	\$7.34/hour	Same as regular bus drivers.
Mechanic	1.0	\$24,910/year	<p>Perform routine vehicle maintenance and preventive care. Change oil and filters; lubricate vehicle parts; inspect and replace hoses, belts, mirrors, lamps and maintain all fluid levels.</p> <p>Inspect vehicles and evaluate condition of mechanical systems, equipment, accessories and lights; service as needed.</p> <p>Maintain accurate, updated service records.</p> <p>Complete work orders timely, efficiently and accurately.</p> <p>Repair seats, clean interior and exterior of buses as needed.</p> <p>Keep shop, equipment and tools in safe operating condition.</p> <p>Operate buses and other vehicles, equipment as needed.</p> <p>Work irregular hours as needed.</p> <p>Same as bus drivers.</p>
Secretary	0.5	\$10.43/hour	<p>Prepare correspondence, memorandums, forms, requisitions and reports for Transportation office.</p> <p>Maintain and ensure confidentiality of appropriate student records as needed.</p> <p>Answer incoming calls; take messages and route to appropriate staff.</p> <p>Input all supply and equipment purchase information into computer.</p> <p>Input student information in computer.</p> <p>Keep routes up to date in computer.</p> <p>Communicate with drivers and vehicles using a telephone and two-way radio.</p> <p>Notify drivers, parents and school personnel of any changes in a student's bus service such as an address change, change in pick-up and drop-off location, change in time or bus change.</p> <p>Refer all complaints of drivers, buses, routes and safety to Transportation director promptly.</p> <p>Keep a logbook and record all two-way</p>

			radio transmission.
Total	10.0		

Source: IISD Transportation Organization Chart; District Personnel Salary Survey.

FINDING

The IISD Transportation Department publishes a *Bus Rider's Safety Handbook* that is distributed to all bus riders at the beginning of the school year. The handbook contains general information for the parents and students; procedures for waiting, loading and unloading the bus; appropriate conduct on the bus; instructions for accidents or emergencies, discipline procedures and other pertinent information. The back of the handbook contains a registration form for the parents to complete with vital information on the student's place of residence, parent's name and phone number and emergency contact information. The back of the form outlines the rules for riding the bus, which the student and parent must read and sign before returning the form to the bus driver. The handbook can also be viewed on the IISD Web site.

The handbook specifically says that the principal or their designee will administer discipline with the assistance of the bus driver. It also specifically outlines the steps and consequences for improper conduct on the school bus including the following: 1st report - principal talks to the student and sends a copy of the report home; 2nd report - student is suspended from riding the bus for three days or other disciplinary action is taken; 3rd report - student is suspended from riding the bus for five days; 4th report - student is suspended from riding the bus for ten days; 5th report - student is suspended from riding the bus for the remainder of the school term. Having expectations and resulting consequences outlined in the handbook leaves no question in the minds of the riders on what to expect. The bus drivers said the administration is good about following the consequences and the middle school assistant principal noted the bus rider handbook has helped with student discipline problems.

Commendation

The district publishes and distributes a bus rider handbook, which includes the rules and disciplinary measures, to all students who ride the bus on a regular basis.

FINDING

When a parent or administrator calls the Transportation Department about a new student who will be riding the bus for the first time, the administrative assistant determines the correct bus route for the student and records the student's name, address, bus number, beginning riding date and bus stop on a form for the applicable bus driver. This form is then passed on to the route's driver, so the drivers will know they are transporting a new student and they will know the exact bus stop for that student. This form is also used when school staff calls the Transportation Department about a student riding a different bus home than they normally ride. This might be the case if a student is going home with a friend, or if they are going to a relative's house. This eliminates confusion that may happen when a young student does not know the exact address for where they are going.

Commendation

The Transportation Department has an effective mechanism to inform drivers of new students and changes for existing students.

FINDING

IISD bus drivers earn less than industry averages, peer districts and surrounding Kerr County districts. **Exhibit 5-6** shows the average compensation for bus drivers at IISD compared with its peer districts and some other Kerr County districts. The exhibit breaks down the bus driver rates into the regular rate and the rate for driving extracurricular and co-curricular trips. Some districts pay one rate for the entire extracurricular trip, while other districts pay one rate while driving and another rate for sitting and waiting. IISD drivers work 183 school days at an average of 4.4 hours each day.

**Exhibit 5-6
IISD Bus Driver Compensation Analysis
Compared to Peer Districts and Other Kerr County Districts**

District	Regular Hourly Rate	Extra or Co-Curricular Trips	
		Driving Hourly Rate	Sitting/Waiting Hourly Rate
Hearne	\$15.00	\$8.00	\$8.00
Hempstead	\$13.00	\$7.00	\$7.00
Yoakum	\$9.10	\$7.00	\$5.15
Kerrville	\$11.32	N/A	N/A

Hunt	\$11.50	\$11.50	\$11.50
Peer Average	\$13.96	\$8.83	\$8.83
Industry Standard	\$10.76	N/A	N/A
Ingram	\$8.13	\$7.34	\$5.15
Difference from Peer Average	(\$5.83)	(\$1.49)	(\$3.68)
Difference from Industry Average	(\$2.63)	N/A	N/A

Source: Schoolbusfleet.com - Annual School District Survey - 2000; IISD Transportation Department; interviews with peer districts.

For regular daily routes, IISD drivers make nearly six dollars less each hour than their peer district average. They make \$2.63 less per hour than the industry average and IISD drivers also earn less for driving extracurricular routes.

Low salaries can lead to high employee turnover. IISD bus drivers told the review team that some of the drivers who have left the district sought higher pay.

Industry standards for bus driver turnover are varied, but usually range between 15 and 20 percent. **Exhibit 5-7** shows the IISD bus driver turnover rates for 1999-2000 through 2001-02, compared to the industry average of 15 percent. IISD turnover rates were above average for two of those years.

**Exhibit 5-7
IISD Transportation Turnover Rate for Bus Drivers
1999-2000 through 2001-02**

Comparison School Years	Total Bus Drivers	IISD Turnover	IISD Turnover Rate	Industry Average	Above (Below) Industry Turnover Average	Excess Number of Turnover
2001-02	7	2	29%	15%	14%	1
2000-01	9	1	11%	15%	(4%)	-

1999-2000	8	3	38%	15%	23%	2
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Source: IISD chief financial officer (CFO).

Turnover costs a district money in recruiting, hiring and training costs each time a bus driver leaves and a new one is hired to replace them. Industry sources state turnover costs can typically reach 150 percent of an employee's annual compensation.

The result of the high bus driver turnover is that the Transportation director and the mechanic drive daily cover routes, with one driving an hour in the morning and the other driving an hour in the evening. This is time taken away from such regular duties as servicing vehicles, performing preventive maintenance and training. The mechanic is behind on performing preventive maintenance on the district's trucks and other vehicles.

The Paraprofessionals and School-Related Personnel Reporter notes bus drivers and food service workers top the list of shortage jobs causing the biggest headache for district recruiters. The reasons include irregular hours (usually less than full time), seasonal schedules, relatively low pay (both within the school system and compared to many private sector jobs) and tough working conditions.

Recommendation 48:

Increase bus driver salaries to be competitive with industry averages.

Low bus driver salaries are contributing to high turnover, which forces the Transportation Department to use its director and mechanic as substitute drivers. IISD should evaluate its bus driver compensation package.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Transportation director works with the CFO and assistant superintendent to analyze bus driver turnover.	September 2002
2.	The CFO and Transportation director do a salary study to look at the district's bus driver pay rates compared to region, state and industry averages.	October 2002
3.	The Transportation director works with the CFO and assistant superintendent to increase pay rates for bus drivers to make them comparable to industry and peer guidelines.	November 2002
4.	The Transportation director monitors and tracks turnover to	December 2002

ensure that higher salaries are contributing to the retention of drivers.	and Ongoing
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FISCAL IMPACT

The annual average salary for a bus driver is \$8.13 an hour times the average driving hours each day of 4.4. Based on 183 driving days each year, this amounts to \$6,546 plus benefits of \$1,632 for a total of \$8,178. Using the industry employee turnover cost of 150 percent of a driver's \$8,178 salary, turnover costs the district \$12,267.

Finally, 11 IISD bus drivers average 4.4 hours each day for 183 school days. This amounts to 8,857 hours of driving each year at \$8.13 for each hour, for a total of \$72,009. By increasing the average salary to the industry average of \$10.76, the district's cost would increase to \$95,301, for an increase of \$23,292. Benefits would increase by \$468, for a total increase of \$23,760. In summary, the district will save \$12,267 annually from turnover and spend \$23,760 in salary increases, for a total cost of \$11,493.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Increase bus driver salaries to be competitive with industry averages.	(\$11,493)	(\$11,493)	(\$11,493)	(\$11,493)	(\$11,493)

Chapter 5

TRANSPORTATION

B. ROUTING AND SCHEDULING

Texas school districts are eligible for reimbursement from the state for transporting regular education, special education and career and technology program students. The Texas Legislature sets funding rules, and TEA administers the program. State funding for regular education transportation is limited to transportation for students living two or more miles from the school they attend. The state does not reimburse districts for transporting students living within two miles of the school they attend unless they face hazardous walking conditions on the way to school, such as the need to cross a four-lane roadway without a traffic signal or crossing guard. A school district must use local funds to pay for transportation costs the state allotment does not cover, such as extracurricular activities.

For regular education students, the state reimburses districts for qualifying transportation expenses based on linear density, which is the ratio of the average number of regular education students transported daily on standard routes to the number of route miles traveled daily for those standard routes. TEA uses this ratio to assign each school district to one of seven linear density groups. Each group is eligible to receive a maximum per mile allotment. TEA evaluates these group assignments every two years by recalculating linear densities using data from the first of the previous two school years. **Exhibit 5-8** shows the linear density groups and the related allotment per mile.

Exhibit 5-8
Linear Density Groups

Linear Density Group	Allotment Per Mile
2.40 and above	\$1.43
1.65 to 2.40	\$1.25
1.15 to 1.65	\$1.11
0.90 to 1.15	\$0.97
0.65 to 0.90	\$0.88
0.40 to 0.65	\$0.79

Up to 0.40	\$0.68
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Source: TEA, *Handbook on School Transportation Allotments*; revised May 2001.

Exhibit 5-9 shows linear density and allotment per mile information for IISD compared to its peer districts for 2000-01. IISD has the highest linear density and allotment per mile for regular education routes.

Exhibit 5-9
IISD Linear Density Compared to Peers
2000-01

District	Linear Density	Allotment Per Mile
Ingram	1.168	1.11
Hearne	0.468	0.68
Hempstead	1.147	0.97
Smithville	0.700	0.79
Yoakum	0.568	0.79

Source: TEA, *School Transportation Route Services Reports, 2000-01* and *TEA, School Transportation Operation Report, 2000-01*.

Reimbursement for special education transportation is not based on linear density. The per mile allotment rate for special education is set by the Texas Legislature. All transportation for special education, except certain fieldtrips, is eligible for state reimbursement at \$1.08 per route mile.

The reimbursement per mile for the career and technology program is based on the cost for regular education program miles for the previous fiscal year as reported by the district in the TEA School Transportation Operation Report.

Exhibit 5-10 shows the annual mileage for IISD by type of rider, for the years 1996-97 through 2000-01. As depicted, the mileage has increased for all types of riders with the exception of special education riders. The "Other" category might include such riders as career and technology students or students being transported to daycare facilities.

Exhibit 5-10
IISD Annual Mileage by Type of Rider
1996-97 to 2000-01

Type of Rider	1996-97	1997-98	1998-99	1999-2000	2000-01	Percent Change*
Regular Education	59,769	61,496	60,988	64,333	61,930	3.6%
Special Education	48,350	28,940	34,306	28,086	25,887	(46.5%)
Extracurricular	36,567	38,346	36,656	43,507	41,063	12.3%
Other	1,200	1,319	1,360	1,200	1,600	33.3%
Total	145,886	130,101	133,310	137,126	130,480	(10.6%)

Source: TEA, School Transportation Operation Report, 1996-97 through 2000-01.

**Percent increase or decrease from 1996-97 to 2000-01.*

Exhibit 5-11 shows the mileage covered by IISD's regular routes compared to its peer districts. As shown, IISD covers a smaller number of miles on its regular routes than all of its peers, except Hearne ISD. IISD's mileage has increased slightly from 1996-97 through 2000-01.

Exhibit 5-11
Regular Mileage Comparison
1996-97 to 2000-01

District	1996-97	1997-98	1998-99	1999-2000	2000-01	Percent Change*
Ingram	59,769	61,496	60,988	64,333	61,930	3.6%
Hearne	61,092	61,092	61,092	60,940	60,610	(0.8%)
Hempstead	74,585	86,600	91,778	89,310	90,805	21.7%
Smithville	172,962	186,623	179,588	69,500	250,171	44.6%
Yoakum	117,132	129,886	129,133	121,265	108,919	(7.0%)

Source: TEA, School Transportation Operation Report, 1996-97 through 2000-01.

**Percent increase or decrease from 1996-97 to 2000-01.*

While mileage for IISD's regular routes has increased slightly since 1996-97, its ridership has decreased significantly as depicted in **Exhibit 5-12**. Compared with its peer districts, IISD's regular education ridership has decreased by 33 percent.

Exhibit 5-12
IISD Annual Ridership for Regular Education
1996-97 to 2000-01

District	1996-97	1997-98	1998-99	1999-2000	2000-01	Percent Change*
Ingram	80,820	78,300	57,960	64,800	54,180	(33.0%)
Hearne	25,200	29,340	27,180	24,300	28,260	12.1%
Hempstead	76,320	77,220	86,940	79,740	88,740	16.3%
Smithville	99,360	113,040	106,920	125,100	124,740	25.5%
Yoakum	67,860	77,940	81,180	80,820	77,040	13.5%

Source: TEA, School Transportation Operation Report, 1996-97 through 2000-01.

**Percent increase or decrease from 1996-97 to 2000-01.*

*** Does not include hazardous routes.*

During the same time period, IISD's student enrollment has increased by 7.4 percent, as depicted in **Exhibit 5-13**. Enrollment at the elementary school has decreased, while enrollment at the IISD middle and high schools has increased.

Exhibit 5-13
Student Enrollment by School
1997-98 through 2001-02

School	1997-98	1998-99	1999-2000	2000-01	2001-02	Percent Change 1997-98 to 2001-02
Ingram Elementary	582	596	618	609	579	(0.5%)
Ingram Middle	371	396	410	371	407	9.7%

School						
Ingram - Tom Moore HS	442	442	488	483	512	15.8%
Total	1,395	1,434	1,516	1,463	1,498	7.4%

Source: TEA, AEIS, 1997-98 through 2000-01 and PEIMS, 2001-02.

In summary, while the district's regular buses are covering slightly more miles than they did in 1996-97, IISD ridership has decreased, even as student enrollment has increased. IISD transportation expenditures have also increased as its ridership has decreased. After the district built its new elementary school in 1998, the district changed all of its routes accordingly.

FINDING

The district drives more extracurricular or co-curricular miles each year than any of its peer districts or the state average.

Exhibit 5-14 shows that IISD drove 15.3 percent more extracurricular miles during 2000-01 than the state average of 16.2 percent.

Exhibit 5-14
IISD and Peer Districts Extracurricular Miles
2000-01

District	Total Annual Miles	Extracurricular Miles	Percent Extracurricular	More (Less) than the State	Equates to Miles
Ingram	130,480	41,063	31.5%	15.3%	19,963
Hearne	102,590	32,065	31.3%	15.1%	15,491
Yoakum	180,206	55,081	30.6%	14.4%	25,950
Hempstead	194,433	29,925	15.4%	(0.8%)	(1,555)
Smithville	430,651	59,139	13.7%	(2.5%)	(10,766)
Peer Average	226,970	44,053	19.4%	3.2%	7,263
State	300,262,506	48,544,238	16.2%	N/A	N/A

Source: TEA, School Transportation Operation Report, 2000-01.

Using the total cost for each mile from each district's TEA Transportation Operation Report for 2000-01, the total cost of those extracurricular or co-curricular miles above the state average can be calculated, as shown in **Exhibit 5-15**. IISD buses traveled 19,963 more miles than the state average, which equates to \$46,973 using the district's average cost per mile of \$2.353.

Exhibit 5-15
Cost Associated with Extra Miles for IISD and Peer Districts
2000-01

District	Miles More (Less) than State Average	Average Cost for Each Mile	Total Cost Associated with Extra Miles
Ingram	19,963	\$2.353	\$46,973
Hearne	15,491	\$2.773	\$42,957
Yoakum	25,950	\$1.752	\$45,464
Hempstead	(1,555)	\$1.838	(\$2,858)
Smithville	(10,766)	\$1.564	(\$16,838)

Source: TEA, Transportation Operation Report, 2000-01.

School districts cannot receive allotments from the state to cover the costs of extracurricular and co-curricular trips. Therefore, any costs associated with those trips are paid from the district's local funds.

Recommendation 49:

Evaluate extracurricular miles traveled and determine if they can be reduced to the peer average.

By reducing its extracurricular mileage equal to the peer district average, IISD's extracurricular miles will be 19.4 percent of its total miles, which will still be more than the state average of 16.2 percent. It is not reasonable to expect the district to decrease its extracurricular trip mileage down to the state average.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The CFO allocates the mileage reduction throughout the	September 2002
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	upcoming school year.	
2.	The CFO notifies the superintendent and the school principals of the mileage reduction.	September 2002
3.	The school principals determine trips that can be eliminated.	September 2002
4.	The CFO tracks the extracurricular or co-curricular mileage throughout the school year to make sure the district is on target.	October 2002 and Ongoing

FISCAL IMPACT

Based on the year 2000-01, IISD's extra- and co-curricular miles accounted for 31.5 percent of its total miles, compared to its peer district average of 19.4 percent in the same year. To equal the peer district average of 19.4 percent, the district would need to reduce its extracurricular miles by 12.1 percent. Using 130,480 total miles in 2000-01 times 12.1 percent, this amounts to 15,788 miles. At a 2000-01 IISD cost for each mile of \$2.353, this would result in a savings of \$37,149 annually.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Evaluate extracurricular miles traveled and determine if they can be reduced to the peer average.	\$37,149	\$37,149	\$37,149	\$37,149	\$37,149

FINDING

IISD routing has some buses operating at less than full capacity while other buses are above recommended capacity. This results in some students riding in crowded buses and some students riding for longer distances or periods of time than others. It also results in the district operating more buses or personnel than required.

Federal regulation does not specify the number of persons that can sit on a school bus seat. Rather, it is determined by the school bus manufacturer and is stated as the "rated maximum capacity." This capacity is determined by dividing the width of the seat by the number 13, which represents the 12.8-inch hip breadth of a 5th percentile adult female test dummy as specified by Federal Motor Vehicle Safety standard 208, "Occupant Crash Protection." Generally, this capacity is three small elementary school age persons or two adult high school age persons on a typical 39-inch school bus seat.

Exhibit 5-16 shows each bus operated on IISD routes, with the maximum seating capacity as provided by the district. Industry standards suggest a bus be operated at 80 to 85 percent of its maximum capacity. The exhibit assumes 80 percent for suggested capacity and then compares that number with the average daily riders for the bus as reported by the district. The result is the number of students above or below the suggested capacity expressed as an amount and as a percentage.

**Exhibit 5-16
IISD School Bus Capacity**

Bus #	Route	Maximum Capacity*	Suggested Capacity	Actual Route Capacity	Above (Less than) Suggested Capacity	Percent Above (Less than) Suggested Capacity
25	Regular	78	62	42	(20)	(32.3%)
24	Regular	78	62	48	(14)	(22.6%)
23	Regular	78	62	43	(19)	(30.6%)
14	Regular	72	58	75	17	29.3%
6	Regular	72	58	75	17	29.3%
18	Regular	72	58	60	2	3.4%
22	Regular	78	62	60	(2)	(3.2%)
21	Regular	72	58	55	(3)	(5.2%)
26	Ranch - Regular & Special Needs	78	62	55	(7)	(11.3%)
20	Special Needs	60	48	7	(41)	(85.4%)
19	Special Needs	19	15	2	(13)	(86.7%)
15	Special Needs	36	29	5	(24)	(82.8%)
7	Special Needs	19	15	1	(14)	(93.3%)

*Source: IISD Transportation Department.
Based on the 80 percent industry standard multiplied by the maximum capacity of the bus.*

Six of the routes are being operated at least 30 percent less than the suggested capacity, while three buses are operating above suggested capacity. Three district buses transport one to seven students.

Furthermore, the district will be losing riders in the 2002-03 school year, as 3H and Star Ranch will be creating their own charter schools and will no longer need bus service to IISD schools. Bus #26 transports approximately six students from 3H, 15 students from Star Ranch and 33 from Hill Country Ranch. The district has not done an analysis to determine how the reduction of approximately 21 students from 3H and Star Ranch will affect the district's routing system.

Wimberley ISD, a district similar in size to IISD, is improving the efficiency of its bus routing and scheduling by using a Geographic Information System (GIS) to help plan bus routes. The district is working with Hays County in a pilot project to evaluate the county's GIS data. The data includes names, addresses and 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.

Recommendation 50:

Automate the routing process to maximize bus capacity.

The district should research routing automation software on the market for smaller school districts. The software selected should include routing, scheduling and fieldtrip capabilities.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Transportation director works with the Technology director to define requirements and research automated routing software used in other districts.	September - October 2002
2.	The Transportation director submits a proposal to budget for automated routing software to the superintendent for approval.	September 2002
3.	The Technology director contracts with a vendor for the software.	October 2002

4.	The vendor trains staff and implements the software with assistance from the district's Technology Department.	November 2002
5.	The Transportation director monitors the software and documents the cost savings related to rerouting.	December 2002 and Ongoing

FISCAL IMPACT

The district could realize cost savings by using an automated routing program. Based on the actual number of riders on the district's buses, as well as the reduction in ranch house riders, the district could be able to eliminate at least one route, with one bus and driver. Since the district has not sold any buses in recent years, the average sales price for other districts of \$1,000 can be used to estimate the proceeds received from the sale of the excess buses. At the average annual salary of \$6,546 with benefits of \$1,632, the district would save \$8,178 annually. Based on its 2000-01 TEA School Transportation Operation Report, IISD spends \$1,529 for each vehicle on supplies and materials. If the district were able to reduce its fleet by one, it would save \$1,529 annually.

Typical routing software costs \$7,000 for installation and \$105 each month for maintenance and updates. In the first year, the total cost would amount to \$8,260, while it would be \$1,260 in subsequent years.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Purchase automated routing software.	(\$7,000)	\$0	\$0	\$0	\$0
Annual maintenance fees.	(\$1,260)	(\$1,260)	(\$1,260)	(\$1,260)	(\$1,260)
Sell 1 bus	\$1,000	\$0	\$0	\$0	\$0
Eliminate 1 driver.	\$8,178	\$8,178	\$8,178	\$8,178	\$8,178
Reduce annual supply costs.	\$1,529	\$1,529	\$1,529	\$1,529	\$1,529
Net Savings/(Costs)	\$2,447	\$8,447	\$8,447	\$8,447	\$8,447

FINDING

IISD has more surplus buses than it needs. The district operates buses on 15 different routes each day, including eight on regular routes and seven on special needs routes. **Exhibit 5-17** summarizes all of the district's daily routes by route identification number, the bus number assigned to the route, primary type of rider on the route, average daily riders and the daily route mileage for the round trip.

**Exhibit 5-17
IISD Bus Routes
2001-02**

Route ID	Bus Number	Primary Type of Riders	Average Daily Riders	Daily Route Mileage (Round-trip)	1	25	Regular	42	40
					2	24	Regular	48	130
3	23	Regular	43	39					
4	14	Regular	75	26					
5	6	Regular	75	13					
6	18	Regular	60	23					
8	22	Regular	60	26					
10	21	Regular	55	39					
7	26	Ranch - Regular & Special Needs	55	73					
9	20 or 15	Special Needs	7	20-35					
11	19	Special Needs	2	80					
14	15 or 20	Special Needs (per week)	5	21					
17	23	Special Needs	30	20					
18	20 or 15 or 19	Special Needs	5	15					
19	7	Special Needs	1	40					

Source: IISD Transportation Department.

As depicted in the chart, some buses can cover more than one route, because the routes are run at different times of the day. Therefore, while

the district runs 15 different routes each day, it only needs 13 buses to cover all of them. Routes 3 and 17 are both serviced by bus number 23, and route 18 is serviced by either bus number 20, 15 or 19, which all serve other routes. The district has nine regular routes needing buses and four special needs routes needing buses each day.

Assuming the district eliminates a bus by automating its routing system, it only has eight regular routes needing buses and four special routes, with 20 total buses available for transporting students, as depicted in **Exhibit 5-18**.

Exhibit 5-18
IISD Transportation Fleet
Buses, Vans or Cars
2001-02

Vehicle Type	Total Number
Regular & Other	16
Special Education	4
Total	20

Source: IISD Transportation Department, 3/31/02.

Included in these numbers is one donated charter bus that is used exclusively for athletic trips, a bus that is being leased to Divide ISD and six more buses that are designated as spares.

Although the district has been purchasing some new buses in recent years, it has not been retiring or disposing of its old buses, nor does it have any written retirement or replacement policy. There are also no guidelines or analysis for determining the best disposal opportunity/price. The Transportation Department stated that it is time to replace a bus when it is spending too much on repairing and maintaining the bus. However, maintenance costs are not being tracked by vehicle. For about eight years, the district was purchasing a new vehicle every year, which is the policy recommended to the Board of Trustees by the Transportation director. However, the district has not retired any buses in the last seven years, since it auctioned off some pre-1977 buses.

Typical bus replacement policies use many factors when deciding which buses in its fleet to keep and which ones to dispose. These factors include the age of the bus, the mileage of the chassis and/or engine, the total maintenance costs to date for the bus and whether the district owns or leases the bus. IISD does not track maintenance costs by vehicle, so that

factor cannot be used. Fuel type can also be a determination, since more districts are moving toward more cost-efficient diesel buses.

According to the National Association of State Directors of Pupil Transportation Services, a study was conducted in January 2000 of life cycle costs for school buses in South Carolina. This study suggests a "rule-of-thumb" replacement policy for large school buses at 15 years or 250,000 miles, although the best method of identifying when a bus should be replaced is its individual maintenance and operating cost data.

Exhibit 5-19 summarizes the buses in the IISD fleet, sorted by age of the bus. Seven buses are older than 15 years, and one bus exceeds 250,000 miles.

Exhibit 5-19
Age Analysis of the IISD Transportation Fleet
As of 3/31/02

Vehicle (Bus Number)	Bus Make (& Model)	Bus Usage ((regular, special ed, spare, athletics)	Year	Age	Current Mileage (at 3/1/02	Fuel Type	Ownership (own/lease)
AB	MCI	Trips	1975	27	300,914	Diesel	Own
1	International	Regular Spare	1980	22	118,911	Gas	Own
5	International	Regular Spare	1981	21	136,419	Gas	Own
6	International	Regular	1981	21	130,216	Gas	Own
7	GMC	Special Ed	1983	19	182,851	Gas	Own
8	Chevrolet	Regular Spare	1983	19	100,076	Gas	Own
11	Chevrolet	Regular Spare	1986	16	127,247	Gas	Own
16	Navistar	Regular Spare	1989	13	127,519	Diesel	Own
17	Navistar	Regular Spare	1991	11	117,201	Diesel	Own
18	International	Regular	1991	11	107,763	Diesel	Own
19	GMC	Special Ed	1992	10	77,310	Gas	Own

20	International	Special Ed	1993	9	106,168	Diesel	Own
21	International	Regular	1993	9	98,851	Diesel	Own
22	International	Regular	1994	8	107,528	Diesel	Own
23	International	Regular	1994	8	126,855	Diesel	Own
14	International	Regular	1995	7	74,239	Diesel	Own
15	International	Special Ed	1995	7	51,263	Diesel	Own
13	International	Leased to Divide ISD	1996	6	33,020	Diesel	Own
24	International	Regular	1996	6	75,139	Diesel	Own
25	International	Regular	1997	5	89,773	Diesel	Own
26	Freightliner	Regular	2000	2	19,480	Diesel	Own

Source: IISD Transportation Department.

Hamilton ISD established a regular bus procurement program based on a 12-year bus replacement cycle to save the cost of unnecessary new buses. The district has enough spare buses to replace buses that break down or need routine maintenance and can defer its next purchase for five years. The district retains buses that are less than 12 years old and sells its extra buses. By avoiding bus purchases for several years and selling extra buses, HISD realizes major savings. HISD inventories its bus fleet based on age, mileage and condition and then recommends a multi-year replacement policy, projects the number of buses to be replaced in the next five years and develops corresponding cost and savings estimates.

Recommendation 51:

Implement a bus replacement program.

Based on industry standards, a district should have 10 percent of its fleet in spare vehicles, in case of maintenance problems or extracurricular activities that overlap with regular route times. **Exhibit 5-20** shows the optimal number of buses calculated for IISD based on these industry standards, and the excess buses it has based on its present fleet size.

**Exhibit 5-20
Calculation of Optimal Number of Buses
for IISD Routes**

Type of	Number	10%	Total	Current	Surplus
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Route	of Buses Needed	for Spare	Buses Needed	Fleet	Buses
Regular Education & Other	8	1	9	16	7
Special Education	4	1	5	4	(1)
Total route buses	12	2	14	20	6

Source: SoCo Consulting, Inc.

Based on the calculation, the district has 16 vehicles available to transport regular students, but it only needs nine including a spare, for a surplus of seven vehicles. For special education students, the district needs five vehicles, but only has four designated vehicles, for a shortage of one vehicle. Therefore, the district will need to make one of the regular vehicles available for transporting special education students if needed. This is what the district is already doing, since not all of its special needs students need special lifts on their buses.

As part of a retirement and replacement policy, the district should determine the optimal number of buses for its routes. Based on the analysis, the district should dispose of six of its regular education buses. Based on its fleet, bus AB meets two of the criteria for disposal, as it is 27 years old and has 300,914 miles on it. Buses #1, 5, 6, 8 and 11 all are designated as regular buses, are older than 15 years and have gasoline engines. While none of these buses exceed the 250,000 mile standard, they meet several of the other criteria.

The district should then regularly review its bus fleet to determine if it has the correct number of buses, and if any of its buses should be replaced due to age, mileage or maintenance costs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Transportation director researches industry spare bus ratios and bus replacement criteria to determine what to use in a district bus retirement and replacement policy.	September 2002
2.	The Transportation director presents the finding, criteria used and the suggested policy to the superintendent.	September 2002
3.	The superintendent presents the suggested policy to the board for approval.	September 2002
4.	The Transportation director prepares and uses approved criteria to determine if the district has any excess buses to	October 2002

	sell or any buses needing to be replaced.	
5.	The Transportation director researches the best method for selling excess buses.	October 2002
6.	The Transportation director sells excess buses.	November 2002 - December 2002
7.	The Transportation director adjusts budget for the decrease in fleet size.	January 2003
8.	The Transportation director performs annual analysis of vehicle fleet using retirement and replacement criteria.	June 2003

FISCAL IMPACT

An average sale price for a used bus would be \$1,000 if the district sold six buses, it would realize \$6,000. Based on its 2000-01 TEA School Transportation Operation Report, IISD spends \$1,529 for each vehicle on supplies and materials. If the district were able to reduce its fleet by six, it would save \$9,174 annually. Since the district only has 11 drivers, it is short two drivers for its route and will not realize any cost savings related to personnel by selling some of its buses.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Sell excess buses.	\$6,000	\$0	\$0	\$0	\$0
Reduce annual supply costs.	\$9,174	\$9,174	\$9,174	\$9,174	\$9,174
Net Savings/(Costs)	\$15,174	\$9,174	\$9,174	\$9,174	\$9,174

Chapter 5

TRANSPORTATION

C. FLEET MANAGEMENT

The goal of school fleet management is to keep the buses running efficiently and safely. If this is to be accomplished, maintenance must be considered more than just fixing actual breakdowns. It should also consider a carefully conceived method of anticipating weaknesses and possible trouble spots and correcting them before breakdowns occur. No matter how skilled the supervisor is at overseeing the preventive maintenance program for the fleet, breakdowns will occur, major repairs will be required or the vehicle will have a flat tire. Finally, buses will age and need to be replaced. Maintenance records should be accumulated for each bus to assist in decisions of when to retire or refurbish buses.

Exhibit 5-21 shows some highlights obtained from the fleet inventory. Forty-five percent of IISD's bus fleet is ten years of age or older, and 85 percent of its fleet is five years old or older. Compared to its peer districts and the state average, IISD has the smallest number of buses less than five years old.

Exhibit 5-21
IISD and Peer School District Bus Fleet by Age
2000-01

	Percentage of Bus Fleet by Age			
	0 to 5 Years	5 to 10 Years	10 Years and Older	Buses Purchased Before 1977
Hearne	9 50.0%	7 38.9%	2 11.1%	0 0.0%
Hempstead	4 23.5%	4 23.5%	7 41.2%	2 11.8%
Smithville	11 39.3%	8 28.6%	9 32.1%	0 0.0%
Yoakum	5 21.7%	6 26.1%	12 52.2%	0 0.0%
Ingram	3 15.0%	8 40.0%	9 45.0%	0 0.0%
State	8.800	8.872	9.941	156

	31.7%	31.9%	35.8%	0.6%
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Source: TEA, *Transportation Operation Report, 2000-01*.

FINDING

IISD does not accumulate enough information on its transportation work orders for the district to use the information in planning for bus replacement, preventive maintenance, employee schedules and workloads and setting priorities. A work order is a document used to alert the mechanic that there is a task to be completed, identifies the bus or vehicle needing the work and details the work to be done. The IISD Transportation Department uses paper work orders that include the date of the request, the bus number, a description of the work needed and the employee completing the work. No labor hours are assigned to a completed work order and no supply costs are applied to the work order.

Because cost and labor hours are not applied to work orders, the district cannot identify those vehicles costing the district the most money. Cost information could be used as part of a bus replacement policy to determine which vehicles to keep and which to replace or support to negotiate with vendors. This results in a lack of information for management and planning purposes and no accountability for inventory and supply usage. There is also no way to determine the appropriate mechanic staffing levels or to set workload priorities. Finally, the department cannot look at service trends on its fleet to see if the same problem is recurring and investigate whether it is a faulty part or if the district's drivers are doing something to cause the problem.

Exhibit 5-22 summarizes those transportation work orders completed in the months of February and March 2002. The majority of the work orders are related to the electrical system and could reveal a recurring problem. Six of the 26 work orders completed during these two months took more than ten days from the time of the request to completion.

Exhibit 5-22 IISD Completed Work Order Analysis February and March 2002

Request Date	Completed	Duration	Bus Number	Request Description / Type	Category
2/4/02	2/5/02	1 day	5	Rear light out.	Electrical
1/23/02	2/5/02	12 days	6	Dome light does not come on.	Electrical

2/7/02	2/11/02	4 days	6	Right rear passenger light is dim. Fix red flasher.	Electrical
2/18/02	2/28/02	10 days	6	Redirect drivers side window washer so it doesn't hit roof.	Wipers
2/20/02	3/5/02	13 days	6	Need seat repairs to 6, 15 and 19.	Seat
2/21/02	2/28/02	7 days	6	Dome light works when it feels like it.	Electrical
2/25/02	2/28/02	3 days	6	Windshield wiper on passenger side only works on low.	Wipers
2/28/02	3/5/02	5 days	6	Many screws on frame are missing due to vibrations.	General
2/8/02	2/8/02	1 day	7	Rear top left clearance light is out.	Electrical
2/28/02	3/1/02	2 days	7	Need to replace universal joints.	
3/19/02	3/26/02	7 days	7	Need to fix or replace left door mirrors.	Mirrors
3/21/02	3/21/02	1 day	7	Bus broke down.	Mechanical
2/20/02	2/27/02	7 days	14	Right cateye mirror mounting mold broken. Right front emergency window handle will not open.	Mirrors
2/5/02	2/5/02	1 day	15	Replace red lens on front right of warning stoplights. Replace right head light.	Electrical
2/8/02	2/8/02	1 day	20	Light on gearshift is out. Tighten cateye mirror. Antenna is hanging down.	Electrical and Mirrors
2/20/02	3/1/02	9 days	20	Left front cateye mirror is cracked. Strobe light does not	Electrical and Mirrors

				work. Gearshift light does not work.	
3/1/02	3/5/02	4 days	20	Need to add a new box of antiseptic wipes to first aid kit.	General
3/5/02	3/5/02	1 day	20	Replace all broken lenses.	General
2/4/02	2/8/02	4 days	22	Bottom red flashing light is out on swing out stop sign.	Electrical
3/1/02	3/19/02	18 days	22	Bus needs new front tires.	Tires
3/4/02	3/7/02	3 days	22	Back running light is out.	Electrical
1/29/02	2/7/02	10 days	24	Tighten crossover mirror and replace missing screw. Fix loose screw in window #12.	Mirrors
2/12/02	2/12/02	1 day	24	Air brakes are not holding air.	Brakes
2/6/02	2/6/02	1 day	25	Dash light on temperature gauge is out.	Electrical
3/5/02	3/5/02	1 day	25	Right front and rear running lights do not always work.	Electrical
2/8/02	2/27/02	19 days	26	Windshield washer fluid squirts out instead of on the windshield.	Wipers

Source: Review team assessment of IISD Transportation Work Orders as of 4/1/02.

Cost and labor hours are typically allocated to work orders, so that maintenance costs can be accumulated for a particular vehicle. A district can use this information to determine if a vehicle is costing more money in

repairs than it would take to replace it. The district can also use the information as part of its overall transportation planning.

Austin ISD requires mechanics to record all the hours worked on work orders, including hours for driving a route rather than servicing vehicles. Hours are also recorded for all state inspections, vehicle servicing, preventive maintenance, service calls and hours spent cleaning the shop. While AISD is much larger than IISD, the principles are the same.

Recommendation 52:

Develop and implement a standard work order process.

The IISD Technology Department is in the process of purchasing a software package to track its technology and maintenance work orders, which could be used to track transportation work orders as well. However, that system is customer-driven, while the Transportation Department needs a system tailored for internal work order tracking. The district would be better off by ensuring that any routing software it selects and purchases contains the functionality for tracking its transportation work orders.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Transportation director and the Transportation secretary revise the maintenance work order request form.	September 2002
2.	The Transportation secretary orders the new forms once the old forms have been used.	Ongoing
3.	The Transportation director and the Transportation secretary develop a code of priorities to use on the work orders.	September 2002
4.	The Transportation director and the Transportation secretary begin writing the priority code on each work order assigned to a maintenance employee.	September 2002
5.	The mechanic begins allocating labor hours and materials used on the old work order forms, until they are all used.	October 2002
6.	The Transportation director uses the work order information in planning for the district's preventive and regular maintenance needs.	October 2002 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 6

FOOD SERVICES

This chapter reviews the Ingram Independent School District's (IISD's) Food Services Department in three sections.

- A. Organization and Management
- B. Revenue and Cost Control
- C. Student Meal Participation

The Texas School Food Service Association (TSFSA) has identified 10 standards of excellence for the evaluation of school food service programs. TSFSA states that effective programs should:

- identify and meet current and future needs through organization, planning, direction and control;
- maintain financial accountability through established procedures;
- meet the nutritional needs of students and promote the development of sound nutritional practices;
- ensure that procurement practices meet established standards;
- provide appetizing, nutritious meals through effective, efficient systems management;
- maintain a safe and sanitary environment;
- encourage student participation in food service programs;
- provide an environment that enhances employee productivity, growth, development and morale;
- promote a positive image to the public; and
- measure their success in fulfilling regulatory requirements.

A nutritious breakfast and lunch are important to any child's ability to learn. Effective food service operations provide students and staff with appealing and nutritious breakfasts and lunches at a reasonable cost.

BACKGROUND

IISD participates in the National School Lunch Program (NSLP) and the School Breakfast Program (SBP), which are regulated by the United States Department of Agriculture (USDA) and administered by Texas Education Agency (TEA). As a participant in NSLP and SBP, IISD's Food Services Department receives federal reimbursement income and donated USDA food commodities for each meal served that meets federal requirements. The Food Services Department also prepares and serves a variety of a la carte food items.

School meals must meet federal nutrition requirements outlined in the *Dietary Guidelines for Americans*, which recommend that no more than 30 percent of the meal's calories come from fat, and less than 10 percent from saturated fat, to receive federal reimbursement. In addition, free or reduced-price lunches must be offered to all eligible children.

The Food Services Department operates two central kitchens, one in the elementary school and one for both the middle school and the high school. Recent construction to build a new elementary school included a state-of-the-art central kitchen that was completed in 1998. Both kitchens are completely equipped to prepare all meals and both are fully staffed. Beginning in 2001-02, IISD initiated a "closed campus," requiring all students to stay on school grounds during lunch. IISD prepares and serves meals at each cafeteria using raw ingredients and some convenience foods.

Exhibit 6-1 shows IISD meal prices, which have remained unchanged for the last five years.

**Exhibit 6-1
IISD Meal Prices
1997-98 through 2001-02**

Meal Type	1997-98 through 2001-02
Student paid breakfast (Grades K-5)	\$0.75
Student paid breakfast (Grades 6-12)	\$0.85
Student reduced-price breakfast	\$0.30
Student paid lunch (Grades K-5)	\$1.25
Student paid lunch (Grades 6-12)	\$1.50
Student reduced-price lunch	\$0.40
Employee lunch	\$2.25

Source: Ingram Independent School District (IISD) Food Services Department, 1997-98 through 2001-02.

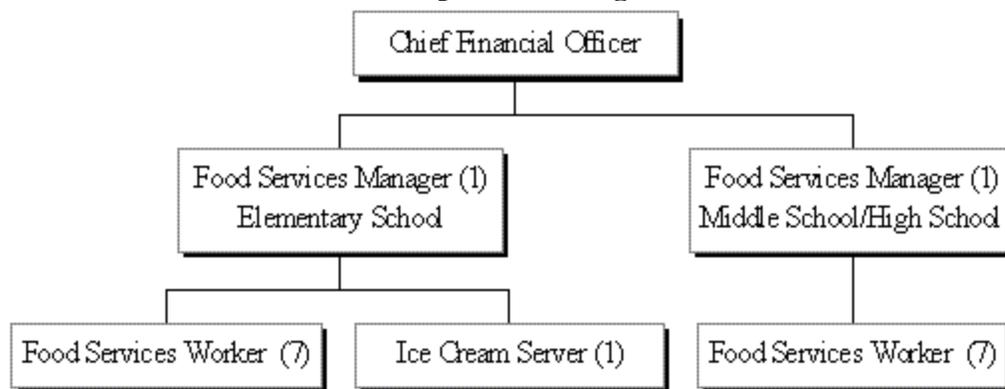
Chapter 6

FOOD SERVICES

A. ORGANIZATION AND MANAGEMENT

IISD's two cafeterias employ 14 full-time workers, one part-time worker who serves ice cream and two managers. In addition, the chief financial officer (CFO) oversees the Food Services Department's operations. Employees work a three-hour, 6.5-hour, 7.5-hour or eight-hour shifts depending on each cafeteria's staffing requirements. **Exhibit 6-2** displays the organizational structure of IISD's Food Services Department.

Exhibit 6-2
Food Services Department Organization



Source: IISD Food Services Department, April 2002.

Exhibit 6-3 displays the major job duties of each of the Food Services Department employees.

Exhibit 6-3
Food Services Department Responsibilities and Duties

Job Title	Responsibilities and Duties
Food Services Manager	<p>The Food Services Manager has the responsibility of maintaining an efficient cafeteria for the individual school. This is done by performing the following duties:</p> <ul style="list-style-type: none"> • Follow and enforce the rules and objectives of the Food Services Department and those of IISD. • Develop and maintain a cooperative attitude with the principal, faculty, school service organizations, employees, etc.

	<ul style="list-style-type: none"> • Assign duties, hours, breaks and lunch period for employees to ensure prompt and efficient service to the student and other patrons of the cafeteria. • Assist in the training of the Food Services personnel. • See that the conduct, cleanliness and personal appearance of the Food Services personnel are satisfactory. • Maintain safety on the use of equipment and promote the atmosphere of cautious concern for self and others in the school kitchen and cafeteria. • Evaluate the employees when scheduled and supervise the preparation and serving of all food using correct recipes and information listed on the menu. • Provide verbal and written counseling for employees under their supervision when needed. • Perform all other job-related duties as assigned by the CFO. • Prepare menus in accordance with federal, state and local guidelines. • Order food according to the menus and delivery schedules and supervise the inventory and proper storage of food and supplies. • Keep complete records of all transactions concerning food ordering and delivery, cash receipts, meals served, employee records and food and equipment inventory. • Maintain current free and reduced lists for accuracy.
<p>Food Services Worker</p>	<ul style="list-style-type: none"> • Prepare quality food according to a planned menu of tested, uniform recipes. • Supervise the storage and care of food items and supplies; maintain a clean and organized storage area. • Demonstrate knowledge and follow care in use of the equipment. • Maintain sanitary working conditions to eliminate contamination. • Meet all scheduled meal times, portions, and serve the food as per departmental policies and procedures. • Maintain the trash and garbage collection in a neat and sanitary fashion. • Establish and enforce standards of cleanliness, health and safety. • Handle and record cashier functions accurately. • Assist in recording food requisitions and request orders of necessary supplies. • Maintain personal appearance and hygiene. • Promote teamwork and interaction with fellow staff

	members.
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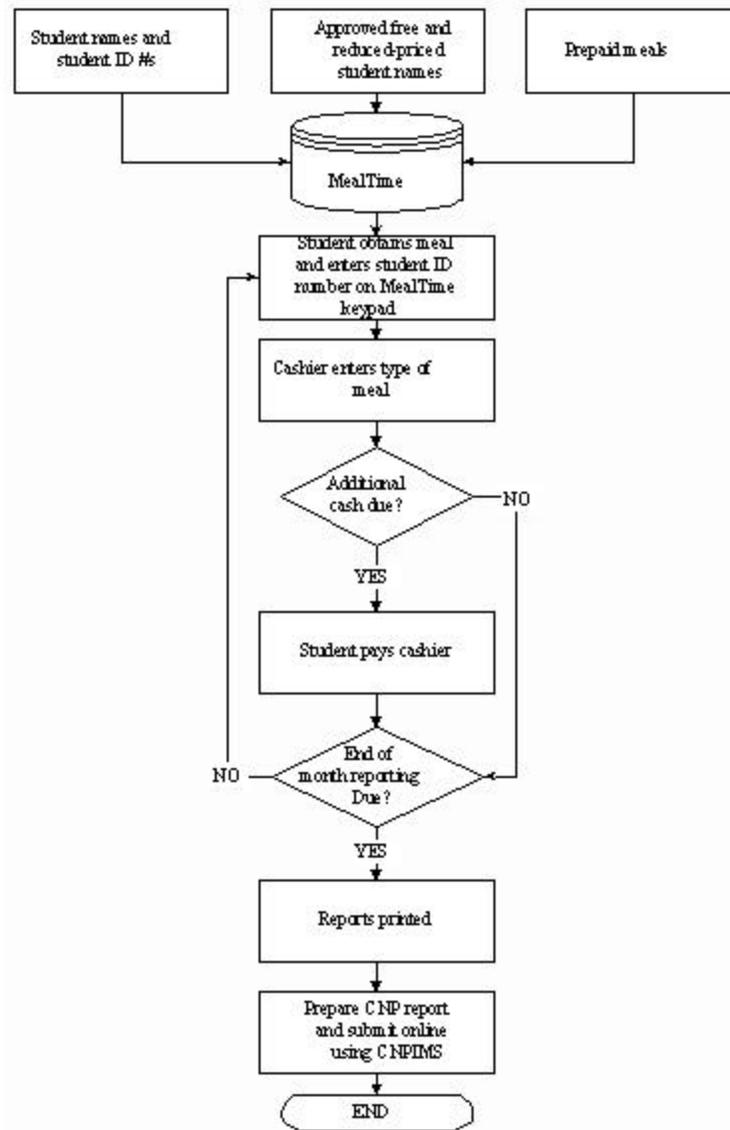
Source: IISD job descriptions, April 2002.

Each cafeteria manager spends about three hours a day preparing meals and acting as cashier, with the remaining hours spent overseeing the Food Services Department.

The district is a member of the cooperative purchasing agreement offered by Regional Education Service Center XX (Region 20). The Region 20 cooperative is intended to assist districts in reducing costs and streamlining the cumbersome food service bidding process. The cooperative solicits proposals on most items used in food services operation, including meats, vegetables, fruit, breads, milk, dessert items, breakfast items, snack bar items and supplies.

The district uses "MealTime" software to automate the student payment process. **Exhibit 6-4** shows how the "MealTime" process works.

Exhibit 6-4 MealTime Process



Source: Interviews with the Food Services Department staff, April 2002.

The system allows the cashier to identify students as free, reduced-price or full-price, record the meals sold and prepare the daily bank deposits. Students and adults can complete both reimbursable meal and a la carte purchases either by using a debit account or cash. "MealTime" generates Texas state reimbursement claim forms for transfer to Child Nutrition Program Information Management System (CNPIMS) and provides many additional reports, such as a list of children with low prepaid account balances.

FINDING

The Food Services Department does not have written policies or procedures for its cafeteria operations. The cafeteria managers have a documented procedure for readying the cafeterias in the morning, preparing meals and setting up serving lines, but no policies and procedures for general operations. This lack of written procedures makes employee training difficult. In districts that have multiple kitchens, documented policies and procedures assist in standardizing operations among kitchens.

Exhibit 6-5 shows useful policies and procedures some districts use in their operations.

**Exhibit 6-5
Necessary Food Services Policies and Procedures**

Area	Description	Adopted Policy Needed	Written Procedure Needed
Financial Management	Preparation of the budget.		X
	Cash management.		X
	The maintenance of participation and tracking of related revenue while safeguarding cashier banks and the preparation of deposits.		X
	Labor standards.	X	X
	Free and reduced-price application processing and the identification of children eligible for free and reduced-price meals.	X	X
	Handling of credit sales and advance payments.		X
	Monitoring and reporting of revenues and expenditures.		X
	Tracking of prepaid meals.		X
Pricing	Designation of an optimal price-setting methodology and procedures for evaluating and updating meal and a la carte prices.	X	
	Specific guidelines for notifying staff and students about changing prices.		X

	Guidelines for the number of days and/or total dollar amount of charges that a student or staff member can accrue and what to do when students forget their lunch and have no money to pay for a meal.	X	
	Guidelines addressing free meals.	X	
Inventory Controls	Guidelines addressing physical inventories, inventory rotation and the disposal of obsolete, spoiled, damaged or slow-moving inventory.		X
	Placing food orders.		X
Safety and Sanitation	Guidelines addressing who to contact when a worker is injured and what to do in case of an emergency in the kitchen.		X
	In-service training requirements for safety and sanitation.	X	
Facilities Management	Guidelines addressing the extracurricular use of food service facilities, equipment replacement and preventive maintenance schedules on equipment.	X	
	Work-order processing.		X

Source: SoCo Consulting, Inc.

Nearly all of these policies and procedures have a direct impact on the profitability and efficiency of the food services operation. Formal departmental policies and procedures and the communication of standards to all relevant personnel should enhance the department's overall efficiency. Policies and procedures help ensure that all employees understand the requirements of their jobs and provide consistent dissemination of information to all employees.

San Marcos Consolidated Independent School District (SMCISD) has a comprehensive procedures manual that provides food services staff with detailed procedures. Although SMCISD is a larger school, formal and properly communicated procedures can help districts of any size with the overall efficiency of their food services operations.

Recommendation 53:

Write and implement policies and procedures for all food services operations.

A policies and procedures manual for food services operations would promote consistency while providing guidance to employees as the district grows or personnel change.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the CFO to draft Food Services policies for Board approval.	September 2002
2.	The CFO drafts the Food Services policies and submits them to the superintendent for review.	September 2002
3.	The superintendent reviews the policies and presents them to the Board for approval.	October 2002
4.	The Board reviews and adopts the policies.	October 2002
5.	The superintendent directs the CFO to develop a Comprehensive Food Services Procedures Manual.	October 2002
6.	The CFO develops and documents the procedures and submits them to the superintendent for approval.	October - November 2002
7.	The superintendent approves the procedures.	November 2002
8.	The CFO distributes policies and procedures to staff.	November 2002
9.	The CFO updates policies and procedures annually.	December 2002 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 6

FOOD SERVICES

B. REVENUE AND COST CONTROL

This section includes a review and evaluation of productivity standards, such as meals per labor hours; food and labor costs; inventorying and warehousing of both cold and dry food products; and revenue and expenditures controls.

FINDING

The Food Services Department is overstaffed. IISD's expenditures are higher than the state average. Ingram spends \$68 more per student each year on food services expenditures than the state average. This equates to \$99,484 more in expenditures (\$68 multiplied by 1,463 students). IISD's budgeted expenditures for the 2000-01 school year are compared with the peer districts in **Exhibit 6-6**.

Exhibit 6-6
Food Services Department Expenditure Comparison
2000-01*

	Food Services Operating Expenditures	Student Enrollment	Food Services Oper. Exp. Per Student	More (Less) Per Student Than State	Total Amount More (Less) Than State
Yoakum	\$535,090	1,517	\$353	\$29	\$43,993
Smithville	\$691,755	1,871	\$370	\$46	\$86,066
Ingram	\$574,096	1,463	\$392	\$68	\$99,484
Hempstead	\$564,965	1,401	\$403	\$79	\$110,679
Hearne	\$523,855	1,201	\$436	\$112	\$134,512
State**	\$1,315,831,789	4,059,619	\$324	-	-

Source: Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2000-01; Academic Excellence Indicator

System (AEIS), 2000-01.

* 2000-01 is the most current data. **Used budget data for state.

Exhibit 6-7 shows the total staff hours of the Food Services Department.

**Exhibit 6-7
Food Services Department Staff Hours
2001-02**

School	Number of Serving Days	Total Staff Hours Each Day	Total Staff Hours Each Year
Elementary School	180	51	9,180
Middle School/High School	180	58	10,440
Total			19,620

Source: IISD Food Services Department, April 2002.

The review team then calculated how many meals were served. The traditional method for measuring productivity is to compare meal equivalents served in a given period with the labor hours used to generate those meals. This productivity indicator is called meals per labor hour (MPLH). When calculating staffing requirements, it is essential to know the number of breakfasts and lunches served and the total dollars in al la carte sales. Breakfasts and al la carte items do not require as much work as lunches; therefore, an equivalency rate is needed for the purpose of comparison. Generally, industry analysts assume that each lunch served equals one meal and three breakfasts equal one lunch. Dollar sales for al la carte items are divided by three, since industry standards equate \$3 in sales to one meal. **Exhibit 6-8** shows the calculation of MEQ served at IISD during the month of October 2001.

**Exhibit 6-8
IISD Meal Equivalents
October 2001**

Meal Equivalents	Elementary School	Middle/High School	Total
Breakfast			
Full Price	605	758	1,363
Reduced Price	541	437	978

Free	3,867	2,928	6,795
Adult	22	72	94
Total Breakfast Meals	5,035	4,195	9,230
Total Meal Equivalents = Total Breakfasts / 3	1,678	1,398	3,077
Lunch			
Full Price	3,262	4,617	7,879
Reduced Price	984	1,430	2,414
Free Lunch	6,000	6,918	12,918
Adult Lunch	324	639	963
Total Lunch Meals Equivalents = Meals Served	10,570	13,604	24,174
A la Carte			
A la carte sales	2,423	14,635	17,058
Total A la Carte Meal Equivalents = A la Carte / 3	808	4,878	5,686
Total Meal Equivalents	13,056	19,880	32,937
Number of Serving Days	22	22	22
Average Daily Meal Equivalents	593	904	1,497

Source: IISD School Lunch and Breakfast Programs Attendance Report, October 2001.

Note: Calculated numbers are rounded off.

Dividing the total meal equivalents for the month by the number of serving days yields average daily meal equivalents.

This average daily meal equivalent, in turn, can be used to determine the industry standard number of labor hours needed to prepare the meal equivalents. IISD uses an on-site production system to prepare and serve meals. This on-site system includes a conventional system and a convenience system. The conventional system includes the preparation of food using raw ingredients; the use of some bakery bread and prepared pizza; and the washing of dishes. In contrast, the convenience system maximizes the amount of processed food and disposable wares. TSPR

uses the conventional system to evaluate food services because it is a more conservative approach.

IISD's average daily meal equivalent is 593 for the elementary school cafeteria and 904 for the middle/high school cafeteria. The staffing guideline for an on-site production facility using a conventional system is presented in **Exhibit 6-9** and shows that the recommended MPLH is 15 for the elementary school cafeteria and 19 for the middle/high school cafeteria.

Exhibit 6-9
Staffing Guidelines for On-Site Production

Number of Meal Equivalents for each day	MPLH For Conventional Preparation System
Up to 100	8 - 10
101 - 150	9 - 11
151 - 200	10-11 - 12
201 - 250	12 - 14
251 - 300	13 - 15
301 - 400	14 - 16
401 - 500	14 - 17
501 - 600	15 - 17
601 - 700	16 - 18
701 - 800	17 - 19
801 - 900	18 - 20
901 and up	19 - 21

Source: School Foodservice Management for the 21st Century, Fifth Edition, 1999.

Once the recommended MPLH is determined, one can divide the average daily meal equivalents at each school by the recommended MPLH. The recommended labor hours each day should be 39.5 at the elementary school cafeteria and 47.6 at the middle/high school cafeteria.

As shown in **Exhibit 6-10**, subtracting the recommended labor hours a day from the actual labor hours each day results in 21.9 overstaffed hours.

**Exhibit 6-10
IISD Meals Per Labor Hour
October 2002**

	Average Daily MEQ	Recommended MPLH	Recommended Labor Hours per Day	Actual Labor Hours per Day	Overstaffing Hours
Elementary School	593	15	39.5	51	11.5
Middle/High School	904	19	47.6	58	10.4
District Total	1,496		87.1	109	21.9

Source: SoCo Consulting, Inc.

Recommendation 54:

Implement industry staffing productivity measures and reduce cafeteria staffing accordingly.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the business manager to develop guidelines for measuring and monitoring MPLH.	September 2002
2.	The business manager adjusts cafeteria staff hours.	October 2002
3.	The business manager measures and monitors MPLH on an ongoing basis.	November 2002
4.	The superintendent/business manager implement staffing measures and reduce staff accordingly.	January 2003

FISCAL IMPACT

IISD's Food Services Department is overstaffed by 3,942 hours annually (21.9 hours per day x 180 days). At an average hourly labor cost of \$9.10, which includes benefits, the district could save \$35,872 (3,942 hours x

\$9.10 average hourly labor cost) annually by implementing industry standard staffing methods. The first year would be prorated to begin in January, resulting in a savings of \$17,936 (\$35,872/2).

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Implement industry staffing productivity measures and reduce cafeteria staffing accordingly.	\$17,936	\$35,872	\$35,872	\$35,872	\$35,872

FINDING

The Food Services Department is not charged for utilities and custodial expenses it uses. Federal guidelines stipulate that these charges can be paid from Food Services Department funds instead of the district's general fund, leaving more money in the general fund for educational service and delivery. The Food Services Department could budget to cover these expenses in addition to the direct expenses of labor and food.

Exhibit 6-11 shows budgeted revenues and expenditures for the Food Services Department's operations for the 2001-02 school year.

**Exhibit 6-11
Food Services Budget
2001-02**

Revenues	\$613,600
Payroll	\$236,500
Professional Services	\$8,000
Food	\$290,000
Non-Food	\$33,500
USDA Donated Commodities	\$20,000
General Supplies	\$24,000
Travel and Subsistence-Employee Only	\$1,200
Miscellaneous Operating Costs	\$400
Total Expenses	\$613,600
Profit (Loss)	\$0

Source: IISD General Ledger Report dated 03/29/02.

The fund balance in the Food Services Department was \$152,278 at the beginning of the 2001-02 school year.

The costs of utilities, telephones, repairs and maintenance, custodial labor and supplies can be allocated to food services operations using the amount of square footage occupied by the food services operation compared to district's total square footage. Allocations also can be made based on the number of full-time employees (FTEs) in food services compared to total FTEs in the district, or some combination of these two methods. **Exhibit 6-12** shows how the two methods are used.

**Exhibit 6-12
Cost Allocation Processes**

Square Footage Method			FTE Method		
A.	District's Total Square Footage	279,285	A.	District's Total FTE Count	265.2
B.	Square Footage of the Cafeteria	17,424	B.	FTE Count for the Cafeteria	13.6
C.	Divide B by A	6.2%	C.	Divide B by A	5.1%
D.	Total Utilities and Custodial Expenses	\$1,037,053	D.	Total Utilities and Custodial Expenses	\$1,037,053
E.	Total Costs to Allocate (C multiplied by D)	\$64,297	E.	Total Costs to Allocate (C multiplied by D)	\$53,182

Source: IISD Utilities, custodial and maintenance costs and square footage.

A school district should strive to minimize its use of local funds while maximizing the federal dollars. Federal funding can cover expenses such as utilities and custodial care.

Tyler Independent School District has developed a cost-allocation system enabling the district to recover costs for utilities and custodial maintenance services resulting from its food services operations. Custodial and utility costs were developed on a per square-foot ratio, and costs were transferred from the general operating budget to the food services budget.

Recommendation 55:

Develop a cost-allocation process to recover the cost of utilities, custodial and maintenance services dedicated to the food services operation.

A cost-allocation model would help the district identify the true costs of operating its cafeterias. All costs related to district utilities, custodial and maintenance services currently are budgeted to and expended from the district's general fund account. A cost-allocation model for the Food Services Department should result in more dollars available to the district's general fund, since the Food Services Department is budgeted and accounted for separately. The Food Services Department then will be charged for actual use.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The CFO determines the costs for utilities, custodial and maintenance costs and allocates the cost to the Food Services Department operations.	September 2002
2.	The CFO documents procedures used to perform the allocations.	September 2002
3.	The CFO ensures that overhead cost allocations to the Food Services Department are made on a monthly basis.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources. The Food Services Department being billed for its utilities will free up general fund money that can be used in the classroom.

Chapter 6

FOOD SERVICES

C. STUDENT MEAL PARTICIPATION

School districts that take part in the federal lunch program receive cash subsidies and donated commodities from the USDA for each meal they serve. In return, they must serve lunches that meet federal requirements and offer free or reduced-price lunches to eligible children.

IISD participates in the NSLP, SBP and USDA Donated Commodities Distribution Program. About 51 percent of the IISD students qualified for free and reduced-price meals in the 2000-01 school year. As in many other districts, a much larger percentage of IISD's students participate in the lunch program than in the breakfast program, regardless of whether they are in the free and reduced-price program or pay full price.

The district has a closed school policy, which means that students cannot leave schools for lunch.

FINDING

The district has created a "combo meal" that contains two a la carte items and a sandwich the district purchases from Subway Sandwich Shop to provide students with a nutritional alternative to the regular menu items served in the cafeteria during lunch.

These combo meals provide students with well-balanced meals that qualify as reimbursable meals in the National School Lunch Program, thereby increasing the district's federal reimbursement revenue.

COMMENDATION

Serving combo meals increases the district's federal reimbursement revenues.

FINDING

The district's low breakfast participation results in reduced federal revenue. The number of students eating in the cafeteria is measured by participation rates. The average daily participation (ADP) is an average rate measuring what percentage of all students eat in the cafeteria on a daily basis. The average daily attendance (ADA) is the percentage of all students enrolled who show up for school on a daily basis. Expected meal participation rates are 70 percent for elementary schools, 60 percent for

middle schools and 50 percent for high school. IISD has one cafeteria for its middle school and high school. Therefore, the review team averaged the industry participation rates for middle school and high school cafeterias to produce in an expected participation rate of 55 percent for a combined middle/high school cafeteria. The actual breakfast participation is 42 percent in the elementary cafeteria and about 21 percent in the middle/high school cafeteria (**Exhibit 6-13**).

**Exhibit 6-13
IISD Breakfast Participation Rates Versus Expected
October 2001**

	ADA	ADP	Actual Participation Rate	Expected Participation Rate	Variance + or (-)	Elementary School	542.5	228	42.0%	70%	(28.0%)
Middle/High School	879.5	187	21.3%	55%	(33.7%)						

Sources: IISD Average Daily Attendance Report, October 2001, Food Services Department Cash and Meal Service Report, October 2001.

Students do not arrive at school in time to eat breakfast before class. The district's bus schedule shows that several buses do not arrive at the schools until 7:55 A.M. The breakfast bell schedule shows that the end of the breakfast service time at both cafeterias end between 7:50 A.M. and 7:55 A.M. **Exhibit 6-14** displays the bell schedules for the breakfast at all the schools.

**Exhibit 6-14
Breakfast Service Times**

School	Start Time	Stop Time
Elementary School:		
Kindergarten & 3rd Grade	7:10 A.M.	7:50 A.M.
Grade 4	7:10 A.M.	7:50 A.M.
Grade 5	7:10 A.M.	7:50 A.M.
Grade 1	7:10 A.M.	7:50 A.M.
Grade 2	7:10 A.M.	7:50 A.M.
Middle School		

Grade 6 through 1/2 of Grade 7	7:20 A.M.	7:55 A.M.
1/2 Grade 7 through Grade 8	7:20 A.M.	7:55 A.M.
High School		
1/2 Grades 9-12	7:20 A.M.	7:55 A.M.
1/2 Grades 9-12	7:20 A.M.	7:55 A.M.

Source: IISD Food Services Department, April 2002.

The review team surveyed four groups within the IISD community: teachers, district administrators, parents and students. A comment submitted by one of the high school students stated that "My bus comes from Hunt [and] we arrive at school in the morning at 7:55 A.M. with no time to eat." Ysleta ISD allows its high school students to eat on buses en route to school. Lasara ISD brings breakfast to children in the classroom in grades 2 through 8.

Water Valley ISD has taken innovative steps to encourage participation in its breakfast program. Each morning, the superintendent delivers grab-and-go breakfasts consisting of breakfast burritos to the high school. This program has become extremely popular and sells out each morning. In addition, it gives the students an opportunity to develop a closer relationship with the superintendent.

Tyler ISD prepared and circulated a questionnaire to solicit feedback from students and faculty on the acceptability of lunch and breakfast meals, and made appropriate changes. Breakfast and lunch participation increased by 13 percent and 9 percent respectively in the first two years of implementation. Since then, meal participation grew by 1 percent in 1997-98 and by 3 percent in 1998-99.

Recommendation 56:

Develop strategies to increase breakfast participation.

IISD can increase breakfast participation by working with the Transportation Department to ensure that buses arrive in time for students to eat breakfast; providing grab-and-go bags for middle and high school students; and surveying students on what they would like to eat.

Increased student meal participation not only increases federal reimbursements, but also helps to ensure that more students receive the nutrition they need to perform well during the school day.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Food Services supervisor issues a districtwide survey to students and parents to determine meal preferences.	September 2002
2.	The Food Services supervisor analyzes the survey results and makes changes to menus and recipes accordingly.	October 2002
3.	The Food Services supervisor implements other practices designed to increase participation, such as grab-and-go breakfasts.	October 2002 and ongoing
4.	The Food Services supervisor works with the director of Transportation, the CFO and the assistant superintendent to create transportation schedules that deliver children to school in time to eat breakfast.	February 2003

FISCAL IMPACT

If the district uses the recommended strategies, it can increase breakfast participation rates gradually at a rate of 28 percent to achieve the expected rate in high school of about 49 percent and 70 percent in the elementary cafeteria. If IISD increases rates as recommended, the district could anticipate a total increase in revenues of \$20,990 per year (**Exhibit 6-15**).

**Exhibit 6-15
Projected Revenues for Increased Breakfast Participation**

Meal	Number of Meals Served	Increase in Participation Rate	Total Number of Meals Served After Rate Increase	Total Additional Meals Served	Federal Reimbursement Rate 2000-01	Increase in Revenue
Breakfast: full price	9,364	28%	11,986	2,622	\$0.21	\$551
Breakfast: reduced	6,585	28%	8,429	1,844	\$0.85	\$1,567
Breakfast: free	48,141	28%	61,620	13,479	\$1.15	\$15,501
Breakfast: severe need reduced	6,585	28%	8,429	1,844	\$0.22	\$406

Breakfast: severe need free	48,141	28%	61,620	13,479	\$0.22	\$2,965
Total Anticipated Revenues						\$20,990

Source: IISD School Lunch and Breakfast Programs Attendance Report, October 2001.

After subtracting the meal costs associated with the increase in participation, the district could anticipate a net profit of \$8,730 annually (**Exhibit 6-16**).

**Exhibit 6-16
Projected Net Profit**

	Meal Costs	Total Additional Meals Served	Increase in Cost for Meals
Total Anticipated Revenues			\$20,990
Breakfast: full price	0.6832	2,622	(\$1,791)
Breakfast: reduced	0.6832	1,844	(\$1,260)
Breakfast: free	0.6832	13,479	(\$9,209)
Total Meal Costs			(\$12,260)
Total Net Revenues			\$8,730

Sources: IISD meal costs, 2001-2002; IISD School Lunch and Breakfast Programs Attendance Report, October 2001.

Since the recommendation would be implemented during the fall of 2002-03, first year savings are estimated at one-half (\$8,730/2).

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Develop strategies to increase breakfast participation.	\$4,365	\$8,730	\$8,730	\$8,730	\$8,730

FINDING

Students complain of long lines and not enough time to eat in the middle/high school cafeteria. The review team observed the lunch lines

and noticed that students waited in food lines for 15 to 20 minutes, leaving them as little as 10 minutes to eat.

Principals usually schedule elementary children to go to the cafeteria at specific times, by class. These schedules encourage "just in time" or "batch" cooking. Middle and high school students, by contrast, ordinarily go in larger groups and have fewer lunch periods. Secondary school students are not willing to stand in line more than 10 minutes. If the rate of service is 10 to 12 meals each minute, a line of more than 100 students will cause discontentment.

The review team surveyed students with each survey question phrased as a statement. Respondents were asked to respond to each statement with one of the following options: no opinion, strongly agree, agree, neutral, disagree and strongly disagree. **Exhibit 6-17** shows that the majority of students disagreed with the statement "students wait in line no longer than 10 minutes."

Exhibit 6-17
Food Services Survey Results
Disagree or Strongly Disagree

	Students
Students wait in food lines no longer than 10 minutes.	76.6%

Source: TSPR.

The following are just a few of the comments submitted by students about the excessive wait time:

- "We need longer lunch periods, we don't have enough time to eat."
- "We need more time to eat lunch because we stand in line 20 minutes and have 10 minutes to eat, that's not enough."
- "We spend, on average, about 15 minutes waiting in the lunch lines."
- "Lunchtime is not long enough for everyone to get their food and eat."

The lunch-service bell schedule shows when students are released from class to go to the cafeteria for lunch. As shown in **Exhibit 6-18**, IISD does not use staggered meal periods to ensure that all students are served promptly. "Staggering" means to bring in groups or classes of students into the cafeteria in ten to fifteen minute intervals, such as K at 11:00 A.M., grade 1 at 11:10, grade 2 at 11:20, etc.

**Exhibit 6-18
Lunch Service Times**

School	Start Time	Stop Time
Elementary School:		
Kindergarten & 3rd Grade	11:00 AM	11:30 AM
Grade 4	11:40 AM	12:10 PM
Grade 5	11:45 AM	12:10 PM
Grade 1	12:20 PM	12:50 PM
Grade 2	12:25 PM	12:55 PM
Middle School		
Grade 6 through 1/2 of Grade 7	11:05 AM	11:35 AM
1/2 Grade 7 through Grade 8	11:40 AM	12:40 PM
Special education students		
All students	12:10 PM	12:40 PM
High School		
1/2 Grades 9-12	12:35 PM	1:05 PM
1/2 Grades 9-12	1:05 PM	1:35 PM

Source: IISD Food Services Department, April 2002.

Staggered lunch periods improve the flow of students through serving lines, allow kitchen workers to restock food lines, reduce cafeteria noise and confusion and improve oversight and security during lunch periods.

Recommendation 57:

Stagger serving times at all schools.

IISD should stagger lunch serving times to help reduce the amount of time that students spend waiting in line to eat. Care should be taken to begin meals at times that best meet the needs of the various student groups.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The CFO works with the Food Services managers and school principals to determine the number of lunch periods required	September 2002
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	and their appropriate times.	
2.	The CFO, Food Services managers and school principals prepare individual school lunch schedules and work programs for Food Services personnel.	September 2002
3.	The Food Services Department implements the staggered lunch periods districtwide.	October 2002
4.	The CFO monitors the lines to determine if they are excessive.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 7

COMPUTERS AND TECHNOLOGY

This chapter examines the computer and technology services provided by the Ingram Independent School District (IISD) in three sections.

- A. Technology Planning and Budgeting
- B. Technology Management and Operation
- C. Public Education Information Management System

Use of automation enables school districts to enhance instructional, and business programs.

Significant efforts to build technology infrastructure in Texas is evident through the thousands of public school awards provided by the Telecommunications Infrastructure Fund Board (TIF), Technology Literacy Challenge Fund grants and the E-Rate discounts.

Chapter 7

COMPUTERS AND TECHNOLOGY

A. TECHNOLOGY PLANNING AND BUDGETING

The Texas Education Code (TEC) requires each school district to include in its district improvement plan ways to integrate technology into its instructional and administrative programs. To create an effective technology plan, the district should not only include goals and strategies for instructional technology, but also should include specifics about how to automate or streamline administration to eliminate excessive paper shuffling that can drain district resources from the classroom.

Successful technology plans use information developed from an analysis of the district's work orders to plan staffing, training and work schedules. A district can analyze the time it takes to perform routine tasks and research alternatives to increase efficiency and reduce cost. The best plans contain clear goals, objectives and forecasted actions designed to complete technology projects. Well organized plans also assign individual responsibility for implementation and identify target dates to mark the milestones necessary to achieving success.

FINDING

The district's technology management has no staffing forecasting formula and is unable to project staffing needs. As the number of computers, printers, servers and software packages increases, so will the demands for service and the need for technical employees.

The IISD Technology Department has three people—a director, technician and secretary—to respond to incoming calls for help and to support 355 computers, 135 printers and eight network servers. IISD technology personnel are responsible for installing, maintaining, upgrading and repairing an ever-increasing number of instructional and administrative desktop computers, servers, printers, networks and software packages.

To project the number of staff needed to support a district's computer users, various formulas can be used. One formula anticipates that technology staff should expect 1.2 to 1.5 calls each month from each employee who has a computer supported by the Technology Department. For the district's 355 computers at 1.2 calls each month, 426 calls each month are projected. Once the number of calls each month is projected, the number of staff needed to service those calls can be calculated.

Exhibit 7-1 shows this formula.

Exhibit 7-1
Example of IISD Factors for Service Calls Staffing Formula

Factors		Explanation	IISD Estimate
A.	Expected number of calls each month	1.2 calls each month from each of the 355 computer users the Technology Department supports.	426
B.	Expected average duration of the call, expressed in hours	If you have no call history, this factor must be estimated. Call duration must be expressed in hours. Estimated at 12 minutes or 0.2 hours per call.	0.2
C.	Subtotal (A X B)		85.2
D.	Working hours each month	One technician = eight hours per day. Subtract 1.5 hours for lunch and breaks. Equals 6.5 hours on the job each day. Total hours per month (21 working days) = 136.5 hours.	136.5
E.	Estimated utilization	The employee doing this job will not be on the phone or repairing technology 100 percent of the time. This is the estimate of what percentage of time the technician will spend either on the phone or repairing technology.	75%
F.	Percentage availability	The technician will be taking vacation time, attending training and taking occasional sick leave. Each technician is available 75 percent of the time.	75%
G.	Subtotal (D X E X F)		76.8
Number of Technology Staff Needed to Answer Service Calls (C divided by G)			1.1

Source: Running an Effective Help Desk, Barbara Czegel, Second Edition.

By placing the Technology Department's estimates into the staffing formula, IISD needs 1.1 employees for responding to service requests. This formula only takes into account service calls and does not include project work.

Project work may include: researching technology alternatives; installing new software; improving the Web site; applying software fixes from

Regional Education Service Center XX (Region 20) for the Regional Service Center Computer Cooperative (RSCCC) software system; ensuring that the GradeSpeed software package can upload seamlessly to the RSCCC's PEIMS data; and converting the VHS tapes to digital format so that teachers can obtain CDs from their desktop computers. Projects arise continually and must be balanced with the time required to maintain the network of computers in the district and resolve any problems relating to their operation.

Further, as the district's technology needs grow in number and complexity, some tasks or services may be best performed on a contract basis. As this occurs, district staffing needs may change.

Recommendation 58:

Examine all technology-related staffing needs and tie staffing levels to expected performance measures.

The IT director should investigate the various staffing formulas used by IT organizations to estimate staff needed and choose the one which best suits IISD's needs.

These needs should be annually evaluated and adjusted as part of the annual planning cycle.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Technology support supervisor selects the staffing formula that best suits the district's needs.	September 2002
2.	The Technology support supervisor makes the staffing formula recommendation to the assistant superintendent of Curriculum and Administration and the superintendent.	October 2002
3.	The superintendent approves the staffing formula.	October 2002
4.	The Technology support supervisor and the assistant superintendent of Curriculum and Administration make budget recommendations to the superintendent based on the staffing formula for the following school year.	November 2002 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district does not budget for technology-related staff training needs nor assess the technology skill levels of existing staff. If technology staff do not keep their technology skills current, they will not be able to provide adequate support to teachers, administrators and students.

The Technology director budgets funds to train his staff. Principals are responsible for budgeting funds for their staff's technology training. **Exhibit 7-2** shows the total dollars spent in the last five years for all IISD training. Only training for the technology staff is included in the Technology budget. Technology training for all other employees is included in the Instructional and Curriculum-related budgets.

Exhibit 7-2
IISD Staff Development Expenditures
1996-97 through 2000-01

Budget	1996-97	1997-98	1998-99	1999-2000	2000-01
Technology	\$0	\$0	\$892	\$3,202	\$3,906
Instructional	\$2,441	\$7,342	\$3,687	\$5,523	\$7,436
Curriculum- Related	\$0	\$17,362	\$25,952	\$29,192	\$24,253
Available Training Dollars	\$2,441	\$24,704	\$30,531	\$37,917	\$35,595

Source: Ingram Independent School District (IISD) Chief Financial Officer and Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 1996-97 through 2000-01.

In 2000-01, IISD spent \$3,906 for technology training, while it budgeted \$94,336 for the entire Technology Department. The Department of Education (DOE) recommends training should account for 30 percent of a district's technology budget. This percentage is a goal that is reached by only a few technology-driven organizations. If IISD followed DOE's guidelines, however, the district IISD would be spending more than \$28,000 on technology training. If the district only attained half of DOE's recommended goal, it would budget 15 percent of its technology budget on training, which would amount to \$14,000.

The district also does not annually assess the skill levels of existing end-user staff to determine what training is needed.

The district has the equipment necessary to offer distance learning. For the most part, however, the equipment is left in an empty room. The district only used it twice during the 2000-01 school year. The district has not yet

used distance learning for dual-credit courses, AP courses, teacher in-service training or staff training. In the meantime, the district has already paid its Start Net dues of \$5,400, and in January 2002 started paying a monthly video bridging facilitation fee of \$200 a month to Region 20.

Fort Bend Independent School District had all of its employees complete a self-assessment checklist to determine their current technology skill level and training needs. These checklists helped the district's instructional technology specialist to individualize training efforts and to plan future training sessions. The district started a four-year plan for technology staff development in the spring of 1999 to meet the district's long-range plan for technology.

Recommendation 59:

Develop a long -range plan to provide appropriate technology training for all district staff. The overall plan should incorporate distance learning, which can save the district travel money.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent instructs the assistant superintendent to research surveys and self-assessments that can be used to ascertain the staff's current technology skill levels.	September 2002
2.	The assistant superintendent administers the self-assessment to IISD employees using e-mail if appropriate.	October 2002
3.	The assistant superintendent analyzes the results and meets with the Technology director to determine training needs.	November 2002
4.	The assistant superintendent, Technology director and the superintendent meet to identify and prioritize the most important training requirements.	November 2002
5.	The assistant superintendent and Technology director prepare a budget that includes the monetary requirements for the necessary training and then submit the budget to the chief financial officer (CFO) so it can be included in the district's budget planning process.	December 2002
6.	The assistant superintendent selects staff to attend training that will satisfy the training requirements and meet the budget limitations.	January 2003
7.	The assistant superintendent monitors progress by using self-assessment tools.	January 2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

IISD does not systematically plan how the district will provide students and staff with enough computers.

IISD has 355 personal computers installed in the district as illustrated in **Exhibit 7-3**. More than 40 percent of these computers were used by 263 administrators, teachers and other staff in 2001-02, resulting in a 1.6-to-1 staff-to-computer ratio. Students are provided computer access in specialized computer labs or the libraries. The teacher is the only person in the classroom equipped with a computer, and it is primarily used for grade reporting and instructional delivery projects.

Exhibit 7-3
Total Personal Computers at IISD

School Facility	Location of Computers	Quantity of Administrative PCs	Quantity of Student PCs
Ingram Tom Moore High School	Administration	11	
	Teachers	37	
	Computer Labs		78
	Library		12
Ingram Middle School	Administration	7	
	Teachers	29	
	Computer Labs		48
	Library		6
Ingram Elementary School	Administration	10	
	Teachers	43	
	Computer Labs		48
	Library		6
Alternative Education	Administration	2	

School	Teachers	3	
	Classroom		3
Central Office	Administration	12	
Total		154	201
Percent of Total		43%	57%

Source: IISD Technology director.

To make technology a viable instructional tool requires schools to have a sufficient number of computers so that all students can have full and easy access to a computer. The Texas Education Agency (TEA) created a *Long-Range Plan for Technology 1996-2010*, which set short-term, mid-term and long-term goals for the number of computers for each student in Texas classrooms. In the plan, TEA sets short-term goals for 2003-2004, mid-term goals for 2005-07 and long-term goals of 2008-2010. The plan states that school districts have the most to benefit by implementing and maintaining the suggested ratios of workstations to students and educators and by determining how best to deploy the workstations to ensure universal accessibility. The plan's short-term goal is a student-to-workstation ratio of four to one, while the mid to long-term goal is a student-to-workstation ratio of one to one. The goal for the educational staff-to-workstation ratio is one to one.

IISD has 7.5 students for one computer, which is 3.5 more students per computer than the TEA short-term goal of four as illustrated in **Exhibit 7-4**. Ingram High School students, however, have more computers per student than do the middle and elementary school students. The elementary students are significantly below TEA's short-term goal.

**Exhibit 7-4
IISD Students-to-Computer Ratio**

School	Student Enrollment	Number of Student Computers (All Internet)	Number of Students for Each Computer	More (Less) Favorable than TEA Short-Term goal of Four Students to One Computer (4:1)

Ingram Tom Moore High School	512	93*	5.5	(1.5)
Ingram Middle School	407	54	7.5	(3.5)
Ingram Elementary School	579	54	10.7	(6.7)
Total	1,498	201	7.5	(3.5)

*Source: TEA, PEIMS, 2001-02, IISD Technology director and TEA Long-Range Plan for Technology, 1996-2010. *Includes three computers for the Alternative Education School.*

School districts all around the state are incorporating TEA's technology goals into their strategic plans.

Recommendation 60:

Improve the student-to-computer ratio to meet state standards over the next five years.

IISD has an enrollment of 1,498 students. To reach a 4-to-1 students to computer ratio, IISD must add 174 personal computers, which are accessible to the students in the classroom, labs and libraries. The middle school would need another 48 computers, the high school would need 35 and the elementary school another 91 computers, for a total of 174.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Technology director researches funding sources and grants to improve the student-to-computer ratio in the elementary school and middle schools.	September 2002
2.	The Technology director submits the grant applications to the board for approval.	October 2002
3.	The Technology director adds a goal in the technology plan to achieve a 4-to-1 student to computer ratio within three years.	November 2002
4.	The Technology director starts acquiring and installing computers.	November 2002 and Ongoing

FISCAL IMPACT

Based on a student enrollment of 1,498, to meet the TEA short-term technology goal of four students for one computer, the district would need 375 computers. This number is an increase of 174 computers more than the district's current student computer inventory of 201. According to the district's Technology director, computers currently cost about \$1,000. This figure amounts to a total expenditure of \$174,000, or \$34,800 each year if the purchases are spread out over a five-year period.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Improve the student-to-computer ratio to meet state standards over the next five years.	(\$34,800)	(\$34,800)	(\$34,800)	(\$34,800)	(\$34,800)

FINDING

According to the IISD Technology director, the district has no disaster recovery plan. A disaster recovery plan for a district's digital information and services is vital, because an increasing number of processes are being completed with computers and more information is obtained and stored on computers. In a disaster, districts must be able to continue functioning with limited disruption to their day-to-day operations.

The district performs daily data backups of servers and workstations, but it does not have any written procedures that formally documents this activity. The backup is performed automatically to a tape, which is taken to the high school. However, the district has no off-site data storage. The lack of written backup procedures exposes the district to an unacceptable risk in the event of a catastrophe. If the district has a fire, tornado or other catastrophic event that destroyed the hardware, there is no alternate location from which to operate its computer systems until the hardware is replaced.

Essential elements of a disaster recovery plan include appointing a disaster recovery team; compiling a list of persons to contact after a disaster; and creating a list of critical school functions, essential office equipment and required staffing levels needed immediately after a disaster. A disaster recovery plan must include contingency and backup plans for information technology as described in **Exhibit 7-5**.

Exhibit 7-5 **Summary of Key Disaster Recovery Plan Elements**

Step	Details
Build the disaster recovery team	<ul style="list-style-type: none"> • Identify a disaster recovery team that includes key policymakers, building management, end-users, key outside contractors and technical staff.
Obtain and/or approximate key information	<ul style="list-style-type: none"> • Develop a complete list of critical activities performed within the district. • Develop an estimate of the minimum space and equipment necessary for restoring essential operations. • Develop a timeframe for starting initial operations after a security incident. • Develop a list of key personnel and their responsibilities.
Perform and/or delegate key duties	<ul style="list-style-type: none"> • Develop an inventory of all assets, including data, software, hardware, documentation and supplies. • Set up a reciprocal agreement with comparable organizations to share each other's equipment or lease backup equipment to allow the district to operate critical functions in the event of a disaster. • Make plans to procure hardware, software and other equipment as necessary to ensure that critical operations are resumed as soon as possible. • Establish procedures for obtaining off-site backup records. • Locate support resources that might be needed (for example, equipment repair, trucking, and cleaning companies). • Arrange with vendors to provide priority delivery for emergency orders. • Identify data recovery specialists and establish emergency agreements.
Specify details within the plan	<ul style="list-style-type: none"> • Identify individual roles and responsibilities by name and job title so that everyone knows exactly what needs to be done. • Define actions to be taken in advance of an occurrence or undesirable event. • Define actions to be taken at the onset of an undesirable event to limit damage, loss and compromised data integrity. • Identify actions to be taken to restore critical functions.

	<ul style="list-style-type: none"> • Define actions to be taken to re-establish normal operations.
Test the plan	<ul style="list-style-type: none"> • Test the plan frequently and completely. • Analyze the results to improve the plan and identify further needs.
Deal with damage appropriately	<ul style="list-style-type: none"> • If a disaster actually occurs, document all costs and videotape the damage. • Be prepared to overcome downtime on your own; insurance settlements can take time to resolve.
Consider other significant issues.	<ul style="list-style-type: none"> • Do not make a plan unnecessarily complicated. • Make one individual responsible for maintaining the plan, but structure it so that others are authorized and prepared to implement the plan if needed. • Update the plan regularly and whenever changes are made to your system.

Source: Adapted from Tom Szuba's Technology and Security Task Force, National Forum on Education Statistics, "Safeguarding your Technology," November 18, 1998.

Recommendation 61:

Prepare a written disaster recovery plan and data backup procedures and implement them.

A comprehensive disaster recovery plan will help the district resume technology operations more quickly if a disaster occurs. Obtaining and reviewing disaster recovery plans available from Region 20 and other school districts in the area could speed the planning process.

Formal written procedures for data backup will help the district identify weaknesses and ensure all data in the district are systematically backed up.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent establishes a disaster recovery team, composed of the Technology director, the chief financial	September 2002
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	officer, computer lab staff and representatives from the Food Services, Maintenance and Transportation Departments.	
2.	The disaster recovery team develops the disaster recovery plan.	October 2002 - November 2002
3.	The Technology director develops written procedures for data backup and off-site storage as part of the disaster recovery plan.	October 2002 - November 2002
4.	The disaster recovery team presents the disaster recovery plan to the superintendent and board for approval.	November 2002
5.	The board approves the plan.	December 2002
6.	The Technology director communicates the plan to the appropriate personnel.	January 2003
7.	The disaster recovery team operates a scheduled test of the plan.	January 2003
8.	The Technology director reports the results to the superintendent and the school board.	January 2003
9.	The disaster recovery team monitors ongoing plan review and testing, updating the plan as necessary.	February 2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district's technology plan is not reviewed during the year to assess the status of implementation or to determine if the plan should be modified based on a changing environment.

Exhibit 7-6 represents the review team's assessment of the status of each component within the 2001-04 Technology Plan.

Exhibit 7-6 IISD Technology Plan 2001-04 Assessment

Technology Plan Projects	Completed	Incomplete
Purchase the following:	Yes	

<ul style="list-style-type: none"> • Distance learning center • ELMO document station • One electric white board • Twelve personal LaserJet printers for high school teachers • Three network laser printers for high school staff/students • Tools for classroom use such as scanner, LCD project systems and digital cameras. • Seventy-five computers with Office Suite software 		
Provide staff training on the use of all new hardware.	Yes	
Investigate research-based electronic grade book system to be used district-wide.	Yes	
Middle and high school computer labs and libraries updated with new computers.	Yes	
Computer labs and libraries open after school hours for community and student use.		No Progress
Computer lab usage expanded to include Adult Education programs such as GED.	Yes	
Distance Learning Center at the high school installed and utilized by staff and students.		Installed, but limited usage
Begin district-wide use of e-mail communication as a tool to increase effectiveness.	Yes	
Develop technological competencies for students by grade level.		No Progress
Continue to provide staff development for teachers with particular focus on the ECOS system's online resources, methodology and virtual field trips.	Yes	
Expand dual credit course opportunities for students.		No Progress
Purchase 1 color laser and 1 network printer per school for staff and student use.	Yes	
Purchase research-based educational software for high school students in the four core areas.		No Progress
Continue to support evening education programs		No Progress

and seek to expand hours of operation for the libraries and labs.		
Purchase additional site licenses for NovaNet to expand adult education, GED and credit accrual programs.	Yes	
Purchase computer programming language software that will allow students to gain knowledge of current language used in the business world.	Yes	
Begin districtwide communication system to include e-lesson plans and e-interoffice memos.		No Progress
Continue staff development with emphasis on technology integration.		No Progress
Continue dual-credit course opportunities.		No Progress
Expand distance learning courses to include other districts in the state of Texas.		No Progress
Expand districtwide communication system to include desktop conferencing and staff development.		No Progress

Source: IISD Technology director interview, and Technology Plan 2001-04.

Projects included in the technology plan that require only the technology staff's attention are completed. Projects listed in the plan requiring school or district staff actions are not completed. According to the Technology director, the plan is not being tracked and monitored during the year to ensure completion. The superintendent, board and district management do not receive periodic updates the progress or problems encountered.

The TEC, Section 11.252, 3 (D), requires each school district improvement plan to include provisions for integrating technology into instructional and administrative programs. The best plans contain clear goals, objectives and action plans for technology projects. They assign individual responsibility for implementation steps and identify milestone dates for completion. Planning for new technologies is particularly important to education.

Smithville Independent School District (SISD) has improved the quality of overall district technology by developing a comprehensive technology plan, updating it continuously and using it to pursue needed resources. The plan identified four long-range goals and specific objectives, timelines and

budgets for meeting each goal. SISD conducted a comprehensive annual assessment of technology services and integration into instructional programs to monitor the status of the district's technology initiatives. This assessment was made available to all district stakeholders in a report.

Recommendation 62:

Provide a quarterly report to the superintendent and the board concerning the progress of implementing the district's technology plan.

The reports must answer the following questions: Is the district's technology mission statement being implemented? Are timetables being met? If not, why? Are projects being implemented at the cost promised by staff? Are the predicted results being produced? How much money and staff time is being spent on maintaining and repairing computers? If the answers are not satisfactory, the report should make recommendations and offer a plan for improving the effectiveness of technology programs. The board should regularly ask the Technology director, the school principals and the superintendent what progress is being made toward meeting the district's technology mission and fulfilling its technology plan.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent instructs the Technology director to develop a written report quarterly to summarize the technology plan progress, benefits realized to date, problems and suggested changes.	September 2002
2.	The Technology director and the school principals work with the superintendent to develop a reporting format suitable to communicate the results achieved.	October - December 2002
3.	The Technology director presents the report to the board by engaging the board in technology development within the district.	January 2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

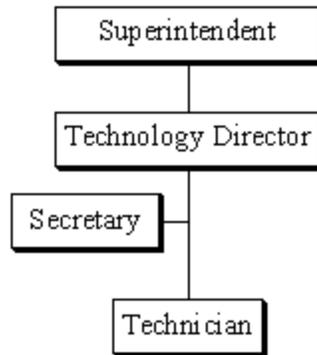
Chapter 7

COMPUTERS AND TECHNOLOGY

B. TECHNOLOGY MANAGEMENT AND OPERATION

The district's organization of its technology resources is highlighted in **Exhibit 7-7**. The Technology director reports directly to the superintendent, while two staff members support the director. A technology committee is appointed by the assistant superintendent and the Technology director to provide input on the district's technology direction. The committee meets once a year to work cooperatively with the Technology director to devise the contents of the next year's technology plan.

Exhibit 7-7
IISD Technology Organization



Source: IISD Technology director interview

IISD is continuing to improve the skill level of its technical staff by providing certification training to its technicians as **Exhibit 7-8** illustrates.

Exhibit 7-8
Technology Responsibilities and Certifications

Position	Certifications and Training	Future Plans
Director	<ul style="list-style-type: none"> • A+ Certification • Network Certification 	<ul style="list-style-type: none"> • Scheduled for server certification this summer • Needs Microsoft certification
Technician	<ul style="list-style-type: none"> • A+ Certification 	<ul style="list-style-type: none"> • Needs network and Microsoft certification

		Microsoft certification
Secretary	<ul style="list-style-type: none"> Technology specialist certification from Region 20 	<ul style="list-style-type: none"> Needs network and Microsoft certification

Source: IISD Technology director interview.

IISD's Technology Department is responsible for supporting 355 personal computers, 135 printers, eight servers, hubs, routers and audio-visual equipment. Each school and the administration office have a local area network (LAN). All locations have a fiber optic backbone, a network used to interconnect several networks together. All of the district's computers are connected to the Internet.

IISD spends just below the state average for budgeted dollars allocated to the Technology Department as **Exhibit 7-9** depicts. The state average is \$76 for each student, and IISD spends \$59 per student. All of IISD's peer districts spend far less than the state average and IISD.

**Exhibit 7-9
IISD Technology Budget per Student Comparison
2001-02**

District	Data Processing Budget	Student Enrollment	Budget each Student	More (Less) than the State Average For each Student
Ingram	\$87,950	1,498	\$59	(\$17)
Hearne	\$52,500	1,124	\$47	(\$29)
Hempstead	\$65,033	1,454	\$45	(\$31)
Yoakum	\$17,500	1,533	\$11	(\$65)
Smithville	\$14,000	1,853	\$8	(\$68)
State	\$314,553,149	4,165,101	\$76	NA

Source: TEA, PEIMS, 2001-02.

Exhibit 7-10 shows the district's technology expenditures as a percentage of the total operating budget. IISD spends less than 1 percent of its total budget on technology, which is less than the state average. It does, however, spend more than any of its peer districts.

Exhibit 7-10
IISD Technology Budget Comparison to Peer Districts
2001-02

District	Data Processing Budget	Total Operating Budget	Percent of Total Budget	More (Less) than the State Average	Equates to \$
Ingram	\$87,950	\$10,475,596	0.8%	(0.4%)	(\$41,902)
Hempstead	\$65,033	\$9,067,917	0.7%	(0.5%)	(\$45,340)
Hearne	\$52,500	\$8,830,232	0.6%	(0.6%)	(\$52,981)
Yoakum	\$17,500	\$11,031,639	0.2%	(1.0%)	(\$110,316)
Smithville	\$14,000	\$12,000,917	0.1%	(1.1%)	(\$132,010)
State	\$314,553,149	\$25,697,004,808	1.2%	-	-

Source: TEA, PEIMS, 2001-02.

FINDING

Any district employee who wants a computer is required to attend specific training about the care and operation of the computer. To receive a computer, the employee must take 15 hours of basic training, and then advanced training in the subsequent year. The employee can select the 15 hours from the following courses: Introduction to Policies; Network Essentials; E-mail; Word; Excel; Access; Power Point; Internet; Scanners/Digital Cameras; Desktop Publishing; Web Page Design; Multimedia Presentations; Distance Learning; and Field Work/Projects.

Because the Technology Department cannot provide the advanced training, employees attend classes at Region 20. Most teachers and employees have been receptive and have followed the training guidelines. The Technology director believes that the requests for assistance relating to the Microsoft suite of products has been reduced significantly as a result of this training.

COMMENDATION

District employees receive basic computer training before receiving a computer and advanced training to keep the computer.

FINDING

IISD has standardized its personal computer configuration to make it easier for the technicians to service and maintain the equipment. The computers all have Pentium III processors, 128 mg of memory, 15 to 20 gig hard-drives, 17-inch monitors, Internet access, CD ROMs and sound cards. The district contracts with a vendor in San Antonio that builds all of the computers, gives the district supplies and provides a three-year complete warranty.

COMMENDATION

IISD has standardized PC configurations to simplify servicing and reduce technician training.

FINDING

The IISD Technology Department does not have procedures to guide its operations. **Exhibit 7-11** shows suggested technology procedures for a school district and whether or not IISD has related procedures in place.

**Exhibit 7-11
IISD Technology Procedures Assessment**

Area	Suggested Technology Procedures	In Place	Not in Place
Safety and Security	Server file backup		No
	Individual workstation backup		No
	Virus protection use	Yes	
	Password issuance and changing		No
	System administration		No
	Disaster recovery		No
Technical Support	Hardware/software failure requests		No
	Resolving problems		No
	Handling an emergency		No
	Informing employees of system problems		No
	Closing technical support calls/requests		No
	Purchase requisitions		No
	End of school processing		No
	End of semester processing		No

Grants	Grant writing		No
	Grant accounting		No
Vendor-Supported Systems	Vendor documentation		No
	User requirements		No
	System requirements		No
	Cost-benefit justification of a new package		No
Budgeting	Cost-benefit justifications for changes		No
	Staffing formulas		No
Performance	Tracking critical management information		No
	Preparing and submitting performance reports to management and the board		No
	System utilization and capacity management		No
	Installing, configuring and updating software		No

Source: SoCo Consulting, Inc.

Recommendation 63:

Develop technology procedures.

IISD should document its procedures in a way that ensures they will be used and can be easily updated. This task can be accomplished by keeping procedures short and as simple as possible, keeping procedures on the intranet site accessible to all employees and regularly reviewing the procedures to keep them current.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the Technology director to develop written procedures.	September 2002
2.	The Technology director and staff members meet and develop deadlines for completing the new procedures, review what has been accomplished thus far, and develop tasks to be accomplished.	September 2002
3.	The Technology director presents the completed procedures manual to the superintendent for review and approval.	January 2003

4.	The Technology director reviews and updates the procedures annually.	July 2003 and Ongoing
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FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

IISD does not periodically meet with Region 20 to discuss the status of outstanding work requests. IISD is a member of the RSCCC. The RSCCC membership gives IISD the ability to use Region 20's software systems to support the district's administrative and instructional technology needs. IISD subscribes to three Region 20 systems: the Student System, the Business System and the PEIMS System. These systems contain many modules used by the district, including: Amended Budget, Asset Management, Budget, Check Reconciliation, Finance, Human Resources, Payroll, Query Module, Requisition, Attendance, Discipline, Grade Reporting, Registration, Scheduling, Special Education Management System, Student Health Assessment and Records and Evaluation.

Exhibit 7-12 shows all of the outstanding work requests with Region 20, including IISD's submissions and other districts' requests. IISD may not submit a request for a problem if a similar work request from another district has already been submitted to correct the same problem

**Exhibit 7-12
Region 20 Outstanding Work Requests
At April 4, 2002**

RSCCC Module	Number of Outstanding Work Orders	IISD Module Satisfaction from Principals and Staff
Attendance	65	This module needs improvements.
Discipline	12	All principals feel that this module is ineffective and incomplete, takes too long to prepare reports and obtain student records.
General	5	-
Grade Reporting	107	Use Gradespeed to capture grades and upload to RSCCC.
PEIMS	9	-
Registration	45	This module generally works well.

Special Education	17	IISD does not use this module.
SHARE (Health)	17	This module works well.
Scheduling	25	This module works fairly well.
Total	302	

Source: IISD Technology Department, April 2002.

One particularly troublesome problem for the district with the Region 20 software is the discipline module that is designed to track and report discipline incidents. The 2000 Discipline system should enable users to maintain information on student behavioral infractions and actions taken by school district personnel in response to those infractions, across multiple school years.

Some features of the discipline software include: the deletion of discipline records for a specific school year; mass assignment of discipline incident numbers; referral system management; digital photos saved in the database for evidence; staff response management and student behavior management. The software can produce discipline reports. These reports include: an Action Summary Report; a Detailed Incident Report; a Discipline Action Listing; a Discipline Referral Letter; an Offense Summary Report; a PEIMS Report and a TEA Evaluation Report.

Some IISD administrators no longer use the discipline reports generated from the system because the system is not user-friendly, and it is faster to pull the student's file than wait for the system. They complain that the RSCCC system is hard to navigate and the processing time for obtaining reports is excessive. Several school administrators said they input query requests into the system and walk away from it because it takes so long to retrieve the necessary data, up to 20 or 25 minutes in some cases. Therefore, in order to perform any kind of meaningful analysis, the school administrators have been taking the raw data from the system and manipulating it in a spreadsheet for what they need. The administrators also have not been able to obtain reports that show the number of students referred to judges and the actions of the judges.

A quality software program is event-driven. For instance, the user can enter incident data for a student and then electronically route the transaction to the principal for a signature or comment, or whoever needs to see the information. Most importantly, quality software programs allow for easy input and provide meaningful reports at both the student level and

summary level. A sample quarterly report might contain all students who have had 10 incidents reported.

IISD does not meet with Region 20 to help shape priorities to explain the adverse affect the district is experiencing because of a problem, to express the need for better, more complete testing practices or to obtain commitments on implementation dates.

Recommendation 64:

Communicate regularly with Region 20 about recurring problems the district has with the RSCCC software.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Technology director meets with the principals to compile a comprehensive list of problems in the district with RSCCC software, including the adverse impact of the problems on the district and suggestions for improvements.	September 2002
2.	The Technology director and assistant superintendent meet with an RSCCC representative quarterly to review the problems and discuss the status of each item.	October 2002 and Ongoing
3.	The Technology director prepares a status report of the meeting and circulates it to IISD management team members.	November 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 7

COMPUTERS AND TECHNOLOGY

C. PUBLIC EDUCATION INFORMATION MANAGEMENT SYSTEM

The Public Education Information Management System (PEIMS) is a system operated by TEA that collects data from each school district in the state to prepare annual comprehensive statewide reports. The TEC mandates that each school district participate in PEIMS and use a uniform accounting system within the district to ensure it can report the required data annually to TEA. The information submitted covers many areas of public education, including student demographics and academic performance, personnel, financial, and organizational information.

TEA produces a calendar every year that the district must follow to submit the required information electronically. The calendar for submitting the data for the 2001-02 year is shown in **Exhibit 7-13**.

Exhibit 7-13
PEIMS Submission Calendar
2001-02

Period	Data Required	Data Use by TEA
Fall Submission	<ul style="list-style-type: none"> • Snapshot Data: This data reflects the status of the district on October 26, 2001. • Leaver Data: This data reflects graduates, dropouts and other school leavers identified during the 2000-01 school year. 	Data are used to calculate compensatory entitlement, monitor special programs, report to the federal government, calculate retention, calculate basic profiles for Academic Excellence Indicator System (AEIS) and perform desk audits.
Midyear Submission	<ul style="list-style-type: none"> • Actual audited financial data from the previous year. 	Data are used to report to the state legislature, monitor special program expenditures, audit districts and perform desk audits.
Summer Submission	<ul style="list-style-type: none"> • Student attendance data • Course completion 	Summer data are used to calculate Foundation School Program final allotments, calculate attendance and

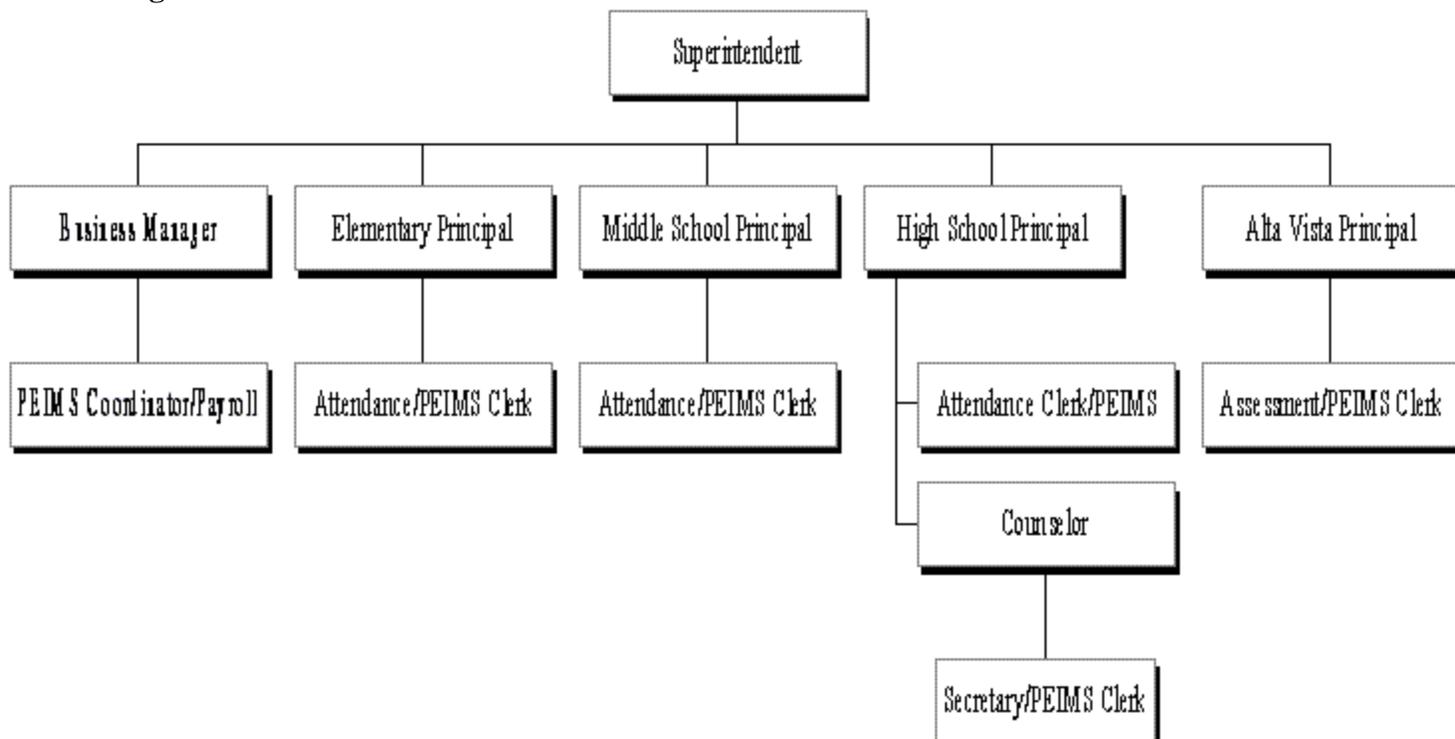
	data <ul style="list-style-type: none"> • Discipline data 	course completion, create a portion of the AEIS, augment the monitoring of special programs and perform desk audits.
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Source: TEA, PEIMS Collection Schedule, 2001-02.

FINDING

IISD employs six clerks to input and verify PEIMS data. One position is the PEIMS coordinator who obtains, collates and submits the data to TEA by the required due dates. The PEIMS coordinator, which is a clerical position at the central office, reports to the district's chief financial officer and performs payroll duties in addition to PEIMS. Each school also has clerks to enter grades, attendance and other school information, which is then submitted to the PEIMS coordinator who makes the final error checks and submits the information to TEA. **Exhibit 7-14** shows the district's organization chart with the PEIMS clerks and secretaries throughout the district.

Exhibit 7-14
PEIMS Organization



Source: IISD PEIMS clerk interviews.

The PEIMS submission process consists of the steps detailed in **Exhibit 7-15**:

Exhibit 7-15
PEIMS Data Collection & Submission Process

Step	Responsibility	Action Taken	Product Produced
1.	PEIMS clerks at each school	Input all PEIMS data, run reports and clean up any errors/problems.	School Submissions
2.	PEIMS Coordinator	Extracts data from each school.	
3.	PEIMS Coordinator	Ensure the district has the most updated version of software from Region 20.	
4.	PEIMS Coordinator	Verify that clerks from all school are finished.	
5.	PEIMS Coordinator	Extract data into a frozen file.	
	PEIMS Coordinator	Perform the 1st Edit - create a TEA format file and upload to the Internet.	A report is created, showing errors - FATAL, SPECIAL or WARNING (anything that falls outside normal parameters).
6.	PEIMS Coordinator and Clerks	Clean up all FATAL errors at a minimum (use the report by school)	
7.	PEIMS Clerks	Clean up data in the active file and re-extract Or Make changes in the frozen file (saves time by not having to re-extract)	
8.	PEIMS Coordinator and Clerks	Edit	
9.	PEIMS Coordinator	Repeat the same process until no FATAL errors exist.	
10.	PEIMS Coordinator	Print all reports by school.	PEIMS reports by school.

11.	PEIMS Clerks	Review reports and receive appropriate sign-offs.	
12.	School Principals	Sign off on reports and give to PEIMS Coordinator.	Signed reports.
13.	Superintendent	Sign superintendent sign-off sheet required by TEA, which is faxed to Region 20.	

Source: IISD PEIMS coordinator, April 2002.

Exhibit 7-16 compares the number of PEIMS clerks at IISD to its peer districts. The chart shows that IISD uses 4.4 clerks at its four school, while the district's peers use anywhere from one to five clerks. Most of the districts use the PEIMS clerks to perform other duties.

**Exhibit 7-16
Number of PEIMS Clerk Positions Comparison
2001-02**

Peer District	Student Enrollment	PEIMS Clerks *	PEIMS Clerks per Student	Other Duties the PEIMS Clerks Are Handling
Ingram	1,498	4.4	0.003	Payroll; Attendance; Secretary
Hempstead	1,454	1.0	0.001	Not available
Hearne	1,124	-	-	PEIMS duties are performed by the school secretaries, the assistant business manager and the technology specialist.
Smithville	1,853	5.0	0.003	Attendance, Grade Reporting, Finance; Textbooks
Yoakum	1,533	3.5	0.002	Enrollment of new students/secretary

Source: TEA, PEIMS, 2001-02; IISD and peer districts.

**Full time equivalents.*

One of the main duties for the IISD PEIMS clerks is collecting attendance information. This task is manually intensive, because the clerks must enter attendance from sheets collected from each teacher. The elementary

school clerk only collects attendance information during second period, while the high school and middle school clerks process attendance data each period. Another duty, collecting grade information, is automated using scan sheets. This process is performed by the clerks once every six weeks and typically takes one day if there are no computer problems. All of the schools use the Region 20 Gradespeed software for reporting grade information, except the elementary school. Finally, the elementary school clerk also inputs discipline information, which is collected and input by the assistant principals or their secretaries at the middle and high schools. IISD has not found any PEIMS reporting errors.

Automating manually intensive processes can often lead to a decrease in staffing and greater efficiency.

Recommendation 65:

Evaluate the process and staffing for collecting PEIMS data.

The district should determine how many hours are spent each day on data collection and input for the PEIMS process. All processes should be identified and categorized as either automated or manual. Any manual processes also should be evaluated to determine how much time is spent each day. The district should investigate software that could automate manual processes and analyze costs of the different alternatives. The costs should then be compared to staffing costs for performing the manual tasks.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent determines how many hours are spent each day per clerk on PEIMS collection and input.	September 2002
2.	The assistant superintendent and the PEIMS clerks identify all PEIMS-related processes and label them as automated or manual.	October 2002
3.	The assistant superintendent and the PEIMS clerks quantify time spent on manual processes.	November 2002
4.	The Technology director researches automated alternatives to the manual processes and compiles recommendations with applicable costs.	December 2002
5.	The Technology director and the assistant superintendent perform cost-benefit analyses to determine any potential savings by automating processes and make appropriate recommendations.	January 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Appendix A

PUBLIC FORUM COMMENTS

As part of Ingram Independent School District (IISD) performance review, a public forum was held in Ingram's Tom Moore High School cafeteria on April 1 from 5:00 pm to 8:00 pm. Members of the public were invited to record comments they have regarding the IISD education system. Community members and school staff who participated in the public forums gave their comments about the 12 areas under review. These comments illustrated community perceptions of IISD and do not necessarily reflect the findings or opinion of the Comptroller or review team. The following is a summary of comments received by focus area.

District Organization and Management

- Certain administrator runs the high school causing a morale problem.

Educational Service Delivery

- Kudos to the high school math department and the great instructional guidance they provide the students.
- Offer more courses (French, German, Music History, Trigonometry, Creative writing, American History). Take down the "Recognized Campus" banner - 1) It's not that great 2) We didn't even get recognized this year.
- We need to offer things like sign language as one language that you can take for credit.
- We need "exemplary" rating and parents need more info on how we can get there and how we can evaluate how our child is doing. The Texas Monthly rating was lowest (one star) for elementary and middle but there was never any explanation to concerned parents.
- High special education needs - although more money will flow in - how will we house the children?
- Charter schools have not been improved - safety issue - due to emotional disability.
- Horrendous special education program.
- Special Ed students pull down the TAAS. Texas monthly rated a 1 star - no damage control. Elementary could not explain.
- Substitute qualifications?
- Feel that there are a lot of children's homes in the district. Ranch facilities with Level 5 or 6 emotionally disturbed children wants to double or triple their enrollment. There are a large number of these kids.

- Do not want to see Alta Vista eliminated and send disturbed children in to general population.
- No explanation of test scores to parents or community.
- No drop out program.
- No science lab. Had to go to public library to get book on Martin Luther King.
- A lot of the children that do well have concerned parents.
- Uniforms shared ARE a health concern.

Community Involvement

- Need more parents to help.
- School pride beyond athletics.
- I agree whole-heartedly.
- I think that all athletes should be passing in order to practice and it should be enforced by coaches RELIGIOUSLY.
- Parents should be more supportive of their children, help with school activities, athletic events, etc.
- Need more community involvement/recognition.
- I agree.
- Impossible to recruit parents - school is not a priority for most - there is no "pay off" for volunteering.
- Administration (middle school) disregards parental input.
- Business - school partnerships do not exist but this is an objective for next year.
- Middle school does not encourage community input. Don't want to talk to parents.
- Dissemination of information to community members.
- Low parent involvement, very clicky.
- Middle school does not want your opinion.
- Schools told kids not to talk to parents.

Personnel

- The district pays too low in comparison to statewide salaries.
- Need to raise salaries in order to keep good teachers here. It is a shame that teachers have to take a pay cut to come to Ingram.
- I agree.
- Agree.
- Poor teacher's salary.
- Educational aides make a little more than minimum wage.
- Lots of teacher turnover.
- Lots of people being hired that are "friends" and are not qualified. No experience.
- Lack of qualified substitute teachers.
- Central office is top heavy.

- Poor teacher salaries.
- Instructional aids making close to minimum wage.

Facilities Use and Management

- Better building plans (i.e. portables)
- Building occupancy exceeds design criteria.
- Ingram needs a sewer - no appropriate restrooms by tennis courts. When the toilets are locked or broken us tennis players have to run all the way from the courts to the new gym because we are forbade from using the middle school restroom facilities. Also-locker rooms, concession stand and 3 more courts would allow us to host larger tournaments and make \$ from the sale of concessions (which by the way, take my word for it) is a lucrative endeavor. We won district 8 years in a row! Give us some credit. I am glad they are building a new field house. That is awesome.
- What is that smell early a.m. at elem. school?
- We need a girls softball field - have gone from 1 team to 3! Much public interest!
- Unfortunately, I feel our school board members have a "we can't" attitude on getting new MS and HS rather than a "tell-me-how-we-can" attitude. We need innovative ideas on how to get this done such as business partnerships.
- Add portable buildings and more classrooms to brand new elementary school.
- Smells like sewage at the playground.
- Problems with elementary school playground facility. How long should it take to fix it?
- Maintenance issues? Length of time it takes to fix things. Maintenance is poor.
- Almost the entire middle school is portables.
- Superintendent's doctorate and mentor performed facilities study.

Asset and Risk Management

- Health insurance plan is too expensive. The district should subsidize more of the cost of medical insurance.
- Need to offer more options in the 403b investment area. Currently the choice of investment firms is too limited.

Financial Management

- Need more budget dollars directed to the athletic program; need better equipment and facilities.
- I disagree; the athletic department isn't nearly in need as the actual campuses. We just got a new gym and are getting a new field

house. We need a new school, with new classrooms, something for the students and faculty to be proud of.

- Poor use of bond money at the elementary school.
- Community felt that bond money was used poorly.

Purchasing and Warehousing

- If they order materials for staff they arrive quickly.

Computers and Technology

- Pretty good, I think the learning center should be closer to the main building.
- Do a good job giving computer access.
- Computers - okay? 3 technicians upgraded Macs to "real" computers - improving technology.
- Feel that technology is on its way to improvement.

Food Services

- Pretty good, except I eat really late the new cafeteria, longer periods.
- Food services at ITM HS are excellent compared to N.M. schools.
- Cafeteria use in the MS and HS? Capacity issue? Hot lunch line? Need more? One snack line?
- Food is pretty good.
- Curriculum in both the MS and HS revolve around the cafeteria.
- Students think most of the food is good.

Transportation

- More passing time between classes.
- Out of bus drivers - coaches drive buses - Feel like they are being treated unfairly.
- Physical safety is an issue - Ranch children riding buses - All buses don't have cameras.
- Having trouble keeping bus drivers.
- Bus drivers feel like they are not able to make a living.
- Child was threatened and wants cameras on all buses.

Safety and Security

- When it rains or sleets the ramps leading to the portables and the cement steps are very slick. I personally have fallen 3 times. They are icy in the cold weather; the new plastic mats make it worse. Plus the students shouldn't have to walk a mile in the sleet and rain

to get to and from class. It makes a huge mess in the main building and in the gymnasium. Proposed solution - new school - one or a few large 2 to 3 story building. Save on utilities (compared to the cost of portables) and shorter distance to walk and limited exposure to the elements.

- I.D. tags for staff.
- No mats on outside to take care of mud.
- We can never have a safe MS and HS campus with trailers as classrooms - there is no central entry point - each portable is vulnerable.
- Children must encounter adverse weather to just change classes.
- Who pays for security?
- Campus is still too open - portables are too accessible.
- No standard set on visitors to campus.

Appendix B

DISTRICT ADMINISTRATIVE AND SUPPORT STAFF SURVEY RESULTS

Demographic Data/Survey Questions
Additional Comments

n=56

These comments illustrated community perceptions of IISD and do not necessarily reflect the findings or opinion of the Comptroller or review team.

Note: Totals may not add to 100% due to rounding.

Demographic Data

1.	Gender (Optional)	No Response	Male	Female			
		8.9%	25.0%	66.1%			
2.	Ethnicity (Optional)	No Response	Anglo	African American	Hispanic	Asian	Other
		12.5%	78.6%	5.4%	1.8%	0.0%	1.8%
3.	How long have you been employed by Ingram ISD?	No Response	1-5 years	6-10 years	11-15 years	16-20 years	20+ years
		0.0%	62.5%	17.9%	16.1%	3.6%	0.0%
4.	Are you a(n):	No Response	Administrator	Clerical Staffer	Support Staffer		
		7.1%	21.4%	28.6%	42.9%		
5.	How long have you been employed in this capacity by Ingram ISD?	No Response	1-5 years	6-10 years	11-15 years	16-20 years	20+ years
		1.8%	67.9%	17.9%	10.7%	1.8%	0.0%

A. District Organization and Management

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
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1.	The school board allows sufficient time for public input at meetings.	17.9%	30.4%	23.2%	26.8%	1.8%	0.0%
2.	School board members listen to the opinions and desires of others.	17.9%	30.4%	23.2%	26.8%	1.8%	0.0%
3.	The superintendent is a respected and effective instructional leader.	17.9%	26.8%	21.4%	32.1%	1.8%	0.0%
4.	The superintendent is a respected and effective business manager.	17.9%	37.5%	16.1%	25.0%	3.6%	0.0%
5.	Central administration is efficient.	23.2%	35.7%	21.4%	17.9%	1.8%	0.0%
6.	Central administration supports the educational process.	25.0%	41.1%	17.9%	14.3%	1.8%	0.0%
7.	The morale of central administration staff is good.	21.4%	25.0%	25.0%	21.4%	7.1%	0.0%

B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
8.	Education is the main	28.6%	39.3%	12.5%	16.1%	1.8%	1.8%

	priority in our school district.						
9.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	17.9%	46.4%	23.2%	8.9%	1.8%	1.8%
10.	The needs of the college-bound student are being met.	7.1%	41.1%	25.0%	21.4%	5.4%	0.0%
11.	The needs of the work-bound student are being met.	8.9%	35.7%	26.8%	23.2%	5.4%	0.0%
12.	The district has effective educational programs for the following:	17.9%	51.8%	17.9%	12.5%	0.0%	0.0%
	a) Reading	17.9%	57.1%	16.1%	8.9%	0.0%	0.0%
	b) Writing	21.4%	55.4%	17.9%	5.4%	0.0%	0.0%
	c) Mathematics	19.6%	51.8%	21.4%	5.4%	1.8%	0.0%
	d) Science	16.1%	57.1%	17.9%	7.1%	0.0%	1.8%
	e) English or Language Arts	28.6%	39.3%	12.5%	16.1%	1.8%	1.8%
	f) Computer Instruction	16.1%	62.5%	14.3%	5.4%	1.8%	0.0%
	g) Social Studies (history or geography)	14.3%	58.9%	23.2%	3.6%	0.0%	0.0%
	h) Fine Arts	19.6%	46.4%	26.8%	7.1%	0.0%	0.0%
	i) Physical	21.4%	57.1%	16.1%	1.8%	3.6%	0.0%

	Education						
	j) Business Education	10.7%	41.1%	33.9%	10.7%	1.8%	1.8%
	k) Vocational (Career and Technology) Education	12.5%	39.2%	26.8%	16.1%	5.4%	0.0%
	l) Foreign Language	10.7%	44.6%	33.9%	7.1%	3.6%	0.0%
13.	The district has effective special programs for the following:						
	a) Library Service	17.9%	41.1%	32.1%	7.1%	0.0%	1.8%
	b) Honors/Gifted and Talented Education	8.9%	42.9%	33.9%	10.7%	1.8%	1.8%
	c) Special Education	23.2%	51.8%	21.4%	0.0%	3.6%	0.0%
	d) Head Start and Even Start programs	17.9%	57.1%	19.6%	5.4%	0.0%	0.0%
	e) Dyslexia program	14.3%	19.6%	46.4%	14.3%	5.4%	0.0%
	f) Student mentoring program	25.0%	48.2%	21.4%	1.8%	3.6%	0.0%
	g) Advanced placement program	17.9%	41.1%	39.3%	1.8%	0.0%	0.0%
	h) Literacy program	12.5%	37.5%	41.1%	8.9%	0.0%	0.0%
	i) Programs for students at risk of dropping out	10.7%	33.9%	33.9%	16.1%	5.4%	0.0%

	of school						
	j) Summer school programs	8.9%	44.6%	30.4%	10.7%	5.4%	0.0%
	k) Alternative education programs	17.9%	55.4%	23.2%	1.8%	1.8%	0.0%
	l) "English as a second language" program	17.9%	41.1%	33.9%	5.4%	1.8%	0.0%
	m) Career counseling program	8.9%	33.9%	41.1%	16.1%	0.0%	0.0%
	n) College counseling program	7.1%	39.3%	35.7%	14.3%	3.6%	0.0%
	o) Counseling the parents of students	8.9%	26.8%	33.9%	23.2%	7.1%	0.0%
	p) Drop out prevention program	8.9%	30.4%	44.6%	12.5%	3.6%	0.0%
14.	Parents are immediately notified if a child is absent from school.	14.3%	51.8%	19.6%	10.7%	1.8%	1.8%
15.	Teacher turnover is low.	5.4%	35.7%	21.4%	32.1%	5.4%	0.0%
16.	Highly qualified teachers fill job openings.	7.1%	35.7%	21.4%	32.1%	3.6%	0.0%
17.	Teacher openings are filled quickly.	7.1%	44.6%	23.2%	23.2%	1.8%	0.0%
18.	Teachers are	1.8%	17.9%	28.6%	37.5%	12.5%	1.8%

	rewarded for superior performance.						
19.	Teachers are counseled about less than satisfactory performance.	3.6%	39.3%	39.3%	16.1%	1.8%	0.0%
20.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	16.1%	53.6%	12.5%	16.1%	1.8%	0.0%
21.	The student-to-teacher ratio is reasonable.	25.0%	51.8%	7.1%	14.3%	1.8%	0.0%
22.	Students have access, when needed, to a school nurse.	44.6%	44.6%	8.9%	0.0%	1.8%	0.0%
23.	Classrooms are seldom left unattended.	17.9%	42.9%	28.6%	10.7%	0.0%	0.0%

C. Personnel

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
244.	District salaries are competitive with similar positions in the job market.	3.6%	16.1%	1.8%	51.8%	26.8%	0.0%
25.	The district	10.7%	62.5%	8.9%	16.1%	1.8%	0.0%

	has a good and timely program for orienting new employees.						
26.	Temporary workers are rarely used.	10.7%	28.6%	30.4%	25.0%	5.4%	0.0%
27.	The district successfully projects future staffing needs.	7.1%	32.1%	32.1%	21.4%	7.1%	0.0%
28.	The district has an effective employee recruitment program.	3.6%	19.6%	32.1%	32.1%	12.5%	0.0%
29.	The district operates an effective staff development program.	7.1%	39.3%	23.2%	23.2%	7.1%	0.0%
30.	District employees receive annual personnel evaluations.	21.4%	58.9%	7.1%	8.9%	1.8%	1.8%
31.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	5.4%	19.6%	26.8%	30.4%	17.9%	0.0%

32.	Employees who perform below the standard of expectation are counseled appropriately and timely.	3.6%	33.9%	32.1%	17.9%	12.5%	0.0%
33.	The district has a fair and timely grievance process.	10.7%	26.8%	42.9%	12.5%	7.1%	0.0%
34.	The district's health insurance package meets my needs.	3.6%	28.6%	7.1%	23.2%	37.5%	0.0%

D. Community Involvement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
35.	The district regularly communicates with parents.	8.9%	50.0%	21.4%	16.1%	3.6%	0.0%
36.	The local television and radio stations regularly report school news and menus.	1.8%	37.5%	23.2%	26.8%	8.9%	1.8%
37.	Schools have plenty of volunteers to help student and school programs.	8.9%	42.9%	26.8%	19.6%	1.8%	0.0%
38.	District	14.3%	50.0%	26.8%	5.4%	3.6%	0.0%

	facilities are open for community use.						
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E. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
39.	Parents, citizens, students, faculty, staff and the board provide input into facility planning.	10.7%	37.5%	30.4%	19.6%	1.8%	0.0%
40.	The architect and construction managers are selected objectively and impersonally.	7.1%	17.9%	57.1%	14.3%	3.6%	0.0%
41.	Schools are clean.	7.1%	50.0%	5.4%	26.8%	10.7%	0.0%
42.	Buildings are properly maintained in a timely manner.	5.4%	30.4%	10.7%	37.5%	14.3%	1.8%
43.	Repairs are made in a timely manner.	5.4%	28.6%	8.9%	33.9%	19.6%	3.6%
44.	Emergency maintenance is handled promptly.	16.1%	46.4%	12.5%	19.6%	3.6%	1.8%

F. Financial Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
45.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	12.5%	32.1%	39.3%	12.5%	0.0%	3.6%
46.	Campus administrators are well trained in fiscal management techniques.	16.1%	30.4%	41.1%	8.9%	3.6%	0.0%
47.	The district's financial reports are easy to understand and read.	10.7%	26.8%	44.6%	12.5%	3.6%	1.8%
48.	Financial reports are made available to community members when asked.	10.7%	21.4%	66.1%	1.8%	0.0%	0.0%

G. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
49.	Purchasing gets me what I need when I need it.	14.3%	53.6%	16.1%	12.5%	3.6%	0.0%
50.	Purchasing acquires the highest quality materials and	5.4%	51.8%	26.8%	16.1%	0.0%	0.0%

	equipment at the lowest cost.						
51.	Purchasing processes are not cumbersome for the requestor.	5.4%	57.1%	25.0%	10.7%	0.0%	1.8%
52.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	1.8%	35.7%	42.9%	17.9%	1.8%	0.0%
53.	Students are issued textbooks in a timely manner.	12.5%	53.6%	25.0%	7.1%	1.8%	0.0%
54.	Textbooks are in good shape.	12.5%	48.2%	28.6%	10.7%	0.0%	0.0%
55.	The school library meets student needs for books and other resources for students.	14.3%	46.4%	19.6%	12.5%	7.1%	0.0%

H. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
56.	Gangs are not a problem in this district.	8.9%	57.1%	16.1%	16.1%	1.8%	0.0%
57.	Drugs are not a problem in this district.	3.6%	21.4%	14.3%	51.8%	8.9%	0.0%

58.	Vandalism is not a problem in this district.	0.0%	41.1%	17.9%	37.5%	3.6%	0.0%
59.	Security personnel have a good working relationship with principals and teachers.	16.1%	48.2%	25.0%	5.4%	5.4%	0.0%
60.	Security personnel are respected and liked by the students they serve.	17.9%	42.9%	32.1%	3.6%	3.6%	0.0%
61.	A good working arrangement exists between local law enforcement and the district.	28.6%	58.9%	8.9%	3.6%	0.0%	0.0%
62.	Students receive fair and equitable discipline for misconduct.	16.1%	51.8%	8.9%	16.1%	7.1%	0.0%

I. Computers and Technology

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
63. Students regularly use computers.	25.0%	55.4%	14.3%	5.4%	0.0%	0.0%
64. Students have regular access to computer equipment and	21.4%	51.8%	16.1%	10.7%	0.0%	0.0%

	software in the classroom.						
65.	Teachers know how to use computers in the classroom.	19.6%	50.0%	25.0%	1.8%	1.8%	1.8%
66.	Computers are new enough to be useful for student instruction.	25.0%	51.8%	16.1%	7.1%	0.0%	0.0%
67.	The district meets students needs in computer fundamentals.	19.6%	58.9%	17.9%	1.8%	1.8%	0.0%
68.	The district meets students needs in advanced computer skills.	12.5%	39.3%	35.7%	8.9%	3.6%	0.0%
69.	Teachers and students have easy access to the Internet.	19.6%	60.7%	12.5%	7.1%	0.0%	0.0%

Appendix B

DISTRICT ADMINISTRATIVE AND SUPPORT STAFF SURVEY RESULTS

Demographic Data/Survey Questions
Additional Comments

Additional Comments: District Administrative and Support Staff

- Could use lower reading materials at upper schools.
- I think that IISD is run efficiently with the limited funds that our school district has. There are many facility needs within our school district that are put on hold because of the lack of funds. I would like to see teachers across the state rewarded. Educating students is the most important job in the world and teachers salaries do not reflect that importance.
- I believe we have a great school with caring qualified teachers and staff. I am however a little concerned with the number of students who are reading way below grade level and who can't spell. A reading recovery program might be helpful for upper grade levels. Not being able to read severely hinders a person but being able to read, they can accomplish just about anything they want to. Basic math skills is another area that needs improvement.
- Our transportation department - has the best drivers in the area. We have a super transportation director - but this new central office staff is not responding to these drivers needs. We are the lowest paid district in a hundred mile radius. They have taken our extra trips (football, basketball, etc.) away from us and have given all to the coaches, teachers, etc. We will lose some of the best drivers (I think) because of the pay. Please help us. Thank you.
- The schools insurance is too expensive for my family. 500 to 600 a month is too much. The super has yet to come to my department and personally meet us. Our department makes less than others do in our type of work. It usually takes this district till 12 to call if our child is absent if they call at all.
- My kids are in middle school and both have a lot of wasted time in class. They sit for 10-20 or more minutes in various classes waiting for constructive work. PE - my son says he sits for half the class then they may do a few push ups, maybe walk to the track then go change clothes again. I prefer that they actually learn something while they are at school. Thus far in computer class my son has learned how to make a web page. Took all year! He should have many computer skills by now. With all due respect, if teachers are tired of our kids they should move on to more productive work which will be better for them and for our children. I do not appreciate nor do I agree with how much emphasis and money is

spent on football (which we hardly ever win, but obviously pay coaches very well) and valuable classes such as band is left behind. Two gyms are on high school and middle school campus and yet one tiny band hall! Why is band so much less important when the students and teachers a brilliant and actually do win contests. You are saying by your actions, that students who excel in any activity other than sports are not as valued or appreciated as are students involved in athletics.

- Some of the students I come in contact with are nowhere close to a reading or writing level for their grade that is acceptable. Those headed to college need more independent work to prepare them or schools. Seniors should be taking TASP now so there is no necessity for remedial classes. In the fall there should be an SAT class to help improve scores.
- Some programs are being cut drastically to accommodate certain favorites of chief administrators. There is too much politics involved in this school district. We are told there aren't enough funds for certain things but they splurge on others. Some very good employees are leaving the district for this reason. Chief administrators seem to be concerned only on how the district looked on paper reports not actual circumstances. Employees don't have a voice.
- I have three children that have graduated from Ingram ISD - they all received a good education, a push toward college and a foundation on which to build a future. We are a poor district and I question whether the push to college and not to work is effective for the community. Many students are not capable of leaving their family to go to college - perhaps more technical schools and training in skills/trades would be appropriate. Quite often students (and ex-students) tell me that they know college is not an option and they feel like school is not necessary if they are not going to college. Ingram needs to reach out to these students - the low income, long term residents of our community and show them a way to be successful without college.
- Ingram ISD employs highly trained professionals who work diligently to ensure student success.
- As an employee this survey is not efficient in that I find it difficult to lump all the campuses and answer these questions. The campus I work on is fantastic. I love my job, my co-workers, the administration! However, I know very little about one other campus and the campus we share facilities with has a number of problems that are directly related to their present head administrator.
- It is a great school with great teachers and administrators. The education process could be enhanced if facilities were in better shape.

- Board members need to interact more with all staff about how they feel their immediate supervisor handles various situations.
- Needs to be big improvement in the Special Ed program as well more resource-CEI help for those children that are mainstreamed but still need 1 on 1 (MS) instruction. I think the way they teach language arts needs to be changed to Shirley method in middle school. Not a big enough MS library for amount of students needing different books. Math program needs to be better. Needs to be new schools like the Ingram Elementary for MS & HS instead of portables. We have an old cafeteria-kitchen that needs to be bigger and new equipment. But elementary took everything, works very good but now its time for the other two schools. There are arguments over roofing contracts when there needs to be a giant step.
- The educational performance at Ingram ISD is good. Better facilities would increase performance at the secondary levels by instilling more pride in students and staff.
- IISD makes good attempts at equally educating all children to the best abilities of the child and the abilities of the school to perform. (In regards to assets and actual ability) Special education is too large a department. The ratio is outstanding to non-special ed. The rate of violence against teachers and students is high due to several youth ranches that are blooming in this area unrestricted. There is no relief in sight. The children are violent from those facilities and the district claims that they are helpless due to the title 7. Further, their academic performance is very low due to emotional disorder and transient status. The average stay in IISD is less than three years, which prohibits the IISD from making much difference as well as reflecting poorly in the school district. Discipline is capricious and arbitrary depending on who you are. This ranges from slight disparity to gross depending on the campus. The wide range of economics reflected in the areas demographics is realized mostly in the discipline area. Ethnic disparities do not exist, at least noticeably.
- We need to offer more for the student that is going directly into the workforce after graduation. This could be with general contractors as an example. In the students junior and senior year they could do classes in the Am and work in the afternoon. Right now we only offer cosmetology. The delegation of certain jobs need to be looked at. EX: Our assistant principal is totally responsible for the books (logging, distribution, etc.) This takes away from their other duties that mainly deal with students. Students need to be our first priority in this case. Fair punishment for all students. Playing a sport or being the star player should not make any difference.
- Ingram has had a positive change in its administration. The focus is on allowing change that betters the students living environment.

Prudent employee and fiscal management is more evident with the central office staff. District needs to continue to move in the progressive forward direction the supt. is leading.

- The superintendent is doing a great job updating our district. IISD is a great place to work and live. Our district has made a giant move forward over the last two years.
- In an effort to streamline and save money we are causing serious problems for some programs that have made a real difference for students.
- This district is well run. Open to community input and financially stable. It's a pleasure to see how caring the staff are with the students. Students feel that individual care and carry that community spirit forward as they go out into the world. Both my children are products of this system. Have both graduated from college and are credits to this district.
- I think the staff is great and very hard workers, The pay for teachers in Ingram is very low and the insurance is too high, Teachers do the best they can with what they have to work with. Education is about money but you don't do it without happy staff and working materials.
- Incompetent and low performing employees are kept if they don't cause problems, while talented and exceptional teachers are not rewarded for their efforts. High school and middle school staffing seems to focus on sports needs rather than academic needs.
- With the change of superintendent and CFO many changes have been made. New administrator comments have been negative and lead to low morale. Sick leave and personal days not handled equally for all employees. Board approved guidelines (mileage, travel, TB test) ignored by new administration.
- I feel our district is moving in the right direction, finally. The central administrators are doing really neat things.
- Too much pressure by central office administration for high performance on TAAS has trickle down resulting problems. Every decision seems to be made because of TAAS. Teaching TAAS too much. I know we are short one special ed teacher position and have had a permanent sub all year who doesn't even have a teaching certificate. This is an appalling way to serve these children. Positions that are needed are deleted to save money. There aren't enough restrooms at the middle school. The students in MS and HS deserve better facilities although they take care of what we have. Someone gave money for a new field house but we already have 2 gyms and 3/4 of the MS and HS classrooms are in portable buildings. This doesn't make sense, but maybe they feel that sports was that much more important.

Appendix C

TEACHER SURVEY RESULTS

Demographic Data/Survey Questions
Additional Comments

n=57

These comments illustrated community perceptions of IISD and do not necessarily reflect the findings or opinion of the Comptroller or review team.

Note: Totals may not add to 100% due to rounding.

Demographic Data

1. Gender (Optional)	No Response	Male	Female				
	3.5%	19.3%	77.2%				
2. Ethnicity (Optional)	No Response	Anglo	African American	Hispanic	Asian	Other	
	7.0%	89.5%	0.0%	1.8%	0.0%	1.8%	
3. How long have you been employed by Ingram ISD?	No Response	1-5 years	6-10 years	11-15 years	16-20 years	20+ years	
	0.0%	49.1%	28.1%	7.0%	8.8%	7.0%	
4. What grade(s) do you teach this year (circle all that apply)?	PK	K	1	2	3	4	5
	1.3%	2.6%	5.2%	5.2%	5.8%	5.2%	2.6%
	6	7	8	9	10	11	12
	7.1%	5.8%	7.1%	13.6%	14.3%	12.3%	11.7%

A. District Organization and Management

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
1. The school board allows sufficient time	10.5%	52.6%	31.6%	5.3%	0.0%	0.0%

	for public input at meetings.						
2.	School board members listen to the opinions and desires of others.	7.0%	45.6%	19.3%	24.6%	3.5%	0.0%
3.	School board members work well with the superintendent.	7.0%	59.6%	24.6%	8.8%	0.0%	0.0%
4.	The school board has a good image in the community.	8.8%	61.4%	12.3%	14.0%	3.5%	0.0%
5.	The superintendent is a respected and effective instructional leader.	21.1%	36.8%	12.3%	24.6%	3.5%	1.8%
6.	The superintendent is a respected and effective business manager.	19.3%	52.6%	8.8%	15.8%	1.8%	1.8%
7.	Central administration is efficient.	8.8%	61.4%	10.5%	17.5%	0.0%	1.8%
8.	Central administration supports the educational process.	14.0%	49.1%	15.8%	15.8%	5.3%	0.0%
9.	The morale of central administration staff is good.	8.8%	40.4%	29.8%	17.5%	3.5%	0.0%

B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
10.	Education is the main priority in our school district.	24.6%	54.4%	0.0%	21.1%	0.0%	0.0%
11.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	21.1%	52.6%	1.8%	19.3%	5.3%	0.0%
12.	The needs of the college-bound student are being met.	19.3%	47.4%	15.8%	15.8%	1.8%	0.0%
13.	The needs of the work-bound student are being met.	3.5%	47.4%	19.3%	19.3%	8.8%	1.8%
14.	The district provides curriculum guides for all grades and subjects.	17.5%	45.6%	5.3%	14.0%	17.5%	0.0%
15.	The curriculum guides are appropriately aligned and coordinated.	10.5%	50.9%	10.5%	14.0%	12.3%	1.8%
16.	The district's curriculum guides clearly outline what to teach and how to teach it.	3.5%	40.4%	19.3%	17.5%	19.3%	0.0%

17.	The district has effective educational programs for the following:						
	a) Reading	19.3%	57.9%	5.3%	17.5%	0.0%	0.0%
	b) Writing	7.0%	63.2%	10.5%	15.8%	3.5%	0.0%
	c) Mathematics	15.8%	63.2%	10.5%	8.8%	1.8%	0.0%
	d) Science	21.1%	61.4%	10.5%	7.0%	0.0%	0.0%
	e) English or Language Arts	15.8%	70.2%	7.0%	5.3%	1.8%	0.0%
	f) Computer Instruction	29.8%	47.4%	7.0%	15.8%	0.0%	0.0%
	g) Social Studies (history or geography)	8.8%	68.4%	12.3%	10.5%	0.0%	0.0%
	h) Fine Arts	28.1%	52.6%	14.0%	5.3%	0.0%	0.0%
	i) Physical Education	29.8%	56.1%	8.8%	5.3%	0.0%	0.0%
	j) Business Education	7.0%	33.3%	47.4%	10.5%	1.8%	0.0%
	k) Vocational (Career and Technology) Education	8.8%	35.1%	40.4%	12.3%	3.5%	0.0%
	l) Foreign Language	5.3%	45.6%	40.4%	7.0%	1.8%	0.0%
18.	The district has effective special programs for the following:						
	a) Library Service	14.0%	59.6%	14.0%	12.3%	0.0%	0.0%
	b) Honors/Gifted	17.5%	50.9%	12.3%	17.5%	1.8%	0.0%

	and Talented Education						
	c) Special Education	17.5%	45.6%	7.0%	12.3%	17.5%	0.0%
	d) Head Start and Even Start programs	10.5%	49.1%	35.1%	3.5%	1.8%	0.0%
	e) Dyslexia program	0.0%	24.6%	38.6%	29.8%	7.0%	0.0%
	f) Student mentoring program	31.6%	35.1%	14.0%	17.5%	1.8%	0.0%
	g) Advanced placement program	19.3%	43.9%	31.6%	5.3%	0.0%	0.0%
	h) Literacy program	10.5%	50.9%	28.1%	8.8%	1.8%	0.0%
	i) Programs for students at risk of dropping out of school	7.0%	36.8%	33.3%	17.5%	5.3%	0.0%
	j) Summer school programs	7.0%	56.1%	17.5%	14.0%	5.3%	0.0%
	k) Alternative education programs	15.8%	50.9%	22.8%	8.8%	1.8%	0.0%
	l) "English as a second language" program	14.0%	73.7%	7.0%	5.3%	0.0%	0.0%
	m) Career counseling program	3.5%	29.8%	42.1%	22.8%	1.8%	0.0%
	n) College counseling program	5.3%	29.8%	49.1%	15.8%	0.0%	0.0%
	o) Counseling the parents of	7.0%	26.3%	43.9%	21.1%	1.8%	0.0%

	students						
	p) Drop out prevention program	7.0%	33.3%	42.1%	15.8%	1.8%	0.0%
19.	Parents are immediately notified if a child is absent from school.	28.1%	47.4%	14.0%	10.5%	0.0%	0.0%
20.	Teacher turnover is low.	3.5%	49.1%	7.0%	35.1%	5.3%	0.0%
21.	Highly qualified teachers fill job openings.	10.5%	57.9%	8.8%	19.3%	3.5%	0.0%
22.	Teacher openings are filled quickly.	10.5%	57.9%	15.8%	14.0%	1.8%	0.0%
23.	Teachers are rewarded for superior performance.	1.8%	10.5%	12.3%	59.6%	14.0%	1.8%
24.	Teachers are counseled about less than satisfactory performance.	7.0%	40.4%	29.8%	21.1%	0.0%	1.8%
25.	Teachers are knowledgeable in the subject areas they teach.	21.1%	64.9%	7.0%	7.0%	0.0%	0.0%
26.	All schools have equal access to educational materials such as computers, television monitors.	14.0%	38.6%	8.8%	29.8%	8.8%	0.0%

	science labs and art classes.						
27.	The student-to-teacher ratio is reasonable.	21.1%	73.7%	1.8%	3.5%	0.0%	0.0%
28.	Classrooms are seldom left unattended.	31.6%	64.9%	1.8%	1.8%	0.0%	0.0%

C. Personnel

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
29.	District salaries are competitive with similar positions in the job market.	3.5%	33.3%	1.8%	42.1%	19.3%	0.0%
30.	The district has a good and timely program for orienting new employees.	10.5%	61.4%	8.8%	15.8%	3.5%	0.0%
31.	Temporary workers are rarely used.	3.5%	64.9%	14.0%	17.5%	0.0%	0.0%
32.	The district successfully projects future staffing needs.	5.3%	43.9%	29.8%	21.1%	0.0%	0.0%
33.	The district has an effective employee recruitment program.	1.8%	17.5%	43.9%	29.8%	7.0%	0.0%
34.	The district operates an effective staff	5.3%	45.6%	5.3%	40.4%	3.5%	0.0%

	development program.						
35.	District employees receive annual personnel evaluations.	33.3%	64.9%	0.0%	1.8%	0.0%	0.0%
36.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	1.8%	15.8%	17.5%	43.9%	17.5%	3.5%
37.	Employees who perform below the standard of expectation are counseled appropriately and timely.	3.5%	38.6%	42.1%	14.0%	1.8%	0.0%
38.	The district has a fair and timely grievance process.	3.5%	38.6%	42.1%	12.3%	3.5%	0.0%
39.	The district's health insurance package meets my needs.	0.0%	26.3%	7.0%	33.3%	33.3%	0.0%

D. Community Involvement

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
40. The district	12.3%	72.0%	0.0%	14.0%	1.8%	0.0%

	regularly communicates with parents.						
41.	The local television and radio stations regularly report school news and menus.	7.0%	47.4%	19.3%	17.5%	8.8%	0.0%
42.	Schools have plenty of volunteers to help student and school programs.	8.8%	49.1%	5.3%	31.6%	5.3%	0.0%
43.	District facilities are open for community use.	14.0%	70.2%	10.5%	5.3%	0.0%	0.0%

E. Facilities Use and Management

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
44. The district plans facilities far enough in the future to support enrollment growth.	1.8%	35.1%	7.0%	31.6%	24.6%	0.0%
45. Parents, citizens, students, faculty, staff and the board provide input into facility planning.	10.5%	47.4%	21.1%	10.5%	8.8%	1.8%
46. The architect	8.8%	15.8%	61.4%	10.5%	3.5%	0.0%

	and construction managers are selected objectively and impersonally.						
47.	The quality of new construction is excellent.	10.5%	42.1%	15.8%	22.8%	8.8%	0.0%
48.	Schools are clean.	21.1%	40.4%	5.3%	29.8%	3.5%	0.0%
49.	Buildings are properly maintained in a timely manner.	10.5%	29.8%	3.5%	40.4%	15.8%	0.0%
50.	Repairs are made in a timely manner.	3.5%	33.3%	3.5%	43.9%	15.8%	0.0%
51.	Emergency maintenance is handled promptly.	14.0%	59.6%	3.5%	19.3%	3.5%	0.0%

F. Financial Management

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
52. Site-based budgeting is used effectively to extend the involvement of principals and teachers.	1.8%	42.1%	24.6%	22.8%	7.0%	1.8%
53. Campus administrators	10.5%	36.8%	40.4%	8.8%	1.8%	1.8%

	are well trained in fiscal management techniques.						
54.	Financial resources are allocated fairly and equitably at my school.	8.8%	45.6%	19.3%	15.8%	8.8%	1.8%

G. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
55.	Purchasing gets me what I need when I need it.	10.5%	47.4%	14.0%	21.1%	3.5%	3.5%
56.	Purchasing acquires the highest quality materials and equipment at the lowest cost.	5.3%	54.4%	22.8%	12.3%	1.8%	3.5%
57.	Purchasing processes are not cumbersome for the requestor.	10.5%	50.9%	7.0%	26.3%	1.8%	3.5%
58.	Vendors are selected competitively.	5.3%	36.8%	47.4%	7.0%	0.0%	3.5%
59.	The district provides teachers and administrators an easy-to-use standard list of supplies and	1.8%	43.9%	15.8%	33.3%	0.0%	5.3%

	equipment.						
60.	Students are issued textbooks in a timely manner.	19.3%	66.7%	1.8%	7.0%	1.8%	3.5%
61.	Textbooks are in good shape.	17.5%	68.4%	3.5%	3.5%	3.5%	3.5%
62.	The school library meets the student needs for books and other resources.	26.3%	47.4%	0.0%	19.3%	3.5%	3.5%

H. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
63.	The cafeteria's food looks and tastes good.	12.3%	42.1%	10.5%	31.6%	0.0%	3.5%
64.	Food is served warm.	15.8%	70.2%	3.5%	7.0%	0.0%	3.5%
65.	Students eat lunch at the appropriate time of day.	5.3%	57.9%	5.3%	22.8%	5.3%	3.5%
66.	Students wait in food lines no longer than 10 minutes.	10.5%	54.4%	7.0%	21.1%	3.5%	3.5%
67.	Discipline and order are maintained in the school cafeteria.	8.8%	75.4%	3.5%	8.8%	0.0%	3.5%

68.	Cafeteria staff is helpful and friendly.	21.1%	61.4%	5.3%	7.0%	1.8%	3.5%
69.	Cafeteria facilities are sanitary and neat.	21.1%	70.2%	3.5%	1.8%	0.0%	3.5%

I. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
70.	School disturbances are infrequent.	14.0%	82.5%	0.0%	1.8%	0.0%	1.8%
71.	Gangs are not a problem in this district.	17.5%	66.7%	10.5%	5.3%	0.0%	0.0%
72.	Drugs are not a problem in this district.	5.3%	35.1%	19.3%	38.6%	1.8%	0.0%
73.	Vandalism is not a problem in this district.	10.5%	47.4%	17.5%	24.6%	0.0%	0.0%
74.	Security personnel have a good working relationship with principals and teachers.	12.3%	52.6%	29.8%	5.3%	0.0%	0.0%
75.	Security personnel are respected and liked by the students they serve.	14.0%	35.1%	49.1%	1.8%	0.0%	0.0%

76.	A good working arrangement exists between local law enforcement and the district.	21.1%	61.4%	14.0%	3.5%	0.0%	0.0%
77.	Students receive fair and equitable discipline for misconduct.	14.0%	66.7%	3.5%	15.8%	0.0%	0.0%
78.	Safety hazards do not exist on school grounds.	3.5%	52.6%	0.0%	35.1%	8.8%	0.0%

J. Computers and Technology

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
79.	Students regularly use computers.	24.6%	59.6%	0.0%	12.3%	3.5%	0.0%
80.	Students have regular access to computer equipment and software in the classroom.	22.8%	31.6%	7.0%	28.1%	10.5%	0.0%
81.	Teachers know how to use computers in the classroom.	19.3%	61.4%	5.3%	12.3%	1.8%	0.0%
82.	Computers are new enough to be useful for student instruction.	24.6%	61.4%	3.5%	7.0%	1.8%	1.8%

83.	The district meets student needs in classes in computer fundamentals.	22.8%	50.9%	10.5%	15.8%	0.0%	0.0%
84.	The district meets student needs in classes in advanced computer skills.	7.0%	35.1%	35.1%	19.3%	3.5%	0.0%
85.	Teachers and students have easy access to the Internet.	19.3%	64.9%	0.0%	14.0%	1.8%	0.0%

Appendix C

TEACHER SURVEY RESULTS

Demographic Data/Survey Questions

Additional Comments

Additional Comments: Teachers

- We are seriously impacted by the existence of 3 residential youth facilities. The high school schedule - organization & teaching staff is based on athletic need - not academic. HS - we have some gaps in curriculum especially in social studies - we are addressing these issues. Athletic responsibilities take precedent to academic responsibilities.
- I feel that the teachers in Ingram are the hardest working groups of individuals that I have ever worked with. They are willing to contribute what ever it takes - money, time or effort to make their classrooms successful.
- Ingram ISD is a great place to learn and work!
- I believe that Ingram ISD's programs could be enhanced by implementing after school and increased summer programs in reading.
- This is my first year with the district so I am not familiar with all the areas questioned.
- Buildings and facilities need a lot of work. There are too many students walking from portable buildings without walkways, coverings and cement terraced stairways. The main door students enter and exit from the portables to the main building is a single door. Therefore this door is often broken and the area is heavily congested. Plus there is no restroom available for students in portable buildings. They must walk to the main building to reach restroom facilities.
- Ingram has a facility problem. Children all over the state of Texas have new buildings and better facilities. It's not fair!!! We say that education has been equalized. It has not! For whatever reason! Most poor communities have new schools but not Ingram! I'm MAD.
- Vandalism does occur in our district, but it is infrequent.
- This is a truly outstanding school district blessed by diligently caring boards, two outstanding superintendents over the past twelve years and two outstanding high school principals in succession in my nearly six years here. The district is challenged by extremes of wealth and poverty, three youth facilities, and a low tax base. Intelligent qualified dedicated caring teachers coordinate and cooperate usually without additional compensation in curricular and extracurricular activities. Since the arrival assistant

HS principal four years ago, discipline is swift, fair, consistent and the most important element in providing a learning environment for all students. In 2000, faculty and staff spent long hours after school for weeks to produce a grant application that was successful in obtaining funds to hire a ninth grade liaison. Since preparing for DEC visit in late 2000, I have served as chair of the site-based District Improvement Committee and my survey responses are necessarily optimistic. But this district greatly needs improved facilities, matching grants, and funds to continue the great things happening here in education.

- I believe the campus (high school) is breaking some law about student population to bathroom facility ratio. There are not enough facilities. The ones we do have can't handle the capacity. In the passing period (5 minutes) a student can stand in line for the bathroom, or race across campus to a bathroom and never get to use it, then is tardy to class.
- I believe that our school district tries to meet the needs of every student. I feel the students come first in the decision making process. We do not have enough computers on campus to have a computer for every student in every classroom. We do have access however to a computer lab if it is not being used by someone else's class. Our school is a safe environment. It would not be realistic to say we do not have a drug problem at school because we don't know who might be using drugs. We have administrators who try to deal quickly with any problems evolving the safety of students and staff. The problem we have with adequate space has to do with the success of our school. We build based on projected growth, As soon as we finish building, new people moving into the area hear about our new facilities and the job our school does taking care of the students, and pretty soon we are filled to capacity again. We are only 7 mile from our nearest larger city and so most working adults don't see that as a problem commute if it means their children can be in a better quality school with a lower student to teacher ration which means more personal attention for that child. Ingram is a great school district.
- We are slowly catching up with technology. We are seriously failing the non-college bound student. No counseling & career guidance, no tech-prep classes w/ certificates, no logical course sequencing. We serve the college bound & special ed quite adequately. The top receive lots of scholarships and the non-college bound end up in a dead end job. No guidance. We need a career counselor. We need more support with the computer situation.
- I believe that each teacher wants his or her students to succeed and that this is the wish of the administration as well. However, there has been a definite rift in communication between administration

and the teaching staff. Rumors abound and morale is low. Facilities are worn and the maintenance department is stretched too thin to keep up with the basics. As an educator I do not feel appreciated and am beginning to search for other options with my career.

- Class size needs to be equal in numbers for all classes! Insurance! Help us! Discipline and education is good! Improve facilities! Pass a bond! Coaches should not have to drive a bus to save a buck! Bus driving is a joke. Bus drivers do not get paid enough! They should have an opportunity to make extra money! i.e. sporting events, field trips.
- Ingram ISD has very strong caring and committed teachers but several campuses are lacking aggressive/active leadership! Why is it that higher-up positions take on the attitude of more talk and less ACTION!!!
- Comments are in order of subject areas covered: Have seen the superintendent at school three times this year. Each time it was for a meeting with the principal. He didn't speak to me. All the other times I've seen him he was going to hang out in the field house. He does that a lot. The principal is gone most of the time. Meeting the state mandates takes top priority regardless of the students personal needs, Teachers needs for the classroom are ignored if it doesn't meet a state test score or needed for boys sports. We need courses which teach specific skills - i.e. auto shop, farming, cooking, sec. skills/office skills, computer repair, etc. Curriculum guides provided consist of the TEKS that's all. I have developed my own so that I hit most of the TEKS everyday as well as teaching math, English, history and reading though those aren't my fields. Students' have not helped to learn to want to read, they have knowledge of the rules for writing, but cannot apply them. Math is stressed in every class - all teachers, regardless of subject matter are held responsible for teaching math, which is wrong. Math teachers are not responsible for teaching reading, writing, history, etc. Coaches teach social studies ergo students don't know history. The fine arts budget is cut every year while sports budget goes up even though sports involved fewer students. PE for the non-athletic is non-existent. Running around the track is not physical education. There should be account, steno, better keyboard training, telephone skills, etc for business. Classes for GT are here but because of state regs saying everyone must be lumped into classes together, slower students are almost always left behind or more gifted students are bored. There should be classes for each level and student should not be labeled. Assessment tests, interest and ability should be used to place the students. If everyone in a room is learning at the same rate then the teacher can concentrate on that and more learning can take place. For my dyslexic student only modifications are given, but skills to compensate are not taught. As for mentors, a man was

hired to help at risk students but he only did it for a year, now I never see him. The districts lost the school Psychologist and are not going to replace him. The high school counselor doesn't counsel anyone. We offer no summer school. We only have alternative education for students who have done may things wrongly for too long, but not for students who need a different type setting and want to be in a different environment. We have a mandatory course called career connections, but no career counseling is done. There is no college-counseling going on and no parent counseling. Teacher turnover rate is about 20% a year. We are not given medical insurance we don't pay for ourselves (school covers \$100 if we are in the hospital and nothing else). No extra money is given for furthering our studies or advance degrees and coaches. 1st year coaches are paid as much or more as regular teachers with 20 years. Teachers are rewarded for nothing - zip. Art supplies are limited - don't have a closet to store them in even if they got them. Art furniture is what the teacher could scrounge up - All the furniture is used - sewer backs up - no water - and a shrinking budget. Other districts offer higher base salaries, higher pay for advance degrees and include paying for all the medical insurance rather than offering the teachers an opportunity to pay medical insurance our of their own pockets as Ingram ISD. The only recruitment and projected need seen by the district is how to hire another coach. 31% of the high school staff is coaches. There are no rewards for doing well - only friends of the management are rewarded with fewer classes and titles and special pay. **NO THE DISTRICT INS. DOES NOT MEET MY NEEDS!** The district failed to correct the lunch schedule at the high school even though it was not providing the teachers with a 30 min duty free lunch. I went to the principal, superintendent and the school board with this. Memos are not often sent; we have two volunteers to make copies with the broken copy machine for the teachers. My temporary building has been on the campus for 21 years - no the district does not plan. Teachers have no say in what they have at present. Don't know about new buildings. There is so much mold, teachers go home with headaches. The roof leaks and buckets catch the water above the ceiling tiles except in my room. The floor joists are rotten and the sewer backs up. The water just leaks into the ceiling tiles in there. Most of the money goes to sports. It takes most of the month for requests to get though the district's red tape before orders are placed. My supplies usually arrive after the 1st 6 weeks. The pencil sharpeners offered the teachers are of such low quality they usually don't last more than 2 weeks. Teachers pay for classroom materials to be laminated our of their own pockets. The pizza tastes of the cardboard boxes in which they come and are served with corn - and odd grouping. When the

cafeteria runs out of something on the full hot lunch it is not replaced, but the students and teachers are expected to pay full price. Even with a split lunch, students wait in line 10 to 15 minutes or more leaving them 15 minutes or less to eat. Food spills are not always cleaned up right away. Kitchen itself seems clean, but I'm not a health inspector. Students buy and sell drugs on campus. Backpacks are allowed in the classroom rather than being required to be left in lockers. Minor vandalism is a problem. We have no security personnel. The school campus can be entered by two driveways. The middle and high school are together on the same plot of ground. Any building can be entered from any door; those of us in temporary buildings are even more accessible than the other rooms. My room can be accessible from 4 directions and only one of those ways takes a visitor into the main building, past the office. Middle school and high school students walk unsupervised through parking lots during school hours to get to class. Students have to be taken to the one computer lab open to the faculty to work or to the library. There are two computer classrooms but they are always in use. There are no advanced computer skills taught. Except making a web page. The Internet service through Region 20 often fails and the schools screening system prevent access to many sights and access to the Internet must be constantly remade every few minutes. (Respondent included map of the district)

- Every student at Ingram ISD has the opportunity to succeed academically. A highly qualified professional staff offers a quality educational experience to all students. Both of my children graduated from Ingram Tom Moore High School and were more than adequately prepared for their college experience. As teachers, our greatest challenges involve motivating students, teaching organizational skills and study skills. Our greatest limitation=adequate facilities.
- For a small district, it is surprising how many course offerings are available and how much technology is provided and in use both in administration and instruction. The atmosphere on campus is cooperative with a positive problem solving approach that encourages learning and good teaching.
- We need decisions to be made with education first in the minds of the decision makers. We do not have any site-based management. We are not allowed a say in the budget. Decisions are not research based. Even when we ask to have input, we have been told no. I have worked for this district for 20+ years and it didn't use to be this way. We have wonderful students, teachers and parents.
- Some campuses and department are very strong academically throughout the district. English and science come to mind. Others are less focused on student objectives. Many of the problems at the

campus level stem from attempted micro-management by the school board. The focus over the last two years has shifted from meeting the academic needs of students to athletic success.

- I am a special education teacher who works with emotionally disturbed children and students with severe behavior problems. I believe Ingram does a fair job of providing an education to this population. It would be more appropriate if the students were allowed to remain on their home campus instead of being removed to an alternative educational setting because it makes transitions more difficult and they do not receive the same educational opportunities as mainstream students.
- We are doing great things in Ingram.
- Educational decisions have been made to acquire math programs, which had huge gaps so that portions of the TAAS were not addressed. Purchase of these programs was mandated by the superintendent yet not budgeted so that other program areas were robbed to pay for them. Bad planning and no input from the experienced math teachers when this Saxon math program was purchased. Many teachers do not feel that we truly have site-based management. Also, educational decisions are made by the finance director to trim stipends for very time-consuming programs such as AR & UIL. The tech coordinator controls the purse strings on computer/tech purchases without having an education background or mindset.
- A computer lab-not classroom- is needed for classroom teachers to use with their classes-geography, science, language, foreign language, English, etc.-that can be used for student practice. We have two computer classrooms for classes learning how to use computers and several computers in the library for student use for research on the Internet, but we need a place for teachers to use their own subject's software with their entire class. Site based decision making on the elementary campus is non-existent. Disrespectful treatment of students/teachers. Parents by the elementary principal. Unfriendly from office staff at elementary school. Unfriendly telephone answering staff at middle school. Student/counselor ratio at elementary is too high. When I try to talk to my child's counselor, I am appalled at all she is trying to do. I especially appreciate the classroom guidance lessons that my child receives. It really opens up topics at home to discuss with my children. It is my understanding that elementary staff have no input in the hiring of personnel in their levels, at high school our site based group gives input. Measurements other than standardized testing should be used to measure academic progress made by kinder and 1st grade students. Disrespectful treatment by business manager to teachers and non-central office administrators, too many central office administrators with too high salary. A district

with only 3 schools and only 1500 students for the whole district should not need an assistant superintendent. The alternative school is the best, most effective in this county and one of the best in the state. However, there are rumors that it will soon have staff reduction and will be relegated to the efficiency of other state alternative school programs. I would really like to see this program kept intact. It is a great benefit to smooth running of our regular classrooms. The adult literacy class is a real plus for this district. It has increased involvement of our Hispanic parents with their children's work. The class has grown from 10 adults in 1997 to 40 on 2001. This district has an excellent parenting program. Several facilitators offer various workshops for several times per month, including one that helps children who's parents are divorced and one that helps parents better communicate with their teenage children. Speech, ESL, and foreign language could use a language lab. The teaching staffs at elementary, middle school and high school are excellent, caring, involved with their students. They are positive people and the only real morale problem stems from the pressure of being held responsible for the TAAS results of their students. Threats of losing jobs are tied to test results. Class size is excellent at the high school, but should be lower in Kinder and 1st grade (they are following state guidelines and do well with the money that is available), but it would be nice if the state would lower the teacher/student ratio for this grades and provide the financing for the change. I think more students would know how to read by the time they came to us if they has a better beginning. The elementary has implemented some very good reading programs at their level. Overall, its a very good school system to work in and is located in the beautiful hill country. I hope to work here for the rest of my career-I can't imagine teaching anywhere else. Four of the school board members have wives who work for the district as teachers and aides. Is this legal?

Appendix D

STUDENT SURVEY RESULTS

Demographic Data/Survey Questions
Additional Comments

n=171

These comments illustrated community perceptions of IISD and do not necessarily reflect the findings or opinion of the Comptroller or review team.

Note: Totals may not add to 100% due to rounding.

Demographic Data

1. Gender (Optional)	No Response	Male	Female				
	1.8%	49.7%	48.5%				
2. Ethnicity (Optional)	No Response	Anglo	African American	Hispanic	Asian	Other	
	4.7%	67.3%	0.6%	19.3%	0.6%	7.6%	
1. What is your classification?	No Response	Junior	Senior				
	1.2%	59.6%	39.2%				

A. Educational Service Delivery and Performance Measurement

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
1. The needs of the college-bound student are being met.	7.0%	49.7%	20.5%	18.7%	2.9%	1.2%
2. The needs of the work-bound student are being met.	9.4%	50.3%	25.7%	10.5%	2.9%	1.2%
3. The district has effective educational programs for						

	the following:						
	a) Reading	9.9%	64.3%	15.2%	9.4%	1.2%	0.0%
	b) Writing	9.4%	59.6%	17.5%	11.1%	2.3%	0.0%
	c) Mathematics	26.3%	62.0%	7.0%	3.5%	1.2%	0.0%
	d) Science	26.3%	59.1%	9.4%	3.5%	1.8%	0.0%
	e) English or Language Arts	16.4%	60.2%	11.7%	8.8%	2.3%	0.6%
	f) Computer Instruction	13.5%	52.0%	20.5%	9.4%	4.7%	0.0%
	g) Social Studies (history or geography)	11.7%	61.4%	13.5%	11.1%	2.3%	0.0%
	h) Fine Arts	12.3%	45.6%	27.5%	10.5%	4.1%	0.0%
	i) Physical Education	13.5%	51.5%	21.1%	6.4%	7.6%	0.0%
	j) Business Education	3.5%	36.3%	37.4%	17.0%	5.8%	0.0%
	k) Vocational (Career and Technology) Education	11.7%	42.1%	29.2%	12.9%	4.1%	0.0%
	l) Foreign Language	8.8%	43.9%	21.1%	18.1%	7.6%	0.6%
4.	The district has effective special programs for the following:						
	a) Library Service	16.4%	55.6%	19.9%	4.7%	3.5%	0.0%
	b) Honors/Gifted and Talented Education	11.1%	46.2%	24.6%	11.7%	5.8%	0.6%
	c) Special Education	13.5%	41.5%	36.3%	5.8%	2.9%	0.0%
	d) Student	5.3%	28.7%	42.7%	18.1%	5.3%	0.0%

	mentoring program						
	e) Advanced placement program	18.1%	49.1%	22.8%	6.4%	3.5%	0.0%
	f) Career counseling program	7.0%	38.0%	29.2%	18.7%	6.4%	0.6%
	g) College counseling program	12.3%	35.1%	23.4%	19.3%	9.4%	0.6%
5.	Students have access, when needed, to a school nurse.	25.7%	56.1%	7.0%	8.2%	2.9%	0.0%
6.	Classrooms are seldom left unattended.	9.9%	51.5%	19.3%	15.8%	3.5%	0.0%
7.	The district provides a high quality education.	7.6%	39.2%	29.2%	17.0%	7.0%	0.0%
8.	The district has high quality teachers.	7.6%	34.5%	22.8%	21.6%	12.9%	0.6%

B. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
9.	Schools are clean.	9.9%	46.8%	17.0%	20.5%	5.8%	0.0%
10.	Buildings are properly maintained in a timely manner.	3.5%	35.1%	22.2%	25.1%	14.0%	0.0%
11.	Repairs are	2.9%	17.5%	18.1%	35.7%	25.7%	0.0%

	made in a timely manner.						
12.	Emergency maintenance is handled timely.	7.0%	30.4%	38.0%	14.6%	9.9%	0.0%

C. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
13.	There are enough textbooks in all my classes.	8.2%	35.1%	10.5%	31.6%	14.6%	0.0%
14.	Students are issued textbooks in a timely manner.	9.4%	53.2%	11.1%	17.0%	9.4%	0.0%
15.	Textbooks are in good shape.	8.2%	40.9%	25.1%	16.4%	8.8%	0.6%
16.	The school library meets student needs for books and other resources.	19.9%	51.5%	19.3%	7.6%	1.8%	0.0%

D. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
17.	The school breakfast program is available to all children.	19.9%	53.2%	20.5%	4.7%	1.8%	0.0%

18.	The cafeteria's food looks and tastes good.	1.2%	13.5%	24.6%	36.3%	24.6%	0.0%
19.	Food is served warm.	4.7%	43.9%	26.3%	17.5%	7.6%	0.0%
20.	Students have enough time to eat.	0.6%	7.6%	5.8%	26.9%	59.1%	0.0%
21.	Students eat lunch at the appropriate times of the day.	2.9%	36.8%	25.1%	19.9%	15.2%	0.0%
22.	Students wait in food lines no longer than 10 minutes.	2.9%	8.8%	11.7%	29.8%	46.8%	0.0%
23.	Discipline and order are maintained in the school cafeteria.	6.4%	48.0%	26.9%	13.5%	5.3%	0.0%
24.	Cafeteria staff is helpful and friendly.	8.2%	40.9%	26.9%	12.9%	11.1%	0.0%
25.	Cafeteria facilities are sanitary and neat.	8.2%	43.3%	33.3%	8.8%	5.3%	1.2%

E. Transportation

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
26. I regularly ride the bus.	5.3%	9.9%	24.0%	8.8%	44.4%	7.6%

27.	The bus driver maintains discipline on the bus.	3.5%	10.5%	61.4%	6.4%	4.1%	14.0%
28.	The length of my bus ride is reasonable.	2.3%	13.5%	64.3%	2.3%	3.5%	14.0%
29.	The drop-off zone at the school is safe.	5.8%	21.6%	56.1%	0.6%	1.8%	14.0%
30.	The bus stop near my house is safe.	4.1%	15.8%	62.0%	0.6%	3.5%	14.0%
31.	The bus stop is within walking distance from our home.	4.1%	17.5%	58.5%	2.9%	2.9%	14.0%
32.	Buses arrive and leave on time.	2.3%	11.7%	62.0%	6.4%	3.5%	14.0%
33.	Buses arrive early enough for students to eat breakfast at school.	2.3%	14.0%	56.7%	7.6%	5.3%	14.0%
34.	Buses seldom break down.	4.1%	11.1%	55.6%	11.1%	4.1%	14.0%
35.	Buses are clean.	1.8%	14.0%	56.7%	8.2%	5.3%	14.0%
36.	Bus drivers allow students to sit down before taking off.	2.3%	15.8%	59.6%	4.1%	4.1%	14.0%

F. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
37.	I feel safe and secure at school.	13.5%	57.3%	12.9%	10.5%	5.3%	0.6%
38.	School disturbances are infrequent.	10.5%	59.1%	21.1%	5.3%	3.5%	0.6%
39.	Gangs are not a problem in this district.	31.0%	52.6%	8.8%	4.7%	2.3%	0.6%
40.	Drugs are not a problem in this district.	12.3%	18.7%	24.6%	29.8%	14.6%	0.0%
41.	Vandalism is not a problem in this district.	5.8%	31.6%	22.2%	31.0%	9.4%	0.0%
42.	Security personnel have a good working relationship with principals and teachers.	7.0%	26.9%	59.6%	3.5%	2.9%	0.0%
43.	Security personnel are respected and liked by the students they serve.	4.1%	22.8%	61.4%	4.7%	7.0%	0.0%
44.	A good working arrangement exists between the local law enforcement and the district.	8.8%	42.7%	42.7%	4.7%	1.2%	0.0%
45.	Students receive fair	4.1%	28.7%	21.6%	25.1%	20.5%	0.0%

	and equitable discipline for misconduct.						
46.	Safety hazards do not exist on school grounds.	4.1%	22.2%	36.8%	23.4%	13.5%	0.0%

G. Computers and Technology

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
47.	Students have regular access to computer equipment and software in the classroom.	8.2%	45.0%	7.6%	25.1%	14.0%	0.0%
48.	Teachers know how to use computers in the classroom.	7.6%	43.9%	23.4%	16.4%	8.8%	0.0%
49.	Computers are new enough to be useful for student instruction.	11.7%	63.7%	14.6%	7.0%	2.9%	0.0%
50.	The district offers enough classes in computer fundamentals.	5.3%	56.7%	17.5%	12.9%	7.6%	0.0%
51.	The district meets student needs in advanced computer skills.	4.7%	39.8%	29.8%	14.6%	11.1%	0.0%
52.	Teachers and students have	15.2%	55.0%	7.6%	17.5%	4.7%	0.0%

	easy access to the Internet.						
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Appendix D

STUDENT SURVEY RESULTS

Demographic Data/Survey Questions

Additional Comments

Additional Comments: Students

- I know most HS students think their school is rotten, but here I am not lying. The roof leaks in most classrooms, the band hall especially. We spend, on average, about 15 minutes waiting in the lunch lines. In several classes, only some of the students have books. In one class, there are not enough desks. The track is in serious need of repair, the boy's athletics field house is in need of repair. In the chemistry lab, several tiles are missing from the ceiling. They have been missing for about four years. The janitorial staff, when it comes to making repairs, is pathetic. My pre-cal teacher told us of a circumstance where a janitor appeared to fix a problem. The work order was about five years old. Unfortunately, our school is in such poor district that we cannot get the funds to help make improvements on our school. The administration spends so much time focused on dress codes and eating in the classroom that they fail to see the real problems in our education. Our classroom portables are all in need of replacement. Like I said, a lot of HS students think their school is rotten, ours is a dump.
- I do not like the cafeterias food and now bring my lunch every day. I believe that the athletic department should get more money for new uniforms and equipment. Our schools dress code needs to be a little more relaxed, it is terrible to send kids home because they didn't shave. This wastes a lot of time and is completely unnecessary.
- I feel that the atmosphere of our school is not appropriate, it looks like a trailer park which is not the best look for a school. The tardy policy is also a waste of time, you spend more time in the tardy line & miss more time in your class. I also feel that the cafeteria/lunch time is a joke. Lunch time is not long enough for everyone to get their food and eat. The administrators spend more time handing out detentions for the dress code than the student spends in class. Why take a person out of class for 25 minutes because they didn't shave? They miss more class that way and all they get is a detention. I also feel that more credit is given to athletes than people participating in UIL events. Academic events should be treated equally not ahead of sports but the same. I also feel that there are people who are treated differently by administrators than others. My main concern is the fact that we as a school spend too much time enforcing rules that do not effect our

learning, than we do in class, Why worry about a girl getting up a little late and wearing flip flops to school. Our shoes are not going to effect of learning.

- The cafeteria is a monopoly. What ever happened to the Sherman Antitrust Law? This year they decided to give us less food and charge us more. The classes at Ingram are challenging and I believe I am being adequately prepared for college. Some teachers are compassionate and understand that unlike other schools, at Ingram the leading scholars are also athletes and leaders of organizations with busy schedules. The dress code is unfair. Students are instructed to be responsible and act maturely, but the dress code for us to look like middle school children. Facial hair should be allowed as long as it is groomed properly. Several students have wasted several hours in the office or are even sent home because they have a few whiskers growing out of their chins. Thanks for listening.
- As far as my education is concerned I will be prepared for college. My biggest concern however is in the condition of our school and in the athletic department. We receive so little money that we must attend a majority of our classes in portable buildings. This means that in all weather conditions, students are walking from class to class getting wet and freezing. The buildings are also spaced far apart which makes it difficult to get from class to class in the allotted time. My next concern is the athletic department. I am an athlete and very devoted to my sports. I plan to attend college playing basketball. It is very difficult to pursue my dreams of playing college sports when the coaching staff is very unsupportive. I understand that a school is based on education. I strive for that too but I also strive to excel in athletics. I strongly feel that the athletic department with the exception of a few coaches does not strive to win or compete. The coaches are lazy, have no heart of desire. It is sad when one player on a team of 13 wishes to win. I believe this a fault of the coaches for not teaching us to compete at a younger age. A change must be made or my school will continue to be the worst in the district.
- I feel that our school could benefit from some major changes in the buildings and better wheelchair access to places. I think that our counseling office lacks the elements of a successful one. Our school doesn't offer a diverse choice of classes or electives. More attention is put on athletics than on other extracurricular activities. The school is also very poor on notifying us of information and announcements. The current block lacks valuable off time and prevents us from adequately eating lunch. I find the dress code extremely bias and it only causes more distractions than it prevents.

- I feel everything is fine except for the way the school look. I feel having these house looking classrooms stink.
- I feel that I have received a good education at ITM high School.
- I feel that Ingram Tome Moore has a good education performance. If there's a student who is struggling, I don't know of one teacher who will not go our of their way to help them.
- This past year I have noticed a lot of changes for the better. There are more classes to choose from and money for the school is being used better.
- I don't think Ingram ISD prepares students for college as they should. They should focus as much on college as they to the TAAS test.
- We have great education but sometimes the material we receive is just not enough to make us successful in college.
- This school could use more safety precautions. For example, we are not covered for safe when it rains or hails. Lunches should be longer and students need a breakfast break around ten o'clock. Teachers should have more computer use for their children in the classroom.
- We don't have a 'school building' we have portables, we look like a trailer park! I think if any money is spent on the school, it should be used to add on to the building not on sporting events or more trailers.
- The education performance here at Ingram is very good. I have gone to Ingram since the 4th grade and the teachers have been so nice and helping. They understand things and teach you everything you need to know.
- Some of the buildings are clean and kept up but the portables are old and decaying. The football locker room is rundown and falling apart. Many of the athletes hope as I do for a new athletics facility.
- The educational realm of Ingram ISD is very well maintained and a high standard is kept in place. However, the cafeteria is a let down to the school. By the time the high school students get to eat, the food has been sitting our and is cold and hard. Also, the cafeteria continues to decrease the amount of food portions, but they increase the price. Seeing that we have no other choice of where we get our food, we are forced to pay outrageous prices for smaller quantities. If you improve one thing on this campus, improve the cafeteria.
- Ingram ISD handles all issues fairly well. I think that certain freedoms that students should have are being taken away though, like dress, hair, etc.
- Our transportation for athletic sports is very poor. The buses we take are very uncomfortable and usually brakes down on the way over there. The buses are also seldomly warm during cold weather.

Also, our equipment for athletics is poor. Our football and track equipment is in bad shape.

- I moved here from Houston 3 years ago and I found Ingram a much easier school to learn at, mainly because of the smaller class sizes.
- Personally I don't like IISD because there is not much we can do on campus. One thing is that other schools can leave campus for lunch but Ingram can't. The rules are also very bad. One is that males are not allowed to have any facial hair. I think that is extremely 'dumb'. We also don't have enough time to eat.
- Ingram Tome Moore High School has a good program as sport goes. But I feel as if the education is not taken as strong as the sports. This school is also very old and new repair. Thanks for given us a chance to say how we feel about this school.
- This year our schedule has been changed. Most think for the worse to where I feel rushed wherever I go. We hardly ever get a long enough break to just relax. This I think is hurting our education because students just don't feel ready to learn as soon as the bell rings, they just want to sit back and relax for 10 minutes, but they can't.
- I think that our school should be moved down to a 2A for sports purposes. The ranch kids have made our school a 3A, which enables us to do well in sports. I think we (our school) should get more money. Our town does not have enough money to meet our budget. Next year, the school board is talking about cutting PALS or advanced placement classes because of our lack of money. We are not getting enough teaching and preparation for college. A lot of the students are worried about being prepared for the college material, because we are not being taught what we need to be.
- Some class, I believe, issue an abundance of work. Sometimes you can work all class period and still take home three or four papers. Some teachers believe what takes place from the time students get up until they go to bed. They don't realize students have jobs or other activities. I know of students who get home at 4:00 pm and do homework until 1:00 am or 2:00 a.m.
- I don't think we need as many coaches that we have because they are horrible teachers, except for a few. We definitely need more time for lunch and less 'old' food should be served.
- We need more up to date encyclopedias in the library. We need more new textbooks! I feel very safe at ITM because the teachers are very caring and considerate.
- I believe that the education at our school is very well done. Maybe things at school aren't that great but education is okay.
- I like the way my school is run and I believe that it is a good school.

- I believe that this school is very disorganized. You get tardies for everything! I think you should receive tardies only when you are tardy. The office and counseling staff is very rude. And for a new person, you already don't get much of a welcoming from here.
- The cafeteria food is not all bad but a lot of it is.
- I believe that Ingram has many teachers but few that know how to teach. Many teachers and faculty have no respect for their students. I have heard on many accounts of the condescending attitude of faculty speak to and of students in a harsh manner. However, most of the AP teachers I have come in contact with are great teachers that more than adequately prepare a student for the tests and for college. Other improvements that need to be made include more information about college because of the importance, our future. The discipline system needs work. Petty items such as dress code and tardies in which a student sits in the office for a lengthy period of time, missing classes, are inexcusable, when a student could be called in and only take a few minutes. Overall, I believe our school needs work.
- Our school is safe but we don't ever have enough time to eat and we are in line forever. The cafeteria has good food but we could use more of a variety of foods. Our discipline stinks, they over dramatize every little thing we do. The passing period should be at least 7 minutes. We have no time to go to the bathroom, to our locker and then walk halfway across campus. Its ridiculous. I also feel we should have off campus lunch privileges for upper classmen. Teachers are OK but they are cocky. They think they are always right when they aren't. They don't respect us as students, they treat us as if we were kids and we are your adults. I don't think we should be punished for absences if we are ill and have a doctor's note. We can't help if we get sick.
- They are teaching elementary students high school classes and are rushing the students. Security stinks because she goes by what she is told by other students and calls students out of class to confront them even it they had nothing to do with anything or wasn't at school. The principal threatens students about the law and accuses students of vandalizing the school when they did nothing.
- We need college credit classes because senior year students have a lot of blow off classes. Also we need to learn better study habits here. I've heard students now in college say they were not ready. In fact most of the ones I know say that.
- Some of the teachers are really unfair, yet we can't do anything about it because we're students. And teachers believe other teachers over students any day. We don't really have a say so, and when we try to explain things they'll just disregard it like what we say doesn't matter. Also, they focus on dress code issues way more

than necessary. They need to focus more on us and our academics, not if our flip flops are sophisticated enough.

- Safety and security - If there is a big thunderstorm the building will float away. Discipline - If you have a last name or not depends on if you get fair punishment. I'm only a junior with whole year left but I really don't feel that in that years time I will be able to graduate from high school and go to college without flunking out. I often am upset that so much useless knowledge is crammed in my head and I don't know fundamental things.
- Our janitors are constantly working our schools cleanliness, but it's still really dirty. It's not the custodians fault. Our school is too old and our school district is poor. We should do fundraisers to build a new school. Considering all of the other schools in our district have brand new schools. I'm a junior but for the following classes they should be able to have better and newer learning facilities and equipment. Our school is nothing but portables. We walk in rain and mud and it's too spread out!
- I think that Ingram is a lot about our athletics program and the coaches that teach usually favor the athletes. I'm a very involved student. I love going to the games of all sports. I just don't play. I think Ingram is a wonderful school but we could definitely do something about the trailer park portables. The rain makes it really tough to get to our class in the portables.
- The comments I have about Ingram is that the laws the state makes for students they should be for the teachers too!
- The fact that the students must follow a dress code. The teachers must follow them also. Students are not allowed to have facial hair but yet the teachers are allowed to. Need to set an example.
- The educational program is ok, but the facilities could be better for example heaters & AC that works all the time, covered walkways so we don't get sick when its raining and we have to walk to the other end of school. Walkways that don't get covered in mud and water in rain, etc.
- Some of the teachers would rather the student be out of the classroom than there learning. If this school has rules they should be enforced to all students and staff. If we can't have facial hair the staff shouldn't either. The dress code should apply to all students.
- I've gone to this school all of my life and have never really had any problems with any teacher or their strengths in the field that they teach. But our computer teachers aren't very smart and honestly have no idea how to teach and lead a class to be successful in the future with computers.
- I feel that the computer teachers should know more about the computers. Many times me or other students will tell her what to do when she has a problem on the computer.

- My teachers are mostly rude. Can't teach right and don't give me anytime to answer questions or don't call on me at all. This school is nasty and is never cleaned right.
- We need better food and more time to eat and we should be allowed to go off campus to go eat somewhere.
- There are some really ridiculous rules. You cannot go to the parking lot to (your car) and get a book out of (your car). ISD staff uses favoritism in the way that they teach students.
- The dress code should be lessened. The cafeteria should serve snacks during break between 1st and 2nd period. The tutorial program should be dropped in favor of an hour lunch in which students should not be quiet, orderly or disciplined.
- This school needs not only classroom improvements, it also need campus improvements.
- I feel that we have a very good education level here and the district has a great educational program to provide students of Ingram ISD. I also feel very safe when I am at school.
- I feel that this school is at a medium level of educational performance, the districts has changed so much over the years that it is not easy to adjust to the lunch for high schoolers not eating until 1 is really hard and we end up getting left over food or having to wait until more food comes.
- Some teachers that are also coaches care more about the sport more than the in class time. So they usually don't teach as well as a regular teacher does.
- I believe they need to spend less money on the sports programs for the unneeded things such as new spikes for every track meet or new uniforms every year plus new sweats, warm-ups clothes, etc. and spend more money on quality teachers who are not coaches and on the school building. Most of Ingram high school is portables which are suppose to be used for a period of time till a real building can be built! But Ingram high school is all portables and has been for quite some time!
- I think that the education performance at Ingram is very high class. All of the teachers at this school do a great job in teaching the students. There are all kinds of classes at this school to take to help in learning for greater tasks.
- The food at ITM high school is not very good, it is all fried food and not healthy food. Also I have athletics 30 minutes after, to I don't have enough time to digest my food.
- Most of the major problems with this school lies under the actual education of the students. I believe that this school concentrates all too much on looks. I myself only remember being called in the office for unsatisfactory dress code. Also money management is not equally distributed to all of the events of school. For a quick example, track and football get some new equipment every year.

But the band must have the kids pay for their own accessories and it is not satisfactory for our school to be a trailer park. I suggest changes for our school.

- I feel that technological studies available are poor. Computer teachers are fundamentally clueless and network administrators are careless. Our all anti-liberal male school board and feminist vice principal make for a biased and sexist environment against males. The new scheduling system is wasteful and inefficient and clubs and orgs-NHS, etc are based on connections. I am LEARNING from one English teacher that concepts taught since 2nd grade of Ingram are incorrect and outdated. Dress code is ridiculous. The sex education system is very inadequate. Pregnancy rate is high. Overall it promotes and amplifies the redneck state of the area and I personally feel my future endangered compared to people I know from other school districts.
- Ingram compared to other schools is much more of a 'quiet school'. Not a lot of bad things happen like big city schools. This is small school and everyone knows each other and it is very easy to keep under control. In my opinion, Ingram is a very good and comfortable school to be in.
- There is a problem between subs and students because you can just be around a group of people that are talking about something they shouldn't be and only you will be sent to the office. The dress code in the handbook is totally wrong because if you are wearing something that you are not suppose to and you do any ways, teachers don't see it until they don't like you and they will disturb the class to send him to the office. That's when the dress code becomes a conflict.
- The greatest asset to our school is our athletic program and advanced placement (AP) classes. They teach teamwork, leadership and skills for our future. The cafeteria offers healthy substitutes. They focus way too much on the dress code and tardies. They are insignificant to other problems facing our school such as disrespect towards staff and threats of violence towards each other.
- At Ingram we need a single building because it is a pain to travel in the bad weather to the portables which are about 4/5 of our campus. Also school lunch is served cold, possibly because it takes 20 minutes for a student to get through a full line. Also some students do not get to eat until 1:00 so the class period before a student will only be thinking about how hungry they are. A solution to this could be to give the middle school not only a separate cafeteria but a separate campus.
- The school district needs to worry more about us learning than the dress code b/c we gone do what we want anyways.

- The I-gear Internet thing limits too much of our research. Some teachers are more interested in passing tests and memorizing than actually learning. The schools could look better in that the bathrooms are horrible, they are clean but there is a permanent stench and they look bad.
- Even though it's small, our school is a very good school. I've been to too many worse schools. Ingram is the best I've ever been to.
- I don't have much to contribute, I don't eat lunch at school. I leave early, I never ride the bus. I do have a problem in how slow maintenance is on fixing things such as broken doors or leaky roofs.
- Everything is good except for the stupid code of conduct. They worry so much about the little stuff like eating in the hallways, not sharing, wearing hats in the building, etc. That you get away with the big stuff like doing drugs, fighting, etc.
- Most fundamental courses can be passed if the student has slept through them. AP courses are excellent. Some disciplinary manners are handled much too strictly.
- I think that our school meets only the minimum educational level. We are not necessarily prepared as well as we should be for college. Many students start eating early as 10:30 and others don't begin until 1:00. Our facilities are not as well kept and clean as they should be.
- The ramps are not safe. The boards break and the mats are slippery. When it rains we all get wet because we have to walk all the way to the top rooms. The coaching staff needs to be replaced. Injuries are only taken care of if you have the right last name or if you are the 'star'. The only way you are a star is with the right parents!
- The slippery mats near the portables can still cause you to fall. The air conditioners sticking out in the walkway area tend to cause accidents because everyone always runs into them.
- They really need a new school schedule. Need new parking for students.
- OK, the girls bathrooms are disgusting. They smell awful, dimly lit, and unsanitary. Most of the doors don't shut or lock and the majority of the toilets don't work. Second of all, the college counseling and scholarship program is a joke. There are maybe 10 scholarships available in the counseling office and half are not even used. Also, I think the computer security system is bad. It goes against the 1st amendment of free speech. If I need to look up something for a class, say over weapons, the computer (internet) is out of the question. And lately, I just am glad I'm graduating this year. I just wish I could have gone to a high school that had a building with actual classrooms in it, instead of portables. Just build a new one.

- On the Internet, almost everything gets denied. I don't think the school supports programs such as PAL enough.
- Safety conditions were much worse a few years ago. That has really improved. The mats outside the portable buildings are slippery when wet. The cafeteria staff is extremely rude. I won't even eat lunch there because they are so rude. I feel unprepared for AP exams I choose to take even though I study. Instead of fixing leaks in the roof the maintenance staff places buckets under leaks to stop them. It takes a long time to get things done. I see classrooms go without being vacuumed or cleaned in any way for up to a week at a time. I think the teachers are good overall but support staff (maintenance, etc) leaves much to be desired.
- I think that Ingram has a once in a lifetime chance at a great education. There is a major gap between good teachers and bad ones. There are much more good teachers than bad. I think our school should support (financially) non-athletic programs. This year our PAL budget was taken away. It is my feeling that programs such as PAL do a lot more for the community than the football team. Our school is really supportive for the athletics, but is a little lax on the UIL and liberal arts programs. There also seems to be a lot of problems with the buses. It is extremely hard to keep bus drivers, so all of the teachers are having to learn how to drive and keep their licenses renewed.
- My bus comes from Hunt , we arrive at school in the morning at 7:55 a.m. with no time to eat. My bus stop is 3 1/2 miles from my house. Not really walking distance if you ask me.
- Cafeteria walls are sticky as well as tables. Students often commune of this.... Of bomb threats when would we go to the track if everyone's there, you would think that's what they would do. All friends agree. I really appreciate this survey, its about time the students be heard. There are some advantages and disadvantages of the school. But the conduct control is ridiculous. Please look into the conduct and into the cleanliness. I really thank you and appreciate your time!
- There are a lot of buildings at our school that need to be fixed and they never are. In the band hall there are ceiling tiles that have been missing for almost a year and the roof leaks in about 3 or 4 places every time it rains. The structure of the main building needs to be fixed because some of the walls are cracking in may classrooms the carpet is torn. Also some teachers will refuse to give help sometimes. There are sometimes where kids don't get to eat lunch because they are waiting for the food to be cooked.
- Ingram does not offer enough foreign language classes. German and or French would be an appreciated addition. I understand that sign language is considered a foreign language. Having that would not be a bad idea. Lunch is never long enough. You can't visit with

all of your friends and there is always a rush on eating your food. If I want 5 minutes to eat lunch every day then I'll join the Marines. We should have more time to eat in school.

- I feel that instead of us using trailers for classrooms they should just add on to the school. I also feel if we can't eat in the classrooms neither should the teachers, I think its dumb for them to be complaining how we dress. We don't tell the teachers anything how they dress. That's my opinion. We don't judge them they shouldn't judge us.
- I really don't have a comment because I don't see nothing that really concerns me because every day for me a pretty day and I think this a really good school and all the teacher are nice and understandable.
- I feel that we really need to remodel our school the buildings aren't nice and the portables outside are a major inconvenience we need a new school that is all one building we need new ceilings and lockers. We also need new programs for our school that help college bound kids out and when kids bring a new club to the school board we don't need it turned down because of lack of money. We also need off campus lunches.
- The discipline is horrible. Also, all that is taught is TAAS. We learn nothing to prepare us for life after high school. Also original thought and individuality is no encouraged problem solving and logic are not used at all. School is merely memorizing facts, if kids were taught to think school would have little to no problems.
- We need better teacher that know what they are doing.
- ITM is an OK school but I don't like it at all. I don't like the way there class schedules are laid out. There is not enough time to eat and there is not enough social time. For college and later you need leadership and group skills and we do not get enough of that. This school can take everything and close it down and go for a real set up. I don't like the classrooms or wheels either.
- Our food could be improved. Some teachers treat students unfairly. I think our school is safe and when I'm here I feel safe.
- I think the education/learning is good but the food is bad and it could be cleaned a little better.
- The education system at the school is deplorable. It is a wonder most of the students got this far in high school. People who actively care for their livelihood find Ingram tiring, unsettling and above all quite poor.
- I just moved to the Ingram School District and it makes me happy to know the teachers are respectful to the student and visa versa.
- I believe the school is trying to educate us but I leave for college in a few months and I am not completely prepared.
- I think they spend too much time worrying about how the kids look and not what they are doing.

- Mostly everything about this school district is good but more senior counseling would be better. There should be no favoritism.
- I feel safe in my school environment and am pleased with most of the staff's performance but I also feel that we're lacking in several areas such as the cafeteria and disciplinary matters and some school programs.
- Ingram ISD is a great school district. I'm glad I've been a part of it & hope my kids will too.
- I feel that Ingram is partial towards their students. They are harder on the ones who don't participate in UIL activities or who don't make perfect grades.
- We should have a better ESL class where the students can learn quicker.
- Drugs seem to be a big influence on our student's educational performance even though they are not being used at school. Our district needs help as far as getting some sort of entertainment to rid the drugs. Science is very available in IISD.
- I feel that this program for the school is very bad. We need so many things its unreal. We are fine now 'I guess' but we could be doing so much better. The band hall it TERRIBLE we need a facility FAST. Also, we have a pathetic theater department. We have nothing. Maybe next year will be better but we have nowhere in the school to practice anything for the plays. Also we need a teacher. Maintenance is horrible, they do nothing. We live in a trailer PARK. But what is good is we have very good core class teachers. We don't have enough money for the school or their putting it where it does not need it. I.E. Athletics. Band does not get anything handed to THEM EVER. I guess this is a high football TOWN. I have to congratulate tennis though. That coach is doing a good job. Along with the debate program.
- I feel that the cafeteria should not serve pizza three days in a row.
- I do think that the school district does not provide the fundamentals for college or does not prepare a student for the college work. Coming from another school where I spent my freshman year, I can say that the work was harder than any year I've taken here.
- I would like to say that we could use a little more time to eat and also be able to have whatever we need fixed, Some days it takes longer than a day to get it fixed.
- Students need more time to eat lunch.
- I think we should get a new principal.
- I really like the school. It has good performance but some teachers are not that good and they really are hypocrites.
- Smile! Just 100 more to go.
- I feel the educational point of view is great, but the amount of time and the food isn't the best in the cafeteria.

- We need longer lunch periods, we don't have enough time to eat.
- We need more time to eat lunch because we stand in line 20 minutes & have 10 to eat, that's not enough.
- I don't like the way it works.
- I think the teachers in the school are very willing to help with academic tutoring - inside and outside of class. The staff at the school is efficient, but some are not very well liked, and there has been problems this year with threats towards faculty coming from students. The facilities at the school are not the best, especially the abnormal weather-whatever that is (coming from Texas) and there have been problems with buses working on athletic trips. Ramps are slippery and have caused injuries (minor) and classes are too spread out. Many injuries have also occurred through the shop classes. Students not watched close enough during lunch by Ag building and food at school is sometimes raw - chicken.
- The academics of this school are fundamentally sound. However, the AP classes should be harder to get into. There are too many people who shouldn't be in AP class because of lack of interest. Technology developments are not kept up with, when computers break they aren't fixed in a timely matter. There is no auditorium for theater. Teachers should be required to go to training classes every 2-3 years in order to keep up with the learning pace. New books should be bought every 10 yrs. No more 20 yr old books. Too many drugs are able to get into school. I know kids who do coke in class. There are kids who do snuff during school. The Internet too many sites are blocked because of silly reasons (i.e. games, chat, etc.)
- All in all I would say that I had a rather good experience here at Ingram. There are good teachers here that if you listen and learn you can get the most out of it. There are just occasional teachers where things can go wrong.
- When the Internet is actually up it is useful. The ramps are always slippery and the new mats are even more slippery than before. The roof in the band hall is always leaking when raining big tiles are gone and holes in the ceiling. I think there are too many coaches teaching. Too many portables need to rebuild and build up.
- There should be a roof over the walkways, our school needs to get new women coaches. If you get injured you are not taken care of unless you are a 'star' if you have the name!! I think that when a problem comes up it should be taken care of sooner.

Appendix E

PARENT SURVEY RESULTS

Demographic Data/Survey Questions
Additional Comments

n = 70

These comments illustrated community perceptions of IISD and do not necessarily reflect the findings or opinion of the Comptroller or review team.

Note: Totals may not add to 100% due to rounding.

Demographic Data

1. Gender (Optional)	No Response	Male	Female					
	11.4%	31.4%	57.1%					
2. Ethnicity (Optional)	No Response	Anglo	African American	Hispanic	Asian	Other		
	8.6%	78.6%	1.4%	8.6%	1.4%	1.4%		
3. How long have you lived in Ingram ISD?	No Response		0-5 years	6-10 years	11 years or more			
	1.4%		35.7%	20.0%	42.9%			
4. What grade level(s) does your child(ren) attend (circle all that apply)?	PK	K	1	2	3	4	5	
	2.0%	5.4%	6.8%	5.4%	6.8%	2.7%	8.8%	
	6	7	8	9	10	11	12	
	8.8%	8.1%	12.2%	8.8%	10.8%	6.1%	7.4%	

A. District Organization and Management

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
1. The school board allows sufficient time	8.6%	20.0%	55.7%	10.0%	2.9%	2.9%

	for public input at meetings.						
2.	School board members listen to the opinions and desires of others.	4.3%	22.9%	52.9%	14.3%	5.7%	0.0%
3.	The superintendent is a respected and effective instructional leader.	10.0%	30.0%	35.7%	14.3%	10.0%	0.0%
4.	The superintendent is a respected and effective business manager.	7.1%	31.4%	41.4%	12.9%	7.1%	0.0%

B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
5.	The district provides a high quality of services.	4.3%	54.3%	14.3%	20.0%	4.3%	2.9%
6.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	4.3%	45.7%	40.0%	7.1%	2.9%	0.0%
7.	The needs of the college-bound student are being met.	10.0%	44.3%	24.3%	15.7%	5.7%	0.0%

8.	The needs of the work-bound student are being met.	1.4%	40.0%	34.3%	17.1%	7.1%	0.0%
9.	The district has effective educational programs for the following:						
	a) Reading	10.0%	68.6%	7.1%	8.6%	5.7%	0.0%
	b) Writing	7.1%	71.4%	8.6%	10.0%	2.9%	0.0%
	c) Mathematics	11.4%	68.6%	8.6%	8.6%	2.9%	0.0%
	d) Science	10.0%	71.4%	5.7%	8.6%	4.3%	0.0%
	e) English or Language Arts	7.1%	75.7%	5.7%	8.6%	2.9%	0.0%
	f) Computer Instruction	11.4%	68.6%	10.0%	7.1%	2.9%	0.0%
	g) Social Studies (history or geography)	5.7%	70.0%	8.6%	11.4%	2.9%	1.4%
	h) Fine Arts	7.1%	51.4%	15.7%	20.0%	5.7%	0.0%
	i) Physical Education	10.0%	70.0%	7.1%	7.1%	5.7%	0.0%
	j) Business Education	2.9%	45.7%	38.6%	5.7%	5.7%	1.4%
	k) Vocational (Career and Technology) Education	4.3%	45.7%	32.9%	10.0%	7.1%	0.0%
	l) Foreign Language	7.1%	47.1%	27.1%	15.7%	2.9%	0.0%
10.	The district has effective special programs for the following:						

a) Library Service	8.6%	54.3%	21.4%	11.4%	4.3%	0.0%
b) Honors/Gifted and Talented Education	4.3%	61.4%	20.0%	10.0%	4.3%	0.0%
c) Special Education	8.6%	44.3%	28.6%	7.1%	10.0%	1.4%
d) Head Start and Even Start programs	10.0%	37.1%	37.1%	12.9%	0.0%	2.9%
e) Dyslexia program	1.4%	17.1%	62.9%	10.0%	7.1%	1.4%
f) Student mentoring program	8.6%	55.7%	22.9%	8.6%	4.3%	0.0%
g) Advanced placement program	8.6%	40.0%	41.4%	8.6%	1.4%	0.0%
h) Literacy program	2.9%	51.4%	32.9%	8.6%	4.3%	0.0%
i) Programs for students at risk of dropping out of school	1.4%	25.7%	37.1%	21.4%	14.3%	0.0%
j) Summer school programs	2.9%	37.1%	40.0%	11.4%	7.1%	1.4%
k) Alternative education programs	1.4%	37.1%	40.0%	14.3%	7.1%	0.0%
l) "English as a second language" program	7.1%	32.9%	50.0%	5.7%	1.4%	2.9%
m) Career counseling program	7.1%	27.1%	44.3%	15.7%	5.7%	0.0%
n) College	7.1%	30.0%	40.0%	15.7%	7.1%	0.0%

	counseling program						
	o) Counseling the parents of students	2.9%	35.7%	30.0%	20.0%	11.4%	0.0%
	p) Drop out prevention program	1.4%	21.4%	45.7%	20.0%	11.4%	0.0%
11.	Parents are immediately notified if a child is absent from school.	11.4%	44.3%	15.7%	14.3%	12.9%	1.4%
12.	Teacher turnover is low.	1.4%	30.0%	28.6%	27.1%	10.0%	2.9%
13.	Highly qualified teachers fill job openings.	4.3%	30.0%	24.3%	31.4%	10.0%	0.0%
14.	A substitute teacher rarely teaches my child.	7.1%	42.9%	24.3%	22.9%	2.9%	0.0%
15.	Teachers are knowledgeable in the subject areas they teach.	4.3%	62.9%	14.3%	14.3%	4.3%	0.0%
16.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	7.1%	54.3%	18.6%	12.9%	7.1%	0.0%
17.	Students have access. when	17.1%	64.3%	7.1%	8.6%	2.9%	0.0%

	needed, to a school nurse.						
18.	Classrooms are seldom left unattended.	10.0%	38.6%	37.1%	12.9%	1.4%	0.0%
19.	The district provides a high quality education.	5.7%	54.3%	15.7%	15.7%	4.3%	4.3%
20.	The district has a high quality of teachers.	8.6%	45.7%	17.1%	20.0%	5.7%	2.9%

C. Community Involvement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
21.	The district regularly communicates with parents.	8.6%	41.4%	12.9%	31.4%	5.7%	0.0%
22.	District facilities are open for community use.	10.0%	34.3%	44.3%	10.0%	1.4%	0.0%
23.	Schools have plenty of volunteers to help students and school programs.	10.0%	32.9%	21.4%	27.1%	7.1%	1.4%

D. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
24.	Parents, citizens, students.	2.9%	18.6%	41.4%	24.3%	11.4%	1.4%

	faculty, staff, and the board provide input into facility planning.						
25.	Schools are clean.	10.0%	68.6%	4.3%	11.4%	5.7%	0.0%
26.	Buildings are properly maintained in a timely manner.	5.7%	54.3%	15.7%	18.6%	5.7%	0.0%
27.	Repairs are made in a timely manner.	5.7%	44.3%	22.9%	20.0%	7.1%	0.0%
28.	The district uses very few portable buildings.	4.3%	17.1%	17.1%	28.6%	32.9%	0.0%
29.	Emergency maintenance is handled expeditiously.	4.3%	30.0%	45.7%	17.1%	2.9%	0.0%

E. Asset and Risk Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
30.	My property tax bill is reasonable for the educational services delivered.	1.4%	28.6%	40.0%	22.9%	7.1%	0.0%
31.	Board members and administrators do a good job explaining the	4.3%	12.9%	41.4%	32.9%	8.6%	0.0%

	use of tax dollars.						
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F. Financial Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
32.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	4.3%	20.0%	61.4%	8.6%	5.7%	0.0%
33.	Campus administrators are well trained in fiscal management techniques.	1.4%	27.1%	58.6%	11.4%	1.4%	0.0%
34.	The district's financial reports are easy to understand and read.	4.3%	17.1%	51.4%	20.0%	7.1%	0.0%
35.	Financial reports are made available to community members when asked.	4.3%	18.6%	68.6%	4.3%	4.3%	0.0%

G. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
36.	Students are issued textbooks in	11.4%	67.1%	7.1%	5.7%	8.6%	0.0%

	a timely manner.						
37.	Textbooks are in good shape.	12.9%	71.4%	8.6%	5.7%	1.4%	0.0%
38.	The school library meets student needs for books and other resources.	12.9%	51.4%	11.4%	18.6%	5.7%	0.0%

H. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
39.	My child regularly purchases his/her meal from the cafeteria.	25.7%	60.0%	2.9%	5.7%	5.7%	0.0%
40.	The school breakfast program is available to all children.	25.7%	61.4%	10.0%	0.0%	1.4%	1.4%
41.	The cafeteria's food looks and tastes good.	7.1%	41.4%	21.4%	17.1%	12.9%	0.0%
42.	Food is served warm.	7.1%	54.3%	18.6%	11.4%	7.1%	1.4%
43.	Students have enough time to eat.	4.3%	31.4%	7.1%	35.7%	20.0%	1.4%
44.	Students eat lunch at the appropriate time of day.	2.9%	55.7%	7.1%	21.4%	10.0%	2.9%

45.	Students wait in food lines no longer than 10 minutes.	5.7%	28.6%	25.7%	18.6%	18.6%	2.9%
46.	Discipline and order are maintained in the school cafeteria.	7.1%	52.9%	22.9%	7.1%	8.6%	1.4%
47.	Cafeteria staff is helpful and friendly.	8.6%	54.3%	11.4%	15.7%	8.6%	1.4%
48.	Cafeteria facilities are sanitary and neat.	8.6%	58.6%	21.4%	7.1%	2.9%	1.4%

I. Transportation

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
49.	My child regularly rides the bus.	11.4%	40.0%	18.6%	7.1%	21.4%	1.4%
50.	The bus driver maintains discipline on the bus.	10.0%	40.0%	37.1%	5.7%	1.4%	5.7%
51.	The length of the student's bus ride is reasonable.	8.6%	40.0%	37.1%	8.6%	1.4%	4.3%
52.	The drop-off zone at the school is safe.	11.4%	54.3%	21.4%	4.3%	4.3%	4.3%
53.	The bus stop near my house is safe.	8.6%	45.7%	31.4%	8.6%	1.4%	4.3%

54.	The bus stop is within walking distance from our home.	15.7%	51.4%	25.7%	1.4%	1.4%	4.3%
55.	Buses arrive and depart on time.	15.7%	44.3%	31.4%	4.3%	0.0%	4.3%
56.	Buses arrive early enough for students to eat breakfast at school.	11.4%	38.6%	34.3%	8.6%	2.9%	4.3%
57.	Buses seldom break down.	14.3%	34.3%	37.1%	7.1%	2.9%	4.3%
58.	Buses are clean.	12.9%	38.6%	40.0%	4.3%	0.0%	4.3%
59.	Bus drivers allow students to sit down before taking off.	14.3%	41.4%	32.9%	4.3%	2.9%	4.3%
60.	The district has a simple method to request buses for special events.	8.6%	31.4%	50.0%	5.7%	0.0%	4.3%

J. Safety and Security

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
61. Students feel safe and secure at school.	12.9%	67.1%	8.6%	5.7%	5.7%	0.0%
62. School disturbances are infrequent.	8.6%	68.6%	14.3%	4.3%	4.3%	0.0%

63.	Gangs are not a problem in this district.	15.7%	65.7%	8.6%	8.6%	0.0%	1.4%
64.	Drugs are not a problem in this district.	8.6%	30.0%	17.1%	35.7%	8.6%	0.0%
65.	Vandalism is not a problem in this district.	10.0%	38.6%	17.1%	30.0%	4.3%	0.0%
66.	Security personnel have a good working relationship with principals and teachers.	8.6%	32.9%	50.0%	5.7%	1.4%	1.4%
67.	Security personnel are respected and liked by the students they serve.	7.1%	31.4%	54.3%	5.7%	0.0%	1.4%
68.	A good working arrangement exists between the local law enforcement and the district.	15.7%	61.4%	17.1%	4.3%	1.4%	0.0%
69.	Students receive fair and equitable discipline for misconduct.	10.0%	50.0%	17.1%	10.0%	12.9%	0.0%
70.	Safety hazards do not exist on school grounds.	4.3%	30.0%	27.1%	28.6%	8.6%	1.4%

K. Computers and Technology

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
71.	Teachers know how to teach computer science and other technology-related courses.	11.4%	58.6%	20.0%	8.6%	1.4%	0.0%
72.	Computers are new enough to be useful to teach students.	8.6%	71.4%	18.6%	1.4%	0.0%	0.0%
73.	The district meets student needs in computer fundamentals.	7.1%	64.3%	21.4%	5.7%	1.4%	0.0%
74.	The district meets student needs in advanced computer skills.	5.7%	37.1%	38.6%	15.7%	2.9%	0.0%
75.	Students have easy access to the internet.	4.3%	67.1%	22.9%	4.3%	1.4%	0.0%

Appendix E

PARENT SURVEY RESULTS

Demographic Data/Survey Questions

Additional Comments

Additional Comments: Parents

- I do not feel the students have enough time to get to their classes. Also, when my child needs help on tutorials, he does not get the help he needs to complete his work. When he asks for help it is not always there. There have been several times my children have not understood their homework because the substitutes did not explain it, I also feel that the school's disciplinary acts need to be examined. The assistant principal acts like they is too busy to talk to parents about the students - NOT SATISFIED
- The demographics of Ingram is very different, retirement, agricultural, youth ranches for abused youth attending the schools. Hard to rally community support when there is so many fragmented families. Portables are not the way. Fiscally not functional, the school is fragmented just like the families. This school and area have great potential but the portable building rut is hard to break. Myself and wife and four children are proud to be Ingram Warriors.
- Question 9(j)-Due to block schedule children do not exercise daily.
- Question 10(e)-I have dyslexic children - no special program.
- Question 12-Teachers aides are covering class w/ a special ed teacher floating between two classes to cover Mrs. Bach 8th grade.
- Question 16-Alta Vista.
- Question 17-Alta Vista secretary gives meds.
- Question 43-Breakfast.
- Question 51-Improving.
- Question 66-Not aware of any security.
- Question 69-Boys and girls consequence for sexual harassment not equal.
- As the majority of the teachers that my children both have, I would say they know their subjects, teach them properly, know their children and have good working relationships with them. On the other hand, we have encountered some teachers that have very little knowledge of the subject being taught, do not know how to handle situations in the classroom and do not have very good relationships with the students (very seldom does this happen - but it does and usually it is well known which teachers these are).
- I had to argue for months to have my son his appropriate education. They did not offer resource until I contacted TEA and went to another ARD meeting. The next day they offered him a

resource class at that time. Yet he was failing bad and in need of months of resource he missed.

- I have always felt that since we moved here over 8 years ago that this school has been a much better learning experience for my children simply because of the smaller more personal class size than it was in the larger city schools that we came from. They are getting very good grades. But I also feel that they could have more classes to offer and better teachers available to them if they would increase the teachers salary.
- Principal and his assistant must be checked by the school board more often or meet with parents when is necessary. School personnel at the cafeteria must be with more discipline. Principal must submit a report monthly to school board and provide copies to parents.
- My child is in the 5th grade at Ingram Elementary. Therefore, I have a very high opinion of teachers and staff and the elementary. Very capable, creative and excellent teachers in their respective fields. We have a beautiful new campus. However, my expertise about what happens in the upper grades is almost non-existent.
- The educational achievements of our schools would be higher if not for a school board that is concerned with small town good ole boy politics more than the education of our kids. We think more emphasis should be put on the teacher, i.e. support, then is being done now.
- I have the most respect for the teachers and school here. When my daughter became of school age, my husband and I made a decision for me to move her to the Ingram school. Our home and my husband's business is in Real County (Leakey, TX) Although our family is separated by miles we know our daughter is receiving a better education in Ingram that she would have in Leakey. I researched the area and schools before choosing Ingram. We didn't have a choice our daughters education is #1 in our books - and I moved here for here education.
- My daughter has never received adequate help from counselor in preparing for college. They just tell here to join the National Guard. She is not top in her class but she deserves to be helped as much as possible. She wants to go into the medical field and cannot seem to get through.
- Great job by everyone. Thank you!
- I really like the elementary school. I just wish the teachers and staff were friendlier. A smile goes a long way.
- Parents and staff are made to feel as though school board members are unapproachable. As taxpayers, we have elected them to be our representatives, our voice. The needs of the chosen few are met - the average students tend to get left behind or forgotten. We do not have enough vocational programs. This district has more at risk

students and non-college bound students than college bound graduates. We need to offer those students something that they can use after high school as they go out into the workforce. As a parent, I feel that the morale is at an all time low and this is directly related to their present principal.

- The children in middle school should get bigger servings for their meals due to their bigger children with bigger appetites. The teachers do not take the time to explain the work to the children to where the children really understand the work without any problems. Because a lot of parents may not remember the work to help the child. Work is suppose to be gotten off of a computers, not everybody here can afford one.
- My daughter has gone to Ingram ISD since pre-K. I believe she has gotten a great education, has learned to be social and a team player in whatever she has chosen to participate in. Which she has a variety of choices. As a parent of two great daughters, Thank the teachers and staff of Ingram ISD. Thank you!
- We try to get them to not drop out but we did lower the graduation credits to 24. School board members may listen to opinions and desires but only to placate the public. I do not feel the school does enough with the multitude of learning disabilities of the children. They need more testing, more teachers (qualified in this area) Too many in a class - not beneficial for the child or for children that may be in upper percentile - teachers cannot teach! Lowering credits to graduate does not in my opinion prepare a student for college or vocational trade. At present we have some high quality of teachers, I am afraid of the future! They have no backing from the superintendent or principals. Financial reports are in control of superintendent and chief financial advisor! Cafeteria = lunchroom person - elementary yells! Tells children what and how to eat! Children call her the witch. My 3rd grader is afraid to go to the bathroom and afraid at time on the playground. There is not enough monitoring of playgrounds or bathrooms. My children have been punched in the stomach given a bloody nose and tripped at least once this year. The only security person I am aware of is our Dare officer. I guess the security at the elementary is the office staff and principal who rarely speak or come out of the front office. I have been a parent that takes my children and picks them up. The method of pickup is not safe or drop off. Parents drop off at the corner, kids run across the street. I have never seen a police officer monitor the situation. Why can't we have an exemplary school? Why does it have to be just acceptable according to TEA? Help Ingram to pull away from their control and be the district we can be. The parents do care but are afraid of consequences from board and superintendent.

- This is our first year here so I am not too familiar with the school. I do know there are many great programs at Ingram elementary. I'm very pleased with discipline techniques, teaching, phonics for reading, although my child's teacher is learning phonics with the children. They have a good library, art and computer courses. Only problems of complaints - teacher does not enforce better writing and coloring skills. My child is allowed to turn in messy work. Teacher is just looking for the right answers. Also, my child rode home with a friend one day with no note from me. I was supposed to pick her up. I was very displeased with that! However, I am pleased that all doors are locked in the schools and visitors must go to the office before entering school. Overall, my opinion of IISD is that it's pretty good. I'm sure all schools have areas that need improvement.
- Needs more technology, computer and writing education skills in classrooms. Need more mentors to help students whom need extra help.
- I feel Ingram ISD is doing its best to teach the children in the district. I wanted my kids in the school district more than any other in the area. Kerrville is too big and the others too small. I feel the students may be at a disadvantage because they may not have the opportunities a larger school district has. But at least they are safe and that seems to be of the most concern.
- I am very disappointed with Ingram School District. A lot of the high school teachers don't know what they are teaching. We have teachers who aren't even certified teaching full time. Our elementary principal won't listen when the parents have a complaint about a teacher. Teachers are allowed to throw things in a class at their students, they are allowed to belittle students until their self esteem is gone. I THOUGHT THE TEACHERS ARE THERE TO TEACH AND LOVE OUR CHILDREN.
- First of all, how is it that the athletic department got a new gymnasium while there are still portable buildings on campus. AND if the new gym is for all students why is it that PE isn't good enough to use it? I don't see a point in a majority of our tax dollars going toward the new gym and watering the football field so it's nice and green while students are being deprived of education; the whole reason they are in school! And in conclusion, I see it a shame that in order to pay the salaries of those wonderful coaches, we sacrifice paying the salaries of decent teachers who can actually teach. The students are not all challenged by the classes the coaches teach because the coaches don't give a damn about whether the students learn only if the athletes pass and that the team does good on Friday night. As for the TAAS tests and the cramming our sophomores do, if we had valuable teachers who

could help our students to learn, I'm sure we'd have better scores and look glorious to the state since that's all we really care about.

- The high school needs new roofs and ceiling tile. The fire hydrants have no water flow/pressure thus are ineffective. The junior high school is mostly portables and needs new building bond issue. Original locker rooms for general student use are ineffective and old. Need to be remodeled. Restroom building is needed at the tennis courts. There is no fire system that works in the junior high school building and the gymnasium building is not tied into the fire system. The staff is great.
- I do disagree with the fact that the school does and will paddle the children without the parents being notified first or being present.
- Some teachers need to listen more when kids say that they are sick and believe them.
- The educational performance has traditionally been strong; I and many other parents are concerned that it is dropping and that the wrong priorities (athletics over all other disciplines, including academics, very little science/social studies and the elementary) are being set. I am even more aware of the problems as a high school teacher.
- Teaching for special ed is questionable at best. Teachers fail to modify for low functioning students who are not special ed eligible and seem unable to motivate children with low motivation. The district is not flexible in working with parents and often deals unfair consequences (i.e. at risk students may be suspended while a more favorable student will receive a slap on the wrist for the same violation).
- Something needs to be done about special education. There is no resource for these children with disabilities.
- My daughter has had a good year at IHS. This is due in large part to a great girls athletic program, good leadership by the principal and especially her math teacher, who has worked closely with her in her weakest area.
- School could improve a lot on the food it tastes awful. So far, the teachers my granddaughter has had have been great. I think they put too much on the children for fund raising. We pay for everything so why do the children have to sell-sell-sell to raise money for school? Otherwise I'm pleased with the school. They need to spend more time teaching computer.
- There is no security personnel at our school and my son has stated that he would feel safer if there were some, although he has never felt that he was in any danger.
- I feel that the school is lacking in the teaching skills of the teachers. In my opinion a lot have the impression they are God and they know better how to raise my children. Several teachers can lie their way our of reprimand from their principals when its student

vs. teacher when a problem arises. The elementary is good for the most part. The problems with teachers I see are cell phone use in school and the athletic department from elementary school through high school - they believe they are my superior.

- Over all Ingram ISD is a wonderful school district. It just depends on what campus you are talking about. I work at one and they need a lot of help in places.
- As a parent I am very involved in my child's education. I am a very protective mother and I think children should be attended at all times. When the bell rings at the end of the day children are everywhere. This gives any crazy person access to grab a child and the adults in charge of the pick up zone couldn't tell you who picked up what kid. Bus drivers allow kids to get off the bus where they want. And like with my child the bus driver let her off because by daughter remembered not to ride the bus that day. She had to walk back to the school and could have been picked up by anyone.
- Run out of food and serve partial trays and still charge full price for tray. We moved to this area just so our children could attend Ingram school district but we have been very disappointed. The elementary school is very good but the middle school is very very disappointing. Our children both just repeated everything basically they already know from elementary, there 1st year, 6th grade. My 8th grader has complained for 2 years not how bored she is in her classes and how they don't do anything. My 11th grader however, has made it to high school and can't spell or read words past a 7th grade level. Now she is in high school. I have never had a teacher ask for a conference yet. Your probably wondering why we are still their if we are that unhappy. Right? It's the girls. They don't want to leave their friends. They have grown up with these kids and have never gone to school anywhere else. Its hard to do that to your kids, so you just help them as much as you can and pray they will do well despite the school they attend.
- I do have a concern about the amount of time students have to eat lunch. My son only has 30 minutes to get to the lunchroom, get his lunch, and eat. He eats so fast. I get onto him at home for eating so fast. It is a very bad eating habit. This can also cause eating disorders of all kinds.
- We are please overall!!!
- The middle school campus has 4 permanent classrooms and 20 classrooms in portable buildings with 5 bathroom stalls for boys and 5 for girls and one for teachers - with over 400 students. The middle school playground has no fence or grass, and thousands of fist size rocks scattered across the hard-packed dirt. The playground basketball court is asphalt with pea sized gravel across it. The metal doors to the main building are rusting through at the

bottom and gutters on the portable buildings are bent and broken off. In my 1a class 3 of the 6 sets of fluorescent lights flicker on and off at will, although they've been fixed several times. Student lockers are too small for both textbooks and athletic gear. The girls' dressing room in the old gym reeks of moldiness, especially when it rains. Soda cans, candy wrappers and papers litter the grounds constantly. The special ed department has 2 classrooms being taught by one certified teacher with 2 teacher's assistants - when actually one of the teaching assistants does all the planning, teaching, assessment & grading for one classroom, with only the pay of a teaching assistant. Many, many positive programs and strategies are in place or being put in place at the middle school, but the grounds, while some attention has been paid to them of late, are a constant threat to the safety of the energetic, often reckless, age group of students the middle school serves.

- Que necesitan maestro bilingue, como mi nino sufre mucho para el ingles para estudiary. Que los maestro no distinguan al Mexicano. Gracias por mandarme esto.
- Estamos muy contentos con la ayuda. Que los maestros yel personal de la escuela. Da a maestros hijo siempre tratan de ayudar los mad mejor posible que ellos pueden laser y deverdad sonos ayudan mucho con sus consejos y metodos para que nueastras ninos tengan un mejor a prendisaje encordad estamos muy agradesidoes.
- For the benefit of all students - statewide - quit mainstreaming students. Put the student into appropriate classifications so they can learn. Quit TAAS! I deal daily with student of TAAS, many college grads that cannot make change at a register. Perhaps they passed TAAS but they cannot think!
- I believe that the Ingram ISD are too strict on students. They do not know how to handle children with ADDH - They rather put the child in AP program and that way they don't have to deal with the student, ADDH or other behavior problems, etc.