

TRANSMITTAL LETTER

August 19, 2003

The Honorable Rick Perry, Governor
The Honorable David Dewhurst, Lieutenant Governor
The Honorable Thomas R. Craddick, Speaker of the House
Chief Deputy Commissioner Robert Scott

Fellow Texans:

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

This review is intended to help CISD 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 SCRS, Inc.

I have made a number of recommendations to improve CISD's efficiency. I also have highlighted a number of "best practices" in district operations-model programs and services provided by the district's administrators, teachers, and staff. This report outlines 37 detailed recommendations that could save CISD more than \$817,847 over the next five years, while reinvesting over \$108,649 to improve educational services and other operations. Net savings are estimated to reach more than \$709,198 that the district can redirect to the classroom.

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

Sincerely,

Carole Keeton Strayhorn

Carole Keeton Strayhorn
Texas Comptroller

c: Senate Committee on Education
House Committee on Public Education
The Honorable Steve Ogden, State Senator, District 5
The Honorable Jim Dunning, State Representative, District 57

EXECUTIVE SUMMARY

In March 2003, Texas Comptroller Carole Keeton Strayhorn began a review of the Calvert Independent School District (CISD). Based upon more than five months of work, this report identifies CISD's exemplary programs and suggests concrete ways to improve district operations. If fully implemented, the Comptroller's 37 recommendations could result in net savings of \$709,198 over the next five years.

Improving The Texas School Performance Review

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

Recognizing that only 51 cents of every education dollar is spent on instruction, Comptroller Strayhorn's goal is to drive more of every education dollar directly into the classroom. Comptroller Strayhorn 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 Strayhorn has directed TSPR to serve as a clearinghouse of the best ideas in Texas public education.

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

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

TSPR In Calvert ISD

Comptroller Strayhorn selected Calvert for a review in January 2003 and began onsite work in late March 2003. The Comptroller's office selected SCRS, Inc., a Texas-based firm, to assist the agency with the review at a cost of \$25,000.

The review team interviewed district employees and board members, and conducted a public forum at the CISD cafeteria on April 2, 2003 from 4:00 p.m. to 6:30 p.m.

To ensure that all stakeholder groups had an opportunity for input, TSPR sent surveys to students, parents, teachers, campus and central administrators and support staff.

A total of 112 respondents answered surveys. Fifteen administrative and support staff; eight teachers; 67 parents and 22 students completed written surveys as part of the review. Details from the surveys and public forums appear in **Appendices A** through **E**.

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

CISD selected peer districts for comparisons based on similarities in student enrollment, student performance and community and student demographics: Karnack, Kendleton, Star and Waelder ISDs. TSPR also compared CISD to district averages in TEA's Regional Education Service Center VI (Region 6), to which Calvert ISD belongs, and to the state as a whole.

During its review, TSPR developed 37 recommendations to improve operations and save taxpayers \$817,847 by 2007-08. Cumulative net savings from all recommendations (savings minus recommended investments or expenditures) could reach \$709,198 by 2007-08.

A detailed list of costs and savings by recommendation appears in **Exhibit 4**. Many TSPR recommendations would not have a direct impact but could improve the district's overall operations.

Acknowledgements

The Comptroller's office and SCRS, Inc. wish to express appreciation to the CISD Board of Trustees, former Superintendent Oliver Hadnot and Interim Superintendent Donald Robbins, district employees, students, parents and community residents for their assistance and input during the review.

Calvert ISD

The rural farming community of Calvert lies about 60 miles southeast of Waco and 30 miles northwest of Bryan/College Station on Texas Highway 6. Calvert, a designated Rural Historic District and the location of CISD, covers 117 square miles along the west side of Robertson County. CISD operates two campuses: an elementary school for pre-kindergarten through grade 6 and a junior/senior high school for grades 7 through 12. Student enrollment has declined from 346 in 1997-98 to 287 in 2002-03.

In 2002-03, 85.4 percent of CISD's students were African American, 10.5 percent Hispanic and 4.2 percent Anglo. More than 94 percent of the district's students are economically disadvantaged.

Although CISD's Texas Assessment of Academic Skills (TAAS) passing rate has improved by more than 40 percentage points over the last five years, the district's overall TAAS passing rate in 2001-02 was 77 percent, which falls 8.3 percentage points below the statewide average of 85.3 percent.

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

**Exhibit 1
Demographic Characteristics of CISD,
Peer Districts, Region 6 and State
2002-03**

District	Student Enrollment			Ethnic Group (Percent)				Economically Disadvantaged
	2002-03	1998-99	5 Year Percent Change	African American	Hispanic	Anglo	Other	
Karnack	316	385	(17.9%)	69.0%	1.6%	29.4%	0.0%	89.9%

Calvert	287	317	(9.5%)	85.4%	10.5%	4.2%	0.0%	94.1%
Waelder	264	243	8.6%	22.1%	71.9%	6.0%	0.0%	89.0%
Kendleton	121	105	15.2%	46.3%	51.2%	2.5%	0.0%	96.7%
Star	97	112	(13.4%)	5.2%	46.4%	47.4%	1.0%	95.9%
Region 6	142,704	130,668	9.2%	14.0%	19.4%	64.7%	1.8%	42.3%
State	4,239,911	3,945,367	7.5%	14.3%	42.7%	39.8%	3.2%	51.9%

Source: TEA, PEIMS, 2002-03.

*Percent change is defined as 2002-03 values minus 1998-99 values divided by 1998-99 values.

CISD's enrollment has declined by more than 9 percent since 1997-98. District officials, however, expect enrollment to remain relatively stable over the next several years.

The district employs a staff of 63 full-time equivalent positions of which 38 percent are teachers. The district's 2002-03 budget was more than \$2.4 million. CISD spends 54 cents of every dollar on instruction, 3 cents per dollar more than the 51-cent state average, with budgeted expenditures of \$8,140 per student from the general fund in 2002-03.

CISD does not levy or collect an interest or sinking component of property taxes because it has no outstanding bond indebtedness. As such, all of the district's 2001-02 property value tax rate of \$1.42 per \$100 went to maintenance and operations. In 2001-02, CISD's property value equaled \$179,184 per student, compared to the state average of \$236,543 per student.

In 2001-02, TEA rated CISD as *Academically Unacceptable* with a *Special Accreditation Investigation* due to seventh and eighth grade student performance on the social studies portion of the TAAS. This also caused the high school to be rated low performing as only 38.5 percent of seventh and eighth grade students passed the test. In spring 2003, student performance was measured by the Texas Assessment of Knowledge and Skills (TAKS). CISD's preliminary TAKS results compared with Region 6 and state averages are shown in **Exhibit 2**.

Exhibit 2
TAKS Preliminary Results
Percent All Students Passing All Tests Taken

**CISD, Region 6 and State
Spring 2003**

	Grade 3	Grade 4	Grade 5**	Grade 6	Grade 7	Grade 8	Grade 9**	Grade 10	Grade 11
CISD	*	42%	7%	63%	27%	44%	7%	38%	18%
Region 6	*	76%	67%	77%	70%	74%	63%	55%	49%
State	*	75%	65%	74%	67%	69%	60%	52%	49%

Source: TEA, preliminary TAKS results, spring 2003.

*Notes: * data not available.*

Overall, CISD student TAKS test results lag behind Region 6 and state performance averages in every grade.

The review team found CISD to be a district of instructional delivery and student performance dichotomies. The elementary school's staff and students continuously strive for, and achieve, high student performance, which led to the school earning not only a *Recognized* rating from TEA in 2001-02, but also a National Blue Ribbon school designation in 2002-03. At the secondary level, however, student performance lags behind peer districts and state and regional averages, largely due to a lack of consistent administrative leadership. From 1999 through 2002-03, the junior high/high school has had four principals.

The review team also found a district at odds with the community it serves. A significant portion of the community felt that the board and superintendent did not display a sense of accountability to the community. Amid many allegations of wrongdoing and ill-will on both sides, the superintendent who was in place during the beginning of this review, resigned in July 2003. The board named a former superintendent to serve as superintendent until it completes the search for a permanent superintendent.

As the district works to restore stability in its leadership positions and improve its services, the board, superintendent and administrators have a number of challenges to address, including:

- recruiting and retaining highly qualified staff;
- improving student performance; and
- strengthening financial planning and accountability.

Recruit and Retain Highly Qualified Staff

Create and implement a recruiting plan to increase the number of fully certified teachers in the district. CISD employs a significant percentage of teachers who are not fully certified. Five of the district's 22 teachers, or 22.7 percent, are not fully certified. One of the five teachers has a district permit that is only valid for teaching in CISD. While the district established an objective in the District Improvement Plan to employ fully certified teachers by 2005-06, it has not developed strategies to ensure this objective is met. Creating and implementing a recruiting plan to increase the number of fully certified teachers in the district will ensure that all CISD students benefit from a highly qualified teaching staff.

Implement staffing allocation formulas. CISD does not use staffing formulas to determine the number of employees to hire based on student enrollment. Applying Southern Association of Colleges and Schools staffing guidelines and peer district averages, 8.8 educational aide positions are recommended for a district of this size with a high percentage of economically disadvantaged students; CISD employs 18. This equates to a 15.9 students per educational aide ratio while its peer districts average 65.5 students per educational aide and Region 6 averages 65.8 students per educational aide. Employing more highly qualified teachers should allow the district to reduce educational aide positions from 18 to 8.8 and save almost \$160,000 annually.

Revise the Board of Trustees' hiring policy and practices to ensure that it hires appropriately certified superintendents to lead the district. The board violated several state laws and administrative code provisions by hiring and renewing the contract of a superintendent who was not certified as a superintendent and has not enrolled in a superintendent preparation program. As the board searches for a permanent superintendent, requiring valid certifications in compliance with state laws and guidelines will ensure that the individual is trained and skilled to lead the district.

Improve Student Performance

Ensure that the annual District Improvement Plan and Campus Improvement Plans include detailed student performance objectives to address identified student and staff weakness specific to grade level, subject areas and student population groups. TEA rated CISD as *SAI: Unacceptable* and the junior high/high school low performing due to poor seventh and eighth grade student performance on the 2001-02 TAAS. Preliminary results on the 2002-03 TAKS test show CISD lagging behind state and regional averages at all grade levels. Despite TEA repeatedly stressing the need for the district to develop specific goals and strategies as part of the district and campus improvement plans, the district still has

only broad performance goals in the junior high/high school CIP. By developing a comprehensive strategic plan that includes timelines, implementation strategies and evaluative measures, and including these details in the district's CIPs, the district will be able to identify and address specific deficiencies in student performance and implement necessary programmatic changes.

Increase student participation in, and performance on, college entrance exams. In 2001-02, CISD had only 40 percent participation in college entrance exams, more than 20 percentage points below the regional and state participation averages and 30 to 50 percentage points lower than peer district participation rates. American College Testing (ACT) college entrance exam scores changed only slightly from 14.4 to 14.6 from the classes of 1997 to 2001. As a result, no student met or exceeded the passing criteria established by TEA for college entrance exams. Dedicating staff and material resources to students for college exam preparation at a cost of \$1,500 annually should ensure more students are prepared for, and successful at, postsecondary education.

Conduct a junior high/high school curriculum audit, develop effective curriculum guides and prepare plans for updating the guides and reviewing curriculum and instructional effectiveness. In 2001-02, Region 6 identified the need for an instructional audit, including a curriculum guide review, at the junior high/high school, but the district did not conduct one. CISD has 37 courses in grades 7 through 12, excluding CATE, Journalism, Fine Arts and P.E. courses. By implementing Region 6's recommendations for an instructional audit with a curriculum guide review for the junior high/high school, CISD will ensure that the guides used to direct instruction at the junior high/high school are current, complete and aligned to promote academic excellence.

Develop and implement specific procedures to restrict access to inappropriate materials on-line. CISD is not filtering out inappropriate Web sites effectively from its computers. The review team witnessed pornographic materials being accessed in the library and the literacy lab during on-site visits, although CISD uses a proxy server that is maintained by an outside vendor to specifically filter such content. By developing an effective filtering process, ensuring that filtering software is properly installed on each computer and monitoring the performance of the district's vendor, CISD must ensure that neither staff nor students can access inappropriate material.

Strengthen Financial Planning and Accountability

Establish written guidelines for travel reimbursements that holds employees accountable and complies with Internal Revenue Service

rules. CISD does not require detailed documentation for travel and other expense reimbursements. A review of the district's credit card bill from August 2002 through February 2003 revealed that 44 percent of the charges did not have receipts to back up specific expenses. Further, without supporting documentation the IRS treats these reimbursements as taxable personal income. Establishing written guidelines for travel reimbursement will ensure that documentation exists for an individual's expenses and individual employees are not penalized by the Internal Revenue Service.

Establish a general fund management policy. CISD's fund balance exceeds the optimum level recommended by TEA, as calculated by its external auditor. The district's fund balance in 2001-02 was more than 32 percent of total operating expenditures. By developing a formal fund balance management policy, the board will be more informed about the financial status of the district and taxpayers will know their money is being put to good use.

Use competitive procurement for all purchases of more than \$10,000. CISD does not consistently comply with the competitive procurement requirements of the Texas Education Code or board policy. For example, the superintendent approved a \$36,000 purchase order for an air conditioning system at the elementary school gymnasium without seeking bids or bringing the issue to the board for approval. By following competitive procurement requirements, the district will comply with the law and board policy, and obtain the lowest prices on purchased goods and services purchased.

Create detailed route descriptions for all district bus routes, purchase automated routing software and use TEA's approved formula worksheets when compiling state transportation reimbursement forms. CISD does not maintain detailed bus route descriptions, and has filed incorrect reimbursement forms with TEA as far back as 1997-98. Specifically, the majority of the district's transportation miles were misclassified and claimed as hazardous route miles. Consequently, the district has received less state funding for its transportation operations than it was eligible for. By purchasing an automated routing software and correcting transportation route reporting inaccuracies, CISD will net more than \$26,000 in additional funding for 2000-01 through 2002-03, which will be realized in 2003-04, and more than \$7,600 per year in future years.

Exemplary Programs and Practices

TSPR identified a number of "best practices" in CISD. Through commendations in each chapter, the report highlights CISD's model programs, operations and services provided by CISD administrators,

teachers and staff. Other school districts throughout Texas are encouraged to examine these exemplary programs and services to see if they could be adapted to meet their local needs. TSPR's commendations include the following:

- ***CISD has a comprehensive employee handbook that is updated annually.*** The handbook provides a brief description of each topic and related subtopics in addition to copies of pertinent district policies.
- ***CISD pursues grant opportunities and uses awarded funds to supplement instructional resources and improve student performance.*** Between 2001-02 and 2002-03, CISD received grants totaling \$868,497, designating the funds to further reading, instructional technology and pay for participating high school students' fees for pre-college and college entrance exams. The district's Technology director, an experienced grant writer, worked with the former superintendent to identify multiple grant opportunities through Region 6's grant newsletter, TEA, grant Web sites and collaboration with local universities.
- ***CISD reduced its dropout rate to zero through cooperative strategies implemented by staff, administrators and parents.*** A designated attendance officer monitors daily attendance, calls and visits students' homes and cooperates with teachers, counselors and parents to encourage attendance. The district also offers correspondence courses, credit by examination through Texas Tech University, GED courses, lunch and after school tutorials and summer school. Through these strategies, CISD effectively reduced its dropout rate from 2.9 percent in 1998-99, to 0 percent in both 1999-2000 and 2000-01.
- ***CISD has a complete, accurate and up-to-date fixed assets inventory.*** Originally the district contracted with a firm to conduct the annual inventory, tag items and provide a list of district assets. The superintendent's secretary now updates the list for all assets that cost more than \$500. The up-to-date list allows district administration to know what items are owned by the district and assigns specific accountability for their care. It also aids the district to maintain appropriate insurance coverage and file claims if losses occur.
- ***CISD saves money by using a central kitchen to prepare all meals.*** The district uses the junior high/high school kitchen to cook all meals served in the elementary and junior high/high school cafeterias. Meals are prepared, placed in insulated containers and

delivered to the elementary school campus. The cafeteria workers at the elementary school work three hour shifts during serving times, since they do not have to cook meals. This method saves the district nine clock hours a day in labor and is an effective way to deliver meals at the elementary school when facilities are limited.

Savings and Investment Requirements

Many of TSPR's recommendations would result in savings and increased revenue that the district could use 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 37 ways to save CISD \$817,847 in gross savings over a five-year period. Reinvestment opportunities will cost the district \$108,649 during the same period. Full implementation of all recommendations in this report could produce net savings of \$709,198 by 2007-08 (**Exhibit 3**).

Exhibit 3 Summary of Net Savings TSPR Review of Calvert Independent School District

Year	Total
2003-04 Initial Annual Net Savings	\$84,886
2004-05 Additional Annual Net Savings	\$151,972
2005-06 Additional Annual Net Savings	\$151,897
2006-07 Additional Annual Net Savings	\$151,822
2007-08 Additional Annual Net Savings	\$151,747
One Time Net Savings (Costs)	\$16,874
TOTAL SAVINGS PROJECTED FOR 2003-08	\$709,198

A detailed list of costs and savings by recommendation appears in **Exhibit 4**. The summary chart lists page number for each recommendation for reference purposes. Detailed implementation strategies, timelines and the estimates of fiscal impact follow each recommendation in this report. The implementation section associated with each recommendation highlights the actions necessary to achieve the proposed results. Some items should be implemented immediately, some over the next year or two and some over several years.

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

EXECUTIVE SUMMARY

Exhibit 4 Summary of Costs and Savings by Recommendation

							Total 5 Year (Costs) or Savings	One Time (Costs) or Savings
Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08			
Chapter 1: District Organization and Management								
1	Reinstate citizen input on all regularly scheduled board meeting agendas. p. 18	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2	Ensure board members receive and report state-required board training. p. 20	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3	Reassess the district's process for selling properties removed from the tax rolls and establish formal policies to guide and encourage future sales. p. 22	\$365	\$365	\$365	\$365	\$365	\$1,825	\$0
4	Revise the Board of Trustees' hiring policy and practices to ensure that it	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	hires an appropriately certified superintendent to lead the district. p. 26							
5	Implement staffing allocation formulas for campus staff. p. 30	\$105,972	\$158,958	\$158,958	\$158,958	\$158,958	\$741,804	\$0
6	Create and implement a recruiting plan to increase the number of fully certified teachers in the district. p. 32	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7	Evaluate all employees annually and place the written evaluation in the employee's personnel file. p. 33	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8	Develop and update job descriptions for all district positions. p. 35	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Totals-Chapter 1		\$106,337	\$159,323	\$159,323	\$159,323	\$159,323	\$743,629	\$0
Chapter 2: Educational Service Delivery								
9	Develop and implement a student performance improvement plan that	(\$9,225)	(\$4,300)	(\$4,375)	(\$4,450)	(\$4,525)	(\$26,875)	\$0

	defines student competencies, accountability measures and detailed instructional strategies to address identified student and staff weaknesses. p. 56							
10	Ensure that the annual District Improvement Plan and Campus Improvement Plans include detailed performance objectives specific to grade levels, subject areas and student population groups. p. 58	\$0	\$0	\$0	\$0	\$0	\$0	\$0
11	Conduct a junior high/high school curriculum audit, develop effective curriculum guides and prepare plans for updating the guides and reviewing curriculum and instructional effectiveness. n.	(\$10,638)	(\$2,364)	(\$2,364)	(\$2,364)	(\$2,364)	(\$20,094)	(\$1,500)

	59							
12	Increase student participation in and performance on college entrance examinations p. 62	(\$1,500)	(\$1,500)	(\$1,500)	(\$1,500)	(\$1,500)	(\$7,500)	\$0
13	Broaden Career and Technology Education course offerings through articulation agreements with local colleges. p. 70	\$0	\$0	\$0	\$0	\$0	\$0	\$0
14	Increase involvement of business representatives in the Career and Technology Education (CATE) program and advisory committees and in the CATE program.p. 71	\$0	\$0	\$0	\$0	\$0	\$0	\$0
15	Develop and implement instructional strategies that target at-risk students, frequently assess the performance of these students and modify instructional strategies to	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	ensure their effectiveness in improving performance. p. 76							
16	Increase elementary and secondary library collection sizes to meet the School Library Program Standards' Acceptable Level. p. 85	(\$9,472)	(\$9,472)	(\$9,472)	(\$9,472)	(\$9,472)	(\$47,360)	\$0
17	Back up computer data daily and store disks/tapes in a fireproof storage unit built specifically for computer data at the designated alternate site. p. 89	\$0	\$0	\$0	\$0	\$0	\$0	(\$320)
18	Update the CISD Technology Plan and set a schedule to review and modify the plan annually. p. 90	\$0	\$0	\$0	\$0	\$0	\$0	\$0
19	Fully implement a distance learning program. p. 92	\$0	\$0	\$0	\$0	\$0	\$0	\$0
20	Develon and	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	test a comprehensive disaster recovery plan. p. 94							
21	Complete development of the district's Web site; include more information and resources for parents, students and staff and update the Web site on a regular basis. p. 96	\$0	\$0	\$0	\$0	\$0	\$0	\$0
22	Develop and implement specific procedures to ensure that inappropriate materials cannot be accessed through the Internet on any district computers. p. 97	\$0	\$0	\$0	\$0	\$0	\$0	\$0
23	Designate a junior high/high school parent and community liaison to increase involvement and communication. p. 102	(\$1,000)	(\$1,000)	(\$1,000)	(\$1,000)	(\$1,000)	(\$5,000)	\$0
24	Develon and	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	implement an effective discipline management program at the junior high/high school. p. 108							
25	Develop a security equipment inventory and equipment upgrade plan. p. 109	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Totals-Chapter 2		(\$31,835)	(\$18,636)	(\$18,711)	(\$18,786)	(\$18,861)	(\$106,829)	(\$1,820)
Chapter 3: Financial and Operational Management								
26	Develop an external auditor selection policy to ensure that Request for Proposals are issued at least every 10 years and are objectively evaluated. p. 121	\$0	\$0	\$0	\$0	\$0	\$0	\$0
27	Establish a general fund management plan. p. 123	\$0	\$0	\$0	\$0	\$0	\$0	\$0
28	Establish written guidelines for travel reimbursements that comply with IRS rules for an accountable plan. p. 125	\$0	\$0	\$0	\$0	\$0	\$0	\$0

29	Formalize the budget process and tie the budget to the district and campus improvement plans.p. 127	\$0	\$0	\$0	\$0	\$0	\$0	\$0
30	Record time worked for all employees subject to the Fair labor Standards Act.p. 128	\$0	\$0	\$0	\$0	\$0	\$0	\$0
31	Invest excess funds to maximize interest earnings. p. 132	\$2,027	\$2,703	\$2,703	\$2,703	\$2,703	\$12,839	\$0
32	Create a coordinated safety training program for employees. p. 134	\$0	\$0	\$0	\$0	\$0	\$0	\$0
33	Comply with state law and board policy regarding competitive procurements of more than \$10,000. p. 137	\$0	\$0	\$0	\$0	\$0	\$0	\$0
34	Develop a facilities master plan. p. 143	\$0	\$0	\$0	\$0	\$0	\$0	\$0
35	Request the State Energy Conservation Office to conduct an energy audit	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	and assist with developing a comprehensive energy management program.p. 144							
36	Terminate the lease on the warehouse facility and dispose of the surplus property.p. 145	\$675	\$900	\$900	\$900	\$900	\$4,275	\$0
37	Create detailed route descriptions for all district bus routes, purchase automated routing software and use TEA's approved formula worksheets when compiling state transportation reimbursement forms.p. 149	\$7,682	\$7,682	\$7,682	\$7,682	\$7,682	\$38,410	\$18,694
Totals-Chapter 3		\$10,384	\$11,285	\$11,258	\$11,285	\$11,285	\$55,524	\$18,694
Gross Savings		\$116,721	\$170,608	\$170,608	\$170,608	\$170,608	\$799,153	\$18,694
Gross Costs		(\$31,835)	(\$18,636)	(\$18,711)	(\$18,786)	(\$18,861)	(\$106,829)	(\$1,820)
TOTAL		\$84,886	\$151,972	\$151,897	\$151,822	\$151,747	\$692,324	\$16,874

Total Savings	\$817,847
Total Costs	(\$108,649)
Net	\$709,198

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

This chapter reviews the organization and management of Calvert Independent School District (CISD) in the following sections:

- A. Governance
- B. District Management
- C. Personnel Management

The organization and management of a school district requires cooperation among the elected board, the superintendent and district staff. Successful Texas school districts use a management style that ensures its systems focus on educating students efficiently and effectively. The board and superintendent must function as a leadership team to meet the needs of the students. The board sets goals and objectives for school district operations, determines the policies, approves the plans to implement those policies and provides the funding necessary to carry out the goals and plans. The superintendent manages the district, recommending the appropriate staffing levels and the resources necessary to carry out the district's goals and plans.

BACKGROUND

Located in Robertson County, the rural farming community of Calvert lies approximately 60 miles southeast of Waco and 30 miles northwest of Bryan/College Station on Texas Highway 6. Calvert, which has been designated as a Rural Historic District, has a number of historic structures. Five districts operate in Robertson County, which has a total of 866 square miles. On the west side of Robertson County, CISD encompasses 117 square miles.

Calvert's first school, which was used from 1870 through the 1880s, consisted of a two-story brick building on a full city block. A new school building replaced the original building during the 1880s. Today, the district operates an elementary school for pre-kindergarten through grade 6, a junior high school for grades 7 and 8 and a senior high school for grades 9 through 12. The junior and senior high schools are on the same campus. CISD enrollment has ranged from 346 to 287 from 1997-98 through 2002-03. The Texas Education Agency (TEA) rated CISD *Academically Unacceptable* in 2001-02 based on results of the Texas Assessment of Academic Skills (TAAS) test and a Special Accreditation Investigation.

As a result of the district's *Academically Unacceptable* rating for 2001-02, TEA conducted a District Effectiveness and Compliance (DEC) visit in December 2002. In February 2003, TEA issued the DEC report and a Campus Accreditation report as the result of the visit. CISD submitted its response and corrective action plan to TEA in March 2003.

CISD selected Karnack, Kendleton, Star and Waelder ISD's as peer districts for comparative purposes.

CISD has experienced transition in its educator leadership positions through the past several years. The district's top management position was recently vacated and is currently filled by an interim superintendent, appointed by the board in mid-July 2003. The former superintendent was promoted from junior/senior high school principal to interim superintendent in June 2001, filling a position vacated by a retiring superintendent. The former superintendent resigned his position in mid-July to take an educator position in another school district effective August 2003.

In addition, a new junior/high school principal was hired effective July 7, 2003. The junior/senior high school principal position became vacant last fall and was filled in the interim by the superintendent performing both jobs concurrently.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

A. GOVERNANCE

The power and authority of a school board lies with the board as a whole and not with individual board members. The board adopts the policies necessary to carry out the powers and duties provided by the Texas Education Code (TEC).

CISD's board uses the Texas Association of School Boards (TASB) policy service to assist it in developing and maintaining board-adopted policies. Board policies are arranged on a system of lettering for organizational purposes. The policies are designated as legal, based on the TEC or other applicable law, or local, the local board's policies governing an issue over which it has authority. CISD's board updates policies on a regular basis and has adopted update 69 through the update service provided by TASB. The board receives summary explanatory notes before the updates are included on the agenda for discussion and action.

Board policy BAA (Legal) details the specific statutory powers and duties of the board:

- govern and oversee the management of district schools;
- adopt rules, bylaws and a policy to establish a district- and campus-level planning and decision-making process;
- levy and collect taxes and issue bonds;
- employ and compensate a tax assessor or collector, as the board considers appropriate;
- adopt and file a budget for the next succeeding fiscal year;
- ensure district fiscal accounts are audited at district expense by a certified or public accountant holding a permit from the Texas State Board of Public Accountancy following the close of each fiscal year;
- evaluate the superintendent annually using either the commissioner's recommended appraisal process or a process and criteria developed by the district;
- publish an annual report describing the district's educational performance, including campus performance objectives and the progress of each campus toward those objectives;
- receive bequests and donations or other monies or funds coming legally into its hands in the name of the district;
- select a depository for district funds;
- canvass election results as required by law;

- acquire and hold real and personal property in the name of the district;
- execute, perform and make payments under contracts, which may include leases, leases with option(s) to purchase or installment purchases, with any person for the use, acquisition or purchase of any personal property;
- exercise the right of eminent domain to acquire property;
- hold all rights and titles to the school property of the district, whether real or personal;
- authorize the sale of any property, other than minerals, held in trust for free school purposes;
- sell minerals in land belonging to the district;
- employ, retain, contract with or compensate a licensed real estate broker or salesperson for assistance in the acquisition or sale of real property;
- adopt a policy providing for the employment and duties of district personnel;
- solicit and consider recommendations from each campus-level and the district-level committee regarding the number and length of written reports that district employees are required to prepare; and
- sue and be sued in the name of the district.

The CISD board consists of seven members elected at-large for three-year terms. The district staggers terms so that a majority of board members do not change each year. The board reorganizes itself each year immediately following the election. **Exhibit 1-1** shows the CISD board members, their position on the board, the year their term expires, their years of service on the board and their occupation as of July 2003.

**Exhibit 1-1
CISD Board Members
As of July 2003**

Board Member	Board Position	Term Expires	Years of Service	Occupation
Volney Alston III	Member	May 2004	23	Banker
Robert Woods	Member	May 2004	6	Retired
Dan Jordan	President	May 2005	2	Retired
Elaine Hensarling	Vice President	May 2005	1	Housewife
Diane Grimes	Member	May 2006	1	Dispatcher
LaWanna Clark	Secretary	May 2006	0*	Retired
John Templeton	Member	May 2006	0*	Retired

Sr.				
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Source: CISD superintendent and CISD secretary.
 * Elected May 2003.

CISD's board conducts meetings according to law, including posting agenda/meeting notices and holding executive sessions. Board meetings focus on key issues and are completed in a timely manner. The board secretary takes minutes at each meeting and includes them in summary form in the board packet for the next meeting. The board approves minutes for the prior month's meeting at each regular board meeting.

The board operates as a whole and has one standing board committee for scholarships. Ad hoc committees are appointed as necessary. All board members have completed conflict of interest affidavits and nepotism statements, which the district's external auditors have reviewed.

FINDING

After its January 2003 board meeting, CISD eliminated the item allowing public input at meetings from the board agendas. The item, listed as "Recognize citizens wishing to address the Board of Trustees," had consistently been the last item on meeting agendas prior to board deliberations on the action and information items scheduled for each meeting. The agenda item allowed citizens to redress their grievances or express their opinions on matters to the board. Citizens wishing to speak during this time were required to sign up with the presiding officer before the beginning of the meeting and designate the topic they wished to address.

Board policy BED (local) states, "At regular meetings the board shall allot a limited amount of time to hear persons who desire to make comments to the board." This policy also states, "No presentation shall exceed five minutes." The minutes for the January 2003 board meeting did not include an action item to eliminate the public forum from future meetings.

The board president said the board eliminated the public input agenda item because the public discussed personnel matters in open session, and the meetings were "turning into a circus." According to the former superintendent, citizens still have an opportunity to place items on the agenda by contacting the school board president or superintendent and filling out an *Agenda Request Form* in advance of the board meeting.

Some citizens in Calvert feel disenfranchised and have formed the Steering Committee of Concerned Citizens of Calvert. The committee has

written several letters of complaint to the board, filed a petition with the board and written a letter of complaint to TEA. The elimination of public input from board meetings has created a feeling by citizens that the board does not want them involved in district matters. One individual at a Texas School Performance Review (TSPR) public forum said, "After the community attended a board meeting and collectively spoke out against the superintendent-requested that he be removed as superintendent-the board responded by eliminating all future public input from the agenda! The board did not even vote to do this, which they should have done."

Many districts allow time for public input at all regularly scheduled board meetings and establish this right through board policies. These districts regulate the use of this time to ensure the district does not abridge the constitutionally guaranteed rights of freedom of speech and to petition, nor unfairly discriminate among views seeking expression. Some districts provide information concerning how certain complaints, grievances and other matters should be addressed by the public in an attachment to the sheet used to sign up for speaking at the board meetings. If members of the public do not abide by the board's policies in these areas, the board president is authorized to curtail that person's speaking time. This ensures members of the public do not infringe upon the rights of district employees.

Recommendation 1:

Reinstate citizen input on all regularly scheduled board meeting agendas.

The district should follow its own policy and provide a time for public input at all regularly scheduled board meetings. CISD should also prepare and distribute a sign up sheet that includes the district's policies concerning grievances, citizen complaints and public input at board meetings. The board president or presiding officer should curtail the speaking time of any individual who does not follow the public input policy.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board directs the superintendent to include an agenda item for public input on all regularly scheduled board meetings and to develop a sign up sheet containing the district's policies related to grievances, citizen complaints and public input at board meetings.	September 2003
2.	The superintendent develops a sign up sheet that contains the district's policies related to grievances, citizen complaints and	September 2003

	public input at board meetings.	
3.	The superintendent includes an agenda item for public input on all regularly scheduled board meetings and distributes the sign up sheets for public use.	October 2003 and Monthly
4.	The board hears citizen input at all regularly scheduled board meetings in accordance with the district's policies.	October 2003 and Monthly
5.	The board president or presiding officer ensures that public input follows board policy and ends the speaking time of any individual who violates the policy.	October 2003 and Monthly

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

All CISD board members have not fulfilled state-mandated continuing education requirements. Chapter 61.1 of the Texas Administrative Code (TAC) governs the training requirements for new and returning school board members. Continuing education for board members includes orientation sessions, an annual team-building session with the board and the superintendent and specified hours of continuing education based on identified needs. The training needs are identified at the annual team-building session.

Board policy BBD (Legal) reflects the training requirements in TAC Chapter 61 and states, "In their first year of service, board members shall receive at least 10 hours of continuing education in fulfillment of assessed needs. Following the first year of service, board members shall receive at least five hours of continuing education annually in fulfillment of assessed needs. The board president shall receive continuing education related to leadership duties of a board president as some portion of the annual requirement."

The minutes of the February 20, 2003 board meeting states, "Vice-president Carolyn Rosemond reviewed the board training hours and stated that board members still have time to get the hours needed." Board policy BBD (legal) requires the board president to report board training annually at the public meeting when the election is called and, as the presiding officer of this meeting, the vice-president complied with this requirement.

Exhibit 1-2 shows the training hours recorded for each board member by TASB for May 2002 through April 2003. Since the school year does not coincide with the service year for board members, this information is

based on the service year. The information provided is as of April 2003, before the May 2003 board elections.

Exhibit 1-2
CISD Board Training Hours
May 2002 through April 2003

Board Member	Board Position	Hours Reported	Hours Required
Volney Alston III	President	0	8
Carolyn Rosemond	Vice president	16.25	8
Dan Jordan	Secretary	3.00	8
Harvey Crowley	Member	7.25	8
Robert Woods	Member	12.25	8
Elaine Hensarling	Member	16.50	16
Diane Grimes	Member	16.25	16

Source: CISD, TASB board member continuing education report, May 2003.

Note: Board members elected in May 2003 are not included in this exhibit because they have until April 2004 to complete the 16 hours of training required for new board members.

Although TASB records only the training reported by board members, the district was unable to provide any additional records substantiating whether other training was received by the board. The district budgeted \$6,000 for board training in 2002-03, which adequately covers costs for all board member-required training.

Recommendation 2:

Ensure board members receive and report state-required board training.

The district should report all training hours received by board members to TASB to ensure accurate record of board member training. The board president should report the completed training hours publicly during the board meeting at which the election is called.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board directs the superintendent to compile the training hours received by the board and report them to TASB.	September 2003
2.	The superintendent or designee compiles the training hours received by the board members and reports them to TASB.	September 2003 and Ongoing
3.	The board members receive the training hours required by law.	Annually
4.	The board president requests a report on the training hours received by board members from TASB and reports publicly during the board meeting at which the election is called.	March 2004 and Annually

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

CISD has declined to sell a number of properties that have been removed from the tax roll. The properties are held in trust for the district and other taxing entities with liens on the property. The proceeds from the sale of these properties pay the costs associated with the seizure of the property. The remainder is divided proportionally between the taxing entities in full payment of the taxes, penalties and interest owed.

The district has 55 properties valued at \$269,370 that have been removed from the tax roll. The district does not collect taxes on these properties and loses \$4,014 a year (\$269,370 divided by 100 times \$1.49). An agenda item to sell these properties has appeared on eight board meeting agendas from March 2002 through March 2003. The board has accepted five bids, rejected six of the bids and tabled the item twice. Several of the board-rejected bids had already been approved by the other taxing entities with a lien on the property. **Exhibit 1-3** shows board action and information on the bids for the properties accepted or rejected as of March 2003 for items considered between March 2002 and March 2003.

Exhibit 1-3
Bids for Properties Removed from the Tax Roll
March 2002 through March 2003

Property Description	Taxes Due	Costs of Sale	Total	Bid Received	Percent of Total	(Board Action) Approved
Lots 4, 5 and 8	\$2,641	\$913	\$3,554	\$1,800	50.6%	Yes

Tract 2: Lot 23	\$444	\$1,137	\$1,581	\$922	58.3%	Yes
Lots 6, 7 and 8	\$5,253	\$551	\$5,804	\$5,760	99.2%	Yes
Lots 9 and 10	*	*	*	\$1,000	*	Tabled
1 acre	\$3,799	\$729	\$4,528	\$500	11.0%	No
Lot 2	\$3,400	\$796	\$4,196	\$1,640	39.1%	No

Source: CISD secretary.

*Taxes and costs of sale are included with Lots 6, 7 and 8.

Although the district does not have a policy on accepting bids for properties taken off the tax rolls, the board president said the criteria used to determine whether or not to accept a bid is based on the taxes, penalties and interest due on the property. When the board rejects bids for these properties, the district does not collect the delinquent taxes, penalties and interest due on the property, in whole or in part. The properties do not generate revenue for the district or other taxing entities until they are purchased by a bidder and returned to the tax roll. If the district had accepted the offers on the properties, property tax revenues would have increased by about \$450 annually.

By accepting bids on properties removed from the tax rolls, some districts cover the costs associated with the seizure of the property and some of the taxes owed. These districts increase their tax revenues by returning properties to the tax rolls to collect future taxes.

Recommendation 3:

Reassess the district's process for selling properties removed from the tax rolls and establish formal policies to guide and encourage future sales.

The district should review practices for accepting bids on properties removed from the tax roll and develop a local policy to formalize the process. The district will realize an increase in tax revenue in future years after these properties are returned to the tax rolls.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board directs the superintendent to determine how peer districts and other taxing entities determine whether or not to accept bids on property removed from the tax rolls..	September 2003
2.	The superintendent compiles the information from peer	October 2003

	districts and other taxing entities and prepares and presents a report to the board for discussion and consideration.	
3.	The board reviews the report and determines the criteria the district will use to accept or reject bids on such property and directs the superintendent to develop a policy for property removed from the tax rolls.	October 2003
4.	The superintendent develops the policy and presents the policy to the board for review and approval.	November 2003
5.	The board approves the policy and accepts bids for removed properties that meet be adopted criteria.	November 2003 and Ongoing

FISCAL IMPACT

The average value per property that is currently removed from the tax rolls is \$4,898 (\$269,370 property value / 55 properties). Assuming the board receives and accepts bids on five removed properties of average value each year, the district would receive additional property tax revenues of \$365 annually (\$4,898 average property value x 5 properties with bids x \$1.49 per \$100 of property value). Assuming March 2002 to March 2003 is typical, only 81 percent of the \$450 (2002-03) property tax revenues that could have been assessed are assumed to be recovered ($\$365 / \$450 = 81$ percent). This is a conservative tax collection estimate because CISD's property tax collection rate was more than 95 percent for 2001-02. This fiscal impact also assumes 50 properties remain on the "removed" property listing.

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Reassess the district's process for selling properties removed from the tax rolls and establish formal policies to guide and encourage future sales.	\$365	\$365	\$365	\$365	\$365

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

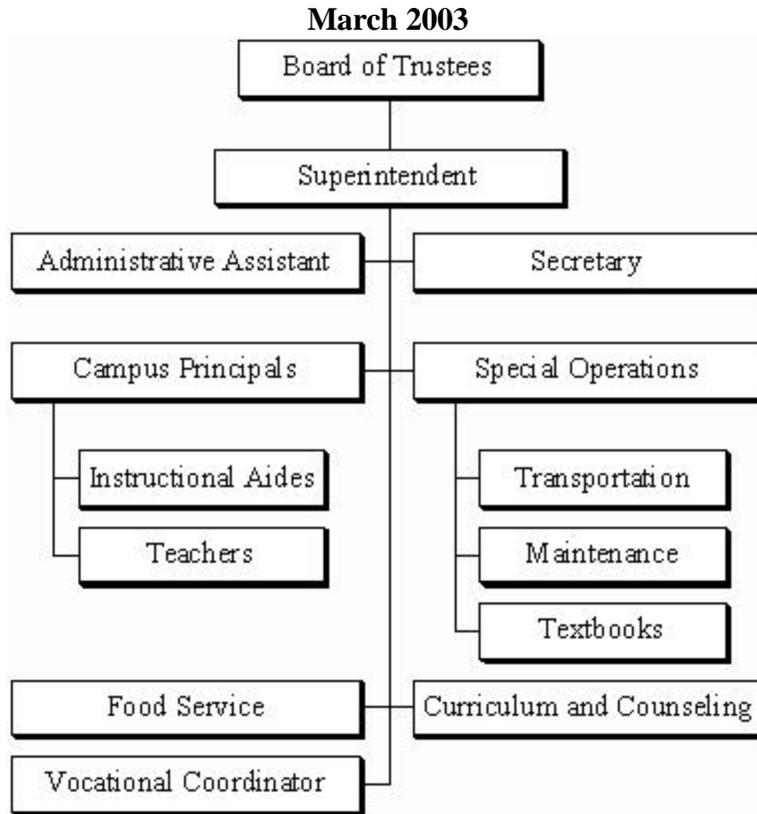
B. DISTRICT MANAGEMENT

While the board sets policy, the superintendent implements that policy and manages the district in a cost effective and efficient manner. The district administration seeks to ensure that every possible dollar and resource is directed to the classroom, which facilitates and supports the instruction of students. As the chief executive officer and educational leader of the district, the superintendent has several duties as defined in Section 11.201 (d) of the TEC :

- assumes administrative responsibility and leadership for the planning, operation, supervision and evaluation of education programs, services and facilities of the district and for the annual performance appraisal of district staff;
- assumes administrative authority and responsibility for assigning and evaluating all personnel of the district other than the superintendent;
- recommends the selection of district personnel other than the superintendent;
- initiates the termination or suspension of an employee or the non-renewal of an employee's term contract;
- manages the district's day-to-day operations as its administrative manager;
- prepares and submits a proposed budget to the board;
- prepares policy recommendations for board-adopted policy;
- oversees the implementation of adopted policies;
- develops or causes to be developed appropriate administrative regulations to implement policies established by the board;
- provides leadership for the attainment of student performance in the district based on the indicators adopted under Section 39.051 of the TEC and other indicators adopted by the State Board of Education or the district's Board of Trustees;
- organizes the district's central administration; and
- performs any other duties assigned by action of the board.

Exhibit 1-4 shows the organization of CISD.

Exhibit 1-4 CISD Organization



Source: CISD superintendent.

The superintendent position is currently being held by an interim superintendent, appointed by the board in mid-July 2003 just after the position was vacated. The former superintendent served as superintendent, interim junior/senior high school principal and athletic director concurrently during his superintendency and was paid an additional \$2,812 athletic director stipend.

The former superintendent continued to serve as junior/senior high school principal until the board approved the hiring of a new principal effective July 7, 2003 at the June 2003 board meeting.

The district uses Palmos, Russ, McCullough & Russ for its legal services. From September 2002 through February 2003, the district paid \$16,582 in legal fees. The district anticipates reimbursement of \$15,782 related to litigation concerning the track construction.

FINDING

The board violated several state laws and administrative code provisions by hiring and renewing the contract of a superintendent who is not certified as a superintendent. In addition, CISD's former superintendent

failed to follow TEC provisions that require an educator to provide the appropriate certificate for superintendent to the board before being hired. The TEC requires teachers, librarians, educational aides, administrators and counselors to obtain appropriate certifications prior to being hired by a school district. The State Board for Educator Certification (SBEC) oversees educator certifications in Texas. SBEC requires educators employed as superintendents to hold a superintendent certificate. In addition, TEC Chapter 21, Subchapter B, §21.053(b) states that an educator who does not hold a valid certificate may not be paid for teaching or work performed before the effective date of a valid certificate. By employing and paying a superintendent without a valid certificate, CISD's board violated TEC's code.

The SBEC official record of certification provides the duties for which educators have fulfilled the requirements of state law and regulations of the SBEC and are authorized to perform. **Exhibit 1-5** shows the certifications held by the former CISD superintendent.

**Exhibit 1-5
Certifications Held by the CISD Superintendent
April 2003**

Certificate	Effective Date	Expiration Date	Certificate Status
Mid-Management Administrator (prekindergarten-12)	7/30/1999	Life	Valid
Secondary Physical Education (6-12)	1/31/1985	Life	Valid
Secondary Health Education (6-12)	1/13/1985	Life	Valid
Mentally Retarded (prekindergarten-12)	8/21/1987	Life	Valid

Source: SBEC Official Record of Certification, April 2003.

Based on his certifications, the former superintendent is qualified to be a principal at all grade levels, a physical education and health education teacher in grades 6 through 12 and a special education teacher for prekindergarten through grade 12. According to SBEC records, the former superintendent is not enrolled in a superintendent preparation program. Since June 2001, the former superintendent has taken the SBEC superintendent exam four times without achieving certification. According to SBEC records, Texas A&M University issued the bar codes necessary for admittance to take the exams.

The former superintendent supplied the review team with a letter showing participation in the Texas Association of School Administrators (TASA) superintendent mentorship program during 2002-03. However, SBEC requires the one-year mentorship program and superintendent preparation program to be completed within 18 months of employment as a superintendent, unless a temporary superintendent certificate or waiver is obtained.

TEC Section 242.25 details the requirements for first-time superintendents in Texas. First-time superintendents (including the first time in the state) shall participate in a one-year mentorship which should include at least 36 clock hours of professional development directly related to the standards identified in §242.15 of this title (relating to Standards Required for the Superintendent Certificate). During the one-year mentorship, the superintendent should have contact with his or her mentor at least once a month. The mentorship program must be completed within the first 18 months of employment in the superintendency in order to maintain the standard certificate. Experienced superintendents willing to serve as mentors must participate in training for the role.

Employed as CISD superintendent from June 2001, through July 2003 the former superintendent did not complete a mentorship program or the professional development related to the standards required for appropriate certification within 18 months of employment, which would have been December 2002.

Section 242.15 identifies eight standards required for the superintendent certificate (**Exhibit 1-6**).

Exhibit 1-6
Standards Required for the Texas SBEC Superintendent Certificate

Standard
<ul style="list-style-type: none">• A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.• A superintendent is an educational leader who promotes the success of all students and shapes district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.• A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects appropriate models for supervision and staff development and applies the legal requirements for personnel management.• A superintendent is an educational leader who promotes the success of all

students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context and by working with the board of trustees to define mutual expectations, policies and standards.

- A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.
- A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations and resources for a safe, efficient and effective learning environment.
- A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources and assessment; and the use of various forms of assessment to measure student performance.
- A superintendent is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a district culture and instructional program conducive to student learning and staff professional growth.

Source: TAC, Section 242.15.

The contract with the former superintendent itemizes failure to fulfill the requirements of superintendent certification as a good cause for termination of the contract. However, the board voted to extend the former superintendent's contract in January 2003 without establishing a professional growth plan that included obtaining the superintendent certificate. In addition, the board awarded the superintendent a salary increase effective July 2003. At the July 21 board meeting the former superintendent officially submitted his resignation as CISD superintendent, prior to assuming an August 2003 appointment as middle school principal at College Station ISD.

When a certified superintendent can not be found, boards ensure compliance with state law by requiring their superintendents to enroll in the appropriate programs and sponsoring them to apply for a temporary certificate or waiver from TEA. A temporary superintendent certificate gives the candidate five years to complete the requirements and pass the test. These districts ensure the chief executive officer and educational leader of the district is qualified for the position. These districts also ensure the superintendent has completed the appropriate professional development to stay informed of changes that occur in education. Some districts establish a growth plan with a time limit for education leaders to meet minimum standards that includes consequences for failing to complete the standards.

Recommendation 4:

Revise the Board of Trustees' hiring policy and practices to ensure that it hires an appropriately certified superintendent to lead the district.

The board should immediately revise its hiring practices to ensure that the successful candidate for the recently vacated CISD superintendent position holds the appropriate educator certification prior to being hired. CISD should not hire anyone without the appropriate certification to fill a position with educator certification requirements.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board meets to discuss and identify hiring practice revisions for positions requiring certified educators in compliance with state law.	Immediately
2.	The board or its designee drafts new language for the board's hiring policy.	September 2003
3.	The board approves the new policy regarding hiring for positions requiring certified educators.	September 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

C. PERSONNEL MANAGEMENT

Personnel costs consume approximately 80 percent of the average school district budget. 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 helps to recruit and retain competent staff. Effective personnel management can help a district meet the needs of its employees and the data needs of district administration.

The superintendent performs the personnel functions at CISD. The board has adopted policies to govern the hiring, evaluation, termination, grievance and leave processes in the district. The superintendent is charged with ensuring these policies are implemented and recommending changes in the policies to improve the district's personnel function.

In comparison to selected peer districts, CISD's average teacher salary of \$35,110 is second highest among the peer districts. CISD pays \$225 per month for employee health insurance and contributes 1.45 percent of the employee's salary to Medicare. The district provides two days of additional leave for employees in addition to the five days the state provides. CISD's teachers have next to the highest average years of experience compared to its peers, which would account for the higher average teacher salary. **Exhibit 1-7** shows information concerning the teaching staff of CISD, peer districts and Region 6.

Exhibit 1-7
Teacher Information
CISD, Peer Districts and Region 6
2002-03

Teacher Information	Karnack	Calvert	Star	Waelder	Kendleton	Region 6
Average Salary	\$36,440	\$35,110	\$33,831	\$33,744	\$32,637	\$37,641
Average years experience	14.8	14.6	11.6	9.7	7.1	11.1
Bachelor Degree	19.0	17.5	11.0	23.3	8.0	8,037.9

Masters Degree	10.0	5.0	3.0	2.0	2.4	1,865.4
Doctorate	1.0	0.5	0.0	0.0	0.0	49.8
No Degree	8.0	1.0	6.5	0.0	0.0	100.1

Source: TEA, Public Education Information Management System (PEIMS), 2002-03.

The district uses Region 6, Region 12, Region 4, Region 13 and other teacher placement offices to post professional vacancies. In addition, the vacancies are posted online in the Texas Association of School Administrators' Educator Job Bank. Other vacancies are advertised in the local newspaper and posted in the school, the district's central office and the post office.

The district uses a committee of staff members to interview potential candidates for vacant positions. The committee selects the top candidates and the superintendent checks references for the candidates before making a recommendation to the board. The board said the superintendent provides adequate information on his recommendation and the board generally supports the recommendation.

FINDING

CISD updates its comprehensive employee handbook annually. The handbook contains information on a number of topics: employment with the district; compensation and benefits; leaves and absences; complaints and grievances; employee conduct and welfare; general procedures; employment termination; and student issues.

In addition to containing copies of pertinent district policies, the handbook provides a brief description of each topic and related subtopics. In addition to the employee handbook, the district provides all employees with copies of policies required by law to be disseminated to school district employees. These policies include:

- planning and decision-making process;
- annual operating budget;
- purchasing and acquisition;
- purchasing procedures;
- electronic communication and data management;
- insurance and annuities management;
- expense reimbursement;
- probationary contracts;
- hearings before hearing examiner;
- termination of contract;
- reduction in force; and

- employee standards of conduct.

The handbook serves as a guide and a brief explanation of district policies. Each employee receives the handbook and signs a receipt for the handbook that is placed in the employee's personnel file.

COMMENDATION

CISD uses a comprehensive employee handbook to communicate critical information to employees.

FINDING

CISD does not use staffing formulas to determine the number of employees to hire based on student enrollment. The district exceeds the number of educational aides recommended by the Southern Association of Colleges and Schools (SACS) staffing guidelines. CISD also has fewer students per educational aide than any of its peers or Region 6. The average number of students per educational aide for the peer districts with educational aides is 65.5; the average for Region 6 is 65.8; and the average for CISD is 15.9. **Exhibit 1-8** shows the staffing patterns of CISD, its peers and Region 6 in full-time equivalents (FTE).

Exhibit 1-8
Staffing Patterns
CISD, Peer Districts and Region 6
2002-03

Description	Star	Kendleton	Waelder	Calvert	Karnack	Region 6
Number of students	97	121	264	287	316	143,282
Teachers	20	10	25	24	30	10,054
Other professional staff	2	4	4	5	10	2,137
Educational aides	0	1	6	18	10	2,179
Auxiliary staff	10	14	13	17	17	5,799
Total staff	33	29	49	63	67	20,169
Number of students per total staff	3.0	4.2	5.5	4.5	4.7	7.1
Number of students per teacher	4.9	12.1	10.6	12.0	10.5	14.3

Number of students per educational aide	N/A	121.0	44.0	15.9	31.6	65.8
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Source: TEA, PEIMS, 2002-03.

Through interviews the review team learned that several educational aides were hired in past years in order to meet grant award requirements. However, none of the 2002-03 grants required educational aides as a condition of the award.

While the number of educational aides in CISD increased by 38.5 percent since 1998-99, the number of students declined by 9.5 percent during the same period and the number of teachers declined by 11 percent. PEIMS data for 2002-03 also reflects the average pay for educational aides in CISD as \$14,370, not including district benefits of \$2,908. **Exhibit 1-9** shows student enrollment and the number of teachers, educational aides, auxiliary staff and total staff employed by CISD from 1998-99 through 2002-03.

Exhibit 1-9
CISD Students, Teachers, Aides and Auxiliary Staff
1998-99 through 2002-03

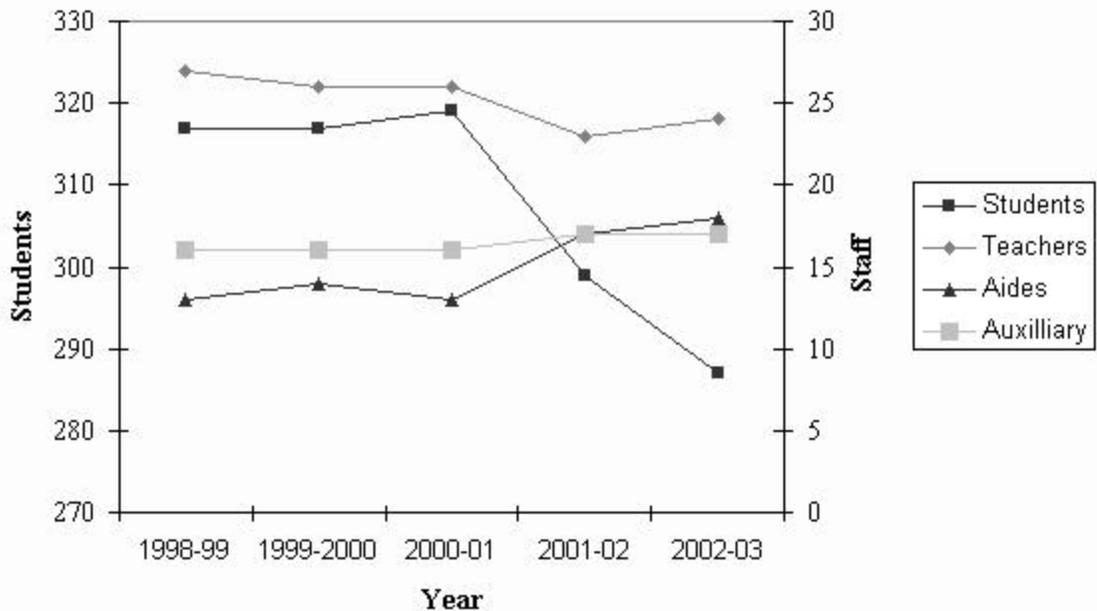
Staff Type	1998-99	1999-2000	2000-01	2001-02	2002-03	Change From 1998-99
Student Enrollment	317	317	319	299	287	(9.5%)
Teachers	27	26	26	23	24	(11.1%)
Educational Aides	13	14	13	17	18	38.5%
Auxiliary	16	16	16	17	17	6.3%
Total Staff (3 Types)	56	56	55	57	59	5.4%

Source: TEA, PEIMS, 1998-99 through 2002-03.

Exhibit 1-10 shows a graphical depiction of the information. If CISD used staffing formulas to allocate the number of staff serving students, the lines depicting the number of teachers and educational aides would be parallel to the line depicting the number of students enrolled in CISD.

Exhibit 1-10
CISD Students, Teacher, Aides and Auxiliary Staff

1998-99 through 2002-03



Source: TEA, PEIMS, 1998-99 through 2002-03.

Many school districts use staffing allocation formulas to determine the number of employees to hire based on the number of enrolled students. Some districts use SACS guidelines that recommend that the number of elementary school educational aides in a district does not exceed 10 percent of the number of elementary school teachers in the district.

Recommendation 5:

Implement staffing allocation formulas for campus staff.

The superintendent should review district educational aide positions to determine where these positions are most appropriate and effective and evaluate how more highly qualified teachers could be used to improve student performance.

TSPR recognizes the district educates a population with a large percentage of economically disadvantaged students who generally require a larger amount of resources than the average student in the state. TSPR also recognizes the opportunity for larger reductions in the number of educational aides. The recommended formula is based on CISD's need to reduce its reliance on these positions with minimal impact on the instructional process.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent reviews educational aide positions in the district to determine where these positions are most appropriate and effective.	September 2003
2.	The superintendent develops a staffing allocation formula for educational aides that better reflects the peer average.	September 2003
3.	The superintendent identifies positions to be eliminated and presents the position eliminations to the board for approval.	October - November 2003
4.	The superintendent notifies affected employees regarding the elimination of their positions.	December 2003
5.	The superintendent uses the staffing allocation formulas to determine the number of educational aide positions the district needs based on projected student enrollments.	Annually

FISCAL IMPACT

The savings of \$158,958 from implementing this recommendation are calculated by multiplying the number of educational aide positions eliminated by the average salary for each position plus benefits [(9.2 positions x \$17,278 (\$14,370 + \$2,908 benefits)]. CISD has 18 educational aide positions. The number of educational aide positions CISD would maintain in its budget if it used the recommended staffing allocation is 8.8 [287 students / 32.8 (65.5 students per aide x 50 percent = 32.8 students per aide)]. The number of educational aide positions eliminated would be 9.2 (18 - 8.8). The savings for 2003-04 is based on implementing the recommendation in January 2004 for 8 months of savings (8/12 x \$158,958 = \$105,972).

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Implement staffing allocation formulas for campus staff.	\$105,972	\$158,958	\$158,958	\$158,958	\$158,958

FINDING

The district has a high percentage of teachers who have not received full SBEC certification. Five of the district's 22 teachers, or 22.7 percent, are not fully certified. According to a superintendent report to the board, one teacher is serving on a district permit that is only valid for teaching in CISD, two are serving on an emergency permit and two are serving on one-year non-renewal permits. **Exhibit 1-11** shows the official record of certification for each of these individuals.

Exhibit 1-11
CISD Teachers on Teaching Permits
May 2003

School	Type of Permit	Effective Date	Expiration Date	Status
Spigner Elementary	Emergency	8/19/2002	8/31/2003	Valid
Spigner Elementary	District	10/01/2002	*	Valid
Spigner Elementary	Non-renewable	1/16/2003	1/16/2004	Valid
Calvert High	Emergency	8/16/2000	8/31/2001	Expired
Calvert High	Non-renewable	8/19/2002	8/19/2003	Valid

Source: SBEC, Official Record of Certification.

** Permit issued by TEA and is valid as long as the individual teaches in CISD.*

Based on the information obtained from SBEC, one teacher has an expired permit, two are on non-renewable permits and one is on an emergency permit. The teachers on permits will become fully certified when they complete the requirements for certification. The requirements range from passing the EXCET Exam to completing a deficiency plan for college coursework. Educator certification is an indication of the individual's ability to meet the minimum requirements to be a teacher in Texas.

Exhibit 1-12 shows the academic degrees of CISD teachers and the peer districts. CISD occupies the middle position in percent of teachers with bachelor's and master's degrees.

Exhibit 1-12
Teacher Degrees
CISD, Peer Districts and the State
2002-03

Education Level	Star	Calvert	Waelder	Pendleton	Karnack	State
No Degree	31.7%	4.2%	0.0%	0.0%	0.0%	1.3%
Bachelor	53.7%	73.0%	92.1%	76.7%	63.3%	76.0%
Master	14.6%	20.9%	7.9%	23.3%	33.3%	22.2%
Doctorate	0.0%	1.9%	0.0%	0.0%	3.3%	0.5%

Source: TEA, PEIMS, 2002-03.

However, 75 percent of CISD's peer districts employ teachers with at least a Bachelor's degree. Star ISD is the only peer that has teaching staff without a degree. CISD employs at least one teacher without any degree.

The district does not have a specific plan but has established an objective in the district improvement plan (DIP) that all teachers will be fully certified by 2005-06. The DIP includes the following strategies to accomplish the objective:

- attend job fairs and coordinate with universities;
- assist non-certified teachers with EXCET;
- provide non-certified teachers opportunities to attend workshop in content areas; and
- continue to contract with Region 6 on personnel job placement.

Many districts have undertaken plans to attract and retain certified teachers. Some of these recruitment efforts include: hiring bonuses, employee referral incentives, relocation or moving fees, tuition reimbursement or student loan assistance. For example, by pursuing a series of coordinated efforts, Crystal City ISD (CCISD) addressed the need to attract certified teachers. CCISD's program for attracting certified staff included establishing district-college relationships, eliminating teacher deficiencies and making long-term investments in non-teaching employees and student teachers.

Recommendation 6:

Create and implement a recruiting plan to increase the number of fully certified teachers in the district.

The district should develop a plan to recruit, develop and retain certified teachers. The superintendent should contact CCISD and other school districts that have implemented successful plans and refine those plans for use by CISD.

The district should not hire any teachers who are not able to obtain an appropriate permit from SBEC. Teachers that do not qualify for emergency certification or permits should be terminated.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board directs the superintendent to increase the number of certified teachers in the district and inform teachers who are not certified or on permits that employment will terminate.	September 2003
2.	The sunerintendent informs teachers who are not certified or on	Sentember

	permits that employment will terminate.	2003
3.	The superintendent contacts CCISD and other school districts that have implemented successful plans to increase the number of certified teachers in the districts.	September 2003
4.	The superintendent explores alternative permitting options provided by state policies and seeks to enlist student teachers in alternative permitting programs that lead to certification.	October 2003
5.	The superintendent contacts universities in the region to coordinate recruitment efforts for new teachers.	October 2003
6.	The superintendent presents the plan to the board for review and approval and receives approval.	November 2003
7.	The superintendent reports to the board on the effectiveness of the programs in increasing the number of certified teachers.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

CISD does not have documented evaluations for all employees. Central office staff is not evaluated using a formal instrument. The former superintendent said he used visual evaluations and direct feedback based on day-to-day operations to evaluate the non-teaching district staff.

CISD board policy DN (Local) requires that all district employees be appraised in the performance of their duties. The policy states:

The employee's performance of assigned duties and other job-related criteria shall provide the basis for the employee's evaluation and appraisal. Employees shall be informed of the criteria on which they will be evaluated. Evaluation and appraisal ratings shall be based on the evaluation instrument and cumulative performance data gathered by supervisors throughout the year.

Each employee shall have at least one evaluative conference annually to discuss the written evaluation and may have as many conferences about performance of duties as the supervisor deems necessary. Appraisal records and forms, reports, correspondence and memoranda may be placed in each employee's personnel records to document performance. All records that support appraisal ratings shall be maintained for at least two years. Official appraisal records shall be maintained throughout a person's employment with the district and two years after an employee

ceases to be employed with the district. All employees shall receive a copy of their annual written evaluation.

Many districts evaluate all staff and document the evaluation in writing annually. These districts have the documentation necessary to support any personnel action based on performance and ensure compliance with the law.

Recommendation 7:

Evaluate all employees annually and place the written evaluation in the employee's personnel file.

The superintendent should ensure that all district employees receive annual evaluations using an appropriate evaluation form. The superintendent should evaluate all direct report employees and the principals should evaluate all school personnel. Other supervisory employees should evaluate all employees who report to them. After the evaluation has been discussed with the employee and the superintendent receives documentation that the employee reviewed the evaluation, the superintendent should place the evaluation in the employee's personnel file.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board directs the superintendent to ensure all district employees are evaluated annually.	September 2003
2.	The superintendent ensures the appropriate evaluation instrument is used to evaluate the performance of all district personnel.	September 2003 and Annually
3.	The superintendent evaluates and reviews the results of the evaluation with direct reports and receives documentation from the employee that the employee reviewed the evaluation.	October 2003 and Annually
4.	Supervisory employees evaluate their direct reports, review the results of the evaluation with the employees and receive documentation from the employee that the employee reviewed the evaluation.	October 2003 and Annually
5.	The superintendent places the completed evaluation in the employee's personnel file.	October 2003 and Annually

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

CISD does not have updated job descriptions for all district positions. The only positions with completely updated job descriptions were the former superintendent, the administrative assistant and the secretary to the superintendent. According to the superintendent's secretary, steps were initiated in fall 2002 to create updated draft job descriptions for all employees using the generic TASB job descriptions. The district subscribes to the TASB job description service. The district has also adopted a job analysis questionnaire to be used in fall 2003 to fine-tune the draft job descriptions.

A job description summarizes job responsibilities and an analysis of the work performed in a given position. It provides comparison information for determining appropriate levels of pay and specifies whether an employee is exempt from the overtime pay and minimum wage requirements of the Fair Labor Standards Act (FLSA).

Since job descriptions serve as the key elements in compensation studies and performance evaluations, out-of-date or generic job descriptions compromise the effectiveness of these activities. Inaccurate job descriptions hinder efforts to perform job analysis and compare positions across pay scale classifications. Accurate job descriptions reduce the risk of employment lawsuits by clearly specifying the duties and responsibilities of each position and any equal pay, workplace safety, equal employment and overtime eligibility conditions associated with each job.

Many school districts review and update job descriptions on a periodic basis to ensure work performed matches the duties specified in the job description and to ensure employees are evaluated and compensated fairly. By using an effective format to update job descriptions throughout the district, Killeen ISD clarified responsibilities, expectations and duties for its employees. Every job description contained the following elements: job title; department; title of the supervisor to whom the position reports; FLSA status; summary of the job description; essential duties and responsibilities; supervisory responsibilities; qualifications; education and/or experience required; language skills necessary; mathematical skills needed; reasoning ability; and physical demands. Updating job descriptions on a regular basis can also strengthen the district's position should an employee dispute occur over an employee's responsibilities or the employer's expectations.

Recommendation 8:

Develop and update job descriptions for all district positions.

The district should develop job descriptions for new positions and update other job descriptions to reflect job duties and demands. The district should use the TASB job descriptions as the starting point. TASB also has job descriptions available online.

The job descriptions should include: job title; department; title of the supervisor to whom the position reports; pay grade; FLSA status; summary of the job description; essential duties and responsibilities; supervisory responsibilities; qualifications; education and/or experience required; language skills necessary; mathematical skills needed; reasoning ability; and physical demands.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board directs the superintendent to continue developing and updating all job descriptions for district positions.	September 2003
2.	The superintendent reviews all job descriptions and identifies job descriptions that do not reflect current duties or do not exist.	September 2003
3.	The superintendent uses available TASB resources to work with employees to create specific job descriptions.	October 2003
4.	The superintendent submits the job descriptions to the board for review and approval and receives approval.	November 2003
5.	The superintendent establishes a schedule for revising and updating job descriptions on a periodic basis.	December 2003
6.	The superintendent uses the revised job descriptions as part of the annual evaluation process.	Annually

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

This chapter reviews the educational service delivery functions for the Calvert Independent School District (CISD) in the following sections:

- A. Instructional Delivery and Resources
- B. Computers and Technology
- C. Community Involvement
- D. Safety and Security

Above all else, school districts must provide high quality educational services. Adequate processes must be in place to identify student educational needs, provide for those needs and measure performance. Educational service delivery includes providing programs for students with special needs as well as careful adherence to other state and federal mandates concerning curriculum. Automation has enabled school districts to enhance not only instructional programs, but operational and business programs as well. Technological advances in hardware and software, combined with affordable pricing, allow districts of all sizes to use information systems to perform many vital functions.

Local school districts also must be responsive to the needs of their community, which includes students, parents, non-parent residents, taxpayers, businesses, other political subdivisions and special interest groups. By the same token, if the community is to respond appropriately to the district's needs and concerns, it must be well informed about issues facing the district. Similarly, the safety of students and school district personnel and the security of facilities and physical assets are of vital concern to school districts and the surrounding community. A good safety and security program provides for a balanced approach of prevention, intervention enforcement and recovery.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

A. INSTRUCTIONAL DELIVERY AND RESOURCES (PART 1)

In 2002-03, CISD served 287 students in three schools: Spigner Elementary School (grades K-6), Calvert Junior High School (grades 7 and 8) and Calvert High School (grades 9-12). Calvert Junior High School and Calvert High School are located in the same building. In 2002-03, the middle school and high school were considered as one entity by the Texas Education Agency (TEA) for student performance. For 2003-04, CISD asked TEA to officially separate the two student populations for student performance reporting purposes.

In 2001-02, TEA rated CISD as *Academically Unacceptable* because of the performance of the grade 7 and grade 8 students on the statewide assessment instrument. Grade 7 students scored an overall passing rate of 66.7 percent, compared to the state rate of 87.6 percent on the Texas Assessment of Academic Skills (TAAS). Grade 8 students scored more than 39 percentage points below state and regional averages in science and more than 45 percentage points below state and regional scores in social studies. Grade 8 students also scored more than 37 percentage points below regional and state averages in all tests taken during 2001-02.

CISD selected four Texas school districts to serve as peer districts for comparative purposes:

Karnack ISD, Kendleton ISD, Star ISD and Waelder ISD. The review team used the TEA Academic Excellence Indicator System (AEIS) and the Public Education Information Management System (PEIMS) to compare data. AEIS reports provide demographic, staffing and financial data for each school district and school and summarize the more comprehensive PEIMS data that school districts report each year. The reports are sent to each school and district and are available on the TEA Web site at www.tea.state.tx.us. The latest AEIS data are for 2001-02, and the latest PEIMS data are for fall 2002.

Exhibit 2-1 presents student enrollment and demographic information for CISD, its peer districts, Regional Education Service Center VI (Region 6) and the state. In 2002-03, of the 287 students served, 4.2 percent are Anglo, 10.5 percent are Hispanic, 85.4 percent are African American and 94.1 percent are economically disadvantaged. CISD's percent of economically disadvantaged students is higher than both the regional and state averages and in the middle compared to the peers. From 1997-98 through 2002-03, CISD enrollment declined by 9.5 percent while region

and state enrollments increased by 9.2 percent and 7.5 percent, respectively.

Exhibit 2-1
Demographic Characteristics
CISD, Peer Districts, Region 6 and State
1998-99 and 2002-03

District	Student Enrollment			Ethnic Group (Percent)				Economically Disadvantaged
	2002-03	1998-99	5-Year Percent Change	African American	Hispanic	Anglo	Other	
Karnack	316	385	(17.9%)	69.0%	1.6%	29.4%	0.0%	89.9%
Calvert	287	317	(9.5%)	85.4%	10.5%	4.2%	0.0%	94.1%
Waelder	264	243	8.6%	22.1%	71.9%	6.0%	0.0%	89.0%
Kendleton	121	105	15.2%	46.3%	51.2%	2.5%	0.0%	96.7%
Star	97	112	(13.4%)	5.2%	46.4%	47.4%	1.0%	95.9%
Region 6	142,704	130,668	9.2%	14.0%	19.4%	64.7%	1.8%	42.3%
State	4,239,911	3,945,367	7.5%	14.3%	42.7%	39.8%	3.2%	51.9%

Source: TEA, PEIMS, 1998-99 through 2002-03.

*Percent change is defined as 2002-03 values minus 1998-99 values divided by 1998-99 values.

Exhibit 2-2 shows budgeted instructional expenditures for CISD and its peer districts in 2002-03. CISD has the highest percent of expenditures for State Compensatory Education (SCE) and the second-highest percent of expenditures for regular education, Career and Technology Education (CATE) and Gifted and Talented (G/T) education. CISD occupies the middle position in its percent of Bilingual/English as a Second Language (ESL) and special education budgeted expenditures. CISD has the second-highest instructional expenditures per student among its peers at \$4,683 per student.

Exhibit 2-2
Budgeted Instructional Expenditures
CISD and Peer Districts
2002-03

District	Total Instructional Expenditures*	Instructional Expenditures Per Student	Percent Regular	Percent G/T	Percent Special Education	Percent CATE	Percent Bil/ESL	Percent Compensatory
Karnack	\$1,445,346	\$4,574	62.3%	4.0%	20.5%	5.9%	0.0%	7.3%
Calvert	\$1,343,906	\$4,683	62.3%	0.4%	14.2%	7.4%	0.2%	15.4%
Waelder	\$1,173,706	\$4,446	95.9%	0.2%	2.5%	1.1%	0.1%	0.2%
Star	\$859,045	\$8,856	57.7%	0.3%	22.1%	9.3%	0.5%	10.1%
Kendleton	\$453,486	\$3,748	69.7%	0.4%	9.6%	1.8%	4.5%	14.0%

Source: TEA, PEIMS, 2002-03.

* Includes functions 11, 95 and 21.

TEA assigns annual accountability ratings to each district and campus based primarily upon statewide assessment scores and dropout rates. The accountability system includes five categories for districts: *Exemplary*, *Recognized*, *Academically Acceptable*, *Academically Unacceptable* and *Unacceptable: Data Quality*. For schools, 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 African American, Hispanic, Anglo and economically disadvantaged students—must pass the TAAS reading, writing and mathematics tests. To achieve a *Recognized* rating, 80 percent of all students and each student group must pass the 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 for students taking 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 student performance assessment standards is the primary reason that schools are rated *Low Performing*.

Exhibit 2-3 shows accountability ratings for CISD and the peer districts from 1998 through 2002. TEA rated CISD *Academically Acceptable* in four of the last five years. In 2001-02, the rating was *SAI: Unacceptable*. An SAI (Special Accreditation Investigation) is conducted in response to: excessive numbers of absences or students exempted from state assessment tests; allegations of civil rights violations or other legal problems; compliance reviews of financial accounting practices and state and federal program requirements; placement of extraordinary numbers of students in alternative education programs; and allegations of conflict between members of the board of trustees or between the board and the district administration. Districts can earn this designation for unresolved special education compliance or for poor reporting data quality. In 1998,

CISD and three other districts were rated *Academically Acceptable* and one was rated *SAI: Unacceptable*.

Exhibit 2-3
Accountability Ratings
CISD and Peer Districts
1997-98 through 2001-02

District	1997-98	1998-99	1999-2000	2000-01	2001-02
Star	<i>Academically Acceptable</i>	<i>Academically Acceptable</i>	<i>Academically Acceptable</i>	<i>Academically Acceptable</i>	<i>Exemplary</i>
Waelder	<i>Academically Acceptable</i>	<i>Recognized</i>	<i>Academically Acceptable</i>	<i>Recognized</i>	<i>Academically Acceptable</i>
Karnack	<i>Academically Acceptable</i>	<i>Academically Acceptable</i>	<i>Academically Acceptable</i>	<i>Academically Acceptable</i>	<i>Academically Acceptable</i>
Calvert	<i>Academically Acceptable</i>	<i>Academically Acceptable</i>	<i>Academically Acceptable</i>	<i>Academically Acceptable</i>	<i>SAI: Unacceptable</i>
Kendleton	<i>SAI: Unacceptable</i>	<i>SAI: Unacceptable</i>	<i>Academically Unacceptable</i>	<i>Recognized</i>	<i>Exemplary</i>

Source: TEA, Accountability Reports, 1997-98 through 2001-02.

As shown in **Exhibit 2-4**, CISD ranks second among its peers in the percent of students enrolled in special education, exceeding regional and state averages. It ranks second-lowest in the percent of students enrolled in G/T, CATE and bilingual/ESL programs. The percentage of CISD students in G/T, CATE and bilingual/ESL is below regional and state averages.

Exhibit 2-4
Student Enrollment by Program
CISD, Peer Districts, Region 6 and State
2002-03

District	Percent Enrollment Gifted and Talented	Percent Enrollment Special Education	Percent Enrollment Career and Technology Education	Percent Enrollment Bilingual/ESL
Waelder	7.2%	13.6%	27.3%	8.3%
Karnack	4.7%	17.1%	30.1%	0.0%

Kendleton	4.1%	5.8%	0.0%	9.1%
Calvert	3.5%	20.2%	19.2%	3.1%
Star	0.0%	38.1%	50.5%	17.5%
Region 6	7.5%	12.0%	24.1%	6.4%
State	7.8%	11.6%	19.8%	7.6%

Source: TEA, PEIMS, 2002-03.

CISD occupies the middle position among its peers in percent of resources spent on instruction and student support services. It is the lowest in percent spent on instruction-related services. It has the lowest per-pupil expenditures and highest percent allocated to co-curricular/extracurricular activities in comparison with its peer districts, as shown in **Exhibit 2-5**. CISD spends a higher percent than the state average on instruction and co-curricular/extracurricular activities, but a lower percent on instruction-related services and student support services.

Exhibit 2-5
Percent of Budgeted Expenditures by Instructional Function
CISD, Peer Districts and State
2002-03

Expenditures by Function	Star	Karnack	Calvert	Waelder	Kendleton	State
Instruction (11,95)	51.7%	50.7%	54.0%	49.6%	38.2%	50.8%
Instruction-Related Services (12,13)	2.0%	4.7%	0.6%	2.0%	3.4%	2.7%
Instructional Leadership (21)	0.7%	0.2%	0.0%	0.0%	0.0%	1.2%
School Leadership (23)	4.0%	7.2%	6.7%	5.1%	7.2%	5.3%
Support Services-Student (31,32,33)	1.2%	2.9%	2.2%	2.9%	1.7%	4.0%
Student Transportation (34)	1.9%	3.4%	2.8%	4.5%	3.9%	2.6%
Food Services (35)	5.2%	5.4%	6.0%	4.9%	7.3%	0.7%
Co-curricular/ Extracurricular Activities (36)	2.8%	3.3%	3.5%	2.7%	0.0%	2.3%

Central Administration (41,92)	10.1%	8.5%	9.5%	11.1%	12.8%	3.6%
Plant Maintenance and Operations (51)	6.3%	9.9%	11.8%	10.9%	9.2%	9.9%
Security and Monitoring Services (52)	0.0%	0.1%	0.0%	1.1%	0.2%	0.6%
Data Processing Services (53)	0.0%	0.2%	0.0%	1.1%	0.6%	1.2%
Other*	12.7%	1.4%	0.0%	1.6%	15.6%	0.0%
Per-Pupil Expenditures	\$16,892	\$8,994	\$8,677	\$8,965	\$9,822	\$7,088

Source: TEA, PEIMS, 2002-03.

* Includes any operating expenditures not listed above and all non-operating expenditures such as debt service, capital outlay and community and parental involvement services.

Exhibit 2-6 shows the percent of teachers compared to total staff and teacher experience for CISD, its peers and the state. CISD has the second-lowest percent of teachers among its peers and the second-most-experienced teacher population. CISD teachers have an average of 3.5 years more professional experience than the state average. CISD has no beginning teachers, but it has the highest percent of teachers with one to 10 years of experience. CISD has the highest percent of teachers with more than 20 years of experience (37.6 percent). CISD has 16.3 percent more teachers who have more than 20 years of experience than the state average.

Exhibit 2-6
Percent of Teachers as Compared to Total Staff and Teacher Experience
CISD, Peer Districts and State
2002-03

Experience	Star	Waelder	Karnack	Calvert	Kendleton	State
Percent of Teachers	62.2%	51.9%	44.6%	33.6%	27.2%	50.5%
Beginning Teachers	19.5%	29.0%	13.3%	0.0%	50.5%	7.8%

1-5 Years	19.5%	19.8%	13.3%	25.0%	0.0%	28.2%
6-10 Years	4.9%	4.0%	3.3%	25.0%	14.4%	18.3%
11-20 Years	34.1%	31.4%	40.0%	12.3%	28.9%	24.4%
More than 20 Years	22.0%	15.8%	30.0%	37.6%	6.2%	21.3%
Average Years of Experience	11.6	9.7	14.8	14.6	7.1	11.1

Source: TEA, PEIMS, 2002-03.

Exhibit 2-7 shows the percent of professional staff in various categories in 2002-03 for CISD, the peer districts, Region 6 and the state. CISD's percentage of teachers and professional support staff is lower than regional and state averages and second lowest among the peers, but its percentage of educational aides is nearly three times the regional and state averages and significantly higher than the peer districts.

Exhibit 2-7
Professional Staff
CISD, Peer Districts, Region 6 and State
2002-03

Professional Staff	Star	Waelder	Karnack	Calvert	Kendleton	Region 6	State
Teachers	62.2%	51.9%	44.6%	33.6%	27.2%	50.0%	50.5%
Professional Support	0.0%	6.2%	9.5%	2.6%	4.2%	6.5%	7.5%
Campus Administration	3.0%	2.1%	3.0%	3.4%	7.8%	2.8%	2.7%
Central Administration	3.0%	0.0%	3.0%	1.7%	3.9%	1.0%	1.0%
Educational Aides	0.0%	12.8%	14.9%	30.8%	3.9%	10.8%	10.3%
Auxiliary Staff	31.8%	27.1%	25.0%	27.9%	52.9%	28.8%	28.0%

Source: TEA, PEIMS, 2002-03.

Exhibit 2-8 shows the academic degrees of CISD teachers and the peer districts. CISD occupies the middle position in percent of teachers with bachelor's and master's degrees.

Exhibit 2-8
Teacher Degrees
CISD, Peer Districts and State
2002-03

Education Level	Star	Calvert	Waelder	Kendleton	Karnack	State
No Degree	31.7%	4.2%	0.0%	0.0%	0.0%	1.3%
Bachelor	53.7%	73.0%	92.1%	76.7%	63.3%	76.0%
Master	14.6%	20.9%	7.9%	23.3%	33.3%	22.2%
Doctorate	0.0%	1.9%	0.0%	0.0%	3.3%	0.5%

Source: TEA, PEIMS, 2002-03.

Chapter 29 of the Texas Education Code requires providing every Texas student who is identified as limited English proficient (LEP) with a full opportunity to participate in a bilingual/ESL program. LEP students are defined as those whose primary language is something other than English and whose English language proficiency limits their participation in an English-language academic environment.

All school districts with 20 or more LEP students in the same grade must offer bilingual/ESL or an alternative language program. Schools must provide bilingual education in pre-kindergarten through the elementary grades. Districts must provide bilingual education, ESL or other TEA-approved transitional language instruction through grade 8 and only ESL instruction for students in grades 9-12. School districts are required to identify LEP students, to provide bilingual/ESL programs as an integral part of their regular educational programs and to hire teaching personnel certified in those areas.

The education of LEP students is an important task for Texas public schools. Nearly 500,000 Texas students (12.5 percent) were enrolled in bilingual/ESL programs in 1999-2000. In 2002-03, the number of students in bilingual/ESL programs increased to 572,319 or 13.5 percent of Texas students. The State Board of Education's (SBOE) *Long-Range Plan for Public Education 2001-06* states "enrollment in the state's bilingual education program is projected to increase by 22 percent over the next five years."

The No Child Left Behind (NCLB) Act of 2001 requires that states report progress annually by poverty, race, disability and limited English proficiency to ensure that no group of students is left behind. Title III, Part A of NCLB addresses English Language Acquisition, Language Enhancement and Academic Achievement. Title III, Part A states that the

purpose of the NCLB Act is to help ensure that LEP children-including immigrants-attain English proficiency, develop high levels of academic attainment in English, meet the same academic content and student academic achievement standards as all other Texas children. The Act is designed to help these children to achieve at high levels in the core academic subjects and to help districts develop high-quality language instruction educational programs.

CISD has the second-lowest percent of bilingual/ESL students among its peers in 2002-03. Its percentage of bilingual/ESL students is lower than regional and state averages. CISD occupies the middle position in percent of budgeted expenditures for bilingual/ESL among its peers, although its per-pupil expenditure for bilingual/ESL is the second-highest among its peers (**Exhibit 2-9**).

Exhibit 2-9
Bilingual/ESL Student Enrollment, Budget and Expenditure
CISD, Peer Districts, Region 6 and State
2002-03

District	Students Enrolled in Bilingual/ESL	Percent of Total Enrollment	Total Budgeted Expenditures	Percent of Budgeted Expenditures	Per Student Instructional Expenditures
Waelder	22	8.3%	\$600	0.1%	\$27
Star	17	17.5%	\$4,267	0.5%	\$251
Kendleton	11	9.1%	\$20,416	4.5%	\$1,856
Calvert	9	3.1%	\$3,250	0.2%	\$361
Karnack	N/A	N/A	\$0	0.0%	N/A
Region 6	9,106	6.4%	N/A	N/A	N/A
State	572,319	13.5 %	N/A	N/A	N/A

Source: TEA, PEIMS, 2002-03.

Note: N/A denotes data unavailable.

In 2002-03, CISD serves nine students, both ESL and LEP, in Pre-K through grade 8 in the ESL program. Because CISD has fewer than 20 LEP students in each grade, it is not required to offer a bilingual program. Designed to be an integral part of the school curriculum, the ESL program enables LEP students to master English language skills and the core subjects and to participate in all aspects of the educational experience. CISD has an all-level ESL teacher who is bilingual-certified. CISD also

has two teachers at the secondary level who are ESL-certified. CISD offers a "pullout" ESL program in which the ESL teacher works with the elementary students in two groups every day for 45 minutes. The ESL groups are for Pre-K and grades 1 through 6. The ESL teacher works with elementary students at lunch so that students do not miss any classes. At the secondary level, ESL instruction is delivered as part of a regular Spanish class, during which the teacher works with ESL students on English language skills. CISD also offers a half-day, four-week summer school program to ESL students entering kindergarten and grade 1.

CISD identifies LEP students through the Home Language Survey that is completed for each student by the parent (Pre-K through grade 8) or by the student (grades 9 through 12) during registration. The district's Language Proficiency Assessment Committee (LPAC) determines student placement, monitors progress and oversees exit from the program. CISD has clearly defined identification, screening, review, monitoring and exit procedures. The LPAC conducts an end-of-year review to determine student placement for the next year and is responsible for monitoring students for two years after they exit the program. The all-level ESL teacher knows all the parents and visits them at home to discuss their child's progress.

CISD evaluates the ESL program annually. The evaluation addresses student performance, the extent to which students have become proficient in English and the teacher and aide professional development training. The evaluation culminates in a program evaluation report that includes recommendations for program improvement. In June 2002, TEA found CISD's ESL program to be in compliance with all indicators of its District Effectiveness and Compliance (DEC) Review.

Student Performance and Instructional Resources

In 2002-03, the Texas Assessment of Knowledge and Skills (TAKS) replaced the TAAS as the statewide assessment instrument. The new assessment is more rigorous than the TAAS and is administered in grades 3 through 11. Math is assessed in grades 3 through 11. Reading is assessed in grades 3 through 9 and English language arts in grades 10 and 11. Writing is 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 is administered in grade 11. Before 2002-03, TAAS performance was the primary factor in determining district accountability ratings. TAAS was administered in grades 3 through 8 and 10 in reading and mathematics. Grades 4, 8 and 10 were also assessed in writing and grade 8 was assessed in social studies and science. An exit-level examination was given in grade 10.

The State Developed Alternative Assessment, introduced in 2001, assesses special education students in grades 3 through 8 who receive instruction in the Texas Essential Knowledge and Skills (TEKS), but for whom TAKS is not an appropriate measure of academic performance. The test assesses students in reading, writing and math in their appropriate instructional levels as determined by their admission, review and dismissal (ARD) committee.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

A. INSTRUCTIONAL DELIVERY AND RESOURCES (PART 2)

FINDING

CISD uses an experienced grant writer to pursue grant opportunities and uses awarded funds to supplement its instructional resources and improve student performance. Between 2000-01 and 2002-03, CISD received grants totaling \$868,497 (**Exhibit 2-10**). CISD used the grants to enhance student reading, develop instructional technology resources and pay for participating high school students' fees for the Preliminary Scholastic Aptitude Test (PSAT), Scholastic Aptitude Test (SAT) and American College Testing (ACT).

Exhibit 2-10
CISD Grants
2000-01 through 2002-03

Year	Grant Type	Amount	Purpose	Purchase and Use
2000-01	TEA	\$150,000	Local reading initiative: to improve reading and TEKS reading scores	Classroom sets of books, reading curriculum, laptops for students
2000-01	TEA	\$28,500	Accelerated Reading Initiative: to improve reading in Pre-K-3	Reading curriculum for Pre-K-3
2000-01	TEA	\$40,000	Key instructional design strategies: professional development in curriculum design for elementary teachers using technology	Region 6 and Texas A&M University staff development
2000-01	TIF*	\$55,000	TIF PS-7 for video conferencing	Four sets of polycom videoconferencing equipment

2000-01	TIF*	\$50,000	TIF PS-9 computer upgrade at Calvert High School	20 new computers for teaching lab, upgrading the second computer lab
2000-01	E-Rate	\$60,655	To upgrade network infrastructure	Network equipment such as switches and hubs
Total 2000-01		\$384,155		
2001-02	TEA	\$150,441	Local reading initiative 2: to improve reading and reading TAKS scores	Classroom sets of books, reading curriculum, computers for instructional design
2001-02	TEA	\$158,320	Academics 2000: to improve math at the elementary level	Math curriculum, calculators
2001-02	TEA	\$32,000	Ninth Grade Success Initiative: to help at-risk students succeed in high school	Tutoring for Calvert High School students
2001-02	TEA	\$39,996	KIDS: consortium grant for technology to improve learning and teaching at elementary and secondary levels	Laptops, scanners, digital cameras
2001-02	Entergy	\$800	Science fair on energy	Personal Digital Assistant for taking temperature readings
Total 2001-02		\$381,557		
2002-03	TEA	\$32,000	Ninth Grade Success Initiative: to help at-risk students succeed in high school	Tutoring for Calvert High School students
2002-03	E-Rate	\$70,785	To upgrade servers and video network	Servers, new switches, network cabling
Total 2002-03		\$102,785		

Three-Year Total 2000-03		\$868,497		
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*Source: CISD, Technology Director, April 2003.
Telecommunications Infrastructure Fund.

The district assigned its Technology director, who has a doctorate degree and was a university professor, as the official grant writer. The Technology director is an experienced grant writer who taught university courses in grant writing and was a grant reviewer for the U.S. Department of Education. The Technology director receives grant applications and requests for proposals and discusses them with the superintendent. Most frequently, CISD has responded to grants available through TEA or federal agencies, although the district also has applied for grants from foundations and Texas corporations such as Entergy. The Technology director and the superintendent identify grant opportunities through multiple sources including a Region 6 newsletter on grants, TEA information on grants, searching the federal grant Web site and collaborating with local universities or colleges. The CISD superintendent reviews all grant applications and signs off on them.

COMMENDATION

CISD uses an experienced grant writer and a variety of strategies to research grant opportunities, and uses awarded funds to supplement available instructional resources and improve student performance.

FINDING

CISD ensures all eligible Pre-Kindergarten students are enrolled by collaborating with the community and using proactive measures by W. D. Spigner Elementary staff. The district increased Pre-K enrollment from a single student at the end of June 2002 to 14 students in mid-August 2002. The district holds a range of pre-Kindergarten registration dates to accommodate parental schedules, and CISD staff personally contact and work with local day care providers to identify potential students. Staff also post informational and registration fliers in public places and publish notices in the local newspaper. According to the elementary principal, their success can be attributed to neighborhood canvassing by staff members. District staff said that these volunteer efforts by staff members not only increase enrollment figures but promote positive community relations and enhance community and parental involvement at the elementary level. The district continues to implement these same measures to ensure eligible students are enrolled in the Pre-K program.

COMMENDATION

CISD works to ensure that eligible Pre-Kindergarten students are enrolled in school through proactive collaboration between staff and community members and through publicity.

FINDING

CISD's administrators, elementary school staff and elementary school teachers implemented a variety of instructional strategies, formed an academic committee and collaborated with Region 6 staff to enhance academic opportunities and improve student performance at W.D. Spigner Elementary School. Preliminary 2002-03 results show that 86 percent of CISD's grade 3 students passed the reading portion of the TAKS, which is only slightly below the state's preliminary grade 3 passing average of 89.2 percent. Spigner Elementary School was designated by TEA as a Blue Ribbon school in 2002-03, in recognition of the outstanding improvements that students have made since 1998-99.

In response to low elementary student performance on the TAAS and *Low Performing* campus ratings from TEA in 1998-99 through 2000-01, the district used the professional resources within its own ranks and region and organized a committee to develop a plan to identify, address and remedy student and staff deficiencies. CISD instituted additional staff development, reviewed curriculum to ensure alignment with TEKS and TAAS objectives, included the site-based decision-making committee in planning efforts and participated in a special Region 6 program designed for low-performing campuses. As a result of these efforts, the campus incrementally improved its state accountability rating from *Low Performing* in 1998-99 to *Recognized* in 2001-02 (**Exhibit 2-11**).

Exhibit 2-11
Spigner Elementary School Accountability Ratings
1998-99 through 2001-02

	1998-99	1999-2000	2000-01	2001-02
Ratings	Low Performing	Low Performing	Academically Acceptable	Recognized

Source: TEA, Accountability Reports, 1998-99 through 2001-02.

TEA's Campus Accreditation Team visited Spigner Elementary School in 1999-2000 and 2000-01, the years in which the school was rated as *Low Performing* because of poor student performance on the math portion of the TAAS. All students, African American students and economically

disadvantaged students received scores below the 50-percent passing score required for all student groups to receive an *Acceptable* campus rating from TEA. In its Campus Accreditation Follow-up Visit Report, TEA identified several areas in which the school needed to improve, including: modifying the curriculum to align with TEKS and TAAS; setting high student performance expectations for the staff, parents and community; increasing parent involvement; and hiring a full-time elementary school principal to provide instructional leadership. CISD's administration and staff implemented all recommendations.

CISD was the lowest-performing district among its peers in 1997-98 and scored more than 40 percentage points lower than regional and state averages (**Exhibit 2-12**). In 2001-02, CISD's performance increased to only 9.7 percentage points lower than the regional average and 8.3 percentage points lower than the state average. CISD improved its TAAS performance from 1997-98 to 2001-02 by 41 percentage points, nearly five times the regional and state improvement rates. CISD also had the highest rate of improvement among its peer districts.

Exhibit 2-12
Percent of Students Passing TAAS, All Tests Taken (Grades 3-8 and 10)
CISD, Peer Districts, Region 6 and State
1997-98 through 2001-02

District	1997-98*	1998-99**	1999-2000**	2000-01**	2001-02	Percentage Point Change 1997-98 through 2001-02
Calvert	36.0%	42.5%	45.6%	58.3%	77.0%	41.0%
Kendleton	51.5%	64.0%	33.3%	85.2%	85.3%	33.8%
Star	66.7%	63.2%	53.3%	69.0%	92.0%	25.3%
Waelder	61.2%	80.7%	75.5%	81.7%	76.7%	15.5%
Karnack	62.7%	72.1%	65.5%	67.6%	65.9%	3.2%
Region 6	78.2%	79.5%	81.9%	84.0%	86.7%	8.5%
State	77.7%	78.1%	79.9%	82.1%	85.3%	7.6%

Source: TEA, AEIS, 1997-98 through 2001-02.

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

Calvert	75.0%	84.6%	75.0%	92.9%							60.0%	78.6%
Region 6	87.2%	90.1%	87.4%	95.2%							81.6%	88.3%
State	85.6%	88.2%	86.1%	93.8%							79.9%	86.0%

Source: TEA, AEIS, 1997-98 and 2001-02.

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

Region 6 assisted CISD Spigner Elementary School through a program targeted at low-performing schools. The Region 6 Low Performing Campus Intervention Program is a portfolio of services that its Leadership and Development staff provides. One staff member was assigned to the school to coordinate regional technical assistance for the campus. Region 6 analyzed the school's performance for 2000-01 and 2001-02, conducted a curriculum audit and based its technical assistance to the school on the analysis and audit results. The Region 6 team shared the analysis results with the principal, the site-based decision-making committee and the entire faculty. The team also provided a self-evaluation instrument to school staff and administrators; offered faculty, student and parent survey instruments and helped the school to perform a needs assessment.

The assistance team helped the school to analyze data from the self-evaluation, surveys and needs assessment as a basis for modifying their campus improvement plan (CIP). The Region 6 team also helped Spigner Elementary School to plan and implement a staff development program and helped the school to prepare documentation for the TEA Campus Accreditation visit. Region 6 team members reviewed the TEA report with school administrators and staff, planned follow-up activities and helped the school to implement the recommendations.

In 2001-02, as a result of the instructional audit, the Spigner Elementary School principal (with the assistance of the site-based decision-making committee) developed curriculum guides for English/language arts, mathematics, science and social studies in grades Pre-K through 6. The curriculum guides include a scope and sequence, timeline, benchmark tests and activities for each subject. In 2002-03, Spigner Elementary School began an ongoing curriculum review and update process that incorporates teacher input. This curriculum process is part of the review of the annual CIP that takes place mid-year after revisions are made in the summer. Spigner Elementary School also established an Academic Committee to revise and define the curriculum framework in all core subject areas. The Academic Committee also serves as a liaison to Calvert

Junior High School to ensure curriculum continuity. Spigner Elementary School implemented an effective parent involvement program and set high student expectations in its CIP.

COMMENDATION

W.D. Spigner Elementary School staff and district administrators implemented a variety of instructional and collaborative measures to promote student academic success at the elementary level.

FINDING

Although CISD improved its 2001-02 statewide assessment scores and the elementary campus rating, student performance on the TAKS at all grade levels was below regional and state averages. **Exhibit 2-14** shows the preliminary TAKS results from the spring 2003 administration. Students in grades 5 and 9 had the lowest overall passing scores with only 7 percent of the students that took the applicable grade-level portions of the TAKS receiving an all tests taken passing score. In grade 5, 65 percent of students statewide and 63 percent of students in region 6 passed all tests taken. In grade 9, 60 percent of students statewide and 63 percent of students in region 6 passed all tests taken. In addition none of CISD's students who were African American in grades 5 and 9 received a passing score in the all tests taken category. African American students statewide received an overall 48 percent passing rate in grade 5 and 46 percent in grade 9. Region 6 students in the African American demographic group received a 36 percent overall passing rate in grade 5 and 39 percent in grade 9. The district's grade 6 students received the highest overall score with 63 percent receiving a passing score in all tests taken as compared to the state's 74 percent and the region's 77 percent average passing rate.

**Exhibit 2-14
Percent of Students Passing TAKS
CISD, Region 6 and State
Spring 2003**

Grade Level	Reading	English Language Arts	Mathematics	Writing	Science	Social Studies	All Tests Taken**
Grade 3: Calvert	86%		70%				*
Region 6	68%		91%				*
State	89%		82%				*

Grade 4: Calvert	55%		50%	79%			42%
Region 6	87%		90%	85%			76%
State	85%		87%	86%			75%
**Grade 5: Calvert	60%		33%		27%		7%
Region 6	80%		86%		76%		67%
State	79%		86%		74%		65%
Grade 6: Calvert	80%		74%				63%
Region 6	88%		81%				77%
State	86%		79%				74%
Grade 7: Calvert	64%		53%	71%			27%
Region 6	89%		77%	86%			70%
State	87%		73%	85%			67%
Grade 8: Calvert	71%		56%			67%	44%
Region 6	89%		77%			94%	74%
State	88%		72%			93%	69%
**Grade 9: Calvert	62%		0%				7%
Region 6	82%		67%				63%
State	82%		63%				60%
Grade 10: Calvert		92%	69%		54%	85%	38%
Region 6		73%	74%		73%	88%	55%
State		72%	71%		69%	86%	52%

Grade 11: Calvert		64%	41%		18%	88%	18%
Region 6		67%	69%		69%	90%	49%
State		69%	68%		67%	90%	49%

Source: CISD, superintendent's office, July 2003 and TEA, TAKS summary report, July 2003.

*Note: * denotes data unavailable and shaded areas denote tests not administered at those grade levels.*

*Note: ** African American students received 0 percent in the all tests taken category in grade 5 and grade 9.*

Chapter 2

EDUCATIONAL SERVICE DELIVERY

A. INSTRUCTIONAL DELIVERY AND RESOURCES (PART 3)

In 2001-02, grades 7 and 8 students scored below regional and state averages in all subject areas and all tests taken by the TAAS. TEA conducted a visit to the junior high/high school and cited the district in its 2002 Campus Accreditation Report for not implementing effective evaluation procedures for low-performing students. TEA required the district to take corrective action by developing a plan with timelines and supporting documentation.

In 2001-02, the performance of CISD grade 8 students was low in all subject areas, especially science and social studies, resulting in a TEA rating of *Low Performing* for Calvert Junior High/High School. This decreased the district's overall accountability status to *SAI: Unacceptable* (**Exhibits 2-14 and 2-15**). CISD's TAAS passing rates were at 77 percent, compared to a statewide average of 85.3 percent, placing Calvert in the bottom 10 percent of Texas school districts.

Exhibit 2-15
Calvert High School Accountability Ratings
1997-98 through 2001-02

	1997-98	1998-99	1999-2000	2000-01	2001-02
Rating*	<i>Academically Acceptable</i>	<i>Academically Acceptable</i>	<i>Academically Acceptable</i>	<i>Academically Acceptable</i>	<i>Low Performing</i>

Source: TEA, Accountability Reports, 1997-98 through 2001-02.

**In all years reported, Calvert High School includes students in both junior high and high school.*

Exhibit 2-16 shows the percent of students passing TAAS for grades 7, 8, and 10 for CISD, Region 6, and the state

Exhibit 2-16
Percent of Students Passing TAAS (English version)
Grades 7, 8 and 10
CISD, Region 6 and State
1997-98 and 2001-02

Grade Level	Reading		Mathematics		Writing		Science		Social Studies		All Tests Taken	
	1997-98	2001-02	1997-98	2001-02	1997-98	2001-02	1997-98	2001-02	1997-98	2001-02	1997-98	2001-02
Grade 7												
Calvert	61.5%	66.7%	46.2%	83.3%							30.8%	66.7%
Region 6	86.5%	91.9%	84.6%	93.3%							79.4%	89.1%
State	85.5%	91.3%	83.7%	92.2%							78.5%	87.6%
Grade 8												
Calvert	61.5%	85.7%	61.5%	69.2%	76.9%	76.9%	38.5%	53.8%	38.5%	38.5%	30.8%	35.7%
Region 6	86.5%	94.2%	84.2%	93.2%	85.0%	86.2%	86.5%	93.4%	72.2%	83.6%	63.6%	74.2%
State	85.3%	94.3%	83.8%	92.9%	84.0%	85.3%	84.3%	93.0%	69.9%	83.7%	61.8%	73.4%
Grade 10												
Calvert	73.3%	94.1%	40.0%	88.9%	93.3%	94.1%					33.3%	88.9%
Region 6	89.2%	96.0%	80.3%	93.9%	90.5%	92.7%					75.0%	88.3%
State	88.3%	94.5%	78.4%	92.2%	89.9%	91.3%					73.1%	85.7%

Source: TEA, AEIS, 1997-98 and 2001-02.

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

In reading, grade 7 students scored 24.6 percentage points below the state average of 91.3 percent and 20.9 percentage points below the state average of 87.6 percent in all tests taken. In grade 8, students scored more than 39 percentage points below state and regional averages in science and more than 45 percentage points below state and regional scores in social studies. Grade 8 students were more than 37 percentage points below regional and state averages in all tests taken.

In 2001-02, 35.7 percent of the students in grade 8 passed the TAAS. (Exhibit 2-17).

The district's TAAS passing rates for grades 3 through 8 ranged from 14.3 percent to 66.7 percent from 1996-97 through 2001-02

Exhibit 2-17
Grades 3 through 8 TAAS Student Performance All Tests Taken
1996-97 through 2001-02

Grade	2001-02	2000-01	1999-2000	1998-99	1997-98	1996-97
Grade 8	35.7%					
Grade 7	66.7%	50.0%				
Grade 6		60.0%	41.7%			
Grade 5			30.4%	23.1%		
Grade 4				29.2%	19.3%	
Grade 3					33.3%	14.3%

Source: TEA, AEIS, 1996-97 through 2001-02.

CISD has also experienced high instructional leadership turnover, especially at the junior high/high school level. Calvert Junior High/High School has had three principals in four years from 1999-2000 through 2002-03. In 2002-03, the superintendent served as the high school principal after the previous principal left in the middle of the year. In its December 2002 report, the TEA Campus Accreditation Team stated that the lack of consistent, proactive leadership may have affected the instructional focus of CISD schools and that low expectations for student success on the part of faculty, administrators and parents affected student performance.

CISD junior and senior students also expressed concerns about the quality of their teachers and the quality of education they receive (**Exhibit 2-18**). Of the 22 students who responded to a Texas School Performance Review (TSPR) survey, 54.5 percent did not think that they have quality teachers and 45.4 percent did not think that they receive a quality education. Only 27.3 percent of the students agreed that the district has high-quality teachers, and only 36.4 percent agreed that the district provides a high-quality education. In their comments, students mentioned the lack of a principal, the need for a new science teacher instead of a long-term substitute and the need for more qualified teachers.

Exhibit 2-18
TSPR Survey Results
Quality of CISD Teachers and Education
2003

Students*

Survey Question	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
The district has high-quality teachers.	0.0%	27.3%	18.2%	31.8%	22.7%
The district provides a high-quality education.	0.0%	36.4%	18.2%	31.8%	13.6%

Source: TSPR survey results.

* Twenty-two students responded to the TSPR surveys.

Districts that work effectively with low-performing students use multiple strategies beginning with a defined set of competencies that students should have at the beginning and end of each grade level. They evaluate student proficiencies against this set of competencies and determine areas of weakness. Based on the identified areas of weakness, these districts use frequent benchmarks to assess the effectiveness of instructional strategies and monitor student progress. Districts communicate to faculty, parents and students a clear set of expectations and hold all stakeholders accountable for progress. Many of these districts review the curriculum at all grade levels for all subjects and ensure that it is aligned with the TEKS and TAKS. They provide tutoring, extended year and accelerated learning programs, individualized academic programs and ongoing collaborative efforts between parents and all relevant teachers.

The Charles A. Dana Center at the University of Texas researches practices of high-poverty, high-performing secondary schools and identifies common patterns in how these schools organize and deliver instruction. *Opening Doors: Promising Lessons from Five Texas High Schools* shows that effective schools set clear, measurable goals, establish high expectations and share these goals with faculty, students and parents. Administrators and teachers use student performance data to set goals and measure progress, pinpoint instructional strengths and weaknesses and identify students who need additional support. Teachers focus on instruction and individual learning. Administrators give teachers the responsibility and the support needed to improve classroom instruction and student learning. Administrators in these schools build an environment that supports teachers and appreciates their contribution. Administrators, counselors and teachers demonstrate respect and affection for their students and encourage student involvement in extracurricular activities as a way to instill in students a sense of belonging and commitment to the school.

These findings were confirmed in *Urgency, Responsibility, Efficacy: Preliminary Findings of a Study of High-Performing Texas School*

Districts. The study shows that high-performing districts create a sense of urgency to improve academic achievement by setting challenging goals and rallying everyone to work toward their attainment. The districts also create an environment in which improving academic instruction becomes a responsibility shared by everyone at every school. With such support, principals can provide effective plans to meet those goals. These district leaders also recognize that high-quality support accompanies setting high expectations.

Granger ISD increased the performance of its students using time management and a lockerless program. The program involves the elimination of lockers, giving students two sets of textbooks (one for class and one to take home), training teachers how to use classroom time more effectively and teaching students academic organization skills. The district budgets \$40 per textbook and, in effect, paid for the set of home-use books through increased textbook returns. The district has a 100 percent textbook return rate and noted that most books are returned in excellent condition.

Teachers in Granger ISD also prepare a syllabus for each class and give each student a planner to write down their homework. The planner has the school calendar, the student handbook, age-appropriate lists of good student habits and a section on good character and motivation. The planner also has key facts associated with the four core subjects. Teachers train students how to organize their time, record notes, keep a notebook and keep a portfolio of their work.

Granger ISD experienced immediate academic improvement with the lockerless program. Granger ISD administrators said that low-performing students typically lack good organization skills. They attribute their academic improvement to increased student accountability, better use of time because students have the textbooks for immediate use in class or at home, more effective use of class time and the use of academic organization skills. TEA traditionally pays 110 percent for district textbooks and districts like Granger plan for several new textbook adoptions in their budgets.

Recommendation 9:

Develop and implement a student performance improvement plan that defines student competencies, accountability measures and detailed instructional strategies to address identified student and staff weaknesses.

CISD's superintendent and teachers should work with Region 6 to develop an effective instructional plan for Calvert Junior High students and to assist the 2001-02 cohort of grade 7 through 8 students. The plan should

use findings from research conducted on high-poverty, high-performing secondary schools, as well as high-performing districts. The superintendent should inform parents and community members about the effort and seek their support and involvement. The superintendent, junior high teachers and Region 6 representatives should conduct a comprehensive review of current junior high instructional strategies that affect overall student performance and a review of TAKS and TAAS performance.

As part of this effort, CISD should develop a clear set of expectations for student and staff performance, identify instructional strategies for low-performing students, include frequent benchmark tests to assess student progress and implement methods to evaluate instructional effectiveness. The district should consider recruiting its most effective teachers and provide them with stipends to teach junior high students. CISD should also consider incorporating innovative strategies such as the elimination of lockers, giving students two sets of textbooks for class and home and teaching academic organizational skills. CISD should work with Region 6 to ensure staff development supports the developed instructional plan.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent contacts Region 6 to participate on a team to analyze junior high student performance and instructional programs and review research on strategies that high-poverty, high-performance schools use.	September 2003
2.	The superintendent appoints junior high teachers to serve on the team and instructs the team to review currently used and successfully proven academic strategies.	October 2003
3.	The team develops an instructional plan based on reviewed information that targets low-performing students, particularly the 2001-02 grade 7 through 8 cohort.	November 2003 - January 2004
4.	The superintendent ensures that the team documents student and teacher performance expectations and informs staff, students and parents of these expectations.	February 2004
5.	The superintendent ensures all teachers, staff and administrators are appropriately trained to implement all strategic aspects of the developed instructional improvement plan.	March - July 2004
6.	The superintendent implements the instructional plan.	August 2004 and Ongoing
7.	The superintendent monitors student performance and makes necessary changes in the improvement plan to ensure	September 2004 and

program effectiveness.	Ongoing
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FISCAL IMPACT

This fiscal impact is based on the five core subject areas of English/language arts, mathematics, social studies, science and history for grades 7 and 8 and a conservative average of 50 students combined for the junior high grades, as reported in the 1997-98 through 2001-02 AEIS reports [(36 students in 1997-98 + 48 students in 1998-99 + 53 students in 1999-2000 + 57 students in 2000-01 + 52 students in 2001-02) / 5 = 49.2 students]. Textbook costs are estimated to be \$20,000 [(5 textbooks x 50 students x \$40 per textbook = \$10,000) x 2 sets of books = \$20,000]. Because TEA will cover \$10,000 x 110 percent or \$11,000, CISD's total costs for textbooks during the first year of implementation will be \$9,000.

Annual planners for junior high students are estimated at \$3 per planner x 50 students or \$150 for the first year, incrementally increasing by 25 students each year thereafter (or the grade 7 average) to ensure that students who begin with a yearly planner continue to use it. Planners will cost \$225 in year two of implementation, \$300 in year three, \$375 in year four and \$450 in year five. Additionally, the district should budget for 25 planners per year for use by teachers and administrators at a cost of \$75 per year. Total planner costs will equal \$225 in 2003-04 (\$150 + \$75), \$300 in 2004-05 (\$225 + \$75), \$375 in 2005-06 (\$300 + \$75), \$450 in 2006-07 (\$375 + \$75) and \$525 in 2007-08 (\$450 + \$75).

Costs for 2003-04 include textbooks (\$9,000) and planners (\$225) totaling \$9,225. Subsequent years include the cost of planners as calculated above and conservative preparations for the adoption of two new Junior High School textbook adoptions per year at a cost of \$4,000 annually (\$40 per text x 50 students x 2 new adoptions).

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Develop and implement a student performance improvement plan that defines student competencies, accountability measures and detailed instructional strategies to address identified student and staff weaknesses.	(\$9,225)	(\$4,300)	(\$4,375)	(\$4,450)	(\$4,525)

FINDING

The 2002-03 Calvert Junior High/High School CIP does not include details for specific student performance improvement goals based on student population, grade level or subject area performance on the statewide assessment. The CIP sets a single TAKS passing rate of 70 percent for all grade levels and student groups. The Calvert Junior High/High School CIP also specifies a single TAKS long-term performance goal of 90 percent for all grade levels and student groups but does not define "long-term." CISD Junior High/High School CIP goals also do not match the related objectives. The generic performance goal set for 2002-03 is inconsistent with the performance objectives specified in the plan for specific groups. For example, objective two for goal one states, "All student groups will increase 10 percent from 2001-02 to 2002-03 on AEIS indicators." A similar performance improvement is stated in objective 3 of goal 1 for students with special needs. The poor performance of CISD junior high students on social science and science TAAS in 2001-02 makes these objectives unrealistic.

TEA's Campus Accreditation Report stressed the need for the district to develop, implement, evaluate and include details of specific goals and instructional initiatives in the District Improvement Plan (DIP) and the CIPs. The Campus Accreditation Team recommended that CISD and its campuses develop formative assessment measures for each initiative to ensure effective implementation and improved student performance.

School districts with effective CIPs tailor performance objectives to specific student populations, subject areas or grade levels and include strategies that have proven effective for each situation. For example, In Wall ISD, which has 941 students, the DIP lists well-developed goals that target specific populations and content areas. Each goal is associated with measurable performance objectives, sequential activities, expected outcomes and criteria to measure progress toward meeting the goals.

Recommendation 10:

Ensure that the annual District Improvement Plan and Campus Improvement Plans include detailed performance objectives specific to grade levels, subject areas and student population groups.

In its DIP and CIPs, CISD should include performance objectives for each grade level, content area and student population group. The plans should include strategies for each performance objective, sequential activities, expected outcomes and criteria to measure progress toward the objective.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The superintendent, principal and site-based decision-making	September
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	committee analyze TAKS performance of students in each subject and grade level and for each student population group and identify areas of weakness.	2003
2.	The superintendent, principal and site-based decision-making committee develop TAKS performance objectives for grade levels, subject areas and student population groups with low performance, develop strategies for addressing weaknesses and incorporate the strategies into the DIP and CIPs.	October 2003
3.	The superintendent and principal discuss the performance objectives and associated strategies with teachers, parents and students.	October 2003
4.	The superintendent and principal monitor performance and progress toward achieving performance objectives and evaluate the effectiveness of strategies listed in the DIP.	November 2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

CISD does not have curriculum guides for all courses at the secondary level and lacks written plans to update curriculum at both the elementary and secondary levels. In 2001-02, Region 6 identified the need for an instructional audit, including a curriculum guide review, at Calvert Junior High/High School, but the district did not conduct one. CISD has 37 courses in grades 7 through 12, excluding CATE, Journalism, Fine Arts and P.E. courses. The district purchases curriculum guides for CATE courses from Texas A&M University.

In 2000-01, Region 6 conducted a curriculum audit at Spigner Elementary School. As a result of the audit, the Spigner Elementary School principal and the site-based decision-making committee developed curriculum guides for grades Pre-K through 6. Spigner Elementary School does not have a written plan to update that curriculum, but in 2002-03, school administrators established an academic committee to revise and fine-tune the elementary curriculum framework in all core subject areas. The academic committee will also serve as a liaison to Calvert Junior High School to ensure academic continuity; however, staff said implementation of a curriculum renewal process as part of the review of the 2003-04 CIP has not begun.

Glen Rose ISD (GRISD), a district with 1,614 students, updates its curriculum guides regularly and ensures that the guides are used to direct

instruction. The district has developed a *Curriculum Planning 5-Year Schedule* that outlines curriculum-related tasks to be implemented each year and specifies criteria for updating the curriculum. GRISD also has a curriculum development adoption timeline with a calendar of curriculum guide development and updates for several subject areas over a three-year period. The deadline for updating the curriculum is the summer following new textbook adoption and the initial year of use. The district allocates two days for curriculum review and recognizes the time that teachers spend in the summer on updating their curricula as staff development time. In exchange for working on updating the curricula during the summer, teachers can take two specified exchange days off during the school year.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

A. INSTRUCTIONAL DELIVERY AND RESOURCES (PART 4)

Recommendation 11:

Conduct a junior high/high school curriculum audit, develop effective curriculum guides and prepare plans for updating the guides and reviewing curriculum and instructional effectiveness.

The superintendent should arrange an instructional audit of Calvert Junior High/High School and work with Region 6 to develop effective curriculum guides and instructional strategies. The CISD superintendent and the elementary school principal should contact districts that have long-range curriculum plans, obtain copies and review the plans. The superintendent and elementary school principal should convene a group of three teachers from each school to develop curriculum update plans and schedules that are consistent with textbook adoption and periodic reviews of curriculum effectiveness.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent asks the board to approve a curriculum audit for Calvert Junior High/High School.	September 2003
2.	The superintendent makes arrangements with Region 6 for a curriculum audit of Calvert Junior High/High School.	October 2003
3.	Region 6 conducts a curriculum audit of Calvert Junior High/High School.	October 2003
4.	The Region 6 audit team presents and reviews results and recommendations with the superintendent and staff and discusses implementation timelines and strategies.	November 2003
5.	The Region 6 audit team works with the superintendent and staff on implementing instruction-related recommendations, including the development of curriculum guides.	November 2003
6.	The superintendent and principal identify and contact districts that have long-range curriculum plans.	January 2004
7.	The superintendent, principal and teachers form a committee with representatives from the elementary, junior high and high school to develop a curriculum plan for each campus.	April - May 2004

8.	The committee develops the plan and submits it to the superintendent and principal for review and approval.	July 2004
9.	The superintendent and principal inform all teachers about the plans.	August 2004
10.	The superintendent and principal develop a schedule for plan implementation.	August 2004
11.	The superintendent and principal monitor implementation of the curriculum plans.	September 2004 - May 2005

FISCAL IMPACT

Region 6 charges a one-time fee of \$1,500 for an instructional audit for schools with one to 30 teachers.

Assuming that CISD's superintendent and elementary school principal nominate a committee of three teachers from the elementary school and three teachers from the secondary school to develop a curriculum plan in three working days, CISD will pay teachers \$197 a day for their work on the plan for a cost of \$3,546 (\$197/day x 3 days x 6 teachers).

Also assuming that the district will divide six junior high and high school teachers into two teams to develop needed curriculum guides during six days in the summer, one team will develop 18 guides and one will develop 19 guides at a cost of \$7,092 (\$197/day x 6 days x 6 teachers).

Costs for the first year of implementation will be \$1,500 for a curriculum audit + \$3,546 to develop a curriculum plan + \$7,092 to develop curriculum guides or a total of \$12,138. Two teams of teachers from the elementary and secondary level annually review and update the curriculum guides plan during a designated day each summer for a recurring annual cost of \$2,364 (\$197/day x 2 days x 6 teachers).

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
One-time curriculum audit cost.	(\$1,500)	\$0	\$0	\$0	\$0
Curriculum plan guides and annual review and update of development and implementation.	(\$10,638)	(\$2,364)	(\$2,364)	(\$2,364)	(\$2,364)
Total Costs	(\$12,138)	(\$2,364)	(\$2,364)	(\$2,364)	(\$2,364)

FINDING

CISD students have low participation and performance rates on college entrance exams. In 2001-02, CISD's 40-percent student participation in college entrance exams is 22 or more percentage points lower than the regional and state participation averages (**Exhibit 2-19**). CISD's participation rate in college entrance exams is 30 to more than 50 percentage points lower than the participation rates of the three peer districts with high schools. CISD's performance on the ACT was about 6 percentage points lower than average regional and state ACT scores; its average ACT score also was the lowest among its peers.

Exhibit 2-19
College Entrance Examination Scores
CISD, Peer Districts, Region 6 and State
Class of 2001

District	Percent of Students Who Take Examinations	Percent Meeting or Exceeding Criteria	Mean ACT Scores
Waelder	90.9%	0.0%	14.6
Karnack	77.3%	5.9%	16.2
Star	71.4%	0.0%	19.4
Calvert	40.0%	0.0%	14.6
Kendleton*	N/A	N/A	N/A
Region 6	63.5%	30.8%	20.9
State	62.9%	26.9%	20.2

Source: TEA, AEIS, 2001-02.

*Kendleton ISD does not have a high school.

Note: N/A denotes not applicable.

The ACT includes questions about English, mathematics, reading and science reasoning, with possible scores that range from 1 to 36 on each component. The ACT composite score is the average of the four component scores. The SAT includes a verbal and a mathematics component. Possible scores range from 200 to 800 for each test component. The combined total is the reported score, up to a maximum of 1,600. TEA has set the scores of 24 on the ACT and 1,110 on the SAT as

the minimum criteria for student scores to be acknowledged in the district's accountability rating.

In the class of 2001, no student met or exceeded the passing criteria established by TEA. Average 2001 ACT scores were slightly higher than average 1997 ACT scores, but lower than regional and state averages. In 2001-02, average CISD ACT scores were also lower than two of the peers and the same as the third. The percent of CISD students tested in 2000-01 for college admission was lower than the percent who took college admission tests during 1996-97 (**Exhibit 2-20**).

Exhibit 2-20
CISD Student Participation in College Admission Tests
1997-98 through 2001-02

Class	Percent Tested	Percent of Students Meeting the Criteria	Average ACT Score
2001	40.0%	0.0%	14.6
2000	29.4%	20.0%	*
1999	9.1%	*	*
1998	15.0%	*	*
1997	70.0%	0.0%	14.4

Source: TEA, AEIS, 1997-98 through 2001-02.

** Denotes data not available.*

One of the 2002-03 Calvert High School CIP performance objectives was to increase student participation in college entrance exams among all graduating seniors, specifically to have 75 percent of all seniors take the ACT or SAT. The CIP listed three strategies to meet this objective: all juniors and selected sophomores should take the PSAT; the district will offer an after-school PSAT review and practice and will pay for the test; and the district will pay for all juniors who have passed all sections of the TAAS/TAKS Exit to take either the ACT or the SAT one time before they graduate. The district will offer ACT/SAT review and practice using computer software. The CIP also lists field trips to different higher education institutions and the exposure of students to a range of careers through job fairs and meetings with representatives of armed services.

In 2002-03, CISD started to implement these strategies: 20 out of 22 juniors, or 90.9 percent, took the PSAT and six out of 10 seniors, or 60

percent, took the ACT/SAT. CISD does not offer any preparation courses for the PSAT or the ACT/SAT. CISD students have access to a free ACT/SAT practice Internet site. The site has practice tests, gives students feedback on their performance on the practice tests and provides details about wrong answers. All students in the class of 2000 and 2001 took classes under the recommended high school program in anticipation of the state mandate to provide all associated courses.

Small districts that maintain high student participation rates on college entrance exams ensure that their counselors work closely with students and parents to increase their awareness of the importance of post-secondary education and preparing for college entrance exams. Many of these districts provide tutoring and/or study sessions using available college entrance examination software and monitored by a teacher given an annual stipend to provide the services.

Recommendation 12:

Increase student participation in, and performance on, college entrance examinations.

The district should include increased efforts in counseling for students and parents and offer college entrance exam practice and tutoring sessions. Beginning in elementary school and especially in grades 7 through 8, CISD should increase its efforts to inform students and their parents about the benefits of attending college. The district should make middle and high school students and parents more aware of the importance of the ACT/SAT to post-secondary education and career opportunities and of instructional and financial resources that are available to them.

CISD should focus more attention on ACT/SAT preparation and test-taking skills through tutoring and study sessions provided by a teacher given an annual stipend. CISD should contact districts that have high ACT/SAT participation and performance for information about their student participation and test preparation strategies and resources. The district should work with Region 6 to provide staff development to high school teachers in the use of materials and strategies for ACT/SAT preparation. CISD also should evaluate the effectiveness of students' online preparation and consider offering PSAT, ACT and SAT preparation courses in addition to offering students an opportunity to practice online.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the counselor to create a team of secondary school teachers and a parent representative to develop a plan to increase awareness of participation in and	September 2003
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	student performance on college entrance examinations.	
2.	The counselor and the team identify, obtain and review information and materials from districts that have high student participation and performance on college entrance examinations.	September 2003 - October 2003
3.	The counselor and team review available test preparation software and materials and staff development opportunities such as those available through Region 6.	October 2003
4.	The counselor and the secondary school teachers implement the plan to increase parent and student awareness of ACT/SAT and resources that are available to them.	October 2003 - May 2004
5.	The team drafts a plan to increase student participation in, and performance on, college entrance examinations including counseling efforts, staff development opportunities and test preparation efforts incorporating effective strategies from other districts and available preparation materials and staff development programs.	November - December 2003
6.	The counselor presents the plan to the superintendent for review and approval.	January 2004
7.	The teachers attend Region 6 staff development on preparing students for college entrance exams.	June 2004
8.	The district offers an ACT/SAT preparation course.	September 2004
9.	The counselor monitors student participation in the preparation courses, participation in the tests and performance on the ACT/SAT.	November 2004 - and Ongoing

FISCAL IMPACT

This fiscal impact assumes the district will purchase ACT/SAT and PSAT review software and accompanying manuals for student use at a cost of \$500 per year. Additionally, the district will provide a \$1,000 annual stipend to a teacher to provide tutoring and study courses for students taking the PSAT and the ACT or SAT. Total annual costs equal \$1,500.

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Increase student participation in, and performance on, college entrance examinations.	(\$1,500)	(\$1,500)	(\$1,500)	(\$1,500)	(\$1,500)

Gifted and Talented

Texas state law requires all school districts to identify and provide services for gifted and talented students. In 1990, the 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 requirements, which form a basis for ensuring accountability for state-mandated services for gifted/talented students.

CISD uses the SBOE definition of a gifted and talented student as a "child or youth who performs at or shows the potential for performing at a remarkable level of accomplishment when compared with others of the same age, experience, or environment and who Exhibits high performance capability in an intellectual, creative, or artistic area; possesses an unusual capacity for leadership; excels in a specific academic field."

FINDING

CISD has aggressively publicized and promoted the G/T program to parents and students to increase student participation. Until 2002-03, the G/T program was largely inactive because of a lack of stable, continuous instructional leadership. The G/T program was restarted in anticipation of a TEA District Effectiveness and Compliance (DEC) Review in December 2002. CISD made corrections to the program after the DEC visit. Compared with its peers, CISD occupies the second-lowest position in percent of G/T students. CISD's percent of G/T students is also lower than the state average, and its percent of instructional expenditures for G/T are the second-highest (**Exhibit 2-21**).

Exhibit 2-21
Number and Percent of Gifted/Talented Students and Teachers
CISD, Peer Districts and State
2002-03

District	G/T Student Enrollment		G/T Teachers		Budgeted Instructional Expenditures for G/T	
	Number	Percent	Number*	Percent	Amount per Student	Percent**
Waelder	19	7.2%	N/A	0.0%	\$95	0.2%
Karnack	15	4.7%	N/A	2.0%	\$3,826	4.0%
Calvert	10	3.5%	N/A	0.0%	\$490	0.4%

Kendleton	N/A	4.1%	N/A	0.0%	\$360	0.4%
Star	N/A	0.0%	N/A	0.0%	N/A	0.3%
State	332,551	7.8%	N/A	N/A	N/A	N/A

Source: TEA, PEIMS, 2002-03.

* Expressed in Full-Time Equivalents (FTEs).

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

N/A denotes data unavailable including five or fewer students not reported due to privacy reasons.

According to the Superintendent CISD student participation in the G/T program decreased between 1998-99 and 2002-03 (**Exhibit 2-22**) because of lack of administrative support. In anticipation of TEA's DEC Review, the superintendent designated an elementary school teacher and a high school teacher as G/T coordinators, increased efforts to identify elementary school students as gifted and talented, consulted with Region 6 about screening criteria and tests and prepared a Gifted and Talented Handbook. CISD administrators also consulted with G/T coordinators from other districts such as Bremond ISD about their program. Consultation included type of screening tools used, G/T curriculum and program expectations.

Exhibit 2-22
G/T Student Participation
CISD and Peer Districts
1998-98 through 2002-03

District	1998-99	1999-2000	2000-01	2001-02	2002-03	Percentage Point Change 1998-99 to 2002-03
Waelder	7.4%	7.5%	6.3%	4.9%	7.2%	(0.2%)
Karnack	7.0%	5.5%	3.8%	6.7%	4.7%	(2.3%)
Calvert	4.7%	4.1%	3.1%	2.3%	3.5%*	(1.2%)
Star	4.5%	1.8%	0.9%	0.0%	0.0%	(4.5%)
Kendleton	0.0%	0.0%	0.0%	11.1%	4.1%	4.1%

Source: TEA, AEIS, 1998-99 through 2001-02 and PEIMS, 2002-03.

*CISD increased the percent of G/T students to 5.2 percent following the fall 2002 PEIMS data submission to TEA.

As a result of this process, CISD screened 29 students in fall 2002 and added 10 students to the program, increasing the number of its G/T students to 15, or to 5.2 percent of its student population.

Exhibit 2-23 shows the percentage of G/T students by grade level.

Exhibit 2-23
CISD G/T Student Participation by Grade Level
2002-03

Grade Level	Percent of G/T Students
Grade 2	6.7%
Grade 4	33.3%
Grade 7	13.3%
Grade 8	26.7%
Grade 10	6.7%
Grade 11	13.3%

Source: CISD, Gifted and Talented roster, fall 2002.

CISD has publicized and promoted the G/T program to parents, students and the community in both English and Spanish. The district held an open house with the Region 6 G/T coordinator. Notice of the open house was sent to parents through elementary and secondary flyers. Between 30 and 35 parents attended the G/T presentation; 19 were parents of elementary school students. The Region 6 G/T coordinator described the G/T nomination and screening process, encouraged parents to consider participation in the program for their children, disseminated parent nomination forms and answered parent questions.

Parents, school personnel and community members can nominate students for the G/T program at any time during the year. In October, CISD publishes a public notice in both English and Spanish in the local paper, *The Calvert Tribune*, and in the elementary school newsletter. Nomination forms are also available in English and Spanish. The district tests the nominated students in November and tests the kindergarten students in

January. To screen students, the CISD G/T program uses achievement test scores, such as the Iowa Test of Basic Skills and the TAAS; gifted screening instruments such as the Naglieri Nonverbal Ability Test; a teacher nomination and recommendation form; and a parent nomination form. As an option, the selection committee may also consider a test of nonverbal intelligence, interviews and work samples.

The CISD counselor manages the G/T program. The G/T selection committee consists of the counselor and two G/T-trained teachers. The committee sends a letter to the parents of nominated students, telling them whether the student qualifies for the program. Parents must grant permission for students to participate in the program.

CISD offers a one-hour per week pullout G/T program at the elementary and secondary levels. The G/T program focuses on independent advanced research in an area of interest, use of critical and creative thinking through open discussions on different topics and field trips. The G/T program challenges students to work with large quantities of abstract, complex information and resources. The elementary G/T program focuses on thinking skills and creativity.

G/T students in the junior high school select a team project. In 2002-03, junior-high G/T students wrote a play about what life was like in the 1950s and 1960s for African Americans. In the high school G/T program, students discuss current events or select a topic of interest to research. CISD plans to extend the elementary G/T pullout program to three hours a week and to offer an elective G/T class for secondary students.

The TEA Program Analysis System (PAS) for 2002-03 assigned the highest risk level (4) to the CISD G/T program because senior G/T students have not been taking Advanced Placement (AP) or university-level courses. TEA uses PAS to identify and select districts for DEC reviews.

G/T coordinators share G/T strategies with all teachers during afternoon meetings. During monthly meetings with parents, G/T coordinators give presentations about the program.

CISD evaluates its G/T program with student and parent surveys and a review of the performance of G/T students on tests such as the TAKS. The review includes G/T teacher self-evaluation. The G/T coordinators and counselor reviews feedback from the April surveys, the self-evaluations and student test performance to determine whether to make changes in the program. The G/T coordinators and counselor also consider the addition of screening instruments, such as the Screening Assessment of Gifted Elementary Students or a screening instrument in Spanish.

CISD's DIP includes several strategies for the G/T program as part of its objective to serve special populations such as gifted and talented students, and as part of its goal to offer quality instruction to improve student performance. G/T-related strategies listed in the DIP include teacher and administrator G/T staff development, implementation of a pullout program, revision of the G/T plan and a G/T parent awareness session.

COMMENDATION

CISD aggressively publicizes and promotes the G/T program to parents, students and the community to increase the number of students who are nominated and selected for the program.

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."

FINDING

CISD offers limited CATE program courses. The CATE program offers courses in Agricultural Science, Home Economics and Technology taught by two CATE teachers. In 2002-03, CISD served 55 students in its CATE programs (**Exhibit 2-24**). Compared to its peers, CISD has the second-lowest percent of students enrolled in CATE, the second-highest percent of budgeted CATE expenditures and the highest per-student expenditures.

**Exhibit 2-24
Percent of Student Enrollment and Budgeted Expenditures in CATE
CISD, Peer Districts, Region 6 and State
2002-03**

District	Number of Students in CATE	Percent Enrolled in CATE	Budgeted CATE Expenditures	Percent of Budgeted CATE Expenditures	CATE Per-Student Expenditures
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Karnack	95	30.1%	\$85,239	5.9%	\$897
Waelder	72	27.3%	\$13,350	1.1%	\$185
Calvert	55	19.2%	\$99,989	7.4%	\$1,818
Star	49	50.5%	\$79,749	9.3%	\$1,627
Kendleton	N/A	0.0%	\$8,100	1.8%	N/A
Region 6	34,349	24.1%	N/A	N/A	N/A
State	841,438	19.8%	N/A	N/A	N/A

Source: TEA, PEIMS, 2002-03.

Note: N/A denotes data unavailable.

CISD's CATE program targets students in grades 9 through 12. The superintendent said that Home Economics is not offered every year because of the small number of female high school students. Although it was offered in 2001-02, it was not offered in 2002-03. The Instructional Materials Services Center at Texas A&M provides curriculum guides in Agricultural Science. CISD uses the Technology TEKS as the guide for its Technology courses. **Exhibit 2-25** lists the CATE courses that CISD offers.

Exhibit 2-25
CISD CATE Program Courses
2002-03

Career and Technology Classes
Agricultural Science
<ul style="list-style-type: none"> • Introduction to World Agriculture Science and Technology • Applied Agriculture Science and Technology • Introduction to Agricultural Mechanics • Introduction to Horticulture/Horticultural Plant Production • Agricultural Structures Technology • Agricultural Metal Fabrication Technology • Animal Science/Advanced Animal Science.
Technology Education
<ul style="list-style-type: none"> • Keyboarding/Word Processing • Computer Applications • Computer Science I and II • Telecommunications and Networking

- | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Independent Study: Web Design |
| Home Economics Education |
| <ul style="list-style-type: none">• Personal and Family Development• Individual and Family Life• Nutrition and Food Science |

Source: CISD, Calvert Junior High/High School Academic Handbook, 2002-03.

Beginning in 2001-02, CISD instituted a coherent sequence of elective CATE courses lasting one or two semesters to ensure students do not take the same course more than once. The district requires all students to take a Keyboarding/ Word Processing course in grade 7 and the Computer Applications class in grade 9; however, the district has no minimum and maximum enrollment guidelines.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

A. INSTRUCTIONAL DELIVERY AND RESOURCES (PART 5)

Exhibit 2-26 shows the recommended sequence of courses for Agricultural Science and Technology Education. CISD does not have minimum enrollment guidelines and enrollment typically ranges from seven to 18 in Agricultural Science and averages 15 students in Technology Education.

Exhibit 2-26
CATE Coherent Course Sequence
2002-03

	Grade 9	Grade 10	Grade 11	Grade 12
Agricultural Science	Agricultural Science 101	Animal Science	Horticulture	Metal Fabrication
	Agricultural Science 102	Agricultural Mechanics	Wildlife	Advanced Animal Science
Technology Education	Computer Applications	Computer Science I	Computer Science II	Networking
			Video Technology	Multimedia

Source: CISD, Recommended Coherent Sequence for Agricultural Science and for Technology Electives, 2002-03.

CISD is a member of the Robertson County Career and Technology Education Consortium serving Bremond ISD, Calvert ISD, Franklin ISD and Hearne ISD as specified in law requiring small districts to form a consoria for the allocation of Carl Perkins funds to CATE programs. Hearne ISD is the administrative and fiscal agent for the consortium delegating funds to CISD. The district uses its funds to purchase equipment, software, computers and curriculum materials.

CISD has a Tech Prep articulation agreement with Blinn College, but has not implemented the agreement and has not offered any courses under it. CISD administrators stated that the articulation agreement has not yet been implemented because of a lack of personnel and time to develop the programs and policies. CISD also did not have any student requests for

these programs. Blinn College has technical programs in Child Development, Criminal Justice, Legal Assistance, Computer Networking, Nursing, Radiologic Technology and Business Management. In an April 2002 meeting with Blinn College representatives, CISD staff discussed Tech Prep courses for 2002-03 in Child Development and Criminal Justice, but the plans were not implemented. Blinn College Technical Education representatives attend the CISD Career Day.

The CATE program does not conduct course reviews or seek input from local business people about whether courses or equipment should be updated to industry standards. The program conducts self-evaluations with a detailed TEA self-evaluation instrument that asks about program advisory committees; student recruitment and selection; special needs students; facilities and equipment; instructional objectives, occupational competencies and essential knowledge and skills; instructional and resource materials; methods of instruction and opportunities for employment.

Recommendation 13:

Broaden Career and Technology Education course offerings through articulation agreements with local colleges.

The district should survey high school students regarding courses that local colleges such as Blinn College and Texas A&M offer. CISD should determine the areas in which it should offer courses, based on advisory committee input and input from parents and students. CISD should sign articulation agreements with these colleges, develop the articulated programs and offer additional courses.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and CATE teachers contact local colleges and universities and explore their course offerings.	September 2003
2.	The superintendent conducts a student survey to determine students' interests in additional CATE programs.	October 2003
3.	The superintendent and CATE teachers identify the program areas in which they would like to have an articulation agreement with the colleges.	November 2003
4.	The superintendent, principal and CATE teachers discuss and sign articulation agreements with local colleges such as Blinn College and Texas A&M.	November - December 2003
5.	The superintendent, principal and CATE teachers implement the articulation agreements and offer additional	January 2004

	CATE courses.	
6.	The superintendent and principal evaluate the new courses and reviews results with the CATE teachers and the collaborating colleges.	May 2004 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district's CATE program has ineffective advisory committees. The CATE program did not have an advisory committee until fall 2002. CISD established an Agricultural Science committee and a Technology Education committee. The Technology Education committee consists of one community member with a background in video technology and a business representative with a degree in computer science. The program plans to solicit more members by publicizing information about the committee in local newspapers. The Agricultural Science committee also has only two members who are ranch owners. Both committees met in December 2002, and the committees plan to meet once a semester and to help with fundraising.

School districts with active CATE advisory committees ensure that the committees include a wide range of business representatives and community members. These districts also use the program-specific expertise of their advisory committee members to review program content, equipment and facilities and ensure that they meet industry standards. Committee members also serve as program evaluators and as contacts and liaisons with employers.

Recommendation 14:

Increase involvement of business representatives in the Career and Technology Education (CATE) advisory committees and in the CATE program.

The district should identify and recruit more business representatives from the county and strengthen its advisory committees. The advisory committees should review the CATE program, including instruction, equipment and facilities, to ensure that it meets industry standards and is up to date. The advisory committees should also be involved in an annual evaluation of the program.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent instructs the principal and CATE teachers to contact business representatives in the county and ask them to join an advisory committee.	September 2003
2.	The advisory committees meet with the principal and CATE teachers to review the current program, develop a CATE plan and establish a meeting schedule, including an annual evaluation of the program.	October 2003
3.	The advisory committees evaluate the CATE program, facilities and equipment.	April - May 2004
4.	The advisory committees prepare a report for the superintendent with recommendations for program improvements.	May 2004
5.	The superintendent meets with the principal and CATE teachers to review the report and develop an implementation plan.	June 2004
6.	The CATE teachers implement the changes in the program.	August 2004
7.	The principal monitors the revised CATE program.	September 2004 - May 2005

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Compensatory Education/Title I

CISD uses compensatory education funds to provide special support for students who are at risk of dropping out and students who are not performing at grade level. Texas began to fund compensatory programs in 1975. In 1997, Section 42.152 of the Texas Education Code was amended to include reporting and auditing systems that cover the appropriate use of compensatory education allotment funds. Senate Bill 1873 requires State Compensatory Education (SCE) funds-like federal Title I funds-to be supplemental in nature, which means that these funds are to be added to the regular program but cannot take the place of or supplant regular funds. SCE fund rules allow flexibility in identifying students and creating successful programs. Senate Bill 702 changed the state criteria for identifying students who are at risk of dropping out of school. The bill requires districts to use student performance for designing and implementing appropriate compensatory, intensive or accelerated instructional programs so that these students will perform at grade level by the end of the following school year. This allows districts to use local

criteria for identifying at-risk students, but the criteria must be board approved.

Senate Bill 702 requires each district to evaluate and document the effectiveness of the state compensatory education program in reducing any disparity in performance. It restricts the amount of SCE funds that a district can use to fund basic services for disciplinary alternative education programs, to not more than 18 percent of the total amount of SCE funds that are allotted to the district. Senate Bill 702 requires districts to integrate SCE budgetary appropriations into the district and campus planning process, and that they identify the designated funding source in their DIPs and CIPs, the amount of SCE funds budgeted and the number of FTE staff funded by SCE appropriations. These changes became effective at the beginning of the 2001-02 school year.

According to Senate Bill 702, a student is at risk of dropping out of school if the student meets any of the following criteria:

- is a Pre-K-grade 3 students who did not perform satisfactorily on a readiness test or an assessment instrument administered during the current school year;
- did not perform satisfactorily on an assessment instrument (TAAS);
- is a student of limited English proficiency;
- is a student in grades 7 through 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;
- was not advanced from one grade level to the next for two or more school years;
- has been placed in an alternative education program in the preceding or current school year;
- has been expelled during the preceding or current school year;
- is currently on parole, probation, deferred prosecution or other conditional release;
- was previously reported through PEIMS to have dropped out of school;
- is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, an officer of the juvenile court or a law enforcement official;
- is pregnant or is a parent;
- is homeless; or
- resided in the preceding school year or resides in the current school year in a residential placement facility in the district.

In 2002-03, CISD has 131 students who are classified as at-risk, or 45.6 percent of its student population (**Exhibit 2-27**). CISD's percent of at-risk students is higher than both the regional average (33 percent) and the state average (40.3 percent).

Exhibit 2-27
Number and Percent of Students Classified At-Risk
CISD, Peer Districts, Region 6 and State
2002-03

District	Number of At-Risk Students	Percent Students At-Risk
Waelder	162	61.4%
Karnack	157	49.7%
Calvert	131	45.6%
Kendleton	107	88.4%
Star	67	69.1%
Region 6	47,027	33.0%
State	1,708,637	40.3%

Source: TEA, PEIMS, 2002-03.

For 2002-03, CISD's SCE budget is \$206,437, ranking first among its peers in SCE expenditures as a percent of total budgeted expenditures and in SCE expenditures per student (**Exhibit 2-28**). CISD also has the highest percent of SCE teachers among its peers.

Exhibit 2-28
CISD and Peer Districts
SCE Expenditures
2002-03

District	Budget Expenditures	Percent of Total Budget	Amount Per Student*	Compensatory Education Teachers (FTEs)	Percent of Total FTEs
Calvert	\$206,437	15.4%	\$1,576	2.5	12.7%
Karnack	\$106,024	7.3%	\$675	0.4	1.3%
Star	\$86,923	10.1%	\$1,297	0.0	0.0%

Kendleton	\$63,691	14.0%	\$595	0.0	0.0%
Waelder	\$2,200	0.2%	\$14	0.6	2.5%

Source: TEA, PEIMS, 2002-03.

* Amount per student was calculated by dividing budgeted expenditures by the total number of students at-risk.

CISD has used SCE funds to hire instructional aides for small group instruction in elementary school classes, to pay teacher salaries, to pay for an attendance officer, for student tutorials during the school day and after school, for TAKS remediation classes for high school students, to purchase TAKS instructional and practice materials, for summer school and for the disciplinary alternative education program.

TEA distributes Title I, Part A funds of the Elementary and Secondary Education Act (ESEA) to provide school districts with extra resources to improve instruction in high-poverty schools and to ensure that poor and minority children have the same opportunity as other children to meet state academic standards. Funds are distributed based on the number of economically disadvantaged students in a school. Economically disadvantaged students are typically those who are eligible for free or reduced-price lunch or breakfast. The students served, however, are selected based on educational need, not on economic status. Funds are distributed on the basis of the number of economically disadvantaged students, but the students served do not have to be economically disadvantaged.

The law allows a school to be designated as a Title I, Part A schoolwide program if 50 percent or more of students at the school, or in the attendance zone, are low income. CISD is a designated schoolwide Title I, Part A program. The NCLB reauthorizes the ESEA. It mandates school districts to use Title I funds for activities that scientifically based research suggests will be most effective in helping all students meet state standards. Under Title I, Part A, districts are required to coordinate and integrate Title I, Part A services with other educational services to increase program effectiveness, to eliminate duplication and to reduce fragmentation of instructional programs.

In 2002-03, CISD occupies the middle position among its peers in the percent of students who are classified as economically disadvantaged (**Exhibit 2-29**). CISD's percent of economically disadvantaged students is more than twice the regional average (42.3 percent) and more than 42 percentage points higher than the state average (51.9 percent).

Exhibit 2-29
Economically Disadvantaged Enrollment
CISD, Peer Districts, Region 6 and State
2002-03

District	Number	Percent
Karnack	284	89.9%
Calvert	270	94.1%
Waelder	235	89.0%
Kendleton	117	96.7%
Star	93	95.9%
Region 6	60,353	42.3%
State	2,200,000	51.9%

Source: TEA, PEIMS, 2002-03.

CISD received \$192,045 in Title I, Part A funds in 2002-03. CISD uses Title I, Part A funds to pay teacher salaries, for tutoring elementary school students, for staff development from Region 6 and to purchase library books and reading materials for each school.

FINDING

Student performance on the statewide assessment instrument for the district's students at-risk in grades 3, 4, 5 and 8 is historically lower than the performance of students who are classified not at-risk (**Exhibit 2-30**). Scores for at-risk students lagged behind those for students who were not at risk, primarily in reading. In grade 3, at-risk students' scores were lower than those for students who were not at risk by 27 percentage points in reading and by 9 percentage points in math. At-risk students in grade 4 scored lower than students who were not at-risk in reading by 11 percentage points. At-risk students' scores in grade 5 were lower than scores for students who were not at-risk by 44 percentage points in reading. In all tests taken in grade 8, at-risk students performed lower than students who were not at-risk by 25 percentage points. The performance of at-risk students on social studies and science in grade 8 was low, with 36 and 46 percent passing rates.

Exhibit 2-30
CISD TAAS Performance of At-Risk Students
2001-02**

Grade	At Risk Students	Not-At-Risk Students	Percentage Point Difference Between At-Risk and Non-At-Risk Students
Grade 3			
Reading	64%	91%	(27%)
Math	82%	91%	(9%)
All Tests Taken	64%	91%	(27%)
Grade 4			
Reading	89%	100%	11%
Math	100%	100%	0%
Writing	89%	71%	18%
All Tests Taken	89%	75%	14%
Grade 5			
Reading	56%	100%	(44%)
Math	100%	100%	0%
All Tests Taken	60%	100%	(40%)
Grade 6			
Reading	83%	*	*
Math	92%	*	*
All Tests Taken	77%	*	*
Grade 7			
Reading	69%	*	*
Math	88%	*	*
All Tests Taken	69%	*	*
Grade 8			
Reading	82%	*	*
Math	64%	*	*
Writing	73%	*	*
Social Studies	36%	*	*

Science	45%	*	*
All Tests Taken	55%	80%	(25%)
Grade 10			
Reading	92%	*	*
Math	86%	*	*
Writing	92%	*	*
All Tests Taken	87.5%		

Source: TEA, AEIS, 2001-02.

* Denotes five or fewer not reported due to privacy reasons.

** Includes all students.

TEA's Campus Accreditation Review of Calvert High School in December 2002 and the Campus Accreditation Report submitted to CISD in February 2003 cited CISD for poor assessment and monitoring and for failing to revise its instructional strategies for low-performing students. The Campus Accreditation Team recommended CISD collect and analyze data specific to stated performance objectives so that it could make appropriate revisions to the instructional programs, initiatives and the CIP and develop an instructional plan to improve student performance. The Campus Accreditation Team recommended CISD review the Calvert High School CIP to determine whether the formative assessments listed actually measure progress toward performance objectives and further recommended that the district emphasize high expectations for low-performing students, develop a time line for frequent assessments and use a variety of assessment procedures. The team also recommended district administrators and teachers become proficient in using disaggregated student performance data to determine if specific strategies and initiatives are actually improving student performance, and that the district implement strategies to ensure that the curriculum is differentiated to challenge individual students and address their needs.

The TEA Campus Accreditation Team also visited Spigner Elementary School in 1999 and 2001 because the campus rated as *Low-Performing* during 1998-99 and 1999-2000. The 2001 review showed that the school had begun a new reading curriculum, had increased the number of books in the library and had made the library more accessible to students. The review also showed that teachers needed additional training in the reading program and that administrators should ensure that all teachers consistently implemented the new reading program to ensure program continuity. The team recommended the school implement an ongoing

evaluation process to determine the program's effectiveness and its impact on student learning and performance. Although Spigner Elementary School improved its performance to Academically Acceptable in 2000-01 and became Recognized in 2001-02, its at-risk students still score below its not-at-risk students, especially in reading.

Bastrop ISD succeeded in closing the performance gaps for all groups of students by combining effective instructional practices with additional classroom support and monitoring. In addition to hiring curriculum facilitators in language arts and mathematics, Bastrop ISD established higher expectations for all students and strengthened instructional monitoring practices. Principals closely monitored instruction and reviewed student performance. In 2000-01, the district also started using instructional management software, which provides information by student on skill mastery by grade level and by subject.

Recommendation 15:

Develop and implement instructional strategies that target at-risk students, frequently assess the performance of these students and modify instructional strategies to ensure their effectiveness in improving performance.

CISD elementary and secondary school principals should develop a plan to improve the performance of at-risk students, based on a detailed analysis of TAKS objectives and TAKS item analysis by grade level and teacher. The plan should include benchmark tests, a timeline for administering these tests, strategies for test result analyses and development of instructional strategies to address areas of weakness. CISD principals should monitor the implementation of the plan and evaluate the effectiveness of its instructional strategies to target specific areas of weakness and modify them to ensure teachers use the most effective instructional strategies. CISD should train its teachers in those strategies and monitor their consistent implementation.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and principals perform a TAKS objective and item analysis by grade level and teacher and identify areas of weakness for at-risk students.	September 2003
2.	The superintendent and principals develop a plan to improve performance of at-risk students, including benchmark tests, test schedules and instructional strategies that target the identified areas of weakness.	September 2003
3.	The superintendent and principals train teachers how to	October 2003

	interpret and use benchmark tests and TAKS results to identify and address the educational needs of at-risk students and develop lesson plans with effective instructional strategies.	
4.	The principals help teachers to develop lesson plans and to implement instructional strategies.	November 2003
5.	The teachers implement the strategies with at-risk students.	December 2003 and Ongoing
6.	The superintendent and principals evaluate the effectiveness of the strategies.	May 2004 and Ongoing
7.	The superintendent and principals modify instructional strategies based on the evaluation results.	June 2004

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

A. INSTRUCTIONAL DELIVERY AND RESOURCES (PART 6)

Special Education

Under the federal Individuals with Disabilities Education Act (IDEA), districts must provide appropriate public education for all children with disabilities, regardless of severity. IDEA 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 must provide special education students with curricula related to those of children in regular education classrooms.

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

- *Pre-referral intervention in regular education:* When a student has an academic problem in the regular education program, the teacher should intervene to solve the problems. If steps taken to solve the problem by the regular education teacher don't produce results, the problem should be referred to special education staff;
- *Referral to special education for evaluation:* Referring a student to special education means writing an official request supported by documentation. The referral information must include an explanation of steps that have been taken in regular education to solve the student's problem before the referral;
- *Comprehensive nondiscriminatory evaluation:* Once a student has been referred, the district must provide a comprehensive nondiscriminatory evaluation, commonly referred to as an assessment, within a prescribed amount of time;
- *Initial placement through an Admission, Review, and Dismissal (ARD) committee:* After the evaluation is complete, regular and special educators, administrators, counselors, paraprofessionals and parents meet to discuss the results and to decide if the student qualifies for special education services in one of 12 federal special education categories, and, if so, to write a plan for the student's education;
- *Provision of educational services and supports according to a written IEP:* The IEP developed by the ARD committee includes information about the classes, subject areas, developmental areas and/or life skills courses in which the student will be instructed,

how much time will be spent in regular education and related needs like speech therapy or counseling;

- *Annual program review:* Each year after a student's initial qualification and placement, an ARD committee conducts a review to ensure the student's program is appropriate;
- *Three-year reevaluation:* Every three years, the student gets a comprehensive individual assessment. Another ARD committee meeting is held to discuss the results of the reevaluation to see if the student still qualifies for special education services in the same category; and
- *Dismissal from the special education program:* If and when a student no longer meets the eligibility criteria, the student is dismissed from special education. The ARD committee must make this decision.

FINDING

CISD provides a comprehensive set of special education services through its participation in Robertson County Special Services (RCSS) located in Hearne. RCSS serves five districts including Bremond, Calvert, Franklin, Hearne and Mumford. Franklin ISD serves as the fiscal agent. RCSS has 14 staff members including a director, an assistant director and two secretaries, an occupational therapist, three speech pathologists, three assessment specialists, a counselor, a vocational adjustment coordinator and a technical support person. RCSS contracts for a physical therapist and an in-home trainer and contracts with another district for services for students with visual disabilities.

RCSS provides a comprehensive set of services including occupational and physical therapy, counseling, speech therapy and diagnosticians, as well as general program administration, oversight of ARD meetings, special education materials, workshops and staff training. The RCSS itinerant staff serves the five districts. RCSS provides CISD with an assessment specialist one day a week and with a special education counselor on an as-needed basis.

All CISD special education students are served in the district. CISD has two special education teachers and two special education aides. The teachers are certified in special education. The district serves special education students, using the following various instructional arrangements:

- *Mainstream.* To determine the least restrictive environment for each student, district personnel must first consider providing services in regular education with supplementary aids. Students

with disabilities who spend all classroom hours in a regular classroom are "mainstreamed."

- *Resource.* Students are assigned to a separate, special education classroom by recommendation of an ARD committee. CISD offers resource classes in Language Arts, mathematics, social studies, science, health and keyboarding as well as content mastery in all areas for mainstreamed students. Resource classes are correlated with the TEKS and follow student IEPs and the sequence of study in the regular classes. Students in this category take a combination of regular classes and resource classes.
- *Self-Contained classes.* CISD students with severe disabilities who cannot get a satisfactory education in a regular classroom are served in a separate, "self-contained" classroom.

CISD serves students with speech impairments in a regular setting. In each setting, CISD provides appropriate curriculum modifications and services. ARD committees composed of parents and professional staff members determine program eligibility and participation, draft IEPs and decide on placements in and dismissals from special education.

CISD participates in Medicaid Administrative Claims (MAC) through RCSS. MAC is a reimbursement program that is available to Texas school districts. MAC reimburses districts for health-related administrative services such as referral, outreach and coordination. Between 1999-2000 and March 2003, RCSS received \$21,136 in reimbursement from MAC (**Exhibit 2-31**). RCSS does not participate in the School Health and Related Services program, which allows school districts to enroll as Medicaid providers and apply for Medicaid reimbursement for services they provide to students with disabilities.

Exhibit 2-31
Robertson County Special Services
MAC Funds
1999-2000 through 2002-03

Year	MAC Funds
1999-2000	\$7,328
2000-01	\$7,221
2001-02	\$5,292
2002-03*	\$1,295
Total	\$21,136

Source: Robertson County Special Services.

*2002-03 figures are for the first quarter of the school year only.

Exhibit 2-32 shows the number of students enrolled in special education and special education expenditures for CISD, the peer districts, Region 6 and the state. CISD has the second-highest percent of special education students among the peers. CISD's percent of special education students is higher than Region 6 and state averages. RCCS administrators and CISD administrators and staff attributed the high percent of special education students in the district to the presence of families with multiple children who are classified as special education and the overall decline of the district's student population effectively causing a mathematical increase in the number of special education students.

CISD occupies the middle position among the peers in percent of special education budgeted instructional expenditures. CISD has the second-lowest per-student expenditure.

Exhibit 2-32
Special Education Enrollment and Expenditures
CISD, Peer Districts, Region 6 and State
2002-03

District	Number of Special Education Students	Percent of Special Education Students	Budgeted Special Education Expenditures	Percent of Budgeted Instructional Expenditures	Per-Student Expenditure
CISD	58	20.2%	\$191,411	14.2%	\$3,300
Karnack	54	17.1%	\$296,866	20.5%	\$5,498
Star	37	38.1%	\$190,004	22.1%	\$5,135
Waelder	36	13.6%	\$29,780	2.5%	\$827
Kendleton	7	5.8%	\$43,416	9.6%	\$6,202
Region 6	17,187	12.0%	N/A	N/A	N/A
State	492,973	11.6%	N/A	N/A	N/A

Source: TEA, PEIMS, 2002-03.

* N/A denotes data not available.

In March 2003, CISD had 60 special education students. **Exhibit 2-33** shows the percent of special education students by grade level. The largest

percentages of special education students are in grades 8, 10 and 7, respectively.

Exhibit 2-33
CISD Students Enrolled in Special Education by Grade Level
2002-03

Grade Level	Percent of Students
Pre-K	1.7%
Kindergarten	3.3%
Grade 1	0.0%
Grade 2	0.0%
Grade 3	3.3%
Grade 4	3.3%
Grade 5	10.0%
Grade 6	11.7%
Grade 7	13.3%
Grade 8	18.3%
Grade 9	10.0%
Grade 10	15.0%
Grade 11	6.7%
Grade 12	3.3%
Total	100%

Source: CISD, RCCS, March 31, 2003.

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

Exhibit 2-34 shows the percent of students by disability. Of the total CISD special education students served, 68.3 percent have learning disabilities, 15 percent have mental retardation and 8.3 percent have speech impairments.

Exhibit 2-34
CISD Students Enrolled in Special Education
Number and Percent of Students by Disability
2002-03

Disability	Percent of Students
Learning disability	68.3%
Mental retardation	15.0%
Speech impairment	8.3%
Emotional disturbance	5.0%
Other health impairments	1.7%
Autism	1.7%
Total	100%

Source: CISD, RCCS.

COMMENDATION

CISD provides comprehensive and cost-effective special education services through its participation in Robertson County Special Services.

Dropout Prevention/Alternative Education

One of the state's primary goals is dropout prevention. The dropout rate is one of four criteria TEA uses to assign annual accountability ratings to districts and schools; the other criteria are performance on the TAKS, attendance and data quality. TEA requires districts to report information on students who leave school, which is used to determine a district's dropout rate. Districts must use the guidelines in the TEA Leaver Codes and Definitions to report information on students who withdraw from school. School districts also must develop a comprehensive dropout prevention plan that addresses how schools will work to prevent students from dropping out of school.

CISD participates in a five-district disciplinary alternative education program (DAEP): the Robertson County Intervention Facility (RCIF) program. RCIF is a specialized treatment and rehabilitation program for high-risk youth. RCIF member districts include Bremond, Calvert, Franklin, Hearne and Mumford. CISD pays \$15,000 annually to RCIF, which is located in Hearne. RCIF is housed in two trailers, one of which houses the 60-day DAEP that can accommodate 15 students. The other trailer is used for the "Prevent Day" program and for storage, and can accommodate more than 20 students.

The RCIF 60-day program serves member-district students who are 10 to 17 years old and who have committed detainable offenses. RCIF combines regimented drill and exercise with an educational approach to educate students while they learn teamwork, discipline and proper behavior. Prior to beginning the program, a student must undergo a physical examination to determine whether he or she is physically capable of participating.

RCIF has three staff members with military experience: a drill sergeant and two certified drill instructors. The drill sergeant reports to the director of Juvenile Services and serves as the coordinator of the drill and exercise portion of the program. Three teachers from the Alternative Learning Center supplement RCIF staff: an English teacher, a math teacher and a special education teacher. The Hearne Alternative Center is a dropout recovery and prevention program that also serves RCIF students.

The 60-day program informs younger students of the potential consequences if their behavior does not change. Program staff members make presentations to grade 6 students in the member districts about the potential consequences of misbehaving. The Prevent Day program takes place every Wednesday and involves students who have shown behavior that places them at risk of having to enter the juvenile justice system. These students are referred by their schools with parental consent. The referred students participate in a rigorous two-hour physical activity session, write a paper, are counseled by the drill instructor, engage in more physical activity and write a second paper on what they can do to avoid being sent to the RCIF program.

At the start of the 60-day program, students and their parents attend an orientation. RCIF runs from 6 a.m. to 6 p.m., Monday through Friday. CISD transports students to the facility. RCIF students receive assignments from the teachers at their home campus. RCIF staff monitors student progress, sending completed assignments back to the teachers at the students' home schools twice a week for review and grading. Students wear program-issued uniforms and boots, which they assume responsibility for. From 6 a.m. to 12:30 p.m., students have study hall, meet with counselors, write daily journals and do the assignments from their home school teachers. From 12:30 p.m. to 4 p.m., students go to the Alternative Learning Center to work on academic subjects with the teachers. From 4 p.m. to 6 p.m., students have physical training.

At the end of the 60 days, each student gets a certificate and RCIF staff notify the student's home school that the student completed the program. The RCIF drill sergeant visits the home campuses of students who completed the program and communicates with principals and teachers about the students.

The RCIF staff perform an annual evaluation that includes recidivism rates and student performance after completing the program and returning to the regular campus. **Exhibit 2-35** shows the number of CISD students who have been participated in the RCIF program.

Exhibit 2-35
Number of CISD Students Placed in RCIF Program
1999 through 2003

Program Year	Number of Students
1999	23
2000	11
2001	17
2002	8
2003	*

Source: RCIF.

** Denotes five or fewer students not reported for privacy reasons.*

FINDING

CISD reduced its dropout rate below regional and state averages from 2.9 percent in 1998-99 to 0.0 percent in 1999-2000 and 2000-01 through collaborative staff, administrative and counseling efforts. Compared with its peer districts, the region and the state, CISD had the highest dropout rate in 1998-99 (**Exhibit 2-36**).

Exhibit 2-36
Annual Dropout Rates
CISD, Peer Districts, Region 6 and State
1998-99 through 2000-01

District	1998-99	1999-2000	2000-01
Waelder	2.6%	1.5%	1.7%
Karnack	0.9%	0.5%	1.6%
Calvert	2.9%	0.0%	0.0%
Kendleton*	N/A	N/A	N/A
Star	2.0%	0.0%	0.0%

Region 6	1.1%	1.0%	0.6%
State	1.6%	1.3%	1.0%

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

** Not applicable since Kendleton ISD only serves students in grades K-8.*

The district assigned a staff attendance officer to monitor daily attendance and either call or visit the homes of absent students. The teachers and staff communicate frequently with the district's families stressing the importance of staying in school. The counselor identifies students who may be at risk of dropping out of school and cooperates with their teachers. The counselor also maintains files of identified students at-risk and monitors their academic performance through progress reports shared with teachers and appropriate staff. The counselor provides information to students about options such as credit-by-exam offered through Texas Tech University and in cooperation with Region 6, correspondence courses through the University of Texas and work opportunities for students through the Robertson County Cooperative. Students may also enroll in a General Education Diploma (GED) program offered two evenings a week in CISD or daily classes held in neighboring Hearne ISD.

CISD offers a Ninth Grade Success Initiative Program with TEA awarded grant funds to further reduce drop out rates and increase retention among grade 9 students. The Ninth Grade Success Initiative Program offers students in grade 9 a way to keep up with their classmates and succeed in school through credit retrieval, success classes, mentoring and teen leadership. Students from Texas A&M University also partner with the district through this program by tutoring and mentoring students in grade 9.

In the belief that successful students will not drop out of school, CISD provides academic support and counseling intervention. CISD offers tutorial sessions during lunch and after school. Teachers stay until 4:00 to tutor students. CISD offers a summer school program for students who failed one or more courses. The program includes instruction in the core subjects for a six-week period and begins immediately after the end of the regular school year.

The CISD superintendent said that one strategy to keep students in school is to make school an enjoyable experience so the district offers field trips and UIL competitions. CISD uses community role models who have done well and returned to Calvert to inspire students to stay in school. The district invites former students who have succeeded in college to come and speak to students. The counselor and superintendent credit the zero dropout rate to dedicated teachers and caring staff.

COMMENDATION

CISD reduced its dropout rate to zero through cooperative strategies implemented by staff, administrators and parents

Library/Media Services

In May 1997, the Texas State Library and Archives Commission adopted and published its guidelines and standards for school library programs. The goal of school library programs is to ensure that students and staff effectively use ideas and information and become literate, lifelong learners. To accomplish this task, the library program should provide instruction in research and evaluating resources, individual guidance and access to materials in multiple formats. The guidelines offer criteria that identify library programs as Exemplary, Recognized, Acceptable or Below Standard in the areas of the library learning environment, curriculum integration, resources, library program management and facilities. The NCLB Act, Subpart 4 - Improving Literacy Through School Libraries, emphasizes the importance of libraries. NCLB encourages libraries to include up-to-date school library materials, a well-equipped, technologically advanced school library media center and well trained, professionally certified school library media specialists.

The CISD library staff consists of two full-time library aides, one at the elementary school and one at the secondary school, and a Region 6 certified librarian who works in the district one to two days a month. CISD participates in the Region 6 Education Cooperative, which provides specialized staff such as counselors and librarians, to participating districts. The library aides manage the libraries, conduct needs assessments at the start and end of each year and purchase books and materials for their libraries. The aides help teachers locate books and other materials. The secondary library aide also conducts a magazine needs assessment survey. The elementary school library aide implements the Accelerated Reading program, reads books to younger students, watches videos with students and does activities with them. The library aide also teaches library skills to students. Typically, at the elementary level, two classes come to the library each day, four days a week. The elementary library aide worked at a public library for 10 years.

The elementary library aide is on the site-based decision-making committee. The aide participates in faculty meetings twice a month and informs teachers about new books and technology. The library aides meet once every other week. The elementary library aide borrows books and other materials from the secondary library, as needed. Both aides meet with the Region 6 librarian, discuss library management issues and review what books to purchase.

The elementary school library is open from 8 a.m. to 3:10 p.m. every day; the secondary school library is open daily from 8 a.m. to 3:30 p.m. Secondary school students can stay in the library until 4 p.m. to complete research. Calvert has a small public library that is open one day a week, but the CISD libraries are open to the public. Parents and community members can check out books and use the computers in the library. Parents can also use the Reading Lab at the elementary school.

FINDING

CISD upgraded its secondary library with new circulation/catalog software to improve resource tracking in a cost-effective manner. All books are checked out with the new program. The program tracks library inventory in real time and makes checking out a book much easier because it has up-to-date student information in its records. The school librarian or library aide no longer has to keep a paper list of students who have holds on their records that prevent them from checking out books.

The secondary school library has four networked computers for students to conduct Internet research or use Texas Library Connection (TLC) online resources, two student computers that are not networked and two computers for use by the library aide: one to check out materials and one for the library aide's work. The TLC is a statewide resource-sharing system administered by TEA that facilitates library technical services and local collection development and provides access to electronic full-text resources.

In 2002-03, the secondary library aide automated the secondary school's collection of 564 videocassettes. The secondary library aide applied for a \$5,000 Laura Bush Foundation for America's Libraries grant in spring 2003 to upgrade the library.

COMMENDATION

CISD's secondary school library uses technology to manage its resources effectively.

FINDING

CISD's libraries do not meet the Acceptable level for the size of library collection specified in state *School Library Programs Standards*. Their collections are below the 9,000-item minimum. The *School Library Programs Standards* define an Acceptable collection as a balanced collection of 9,000 books, software and electronic resources such as Internet access for schools with enrollments of 600 or below. For schools with enrollments exceeding 600, the Acceptable standard is defined as a

minimum of 15 items per student. A Recognized collection is defined as a balanced collection of 10,800 items for schools with 600 or fewer students and for schools with enrollment exceeding 600 a minimum of 18 items per student. An Exemplary collection is a balanced collection with at least 12,000 items for schools with 600 or fewer students and for schools with enrollments exceeding 600 a minimum of 20 items per student.

The CISD elementary school library collection has 8,022 items including 7,300 books, 208 videos, 275 CD-ROMs, 149 filmstrips, 39 books on records, 37 books on cassette and 14 subscriptions to magazines. The CISD secondary school library has 6,454 books and 564 videocassettes, a total collection of 7,018 items. CISD has a library "weeding" policy whereby library aides review and sort books twice a year, at the beginning and end of the year.

The CISD secondary library has an automated card catalog. The CISD secondary library is a member of the Texas Library Collection (TLC). The secondary library aide publicizes TLC resources to teachers and students and encourages them to use these resources. The CISD elementary and secondary CIPs include use of the library as one of the strategies to enhance student achievement. Many districts use the state standards as a minimum when planning and budgeting for additional collection materials.

Recommendation 16:

Increase elementary and secondary library collection sizes to meet the School Library Programs Standards' Acceptable level.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Region 6 certified librarian and CISD's library aides determine the number of books to be added and develop appropriate lists and a budget.	September 2003
2.	The Region 6 librarian and the district's grant writer research grant opportunities for expanding library collections.	September 2003
3.	The Region 6 librarian and the library aides prepare a plan and schedule for expanding the collections and submit it to the superintendent for review and approval.	October 2003
4.	The Region 6 librarian and the grant writer prepare and submit grant proposals.	October 2003 - May 2004
5.	The Region 6 librarian obtains funds through a grant and/or the district to expand the library collections.	May 2004

6.	The Region 6 librarian and the library aides finalize the lists of books and other materials to be purchased.	May 2004
7.	The Region 6 librarian oversees purchasing.	May 2004
8.	The library aides integrate the new books and other materials into their collections.	August 2004 and Ongoing

FISCAL IMPACT

This fiscal impact is based on the assumption that the district will purchase 978 books for the elementary library and 1,982 books for the secondary school library at an average cost of \$16 per book, over a five-year period. The purchase of 2,960 books at \$16 a book is \$47,360 or \$9,472 a year for five years [$2,960 \times \$16 = \$47,360 / 5 \text{ years} = \$9,472$], beginning in 2003-04.

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Increase elementary and secondary library collection sizes to meet the School Library Programs Standards' Acceptable level.	(\$9,472)	(\$9,472)	(\$9,472)	(\$9,472)	(\$9,472)

Chapter 2

EDUCATIONAL SERVICE DELIVERY

B. COMPUTERS AND TECHNOLOGY

Use of technology enables school districts to enhance administrative procedures, instruction and business programs. Information technology provides increased processing speed, more information and increased efficiencies through program integration and communication networks. Effective management of complex technology resources requires a clearly defined plan based on appropriate goals and organization, with clearly assigned responsibilities, well-defined procedures for developing new applications and a customer service orientation to meet and anticipate user needs. It also requires an organizational structure that encourages and supports both instructional and administrative use of technology. This is especially challenging in small school districts like CISD.

The CISD Technology director also serves as the CATE teacher and the district grant writer, and teaches two periods a day. The Technology director has an instructional aide, a CISD graduate, who is located at Spigner Elementary School.

CISD has 118 student computers, including six computers that CISD purchased through the RCSSC for special needs students, 31 teacher workstations and 20 administrative workstations, as shown in **Exhibit 2-37**. Spigner Elementary School has two computer labs: one lab has 20 computers, and the literacy lab has 10. Spigner Elementary School also has a mobile computer lab with 10 laptops for student use. Calvert Junior High/High School is equipped with two computer labs, one with 20 computers and one with 12.

Exhibit 2-37
CISD Computer Placement
2002-03

Type	Elementary School	Junior High/ High School	Central Office
Student computers	56	56	N/A
*Student computers purchased through Robertson County Special Services Cooperative	3	3	N/A

Students per computer	2.18	3.04	N/A
Teacher workstations	17	14	N/A
Administrative workstations	9	5	6
Servers	4	1	N/A
Printers	23	16	5

Source: CISD Technology director.

Note: N/A refers to not applicable and * denotes computers purchased for students with special needs.

CISD has a T1 line to connect to Texas A&M University, the district Internet service provider and a second T1 line to connect Spigner Elementary and Calvert Junior High/High School to each other. The district provides Internet connectivity to the Agricultural Science building with a fiber-optic cable, served via an equipment rack that supports three hubs and a router. The CISD central office is not networked, but it is connected to the Internet with a modem and a dedicated line. Calvert Junior High/High School has three servers. The Windows 2000 server is for PEIMS, Plato and WinSchool software. The Proxy server is for filtering and the Linux server is for Web pages and e-mail. Spigner Elementary School has a Windows 2000 server for PEIMS, instructional software and backup. Each classroom is wired for three to six computers. The district uses a wide range of software for educational and administrative purposes, as shown in **Exhibit 2-38**.

Exhibit 2-38
CISD Software
2002-03

Quantity	Software	Purpose	Version	License
2	Windows 2000 Server	Operating System	2000	Individual
22	Windows XP Professional	Operating System	2002	Individual
100	Windows 98 SE	Operating System	98 SE	Individual
1	Redhat Linux	Operating System	7.3	Individual
22	Microsoft XP Office	Productivity	2002	Individual

50	Microsoft Office 2000	Productivity	2000	Individual
50	Microsoft Office 97	Productivity	97	Individual
1	SynchroEyes	Administrative	*	District
1	FAMP	Inventory	8.0	Individual
1	RSCCC	Budget	9.0	District
1	Automated Catalog	Library	*	Campus
1	WinSchool	PEIMS	4.5 Build 13	District
1	Texas Reports	PEIMS	7.1.0	District
5	Plato	Instructional	4.1	Network
1	Accelerated Reader	Instructional	*	Campus
1	Mavis Bacon	Instructional	11.0	Network
1	Leapfrog	Instructional	*	Network
1	Orchard	Instructional	*	Network
1	ArcGIS	Instructional	*	District

Source: CISD

*Denotes not applicable.

FINDING

CISD has used grant money to purchase computers and technology to meet and exceed the state goal of three students per computer. CISD obtained grants for \$276,436 from 2000-01 to 2002-03. **Exhibit 2-39** shows the technology grants that the district received, the amount of funds, year received and how the district used the funds. CISD has an overall ratio of 2.43 students per computer. At the elementary level, CISD has 2.03 students per computer. At the junior high/high school level, the ratio of students per computer is 2.83.

Exhibit 2-39 Technology Grants Received 2000-01 through 2002-03

Technology Grants	Year	Total Grant Monies
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		Received
TIF PS7: Purchased videoconferencing equipment	2000-01	\$55,000
TIF PS9: Upgraded computers in Calvert Junior High/High School	2000-01	\$50,000
E-Rate: Upgraded network infrastructure	2000-01	\$60,655
KIDS: Consortium grant to improve student learning. Purchased laptops, scanners and digital cameras for students K-12	2001-02	\$39,996
E-Rate: Upgraded servers, purchased new switches and network cabling	2002-03	\$70,785
Total		\$276,436

Source: CISD Technology director.

COMMENDATION

CISD uses grants to fund the purchase of computers and technology to meet and exceed the state goal of three students per computer.

FINDING

CISD does not have adequate computer backup procedures. The CISD central office backs up its budgetary and financial data weekly and backs up its inventory database when it makes changes to it. The district also backs up its PEIMS data. CISD computers do not have automatic backup capabilities. The central office staff keeps the backup disks in the office. The Technology director keeps the PEIMS backup disks/tapes in his office at Calvert Junior High/High School. The district does not have a fireproof cabinet for storage in either location.

To thoroughly protect valuable backup data, many districts perform daily backups. Backup disks and tapes are stored in a fireproof container at a site designated as an alternative site in the district's disaster recovery plan.

Recommendation 17:

Back up computer data daily and store disks/tapes in a fireproof storage unit built specifically for computer data at the designated alternate site.

CISD should purchase a fireproof storage unit designed specifically for computer data and keep it at the designated alternate site listed in its disaster recovery plan.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Technology director develops specifications for a fireproof storage unit and submits it to the superintendent for review and approval.	September 2003
2.	The Technology director contacts several companies that sell fireproof storage units specifically for computer data and solicits bids.	October 2003
3.	The Technology director selects the vendor and arranges for delivery and installation.	November 2003
4.	CISD staff stores backup disks/tapes in the fireproof storage unit.	Daily

FISCAL IMPACT

There will be a one-time \$320 cost to CISD for purchase and installation of a fireproof storage unit.

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Back up computer data daily and store disks/tapes in a fireproof storage unit built specifically for computer data at the designated alternate site.	(\$320)	\$0	\$0	\$0	\$0

FINDING

CISD's five-year technology plan is outdated. The technology plan incorporates the mandates of the SBOE's *The Long-Range Plan for Technology, 1996-2010 and Goals 2000*. The state plan identified three primary goals. The first goal was to train teachers to integrate technology into teaching and learning. The second goal was to prepare students, using a well-balanced curriculum, by providing access to information and by integrating technology into the teaching process. The third goal was to provide the resources, space and equipment necessary to teach. CISD developed its technology plan with the help of a technology committee comprising district and school administrators, teachers, instructional aides and the counselor. The technology committee does not include any parents or community members.

Although the technology plan covers the period of 2001-04 and was last updated April 2, 2001, many of its sections have not been updated since 1999-2000 or earlier. For example, the plan identifies the need to improve

instruction but stresses that teachers "need to become aware of the Texas Essential Knowledge and Skills (TEKS) and strategies for integrating TEKS requirements with the infusion of technology into instruction." It cites technology needs assessments that were conducted in 1997 and new courses that were added to the curriculum in 1997-98. The budget figures in the plan are from 1998. The list of planned and budgeted purchases included is also from 1997-98. The evaluation section of the plan, designed to show the progress the district has made in installing, using and integrating technology, has target dates set for 2001 and 2002.

The CISD technology plan does not reflect the district's technology status, how the district uses technology or what technology goals the district has for the future. The technology plan also states incorrectly that the district has implemented distance learning to enable students to take advanced courses from area colleges or from other schools. The district has not yet implemented this goal.

Smithville ISD (SISD), a district with 1,875 students, developed a comprehensive technology plan and updates it continuously. Although Smithville is larger than CISD, the same processes apply to smaller districts. SISD has used the plan to pursue needed resources and improve the overall quality of its technology. SISD reviews and revises the technology plan annually. SISD annually conducts a comprehensive assessment of technology services and technology integration into instructional programs to monitor the status of its technology initiatives. SISD prepares an annual report on technology and makes it available to all stakeholders, including the SISD board. The annual technology report contains the status of district technology infrastructure, the status of district technology curriculum, the status of integrating technology across the curriculum, progress made toward technology goals over the past year and the status of technology plan activities. SISD used the annual technology report to modify its long-range technology plan.

Recommendation 18:

Update the CISD Technology Plan and set a schedule to review and modify the plan annually.

The Technology director and the technology committee should develop a long-range technology plan based on CISD's current technology status. The technology committee should set up a process to conduct an annual technology needs assessment and prepare an annual report on CISD technology and progress. The annual report should be used to update the long-range technology plan.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The technology committee sets up a process to conduct annual technology needs assessments.	September 2003
2.	The technology committee conducts an annual technology needs assessment.	October 2003
3.	The technology committee prepares a report to the superintendent and board on the district's technology status.	November - December 2003
4.	The technology committee updates the long-range technology plan using the results of the technology needs assessment.	January 2004
5.	The technology committee conducts annual needs assessments and updates the district technology plan.	January 2004 and Annually Thereafter

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district does not use its distance learning equipment although the equipment is fully operational. The district is not using this equipment to instruct students, although the CISD technology plan, updated in 2001, indicated that CISD would enroll students in courses offered through a distance learning program by 2001-02. CISD has an articulation agreement with Blinn College in the Tech Prep area, but has not yet begun to offer any of the available courses. The Calvert Junior High/High School 2002-03 CIP indicates that, by May 2003, 10 percent of seniors will participate in courses offered through articulation agreements with higher education institutions, but the district has not implemented any of these courses available through distance learning.

CISD's administration, faculty, board and community members also do not fully use the district's distance-learning equipment and services. Distance learning makes use of telecommunications technologies, including satellites, telephones and cable-television systems to broadcast instruction from one central site to one or more remote locations. A television image of the instructor is broadcast to students in remote locations. CISD, jointly with Crockett ISD, received a grant from the U.S. Department of Agriculture in 1998-99 to purchase distance-learning equipment. The district installed the equipment in the Calvert Junior High/High School computer lab. No one can use the equipment in the computer lab during the day because the district schedules classes in the lab all day. The former superintendent said CISD plans to move the equipment to the auditorium

prior to the start of the 2003-04 school year so that it will be available for use during school hours.

The distance learning equipment also has rarely been used for staff development. CISD has not used its distance learning equipment to provide school leadership education to administrators or professional development to board members. CISD offers no AP or dual-credit classes and has no arrangements with other districts that offer these courses or other high school courses taught by experts otherwise not available to students districtwide.

Many districts that have a distance leaning lab offer dual high school/college credit courses to students at their home school. After meeting all specified requirements, students receive both high school and college credits for courses without having to leave school premises to attend classes. Some districts promote such courses using the school newsletter or flyers. Districts also use distance learning to offer professional development to faculty, administrators and board members and adult learning courses to community members.

Many small and rural districts use distance learning to cost-effectively provide courses that may otherwise be unavailable. These districts also use distance learning to reduce low-enrollment courses and to provide a greater number of AP and CATE courses that may also be unavailable to students in the district or that are cost-prohibitive to offer due to staffing levels.

Falls City ISD maintains a state-of-the-art distance learning lab and offers access to continuing education classes to community members and parents through Palo Alto College, a part of the Alamo Community College District, as well as AP courses for students. Chilton ISD, a district with 382 students, is cost-effectively using the distance-learning equipment to provide dual credit courses for its high school students on a weekly basis through McLennan Community College.

Recommendation 19:

Fully implement a distance learning program.

The district should prepare a written plan that identifies staffing needs, goals and action steps. CISD should take advantage of its distance learning capabilities to make AP, CATE and other courses available to students through collaboration with districts that offer courses that CISD cannot or through existing articulation agreements. CISD should publicize availability of the courses to students and parents and promote their use. CISD should identify professional development courses that are available

through distance learning for faculty, administrators and board members and encourage their use. CISD should also identify and promote adult learning opportunities for the community.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Technology director develops a written plan for implementing distance learning programs for students, faculty, administrators, board members and community members with input from the technology committee.	September 2003
2.	The Technology director submits the plan to the superintendent for approval.	October 2003
3.	The Technology director implements the action steps for the distance learning program.	November 2003 - May 2004

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district's disaster recovery plan does not follow industry best practices and only addresses data backup. The district's current plan primarily provides for periodic backup of automated data; the plan does not contain key elements of a disaster recovery plan such as a list of critical business functions, the definition of the disaster recovery team, staff notification procedures, a list of equipment needs and the identification of essential staff required immediately after a disaster.

Effective disaster recovery plans include contingency and backup plans for information technology, as shown in **Exhibit 2-40**.

**Exhibit 2-40
Summary of Key Disaster Recovery Plan Elements**

Step	Tasks
Build a 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	<ul style="list-style-type: none"> Develop a complete list of critical activities performed within the district.

information	<ul style="list-style-type: none"> • Develop an estimate of minimum space and equipment needed to restore 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 equipment or lease backup equipment to allow the district to operate critical functions in the event of a disaster. • Plan to procure hardware, software and other necessary equipment to ensure that critical operations are resumed as soon as possible. • Establish procedures for obtaining off-site backup records. • Locate support resources such as equipment repair, trucking and cleaning companies. • Arrange with vendors for priority delivery of 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 must be done. • Define actions to be taken before 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. • Define actions to be taken to reestablish 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 occurs, document all costs and videotape the damage.

	<ul style="list-style-type: none"> • 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 unnecessarily complicate a plan. • Make one individual responsible for maintaining the plan, but have it structured so that others are authorized and prepared to implement it. • 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.

Many districts using a comprehensive disaster recovery plan ensure that district data and vital services using computers are safeguarded during an emergency. Disaster recovery plans help these districts prepare to function with limited disruption of day-to-day operations in the face of natural disaster. The most important element of these plans is documentation.

Glen Rose ISD (GRISD) developed a comprehensive disaster recovery plan to handle the potential loss of its information systems during a catastrophe such as a fire, flood or tornado. The plan includes emergency contacts for Technology Department staff, districtwide staff and software and hardware vendors. The plan includes protocols for partial and complete recovery to ensure that the technology staff is knowledgeable in every aspect of recovery and restoration. The plan outlines designated alternate locations depending on the type of outage. The plan also includes system redundancy and fault protection protocols as well as a tape backup plan.

Many school districts also enter into a reciprocal agreement to use equipment with a neighboring district, the local regional education service center or an area business until the district hardware is replaced or fully operational in the event of an emergency.

Recommendation 20:

Develop and test a comprehensive disaster recovery plan.

A comprehensive disaster recovery plan should help CISD recover technology operations quickly if a disaster occurs. The district should contact Region 6 and other school districts such as Glen Rose ISD to obtain and review their disaster recovery plans to speed the district's

planning process. Although the district may not necessarily need to incorporate all elements listed in **Exhibit 2-40**, CISD should include as many key elements applicable to a small district as possible.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent establishes a disaster recovery team, comprising the Technology director, school staff and representatives from the Food Services and Maintenance/Transportation departments.	September 2003
2.	The disaster recovery team develops a comprehensive disaster recovery plan.	September 2003
3.	The disaster recovery team presents the plan to the superintendent and board for approval.	October 2003
4.	The technology director communicates the plan to the appropriate personnel.	November 2003
5.	The disaster recovery team runs a scheduled test of the plan.	November 2003
6.	The Technology director reports the results to the superintendent and the board.	December 2003
7.	The disaster recovery team monitors ongoing plan review and testing, updating the plan as necessary.	January 2004 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The CISD Web site does not contain any school-specific or board information. The Web site was designed by the Technology director and students and contains a list of the TEKS/TAKS and links related to instructional assessment, technology organizations and Region 6. The district Web site offers brief information on sports and has a place for a calendar, a menu and a handbook. **Exhibit 2-41** reflects the review team's assessment of the CISD Web site.

**Exhibit 2-41
CISD Web Site Assessment
2003**

Category	Available
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Board of Trustees: term, upcoming agenda, previous minutes, policies, board meeting policies, mission, vision and e-mail contacts	No
Superintendent: district improvement plan, contact information	No
Community Involvement: volunteer opportunities and contact information	No
Human Resources: staff listing with telephone numbers and e-mail addresses and employment opportunities	No
Facilities: community use of facilities procedures/signup/costs and link to facility policies	No
Finance: current financial reports, fund balance and budget	No
Purchasing: purchasing policies and procedures	No
Technology: standard equipment and software configuration, network schematic and technology plan	No
Food Services: menu, meal prices, staff and application process	No
Transportation: bus schedules, routes, student policies, staff policies and staff	No
Safety: student code of conduct, incident reporting and parental involvement contacts	No
Schools: demographics, calendars, student code of conduct, principal's greeting, registration, contacts, bus schedule, TAKS performance, library information, guidance counselor, school supply listing	No
Curriculum and Instruction: curriculum guides, resources, best practices, staff development*	No
Sporting Events: calendar of events**	No

Source: CISD, Web site, and SCRS, Inc.

* Lists TAKS/TEKS and has links to some instructional resources.

**Web site lists high school sports available.

Effective Web sites maintained by many districts encourage community participation in districtwide events and provide important information to parents and community members. Many districts, such as Smithville ISD (SISD), offer information to the public in a cost-efficient and timely manner through a Web site. The SISD Web site contains a district overview, the district mission, a list of board members, board agendas, board briefs, SISD accountability ratings, the school calendar, a list of

administrators, staff e-mail addresses, Character Education Program traits and specific school information. Homework guidelines with strategies for teachers and parents are also posted on the site. Glen Rose ISD and Bastrop ISD also have Web sites, widely used by the community, that contain school calendars, board meetings, test data and school-specific news. The Kerrville ISD Web site offers rich instructional resources for its staff.

Recommendation 21:

Complete development of the district's Web site; include more information and resources for parents, students and staff; and update the Web site on a regular basis.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Technology director researches Web sites of other school districts and gathers examples of information that can be posted on the CISD site.	September 2003
2.	The Technology director presents ideas for the district Web site and asks for feedback from teachers, students, parents and community members.	October 2003
3.	The Technology director assigns students in the Web Design class to design and program the CISD Web site.	November 2003
4.	The Technology director oversees student efforts to design and program the district Web site.	December 2003 - May 2004
5.	The Technology director informs administrators, staff, students, parents and community members about the CISD Web site.	May 2004
6.	The Technology director sets up a schedule for updating the Web site.	June 2004
7.	The Technology director involves students from the Web Design class in maintaining and updating the Web site.	August 2004 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

CISD does not effectively filter out inappropriate materials from its computers. The review team saw a pornographic Web site being accessed in the library and the literacy lab. CISD uses a proxy server that is dedicated to filtering such content. An outside vendor maintains and updates the server software. For all CISD computers, content accessed with Internet Explorer or Netscape goes through the proxy server. The Technology director checks all computers annually to ensure that the proxy server processes the Internet content on each computer. The Technology director said that the computers that could access pornographic content may have been upgraded with new Web browsers; newer browser versions might not have been installed with preferences that include pointing to the district proxy server.

Districts with effective filtering processes ensure that filtering software is properly installed on each computer and conduct special checks of new computers or computers with upgraded software.

Recommendation 22:

Develop and implement specific procedures to ensure that inappropriate materials cannot be accessed through the Internet on any district computers.

CISD should increase the effectiveness of its filtering software by instituting periodic checks of all computers and should develop specific procedures to check all computers that are new or that have new or upgraded Web-browsing software. The Technology director should not place a computer in a classroom, lab or other school facility until the Web-browsing software has been checked.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Technology director develops a schedule to check all computers annually or more often for inappropriate content access.	September 2003
2.	The Technology director develops procedures to check new computers or computers with upgraded Internet software for inappropriate content access.	September 2003
3.	The Technology director provides the schedule and procedures to the superintendent for review and approval.	September 2003
4.	The Technology director monitors all computers for filter effectiveness and makes a report to the superintendent.	October 2003 - May 2004

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

C. COMMUNITY INVOLVEMENT

Community involvement enables parents, taxpayers, civic and business leaders, community organizations, public officials and others with a stake in public education to understand the challenges and opportunities that face the district and to become involved in activities and partnerships that support and promote student learning and achievement. Effective community involvement programs build on the unique characteristics of the district and the community. External strategies for communicating with the community and internal strategies for communicating within the school district are critical to community involvement programs. Other essential program components include methods for recruiting volunteers and soliciting business support for school events and outreach activities that are designed to encourage community participation in the district. Effective communication builds trust and support of the district and its programs and influences how residents view the district.

Because many of these activities have high community visibility, they are coordinated through the central office. In CISD, the principals are responsible for parental and community involvement activities, and each school sends home information with students in the form of letters or other correspondence.

FINDING

Spigner Elementary School communicates with students, parents and community members through several publications. The school publishes a monthly newsletter, *The W.D. Spigner Informer*, and distributes it to all students, staff and teachers. The students take the newsletter home to the parents. The school also posts the newsletter throughout the community in stores and the post office. The newsletter includes the principal's column and program descriptions, congratulates students of the week and students who had a birthday, publicizes school events such as the food drive, lists the six weeks honor roll and special dates of interest like parent and grandparent days as well as Parent Teacher Community Organization (PTCO) news. The school publishes *The W.D. Spigner Informer* in English and Spanish.

The site-based decision-making committee decides what to include in the newsletter. The principal meets with the committee monthly to review content ideas. The school has a communications committee composed of four teachers and four aides. The committee meets twice a month to work

on the newsletter. The committee designs, does the layout and prints the newsletter.

Spigner Elementary School also distributes a monthly newsletter, *Parents Make the Difference*, which Region 6 prepares. The newsletter, published in English and Spanish, provides information on activities that parents can use to help improve the education of their children. The newsletter addresses topics such as keeping the child safe on the way to and from school, helping the child adopt and follow routines and schedules, the relationship of good eyesight and school work, homework habits, how parents can help their children improve their writing and a monthly activities calendar.

COMMENDATION

W.D. Spigner Elementary School uses a variety of methods to enhance communication and community outreach efforts.

FINDING

Spigner Elementary School effectively involves parents and the community with multiple activities and programs. The staff tries to get parents "hooked on education" and recognizes the importance of education to children's futures. The principal wants to create a positive impression with parents and make them feel welcome at school. The Spigner Elementary School parental involvement policy is shown in **Exhibit 2-42**.

Exhibit 2-42
Spigner Elementary School
Parental Involvement Policy

Mission
The mission of the parental involvement policy is to support collaboration between all stakeholders (the school, the faculty, the family and the community) to improve student achievement and school accountability.
Rationale
Family involvement can have significant effects on student achievement. Schools that make parental involvement a priority also see improvement in student performance. When families are involved in their children's education, children earn higher grades and receive higher scores on tests, attend school more regularly, complete more homework, demonstrate more positive attitudes and behaviors, graduate from high school at higher rates and are more likely to enroll in higher education. Schools that develop successful partnerships with families view student achievement as a shared responsibility and all stakeholders -

including parents, administrators, teachers and community leaders - play important roles in supporting children's learning (Family Involvement in Children's Education, U.S. Department of Education)
Goal
To use local, state and federal resources to strengthen family and community involvement in children's education.
Objectives
<ol style="list-style-type: none"> 1. To monitor and support the establishment of a Family/Community Literacy Lab. 2. To conduct and monitor school-based activities and programs to enhance ongoing parental involvement. 3. To provide training for parents on parenting and instructional strategies that can be used at home to improve their child's academic skills. 4. To establish school-based collaborations with the community.

Source: CISD, Spigner Elementary School principal.

Exhibit 2-43 lists the programs and activities that Spigner Elementary School offers to parents and community members. Spigner Elementary School has a PTCO that meets regularly. The principal stated that 50 to 60 people are active in the organization.

Exhibit 2-43
Spigner Elementary School Parent and Community Involvement
Program
2002-03

Program/Activity	Description
Reading Room	The reading room is open to the community during school hours and on Tuesday and Thursday from 4 p.m. to 6 p.m. The reading room has books and 10 laptop computers that students can check out.
Family/Community Literacy Lab	The literacy lab is open to parents and the community during school hours and on Tuesday and Thursday from 4 p.m. to 6 p.m. The lab is supervised by an aide and has 14 computers. Parents and community members receive computer training.
Open House	In September, the school invites parents to an open house to meet the teachers and get information on school programs and services.

Monthly Parent Night	The school holds a Parent Night that includes activities with parents.
Grandparent/Parent Day	The school holds a Grandparent/Parent Day annually before Thanksgiving.
Community Reading Volunteers	Community members volunteer to read to and with elementary school students.
Donuts for Dads, Muffins for Moms and Pastries for Patrons	These early morning activities help make parents and patrons aware of programs in the school.
Veterans Day	School invites members of the community who are veterans to honor them and to have them speak to the students.
Christmas Program	The school invites parents and community members for a celebration.
Health Fair	The school holds the Health Fair annually to make sure children get immunized and make the community aware of health issues such as diabetes, hygiene and bicycle safety.
Speakers Bureau	The school invites speakers, such as a former student who got a purple heart to talk to students. Other speakers have included representatives from the Fire Department.
Boy Scouts and Girl Scouts	The school encourages students to join these organizations.
School Calendar	The principal prepares a school calendar twice a year in English and Spanish.

Source: CISD, Spigner Elementary School principal.

Spigner Elementary School has a home-school compact that students, parents/guardians and teachers sign. The compact lists the responsibilities and expected behavior and activities of each party (**Exhibit 2-44**). The compact makes parents aware of the school's expectations of their child and their own roles and responsibilities in the education of the child.

Exhibit 2-44
Spigner Elementary School
Home-School Compact

Students

As a student, I will:

- Do my best every day in every way
- Respect others, their property and myself
- Be responsible for my actions and choices
- Come to school on time and be prepared by bringing needed materials, assignments, etc. each day
- Make a genuine attempt to learn what is being taught

Signed: _____ (student) Date: _____

As a parent/guardian, I will:

- Make every effort to make sure my child attends school every day
- Encourage a positive attitude toward learning and proper behavior
- Let the school know when my child needs help
- Look for opportunities to praise my child each day
- Be responsible for my child's education by providing time to do homework and having him/her rested and ready to learn each day
- Make every effort to attend parent-teacher conferences, meetings or other school functions

Signed: _____ (Parent) Date: _____

Teachers

As a teacher, I will:

- Show respect by treating all students with dignity, sincerely taking time to know them
- Communicate with the home at least every three weeks through notes, progress reports, phone calls, visits and/or student assignment sheets
- Do all that I can to see that each student has a positive school experience each day
- Make sure that everybody knows that I have an "open door" policy and that parents and/or guardians are always welcome at school
- Take all comments and suggestions seriously when planning for campus improvements

Signed: _____ (Teacher) Date: _____

Source: CISD, Spigner Elementary School and Calvert Junior High/High School.

The Spigner Elementary School principal conducts a parent survey three times a year in order to assess parent concerns and perceptions. The principal also conducts a community survey. Both the parent survey and the community survey ask about the school's instructional focus, climate

and safety and school and community involvement. Both surveys are available in English and Spanish. The principal provides the survey results to the site-based decision-making committee. In addition, the principal conducts student surveys twice a year at the beginning of the year and at the end of the year. The student surveys, administered to students in grades 3 through 6, address teacher expectations, school climate, testing, support staff activities, guidance and counseling activities and instructional leadership.

The principal maintains an open-door policy, welcoming visits and calls from parents and community members. Parents and community members know the principal's home telephone number and she receives calls at home. The effectiveness of the elementary school parent and community efforts are reflected in a comment by a parent made during the TSPR public forum: "We are proud of the elementary school, including the leadership there and the quality of education. We happily participate at the elementary school and [the] principal there encourages and welcomes our participation and involvement." The school also assigned one of the teachers to act as a community liaison; the community liaison finds and lines up speakers. The principal and the Technology director actively seek community involvement grants.

COMMENDATION

W.D. Spigner Elementary School has an effective parent and community involvement program that engages parents and community members in numerous activities.

FINDING

CISD encourages community organizations to use district facilities for meetings and sports activities. CISD charges a \$25 fee for opening and closing the building. CISD also charges a user fee of \$10 an hour for a minimum total of \$25. CISD asks the groups that use the facilities to clean up the area they use. CISD charges for custodial service if the facility is not left clean and for damages. CISD rents its facilities to Little Dribblers and to Girl Scouts, and it rents the elementary school cafeteria in the summer for family reunions. Groups that rent school facilities sign a Facility Use Contract Agreement.

COMMENDATION

CISD encourages the community to use its facilities, thereby meeting community needs.

FINDING

The Calvert Junior High/High School does not have a newsletter or specific programs to increase parent and community involvement, nor a designated parent and community liaison in addition to the counselor. The TEA Campus Accreditation Team that visited the school in December 2002 noted that not all parent groups are engaged in the learning environment and encouraged more involvement on the part of all parent groups. The 2002-03 CIP sets a specific goal to increase parental and community involvement and identifies several strategies and programs such as parent orientation for the junior high students, open house, parent-teacher conferences, invitation to academic awards nights in the fall and spring and increased staff involvement in PTCO.

Many small districts assign a teacher or faculty member as a designated parent and community liaison for an annual stipend and to ensure that school and districtwide activities involving these groups are promoted, reviewed and appropriately changed to ensure high participation.

Recommendation 23:

Designate a junior high/high school parent and community liaison to increase involvement and communication.

The superintendent should designate a faculty member to serve as a parent and community liaison and provide that employee with an annual stipend. Using the elementary school parent and community involvement programs as a model, the district should continue some of the programs into the junior high school. The parent-community liaison should work with the school's site-based decision-making community and students to publish a school newsletter to inform the parents and community of school events, activities and academic performance. The liaison should conduct parent and community member surveys several times a year and use the results to develop programs and activities of high interest to the community. The liaison should involve the PTCO in making parents and community members aware of the programs and activities and encourage their participation. The principal should make parents aware of the school's open-door policy and encourage visits to the school and frequent communications.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent designates a faculty member as a junior high/high school parent and community liaison.	September 2003
2.	The superintendent, junior high/high school principal and junior high/high school parent and community liaison develop a communication and outreach program.	September 2003

3.	The superintendent and junior high/high school parent and community liaison publicize the program through town meetings and articles in the local newspaper and call for parents and community members to become involved.	October 2003
4.	The junior high/high school parent and community liaison surveys parents and community members, analyzes results and reports them to the site-based decision-making committee.	November 2003 and May 2004
5.	The elementary school principal trains Calvert Junior High/High School staff in making the school a welcome place for parents.	November 2003
6.	The parent and community liaison works with the junior high/high school site-based decision-making committee and students to publish a school newsletter.	December 2003 - May 2004
7.	The junior high/high school parent and community liaison implements activities and programs to involve parents and community members.	December 2003 - May 2004
8.	The junior high/high school principal monitors the programs to assess effectiveness.	December 2003 - May 2004

FISCAL IMPACT

This fiscal impact is based upon an annual \$1,000 stipend provided to a designated junior high/high school liaison to oversee parent and community involvement activities.

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Designate a junior high/high school parent and community liaison to increase involvement and communication.	(\$1,000)	(\$1,000)	(\$1,000)	(\$1,000)	(\$1,000)

Chapter 2

EDUCATIONAL SERVICE DELIVERY

D. SAFETY AND SECURITY

In 1995, the Texas Legislature required each school district to adopt a student code of conduct for discipline management and set the consequences for misbehavior. An effective program of safety and security begins with understanding prevention, intervention and enforcement. Proper safeguards must be in place, which include hardware and equipment, security personnel and plans for preventive measures to deter crime. In 2000 the Texas Comptroller issued a report entitled *Keeping Texas Children Safe in School* (**Exhibit 2-45**) that outlines a common sense approach to safety and security for school districts.

Exhibit 2-45 **Steps for Keeping Texas Children Safe in School**

Strategy	Steps to Take
Prevention	<ul style="list-style-type: none"> • Know your goals and objectives, where your district is going and what you want to accomplish. • Establish clear expectations for students, parents, teachers and administrators. • Address warning signs before they turn into trouble.
Intervention	<ul style="list-style-type: none"> • Look for trouble before it finds you. • Recognize trouble when you see it. • Have individuals in the right place, at the right time to intervene. • Have a plan of action appropriate for the occasion and practice it.
Enforcement	<ul style="list-style-type: none"> • Leave no room for double standards. • Ensure that discipline management extends inside and outside the classroom. Alternative programs are not only a matter of legal compliance, they are many students' last chance at success.

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

Since 1999, the Texas legislature has passed laws that deal with safety and security in schools. The major issues contained in bills passed in the last two legislative sessions are shown in **Exhibit 2-46**.

Exhibit 2-46
Major Legislative Issues Related to Safety and Security
1999 and 2001 Legislative Sessions

1999 Legislation	Major Issues Related to School Safety and Security
Senate Bill 260	Allows expulsion of students who assault a school district employee
Senate Bill 1580	Creates the Texas Violent Gang Task Force
Senate Bill 1724	Beginning in 1999-2000, requires each school district to annually report the number, rate and type of violent and criminal incidents occurring at each school and allows the option of including a violence prevention and intervention component in the annual school improvement plan
Senate Bill 1784	Allows school districts to use private or public community-based dropout recovery education programs to provide alternative education programs
House Bill 152	Makes placing graffiti on school property a felony
House Bill 1749	Encourages school districts and juvenile probation departments to share information on juvenile offenders
2001 Legislation	Major Issues Related to School Safety and Security
House Bill 688	Prohibits possession of an open container or consumption of an alcoholic beverage within 1,000 feet of a public or private school.
House Bill 1088	Requires that a student be removed from class and placed in an alternative education program if the student engages in making a false alarm or terrorist threat.

Source: Texas Legislature Online, April 2003.

FINDING

The CISD *Discipline Management Plan/Student Code of Conduct* is thorough and outlines the district's expectations for student behavior and its authority to impose discipline. Each CISD school has published its plan. The elementary school has a Discipline Management Plan and the

junior high/high school has a Code of Conduct. The plan is available in English and Spanish. The Spigner Elementary School Discipline Management Plan includes sections on how to implement the Code of Conduct; the responsibilities and rights of students, teachers and parents; discipline management techniques; prohibited activities and procedures for removal from and reentry into school for disciplinary reasons. The plan also describes general guidelines for assessing discipline and the relationship of the school district and the juvenile justice system.

The Calvert Junior High/High School Code of Conduct describes the purpose of the code; the roles and responsibilities of students, parents, teachers and administrators; the enforcement policy and standards for student conduct. It lists the different types of misconduct violations and the consequences of such behaviors and removal from school through suspension, expulsion or placement in a juvenile justice alternative education program. The elementary and secondary principals are responsible for implementing the *Discipline Management Plan/Code of Conduct* on their respective campuses.

COMMENDATION

CISD developed a comprehensive, well-organized discipline management plan and student code of conduct to promote student, faculty, administrator and parent awareness and ensure consistency in districtwide enforcement of rules and regulations.

FINDING

CISD publishes a crisis management plan as a detailed guide on what to do in a variety of emergency situations to promote student and staff awareness and safety. The plan specifies the roles of the principal, teachers, custodian and school secretary in a crisis. It provides guidelines on dealing with accidents, allergic reactions, angry or hostile parents or employee assaults, aircraft emergency, bomb threat, bus accident, childnapping, death, earthquake, fighting, fire, hazardous chemical spills, hostage situation, intruder, murder, sexual assault or physical abuse, runaways or lost children, sexual harassment, suicide, terminal illness, tornado, violent behavior and weapons on campus. It includes evacuation plans and emergency numbers. Every teacher and administrator has a copy and drills are executed periodically to reinforce what should be done in emergency situations.

COMMENDATION

CISD developed and routinely tests a crisis management plan to effectively prepare students and staff for emergency situations.

FINDING

CISD does not have an effective discipline program at the junior high/high school level. As shown in **Exhibit 2-47**, CISD had the highest number of incidents in 2000-01 and in 2001-02 among its peers. Behavior incidents in CISD increased 1,131.6 percent from 1999-2000 to 2000-01 and 39.7 percent from 2000-01 to 2001-02.

Exhibit 2-47
CISD and Peer Districts Incidents
1999-2000 through 2001-02

District	1999-2000	2000-01	2001-02
Karnack	416	212	244
Waelder	58	52	59
Calvert	19	234	327
Star	12	35	37
Kendleton	10	8	0

Source: Safe and Drug-Free Schools and Communities Program Annual Evaluation Report Part III, 1999-2000 through 2001-02.

Most of the incidents in 1999-2000 and 2000-01 were associated with disruptive behavior (**Exhibit 2-48**). In 2001-02, 289 out of the 327 behavior incidents, or 88.4 percent, were associated with violation of the student code of conduct (Code 21). Incidents in this category vary widely, including chewing gum in class, cutting class, mild disrespect, disruptive behavior, dress code violation, excessive absences, failure to follow instructions, failure to return to class, failure to attend detention, failure to sit on the bus, false fire alarm, harassment or intimidation of students, use of unacceptable language on the bus and leaving school without permission.

Exhibit 2-48
CISD Categories of Incidents
1999-2000 through 2001-02

Incident Category	1999-2000	2000-01	2001-02
Disruptive behavior	17	233	30
Conduct punishable as a felony	0	1	0

Retaliation against school employee	0	0	1
Serious or persistent misconduct	0	0	1
Violation of student code of conduct not related to tobacco or gang violence	0	0	289
Criminal mischief	2	0	3
Terrorist threat	0	0	2
Possessed, purchased, used or accepted a cigarette or tobacco product	0	0	1
Total	19	234	327

Source: Safe and Drug-Free Schools and Communities Program Annual Evaluation Report Part III, 1999-2000 through 2001-02.

The behavior incidents involved mostly junior high/high school students (**Exhibit 2-49**). In 2000-01, junior high students were responsible for 52.6 percent of the incidents and high school students were responsible for 41.9 percent. In 2001-02, junior high students were responsible for 53.2 percent of the incidents, and high school students were involved in 40.1 percent.

**Exhibit 2-49
CISD Incidents by School
1999-2000 through 2001-02**

School	1999-2000	2000-01	2001-02
Elementary	3	13	22
Junior High School	11	123	174
High School	5	98	131
Total	19	234	327

Source: Safe and Drug-Free Schools and Communities Program Annual Evaluation Report Part III, 1999-2000 through 2001-02.

The former superintendent attributed the large number of behavior incidents to the lack of continuous leadership at the junior high/high school. The school has had three principals in the past four years, some of whom left in the middle of the year. The school has also experienced a high teacher turnover. In the TSPR public forum, parents complained about how students with behavior problems were handled: "If the

superintendent is not on-site at the high school serving in the principal role, he tells the secretary to send misbehaving students to ISS or jail-no other alternatives are offered no matter the extent of the problem. There is no alternative education program in Calvert. Calvert ISD needs to offer some alternative education programs."

One of the goals in the Calvert Junior High/High School CIP is violence prevention and intervention for a safer school. The school wants to meet this goal by reducing student use of weapons, vandalism and theft and by increasing emphasis on the negative effects of tobacco, alcohol and drug use and violence. However, district administrators said that CISD has had a low incidence of theft and vandalism. CISD has in-school suspension programs in both schools. CISD also participates in a five-district DAEP, the RCIF program. In addition, CISD participates in the Drug Abuse Resistance Education program administered by the Robertson County District Attorney. CISD sent some students to the program. The district performs random drug and alcohol searches, with drug dogs, and it contracts for substance awareness and detection services with the Interquest Detection Canines Company of Waco.

Ricardo ISD, which has 555 students, implemented a discipline management plan to reduce student behavior problems. Every student in Ricardo ISD gets a student handbook that includes a code of conduct and key points of the district discipline management plan. Students, parents and teachers must sign the handbook to acknowledge the discipline requirements. Ricardo ISD also implemented a three-tiered approach to discipline management. A student who violates the student code of conduct earns an in-school suspension for each of the first three offenses. The detention is served in the afternoon after school. The second level of discipline is off-campus suspension, for students who persistently misbehave. The third level of discipline includes placement in the DAEP program. In 1998-99, Ricardo ISD sent seven students to DAEP. In 1999-2000, no students were assigned to the program.

Districts with strong discipline management programs use programs, such as Positive Classroom Management and Redirections, that focus on classroom management. Redirections is an off-campus alternative education program that provides services like counseling for youth who have violated district alcohol and drug-related policies. Districts also participate in the Law Enforcement Teaching Students program that teaches students in grades 4 through 6 about decision-making and anger management. These programs help both students and teachers to resolve or deescalate a variety of situations involving potentially inappropriate classroom behavior. Some districts also use the Boys Town program that provides administrative and campus-based classroom behavior management training plus another tier of more intensive behavior

management training for use with students who show severe signs of disturbance. Districts that implement this program effectively ask the entire school staff, including teachers, custodians and food service workers, to consistently use the behavior management techniques advocated through the Boys Town training. In addition, districts train school principals, teachers and parents in disciplinary management issues. Districts also administer an appeals process for disciplinary matters that strengthens the ability of administrators to assess the fairness and effectiveness of the Student Code of Conduct. Districts with effective discipline management programs evaluate their programs annually and modify them as needed.

Recommendation 24:

Develop and implement an effective discipline management program at the junior high/ high school.

The superintendent, principal and the site-based decision-making committee should review the school's current discipline management program and identify what has not been effective. The principal and the site-based decision-making committee should revise the plan. All school staff, including the principal, should be trained in classroom discipline management. The school should meet with all students and discuss the code of conduct and the discipline procedures. The principal should meet with all parents, describe the discipline management plan and involve parents in improving their children's behavior. Both students and parents should sign the student code of conduct.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent instructs the principal and the site-based decision-making committee to evaluate the school discipline management program and identify components that have not been effective.	September 2003
2.	The principal and the site-based decision-making committee identify and review discipline management programs from districts with effective programs.	September - October 2003
3.	The principal and the site-based decision-making committee modify the school discipline management program.	November 2003
4.	The principal submits the modified plan to the superintendent for review and approval.	December 2003
5.	The principal informs teachers, staff, students and parents of the modified program.	January 2004

6.	The superintendent arranges for training for all staff in classroom discipline management.	February 2004
7.	The principal monitors school discipline and prepares a report to the site-based decision-making committee.	February - May 2004
8.	The principal and the site-based decision-making committee review the program and modify it as needed.	June 2004

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

CISD does not have an inventory of its security equipment or a plan for upgrading it. The district coordinator of Special Operations is in charge of purchasing, installing and monitoring the security equipment.

Each district school has an alarm system. The high school gymnasium, located in a separate building, does not have an alarm system, only a chain on the door. All outside doors have panic hardware, and the classroom doors have locks. The elementary school has two exterior cameras, four stationary cameras and one camera with a zoom lens. The junior high/high school has six interior cameras, two per floor and two exterior cameras. The elementary school has fire extinguishers in the corridors and all classrooms. The junior high/high school has fire extinguishers in the corridors and in the agricultural science facility, gym, science lab and computer labs. Telephones are available in both schools in the office, principal's office, teachers' lounge, nurse's office, library and counselor's office. The district upgraded its alarm systems in 1997-98. The district coordinator of Special Operations walks through the buildings to check all equipment. A contractor checks the fire extinguishers annually.

The coordinator of Special Operations does not have an inventory of the security equipment or information on equipment testing or problems with the equipment. The coordinator uses the equipment purchasing receipts to identify existing district equipment. CISD has not developed a plan to upgrade its security equipment or a schedule for purchasing new equipment and estimated costs. CISD cameras can record only eight to 16 hours, so they do not cover all hours of the weekend.

Districts with effective safety and security procedures have information databases for their safety and security equipment, recording for each item its date of purchase, vendor, cost, location in the district, maintenance, problems, repair dates and date for upgrade or replacement. The

administrator in charge of safety and security reviews the database monthly to identify equipment for upgrade or replacement.

Recommendation 25:

Develop a security equipment inventory and equipment upgrade plan.

The district's coordinator of Special Operations should develop a security equipment database. The database should include a list of the equipment, its location, when it was purchased, who services the equipment, when the equipment was tested, problems, date for upgrading the equipment and the estimated upgrade costs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The coordinator of Special Operations and the Technology director design a security equipment database.	September 2003
2.	The Technology director develops the database and enters all information.	October 2003
3.	The Technology director trains the coordinator of Special Operations to maintain and update the database.	October 2003
4.	The coordinator of Special Operations informs the superintendent about the schedule for upgrading the equipment and associated costs.	October 2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 3

FINANCIAL AND OPERATIONAL MANAGEMENT

This chapter reviews the financial and operational management functions of Calvert Independent School District (CISD) in the following sections:

- A. Financial Management
- B. Asset and Risk Management
- C. Purchasing
- D. Food Service
- E. Facilities
- F. Transportation

Sound financial management for school districts ensures the effective use of limited resources for instructional programs and support services to improve student achievement. This includes maximizing resources available from all sources to provide for the school district's needs. School districts must account for the use of resources accurately as they are accountable to the taxpayers, state government and federal government for the use of funds received from those sources. The accounting process includes internal controls-appropriate to the district's organizational structure-to provide safeguards that reduce the risk of asset loss and ensure appropriate asset use. Timely, accurate and useful reports to the board and administration concerning the district's financial condition help ensure effective financial management. Financial management also includes planning and budgeting, external auditing and tax collections.

An effective asset and risk management program adequately protects a district against significant losses in the most efficient manner. Effective cash management collects district funds in a timely manner and invests them in instruments with maximum earning potential. Fixed asset management tracks district property and provides safeguards against theft and obsolescence.

Purchasing must ensure that the district obtains goods and services that meet user needs and specifications, at the lowest possible cost in compliance state laws and regulations. School districts may enter into cooperative purchasing agreements with other governmental entities to consolidate buying power and attain the lowest possible price.

Facility planning and management ensures completion of construction and renovation projects in a timely manner and provide adequate facilities for instruction. Facilities also must be maintained and cleaned on a routine basis to ensure a safe and healthy environment for students, teachers and staff.

An effective food service program provides students with affordable, appealing and nutritionally balanced breakfasts and lunches. The food service program is not designed to be profitable, but should be operated as near breakeven as possible self-sufficient. Adequate nutrition is necessary for students to be engaged and succeed in the teaching/learning process.

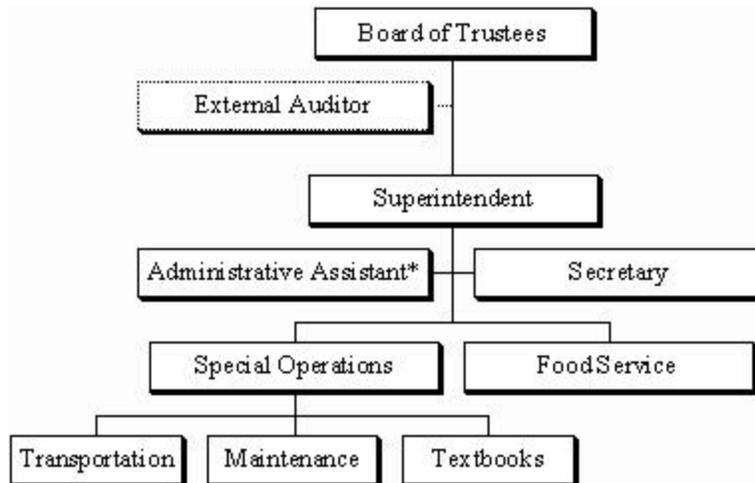
Transportation is a support service that requires sound management in order to transport students safely to and from school and other school related activities. Transportation must be safe, reliable and efficient; while complying with federal, state and local regulations.

Effective financial and operational management is crucial for school districts to fulfill their primary purpose of providing a free and appropriate education for all students in the district.

BACKGROUND

The superintendent is the chief executive officer and, as such, is responsible for oversight of the financial and operational functions of the district. District staff support the superintendent and carry out the district's financial and operational functions. **Exhibit 3-1** presents the organization of these functions at CISD.

Exhibit 3-1
CISD Financial and Operational Management Organization
2002-03



Source: CISD superintendent.

Note: Dashed line indicates outside consultant.

Note*: Administrative Assistant handles business functions.

Chapter 3

FINANCIAL AND OPERATIONAL MANAGEMENT

A. FINANCIAL MANAGEMENT (PART 1)

School districts' financial operations must comply with federal, state and local laws and regulations. The Texas Education Agency (TEA) requires districts' financial operations to comply with the requirements of its *Financial Accountability System Resource Guide* (FASRG). The FASRG combines requirements for financial management from a variety of sources into one guide for Texas school districts.

Texas school districts receive revenue from three primary sources: local sources, state funding and federal programs. Property taxes provide the primary source of local funds for most school districts. CISD levies property taxes composed of a maintenance and operations (M&O) component, but does not levy an interest and sinking (I&S) component since CISD has no debt service payments. CISD received 61.5 percent of its revenue in all budgeted funds for 2002-03 from state sources.

CISD receives funding from the state based on a formula approved by the Legislature. In general, the funding is based on the number of district students in average daily attendance (ADA). The funding formula also contains additional funding for programs designed to benefit students with special needs.

One way to determine the effectiveness of financial management is to compare the district with peer districts. CISD selected Karnack, Kendleton, Star and Waelder ISDs as peer districts for comparison purposes.

Exhibit 3-2 presents a comparison of the revenue budgets by source for CISD, peer districts and the state. All of CISD's peer districts except Waelder and Karnack ISDs rely on the state for the majority of their budgeted revenues.

Exhibit 3-2
Budgeted Revenues by Source
CISD, Peer Districts and State
2002-03

Description	Calvert	Star	Karnack	Kendleton	Waelder	State
Students	287	97	316	121	264	4,239,911

Local Revenue	\$832,867	\$242,667	\$1,294,223	\$412,250	\$1,102,220	\$16,502,634,725
State Revenue	\$1,534,312	\$1,258,299	\$1,182,120	\$575,000	\$986,355	\$11,874,718,623
Federal Revenue	\$126,000	\$52,186	\$135,593	\$100,784	\$127,675	\$1,013,068,998
Total Revenue	\$2,493,179	\$1,553,152	\$2,611,936	\$1,088,034	\$2,216,250	\$29,390,422,346
Revenue per Student	\$8,687	\$16,012	\$8,266	\$8,992	\$8,395	\$6,932

Source: TEA, Public Education Information Management System (PEIMS), 2002-03.

Exhibit 3-3 presents student enrollment, percentage of economically disadvantaged students, property value, property value per student and total tax rate for CISD, its peer districts, Regional Education Service Center VI (Region 6) districts and the state. Region 6 is the service center region that serves CISD and its neighboring school districts.

**Exhibit 3-3
Comparative Data for 2002-03
CISD, Peer Districts, Region 6 and State**

District	Enrolled Number of Enrolled Students	Percent of Economically Disadvantaged Students	Certified Property Value	Property Value Per Student	Total Tax Rate
Calvert	287	94.1	\$51,030,863	\$177,808	\$1.49
Karnack	316	89.9	\$86,753,325	\$274,536	\$1.46
Kendleton	121	96.7	\$26,838,195	\$221,803	\$1.50
Star	97	95.9	\$16,340,921	\$168,463	\$1.14
Waelder	264	89.0	\$74,551,937	\$282,394	\$1.37
Region 6	142,704	42.3	N/A	N/A	N/A
State	4,239,911	51.9	N/A	N/A	N/A

Source: TEA, PEIMS, 2002-03 and Comptroller's Office Preliminary Property Tax data, 2002.
 N/A indicates data is not available.

The FASRG requires school districts to account for expenditures by the type or object of the expenditure. **Exhibit 3-4** presents budgeted expenditure information as a percent of total for CISD, its peer districts and the state by object code description for 2002-03.

Exhibit 3-4
Budgeted Expenditures for All Budgeted Funds
by Object Code Description
CISD, Peer Districts and State
2002-03

Object Code	Calvert	Star	Karnack	Kendleton	Waelder	State
Payroll	73.0%	66.6%	76.7%	58.4%	69.2%	73.0%
Contracted Services	14.0%	9.6%	9.1%	29.7%	15.6%	0.0%*
Supplies	6.6%	7.3%	7.7%	7.7%	7.7%	0.0%*
Other Operating	3.7%	15.4%	4.5%	4.3%	5.0%	16.5%*
Debt Service	0.0%	0.0%	0.0%	0.0%	1.6%	9.0%
Capital Outlay	2.8%	1.2%	2.0%	0.0%	0.9%	1.5%
Totals*	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: TEA, PEIMS, 2002-03.

*State data did not break out these object codes to this level of detail.

Note: Totals may not add to 100 percent due to rounding.

Chapter 1 of the FASRG mandates the use of function codes by school districts to track expenditures for different school district operations. **Exhibit 3-5** presents budgeted expenditures as a percent of total by function for CISD, its peer districts and the state average. CISD compares favorably to the peer districts in the percentage spent on instruction and is 3.2 percentage points above the state average for that category. CISD spends 54 cents of every dollar on instruction; the state average is 51 cents of every dollar. The remainder of CISD's functional expenditures is in line with its peer districts. Compared to the state average, CISD and its peer

districts spend a larger percentage on central administration. This is due to the small size of the districts.

Exhibit 3-5
Functional Expenditures as a Percent of Total
CISD, Peer Districts and State
2002-03

Function	Calvert	Star	Karnack	Kendleton	Waelder	State
Instruction (11,95)	54.0%	51.7%	50.7%	38.2%	49.6%	50.8%
Instructional-Related Services (12,13)	0.6%	2.0%	4.7%	3.4%	2.0%	2.7%
Instructional Leadership (21)	0.0%	0.7%	0.2%	0.0%	0.0%	1.2%
School Leadership (23)	6.7%	4.0%	7.2%	7.2%	5.1%	5.3%
Support Services-Student (31,32,33)	2.2%	1.2%	2.9%	1.7%	2.9%	4.0%
Student Transportation (34)	2.8%	1.9%	3.4%	3.9%	4.5%	2.6%
Food Services (35)	6.0%	5.2%	5.4%	7.3%	4.9%	4.9%
Co curricular/ Extracurricular Activities (36)	3.5%	2.8%	3.3%	0.0%	2.7%	2.3%
Central Administration (41)	9.5%	10.1%	8.5%	12.8%	11.1%	3.6%
Plant Maintenance & Operations (51)***	11.8%	6.3%	9.9%	9.2%	10.9%	10.0%
Security & Monitoring Services (52)	0.0%	0.0%	0.1%	0.2%	1.1%	0.6%
Data Processing Services (53)	0.0%	0.0%	0.2%	0.6%	1.1%	1.2%
Other**	2.8%	13.9%	3.4%	15.6%	4.1%	10.9%

Total Budgeted Expenditures*	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
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Source: TEA, PEIMS, 2002-03.

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

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

***CISD does budget funds for the security and monitoring services function but includes it in item 51 of Plant Maintenance and Operations.

Exhibit 3-6 presents the CISD general fund functional expenditures per student from 1998-99 to 2002-03. CISD has experienced varied enrollment during this period. Total per student expenditures have grown at a higher rate than student enrollment. Student enrollment has declined 9.5 percent between 1998-99 and 2002-03; total expenditures per student have increased by 28.6 percent over the same period. Expenditures per student for instruction have increased 25.6 percent while expenditures per student for general administration and transportation have increased by 48.6 percent and 103.3 percent, respectively.

Exhibit 3-6
CISD Functional Expenditures per Student
General Fund Only
1998-99 through 2002-03

Function	1998-99 Actual	1999-2000 Actual	2000-01 Actual	2001-02 Actual	2002-03 Budget	Percent Change From 1998-99
Students Enrolled	317	317	319	299	287	(9.5%)
Instruction	\$3,745	\$3,974	\$4,111	\$4,333	\$4,704	25.6%
Instructional Resources	\$120	\$120	\$135	\$126	\$61	(49.2%)
Curriculum and Staff Development	\$11	\$4	\$7	\$2	\$7	(36.4%)
School Leadership	\$458	\$456	\$455	\$528	\$591	29.0%
Guidance and	\$90	\$110	\$59	\$60	\$147	63.3%

Counseling						
Social Work Services	\$11	\$8	\$0	\$0	\$0	(100.0%)
Health Services	\$42	\$44	\$20	\$34	\$49	16.7%
Transportation	\$121	\$312	\$169	\$216	\$246	103.3%
Co-/Extracurricular Activities	\$225	\$213	\$240	\$218	\$307	36.4%
General Administration	\$564	\$612	\$639	\$714	\$838	48.6%
Plant Maintenance/Operations	\$910	\$1,119	\$910	\$931	\$1,191	30.9%
Debt Service	\$30	\$47	\$0	\$0	\$0	(100.0%)
Total Expenditures per Student	\$6,328	\$7,019	\$6,744	\$7,161	\$8,140	28.6%

Source: CISD Audited Financial Statements, 1998-99 through 2001-02 and budget, 2002-03.

Note: Totals may not add due to rounding.

The increase in transportation costs since 1998-99 reflects the increased costs of fuel, maintenance and insurance and the addition of the Special Operations coordinator in 2001-02. The Special Operations coordinator's salary is charged to transportation, maintenance and general administration.

The 77th Legislature (2001) enacted Senate Bill 218, which requires the implementation of a financial accountability rating system. In compliance with this mandate, TEA established the School Financial Integrity Rating System of Texas (School FIRST). The School FIRST rating system begins a transitional implementation for 2002-03 with preliminary and final paper reports to each district and its regional education service center. Upon full implementation of the rating system in 2003-04, each district's board of trustees will publish an annual report describing the financial management performance of the district.

School FIRST seeks to improve performance in the management of school districts' financial resource. The primary objective of the rating system is to assess the quality of financial management in Texas public schools. A secondary objective is to measure and report the extent to which financial resources in Texas public schools assure the maximum allocation possible for direct instructional purposes. Other objectives reflect the implementation of a rating system that fairly and equitably evaluates the

quality of financial management decisions. After full implementation of the rating system, TEA will openly report district ratings to the public and to other interested persons and entities.

Districts' ratings are based upon the districts' numerical scores expressed as the count of indicators that show "No" answers. The four primary levels of ratings are based upon the count of "No" answers. The rating system contains 21 indicators that are assigned equal points. The ratings and scores are presented in **Exhibit 3-7**.

**Exhibit 3-7
School FIRST
Rating Criteria**

Rating	Score (Number of "No" Answers)
Superior Achievement	0 - 2
Above Standard Achievement	3 - 4
Standard Achievement	5 - 6
Substandard Achievement	More Than 6 OR No to One Default Indicator
Suspended - Data Quality	Serious data quality issues

Source: TEA, School FIRST.

In addition to the point score, districts that fail to meet the criteria for any one of three critical indicators or who fail to meet the criteria of both of two additional criteria will receive an automatic rating of "Substandard Achievement." **Exhibit 3-8** details these five critical indicators.

**Exhibit 3-8
School FIRST
Critical Criteria Indicators**

Criteria Number	Criteria Description	Result of a "No" answer
1	Was total fund balance less reserved fund balance greater than zero in the General Fund?	Automatic Substandard Rating
2	Were there NO disclosures in the annual financial report and/or other sources of information concerning default on bonded indebtedness obligations?	Automatic Substandard Rating

3	Was the annual financial report filed within one month after the deadline, depending on the district's fiscal year end?	Automatic Substandard Rating
4	Was there an unqualified opinion in the annual financial report?	4 AND 5 Automatic Substandard Rating
5	Did the annual financial report NOT disclose any instance(s) of material weakness in internal controls?	4 AND 5 Automatic Substandard Rating

Source: TEA, School FIRST.

TEA will sanction districts that receive a "Substandard Achievement" rating. Additional sanctions could apply if issues arise relating to data quality. Chapter 39 of the Texas Education Code (TEC) states that TEA may assign a financial monitor or master to the district as part of its sanctions. Additional sanctions could involve an accreditation investigation that could result in specific requirements for improvements in the district's financial management.

TEC Section 44.008 requires school districts to undergo an annual external audit performed by a certified public accountant. The scope of the external audit is financial in nature and designed to provide reasonable assurance that the district's financial statements fairly present its financial condition. Hudson Anderson & Associates, P. C. performed CISD's annual financial and compliance audit for 1998-99 to 2001-02. All of the audit reports stated that the financial statements were a fair representation of the district's financial condition and did not report any material weaknesses in internal controls.

FINDING

The district contracts with Robertson County Appraisal District to appraise and collect its taxes. The district collected a high percentage, 95.6 percent, of the total tax it levied in 2001-02. The county appraisal district appraises all of the school district's taxable property. All school districts adopt a tax rate that applies to the assessed property value, minus tax exemptions, to determine the amount of taxes to be levied. Some school districts collect their own taxes and others contract with another entity.

The M&O component of the tax cannot exceed \$1.50 per \$100 of assessed property value in most Texas school districts. The voters authorize the I&S component of the tax when they pass a bond issue and this

component is limited to \$0.50 per \$100 of assessed property value. CISD does not levy or collect an I&S component since it has no outstanding bonded indebtedness.

Exhibit 3-9 presents information on the district's taxes for the period from 1998-99 through 2002-03.

Exhibit 3-9
CISD Assessed Value, Tax Rate, Tax Levy and Tax Collections
1998-99 through 2002-03

	1998-99 Actual	1999-2000 Actual	2000-01 Actual	2001-02 Actual	2002-03 Budget
Assessed property value	\$43,602,130	\$48,485,346	\$53,334,420	\$51,425,930	\$50,349,300
M&O tax rate per \$100 value	\$1.4315	\$1.3363	\$1.3685	\$1.4200	\$1.4893
I&S tax rate per \$100 value	\$0.0000	\$0.0000	\$0.0000	\$0.0000	\$0.0000
Tax rate per \$100 value	\$1.4315	\$1.3363	\$1.3685	\$1.4200	\$1.4893
Tax levy	\$624,148	\$647,890	\$729,897	\$730,248	\$749,852
Total tax collections	\$603,731	\$628,665	\$704,764	\$698,278	N/A
Percent collected to levy	96.7%	97.0%	96.6%	95.6%	N/A

Source: CISD, Audited Financial Statements 1998-99 through 2001-02 and budget, 2002-03.

Note: N/A indicates data not yet available.

The delinquent taxes outstanding at August 31, 2002 of \$249,349 represent 34.1 percent of the 2001-02 levy. The district paid two dollars a

parcel to Robertson County Appraisal District to collect its taxes and reimbursed the appraisal district for expenses of \$2,640.

Exhibit 3-10 shows the actual expenditures for CISD and available peer districts' tax appraisal and collection functions and the total tax functions cost as a percentage of levy.

Exhibit 3-10
Tax Appraisal and Collection Actual Expenditures
and Total Cost as a Percentage of Levy
CISD and Peer Districts
2001-02

District	Actual Expenditures	Current Levy	Total Tax Function Cost as a Percent of Levy
CISD	\$18,318	\$730,248	2.5%
Karnack	\$32,154	\$1,211,424	2.7%
Kendleton	N/A	N/A	N/A
Star	\$9,600	\$175,468	5.5%
Waelder	N/A	\$962,712	N/A

Source: CISD, Audited Financial Statements, 2001-02
N/A indicates data is not available.

Considering total tax function cost as a percent of tax levy in 2001-02, CISD spent 2.5 percent. This is less than all of its available peer groups' total cost percentages.

Chapter 3

FINANCIAL AND OPERATIONAL MANAGEMENT

A. FINANCIAL MANAGEMENT (PART 2)

COMMENDATION

CISD spends less on tax collection but collects a high percentage of its taxes by contracting tax collection services with Robertson County Appraisal District.

FINDING

The district has contracted with the same external audit firm for nine consecutive years (1994-95 to 2002-03). CISD hired the external audit firm in response to a request for proposals (RFP). The FASRG states, "a request for a proposal from independent audit firms can enhance the effectiveness of the audit procurement process; however, such a request is not required by either state or federal law. A request for qualifications, if used, would only be appropriate when an auditor change is being contemplated and would not be appropriate annually. Expenses for administering and preparing the request for qualifications can be substantial. For these and other reasons, small school districts and districts in remote areas rarely use a formal request for qualifications."

TEA's managing director of School Financial Audits recommends that small school districts change audit firms after 10 consecutive years to ensure that the working relationship between the external audit firm and district remains objective. Some districts rely on the regional education service center serving their district to help produce a quality RFP at a negligible cost.

Recommendation 26:

Develop an external auditor selection policy to ensure that Request for Proposals are issued at least every 10 years and are objectively evaluated.

The district should issue an RFP for auditing services at least every 10 years to widen its choices and allow other firms the opportunity to propose for the contract. By restricting its audit contract to the same audit firm year-after-year, the district may be denying itself the fresh perspective of other firms as well as the opportunity to obtain the same or better services at a reduced cost.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the administrative assistant to draft a policy requiring an RFP to be issued for audit services every 10 years and the criteria that will be used for their evaluation.	September 2003
2.	The superintendent reviews and approves the draft policy.	October 2003
3.	The superintendent presents the policy to the board for approval.	November 2003
4.	The administrative assistant begins the process to issue a RFP for audit services every 10 years in compliance with district policy.	December 2003 and Ongoing
5.	The superintendent and administrative assistant ensure that the district evaluates proposals for audit services objectively and issues contracts to audit firms with the best qualifications.	February 2004 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

CISD does not have an effective fund balance management policy. The district's fund balance in the general fund exceeds the recommended level established by School FIRST. Indicator 18 on the School FIRST rating worksheet asks whether the total fund balance in the general fund was more than 50 percent and less than 150 percent of the optimum level according to the fund balance and cash flow calculation worksheet in the annual financial report. CISD's fund balance of \$1,217,409 is 259 percent of its optimum fund balance of \$470,000.

CISD's undesignated, unreserved fund balance in 2000-01 represented more than 32 percent of budgeted expenditures for 2001-02. The district maintained the third-highest fund balance, as a percentage of budgeted expenditures, among its peer districts. **Exhibit 3-11** shows that CISD's fund balance, compared with expenditures, was more than twice the Region 6 average.

Exhibit 3-11
Fund Balance as a Percentage of Budgeted Expenditures
CISD, Peer Districts and Region 6
2001-02

	Calvert	Star	Karnack	Kendleton	Waelder	Region 6
Fund balance	\$780,809	\$1,131,369	(\$91,040)	\$587,254	\$132,936	\$128,597,488
Fund balance as a percentage of budgeted expenditures	32.1%	77.8%	0.0%	56.5%	6.0%	15.2%

Source: TEA, AEIS, 2001-02.

District leaders justify the high fund balance by noting in the district's audited financial report that CISD intends to use a portion of the fund balance for one-time expenditures related to the district's facilities. However, the district has made this notation for at least four years. **Exhibit 3-12** shows CISD's explanations for net undesignated unreserved general fund balance between 1998-99 and 2001-02.

Exhibit 3-12
CISD's Explanations of Need and/or Projected Use of
Net Undesignated Unreserved General Fund Balance
1998-99 through 2001-02

1998-99	1999-2000	2000-01	2001-02
Funds anticipated to be used for facilities upgrade.	Excess funds anticipated to be used for facilities upgrade.	Funds anticipated to be used for facilities upgrade.	Funds anticipated to be used for facilities upgrade.

Source: CISD, Audited Financial Statements, 1998-99 through 2001-02.

Exhibit 3-13 summarizes CISD's general fund balance between 1998-99 and 2001-02.

Exhibit 3-13
Summary of CISD's General Fund Balance
1998-99 through 2001-02

	1998-99	1999-2000	2000-01	2001-02
Total General Fund Balance	\$1,038,701	\$1,341,948	\$1,330,809	\$1,217,409
Total Reserved Fund Balance	\$0	\$0	\$0	\$0

Total Designated Fund Balance	\$0	\$950,000	\$550,000	\$200,000
Estimated Amount Needed to Cover Fall Cash Flow Deficits in the General Fund	\$0	\$0	\$0	\$0
Estimate of One Month's Average Cash Disbursements during the Regular School Session	\$275,000	\$210,000	\$200,000	\$270,000
Optimum Fund Balance and Cash Flow	\$275,000	\$1,160,000	\$750,000	\$470,000
Excess (Deficit) Undesignated Unreserved General Fund Balance	\$763,701	\$181,948	\$580,809	\$747,409

Source: CISD, Audited Financial Statements, 1998-99 through 2001-02.

Sound financial management practices dictate that school districts accumulate and maintain adequate levels of undesignated, unreserved fund balances in the general fund to ensure their ability to finance monthly operating expenditures throughout each fiscal year. These prudent management practices, however, also suggest that school districts, as trustees of public dollars, take care not to over-tax their taxpayers by accumulating and essentially banking these funds in amounts that greatly exceed the amounts needed to adequately operate.

According to FASRG, designating a portion of unreserved fund balances represents a planned action, not an actual commitment, to be fulfilled within a reasonable period. While CISD has noted its intent to use a portion of its fund balance to finance facilities upgrades, the fund balance remains above \$1 million.

Recommendation 27:

Establish a general fund management plan.

The district should develop a formal plan for managing its general fund balance. The plan should identify an unreserved, undesignated fund balance target amount that meets TEA guidelines; CISD staff should monitor the fund balance and report on it to the board. The district should analyze its facility improvement needs and other bona fide needs that it anticipates completing in the next 12 to 18 months and prepare a summary for each project that fully describes the project, the amount of funding needed and the schedule for project completion. The board should approve

projects it determines appropriate and CISD should designate these amounts in its financial records.

After formally designating amounts for facility improvements and other bona fide needs, the district should further analyze its fund balance requirements and determine the actions necessary to reach its targeted balance. To the extent that the projected unreserved, undesignated fund balance exceeds the targeted amount, the district should take action during its budget and tax rate setting processes to lower the fund balance to the target amount. CISD should determine if it is in the best interest of the district to reduce the fund balance during one, two or three years.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent develops a general fund balance management plan that includes establishing a target fund balance and reports to be presented to the board.	September 2003
2.	The superintendent presents the plan to the board for approval.	October 2003
3.	The superintendent analyzes the district's facility improvements and other bona fide needs for which funds can be formally designated and submits them to the board for approval.	October 2003
4.	The board reviews the superintendent's recommendations, approves the suggested fund uses and formally directs the amounts to be recorded as designated in the district's financial records.	November 2003
5.	The superintendent develops a fund balance reduction plan, if needed, and submits it to the board for approval.	December 2003
6.	The board reviews the reduction plan and the district's budget and provides direction where needed.	January 2004
7.	The superintendent prepares quarterly fund balance reports to the board for its review.	January 2004 and Quarterly Thereafter
8.	The superintendent includes the impact of proposed budget requests on the district's targeted fund balance.	Annually

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

CISD does not require detailed documentation for travel and other expense reimbursements. Many receipts for expenses charged to the district's credit card are not attached to the bill and no report explaining the expense is available. Many of the travel reimbursements list mileage as the reason, but do not give the number of miles or the purpose of the trip.

A review of the district's credit card bill for the period from August 2002 through February 2003 revealed that four of the nine charges to the card, or 44 percent, did not have supporting receipts. A review of the August 2001 through July 2002 bills revealed that 11 out of 48, or more than 22 percent, of the charges did not have supporting documentation. **Exhibit 3-14** presents information concerning the unsupported charges.

Exhibit 3-14
Credit Card Charges Without Receipts
August 2001 through February 2003

Date of Charge	Amount of Charge	Type of Charge	Location
September 27, 2002	\$294.30	Hotel	Dallas
September 29, 2002	\$34.00	Hotel	Dallas
October 29, 2002	\$75.66	Food and Beverage	Hearne
February 26, 2003	\$79.10	Hotel	Tyler
October 4, 2001	\$155.40	Hotel	Houston
October 25, 2001	\$21.03	Food and Beverage	College Station
February 4, 2002	\$30.09	Food and Beverage	Hearne
March 8, 2002	\$57.71	Food and Beverage	College Station
May 8, 2002	\$54.25	Flowers	Mangum, OK
May 9, 2002	\$10.38	Food and Beverage	Huntsville
May 9, 2002	\$20.96	Food and Beverage	Hearne
May 11, 2002	\$46.48	Hotel	Austin
May 18, 2002	\$95.23	Hotel	College Station
May 21, 2002	\$370.00	Training	Austin
June 16, 2002	\$506.64	Hotel	San Antonio

Source: CISD, American Express bills, August 2001 through February 2003.

Requests for reimbursement are made based on a "please pay" slip. The information contained on the slips is often vague and difficult to determine the purpose of the trip or expense. One request states "Mileage (Gatesville, Robinson, Moody) Meal" as the reason for the reimbursement. It does not state the number of miles or the reason for the trip.

The Internal Revenue Service (IRS) requires adequate documentation be maintained to show the business nature of expense reimbursements. Without such documentation, IRS treats these payments to individuals as taxable income to the individual and considers the entity's expense plan to be non-accountable.

Many districts have travel reimbursement forms that require details as to the purpose of the trip, the number of miles driven, the reimbursement rate per mile, the amount paid for meals, lodging and other expenses. These districts require receipts for all expenditures, unless a meal allowance is used, and do not reimburse expenses not supported by receipts.

Recommendation 28:

Establish written guidelines for travel reimbursements that comply with IRS rules for an accountable plan.

The district should develop a form for all travel reimbursements that includes detailed information about the purpose of the trip. The form should also include reimbursement rates and require employees to attach receipts in order for the district to reimburse the individual.

The district should use the guidelines contained in IRS Publication 463, *Travel, Entertainment, Gift and Car Expenses*, in developing its guidelines.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent obtains a copy of IRS Publication 463 and reviews the requirements for documentation of an accountable plan.	November 2003
2.	The superintendent prepares a set of travel guidelines and a reimbursement form and presents them to the board for discussion and approval.	December 2003
3.	The superintendent distributes the travel guidelines and a reimbursement form to employees for travel reimbursements.	January 2004
4.	The superintendent directs the administrative assistant not to make any reimbursements that do not use the form and meet the	January 2004

guidelines.	
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FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

CISD's budget process is not formalized and the budget is not driven by the district improvement plan (DIP) and campus improvement plans (CIPs). The former superintendent said the budget process begins in the spring. CISD's board adopted its 2002-03 budget in August 2002; the district adopted the CIPs for the same year in November 2002. This demonstrates that the district and campus planning process does not drive the development of the budget. The plans do not contain resources to accomplish the goals of the plans.

As part of the District Effectiveness and Compliance visit from TEA, School Financial Audits reviewed the district's financial management practices. The report states, "the district and campus site-based decision-making (SBDM) committees have played a limited role in the budget process. Their current role is limited to presenting additional expenditure requests to the district administration."

CISD uses the summary of finance from TEA to project its state revenues for the budget; the district uses its current year budget to estimate expenditures for the next year. The superintendent estimates any additional needs and prepares the budget. The superintendent discusses the budget with the board during the summer months and the board adopts the budget in August.

A school district's annual budget represents planned expenditures for the year and provides the basis for determining the tax rate. The budget process should be methodical and include phases for development, presentation and adoption. The district must estimate the expenditures for the budget year. Although the TEC states that the superintendent is responsible for preparing the budget, the development phase includes opportunities for staff and the community to express their opinions. The TEC requires the involvement of the SBDM committee in determining how to budget for the school and how budgeted funds support the CIP. Once districts compile all the necessary information, the preliminary budget is ready for the presentation phase.

The presentation phase includes opportunities for the administration and board to review and discuss the revenue and expenditure estimates and the underlying assumptions and needs on which these are based. The final part

of the presentation phase specifically allows for public input on the budget. The TEC requires this budget hearing, and only after the public hearing can the board adopt the budget.

At the final step in the process, the board adopts the budget. The adoption must occur before districts can spend funds. Once adopted, the budget becomes the legal authority for the district to make expenditures. The adopted budget controls expenditures, preventing the district from exceeding the budget. If an expenditure is going to exceed the budget, the administration must prepare and present a budget amendment to the board prior to the expenditure. CISD amends its budget each year.

Many school districts have formal budget calendars that outline the budget process and tie the budget development process to the DIP and CIPs. For example, Ricardo ISD links most of its planning documents to the district's annual budget. The district prepares a number of planning documents to effectively manage district operations and to anticipate future needs. These include: a master plan to identify and plan needed facility improvements; the SBDM plan to encourage school level decision-making; individual CIPs that aim to improve student performance and the overall school environment; a DIP plan to enhance technology's role in the education process; and a demographic study to identify changes in student enrollment that affect staffing and facility requirements. Ricardo ISD ties all of the documents except for the demographic study to the district's annual budget. This helps the district to develop these documents with an understanding of the funding and expenditure consequences of every action and plan.

Recommendation 29:

Formalize the budget process and tie the budget to the district and campus improvement plans.

The district should prepare a budget calendar that outlines the schedule of events in the budget process. The calendar should be disseminated to staff and made available to the community. The calendar should include opportunities for district employees to provide input into the discussions.

The district should tie the budget to the DIP and CIPs. The district should develop the DIP and CIPs for the following year during the budget process. The plans should identify resources necessary to accomplish the goals and strategies of the plans and tie those necessary resources to the budget.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent develops a calendar of events for the budget process.	November 2003
2.	The superintendent presents the calendar to the board for consideration and approval.	December 2003 and Annually
3.	The superintendent distributes the budget calendar to district employees and makes the calendar available to the public.	January 2004 and Annually
4.	The superintendent ensures the resources necessary to implement the district and campus improvement plans are included in the budget.	June 2004 and Annually

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district does not consistently use time cards or any method to document time worked or to track compensatory time. The staff in the superintendent's office said that no one in the central office uses a time clock or any other method to document the time worked. In response to inquiries about how employees record regular and compensatory time, the staff said that the district does not keep a formal record. While there is a time clock at the elementary school, there is not one used at the high school. The Special Operations coordinator noted that he does know if his employees arrive on time since he is at the high school in the mornings preparing to drive a bus. However, without records of the time employees work, the district cannot be certain it is paying employees correctly.

The federal Fair Labor Standards Act (FLSA) requires districts to document time worked by employees; the lack of documentation violates this law. The FLSA sets minimum wage, overtime pay, record keeping and child labor standards for employment subject to its provisions. Employees not exempt under the FLSA shall be paid minimum wage and receive compensation for overtime under the conditions specified in the act. Unless exempt, covered employees must be paid at least the minimum wage and not less than one and one-half times their regular rates of pay for overtime hours worked.

Districts may use any timekeeping method they choose. For example, they may use a time clock, have a timekeeper keep track of employees' work hours or tell their workers to write their own times on the records. Any timekeeping plan is acceptable as long as it is complete and accurate. Many employees work on a fixed schedule from which they seldom vary.

The district may keep a record showing the exact schedule of daily and weekly hours and merely indicate that the worker followed the schedule. When a worker is on a job for a longer or shorter period of time than the schedule shows, the district must record the number of hours the worker actually worked.

Every district must keep certain records for each non-exempt worker. FLSA requires no particular form for the records, but does require that the records include certain identifying information about the employee and data about the hours worked and the wages earned. Districts must keep payroll records for at least three years. Districts must retain records they use to compute wages for two years. This includes time cards, wage rate tables, work and time schedules and records of additions to or deductions from wages. The law requires this information to be accurate.

Many districts record time worked using time clocks or other methods to comply with FLSA requirements. For example, Webb Consolidated ISD controls payroll expenditures by requiring time cards for all employees—even the professional staff. This allows the district to effectively monitor payroll costs and employee attendance.

Recommendation 30:

Record time worked for all employees subject to the Fair Labor Standards Act.

The district should record all time worked by employees not exempted from the FLSA. The district should determine the method that best suits it and implement that method.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent reviews various methods of timekeeping, discusses the methods with the nonexempt employees and selects a method based on the district's needs.	September 2003
2.	The superintendent presents the method to the board for consideration and approval.	October 2003
3.	The superintendent implements the method of timekeeping approved by the board.	November 2003
4.	The superintendent reviews and approves the time records before the employees are paid to ensure the timekeeping method is used.	November 2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 3

FINANCIAL AND OPERATIONAL MANAGEMENT

B. ASSET AND RISK MANAGEMENT

CISD insures itself against loss of property, equipment, general liability, school professional legal liability, vehicle damage and employee crime through the Texas Association of School Boards (TASB). CISD maintains an inventory of buildings and equipment covered by insurance. TASB provides an annual appraisal of the replacement cost of the buildings and equipment as part of its service to the district. CISD insures itself for workers' compensation claims through the East Texas Educational Insurance Association (ETEIA). **Exhibit 3-15** presents CISD insurance coverage and premiums for 2002-03.

Exhibit 3-15
CISD Insurance Coverage and Premiums
2002-03

Coverage Type	Coverage Limit	Deductible	Company	Cost
Property Blanket Replacement Cost	\$7,774,067	\$1,000	TASB	\$21,767
Equipment Breakdown	\$7,774,067	\$1,000	TASB	\$507
EDP	\$1,000,000	\$250	TASB	\$3,400
General Liability	\$1,000,000	\$1,000	TASB	\$750
School Professional Liability	\$1,000,000	\$1,000	TASB	\$3,200
Fleet Liability	\$500,000	\$250	TASB	\$4,256
Physical Damage		\$250	TASB	\$2,964
Mobile Equipment		\$250	TASB	\$49
Crime	\$50,000	\$250	TASB	\$140
Workers' Compensation			ETEIA	\$8,281
Total				\$45,314

Source: CISD secretary.

CISD provides health insurance for its employees through the Scott & White Health Plan. The plan provides services through a primary care physician and has established employee co-payments for services from

these physicians. The plan includes eye examinations, a prescription drug benefit and a basic dental plan. The district contributes \$225 per month for each employee who signs up for the plan.

House Bill 3343 passed by the 77th Legislature in 2001 established a statewide health care program for employees of school districts. The legislation provides \$75 a month per employee to school districts earmarked for use for employee health insurance. The bill also contains a provision that requires districts to maintain their current effort toward funding health insurance in addition to the \$75 in new funding. CISD's contribution for health care coverage meets these requirements.

The bill also provides \$1,000 a year for each employee eligible for membership in the Teacher Retirement System (TRS) that the employee may use for health insurance contributions, health care expenses or as compensation. District employees who are eligible for TRS membership designate how they want these funds to be used. The bill also requires districts to furnish information to TEA and TRS to facilitate the administration of the law.

Texas school districts must comply with the TEC, Chapter 45, Subchapter G when selecting the district's depository bank. When CISD solicited bids for its depository contract for the 2001-03 biennium, it received one bid. CISD selected the bidder, the First State Bank Bremond - Calvert Branch, as its depository bank. Through the depository agreement, First State Bank provides all banking services for CISD at no cost, without a compensating balance requirement. The district earns interest on the funds in the bank.

FINDING

The district has a complete and up-to-date listing of all district fixed assets. The district initially contracted with a firm to perform the inventory, tag the fixed assets and provide a listing of the assets. The superintendent's secretary updates the fixed asset inventory records. For control purposes, the district records all assets costing more than \$500 in the system. The district attaches a bar code to these items at the time of purchase and enters the cost of the asset in the system. The district hires a firm that specializes in fixed asset inventory to perform a physical inventory of all assets every two years. The listing of fixed assets provides an internal control mechanism for reducing the risk of loss.

TEA defines fixed assets as purchased or donated items that are tangible with a unit cost of greater than \$5,000 and a useful life of more than one year. Planning and control of fixed asset transactions is crucial to a district's long-range financial plan. The importance of the fixed asset management system increased with the recent implementation of

Governmental Accounting Standards Board (GASB) Statement 34 that requires districts to depreciate fixed assets. CISD adopted a board policy setting the capitalization threshold at \$5,000 to prepare for implementation of GASB 34. **Exhibit 3-16** presents information on the fixed assets in CISD without regard to depreciation.

Exhibit 3-16
CISD General Fixed Assets Account Group
August 31, 2002

Asset Type	Balance September 1, 2001	Additions	Deletions	Balance August 31, 2002
Land	\$81,265	\$0	\$0	\$81,265
Buildings	\$1,668,677	\$77,277	\$0	\$1,745,954
Furniture and Equipment	\$183,464	\$0	\$0	\$183,464
Vehicles	\$188,710	\$0	\$0	\$188,710
Construction in Progress	\$0	\$42,500	\$0	\$42,500
Total	\$2,122,116	\$119,777	\$0	\$2,241,893

Source: CISD, Audited Financial Statement, 2001-02.

Accurate information concerning the district's fixed assets is essential to ensure the district has adequate insurance coverage and the information necessary to file a claim if a loss occurs.

COMMENDATION

CISD has a complete, accurate and up-to-date fixed assets inventory and a policy on capitalization thresholds.

FINDING

CISD is not maximizing interest earnings on the funds it has available to invest. CISD has cash and investments during the course of the year that generally represent more than 72 percent of a year's operating expenditures. CISD's depository bank pays interest on the district's checking accounts that is, on average for the six-month period from September 2002 through February 2003, 41 basis points below the average interest rate paid by TexPool during the same period.

The district invests the majority of its cash in certificates of deposit (CD) at the depository bank. The average yield on the CDs is 1.8 percent. **Exhibit 3-17** presents the district's CDs as of March 2003.

**Exhibit 3-17
CISD Investments
March 2003**

Issue Date	Maturity Date	Amount	Rate
October 30, 2002	April 30, 2003	\$97,353	2.35%
February 2, 2003	August 2, 2003	\$100,000	1.45%
November 14, 2002	November 14, 2003	\$412,496	1.95%
March 21, 2003	September 21, 2003	\$377,474	1.45%
Total		\$987,323	

Source: CISD, First State Bank Bremond - Calvert Branch CD Statements, March 2003.

Exhibit 3-18 presents the average collected balance and interest rate for the general fund checking account and the TexPool interest rate for the period from September 2002 through February 2003.

**Exhibit 3-18
CISD Checking Account Balances and Interest Rates
September 2002 through February 2003**

Month	General Fund Checking Balance	Bank Interest Rate	TexPool Interest Rate	Rate Difference
September 2002	\$613,337	1.50%	1.87%	0.37%
October 2002	\$718,338	1.50%	1.86%	0.36%
November 2002	\$744,370	1.00%	1.56%	0.56%
December 2002	\$671,999	1.00%	1.46%	0.46%
January 2003	\$634,064	1.00%	1.39%	0.39%
February 2003	\$873,699	1.00%	1.35%	0.35%
Average	\$709,301	1.17%	1.58%	0.41%

Source: TexPool and First State Bank Bremond - Calvert Branch account statements, September 2002 through February 2003.

Many districts develop a process to ensure that excess funds are deposited in interest-bearing accounts. These districts optimize their interest earnings on large cash sums by investing excess cash primarily into local government investment pools. Each morning, the districts review their district bank balances and the checks that are scheduled to settle that banking day. If there are insufficient funds to meet the anticipated obligations, districts can transfer money from the investment pool to the checking account. By ensuring that all idle cash is invested daily, districts can maximize their interest income.

Recommendation 31:

Invest excess funds to maximize interest earnings.

The district should maintain minimal balances in its checking accounts. CISD should invest all funds more than the minimum balance required for checks to clear on a normal basis in the public funds investment pool. The net effect will be an increase in interest earnings.

The district has the ability to monitor the amount of cash in the checking accounts and knows when additional funds are necessary to fund accounts payable and payroll disbursements. The district can reasonably estimate the amount of funds necessary to cover checks clearing on a daily basis through the review of its records.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board directs the superintendent to minimize the amount of cash left in the checking accounts.	September 2003
2.	The superintendent and administrative assistant determines the amount to be left in the checking accounts based on the historical volume of checks that clear on a daily basis.	October 2003
3.	The superintendent or administrative assistant moves all funds more than the necessary minimum balance into the investment pool.	November 2003 and Ongoing
4.	The superintendent minimizes the amount of cash in the checking accounts and submits reports to board for review and approval.	November 2003 and Monthly

FISCAL IMPACT

The fiscal impact of this recommendation is calculated by multiplying the average collected balance in CISD's checking account, less a reserve of \$50,000 for checks to clear each day, times the difference in the average

interest rate paid by the bank and the average interest rate paid by TexPool. The average collected balance in the checking account is \$709,301 and the difference in the average interest rates is 0.41 percent (**Exhibit 3-19**). The annual additional interest earnings to the district is \$2,703 ($\$709,301 - \$50,000 = \$659,301 \times 0.41$ percent). In 2003-04, since money will not be moved until November the district can expect to receive \$2,027 ($\$2,703 \times 9/12 = \$2,027$).

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Invest excess funds to maximize interest earnings.	\$2,027	\$2,703	\$2,703	\$2,703	\$2,703

FINDING

CISD does not have a coordinated workplace safety-training program for employees. The district has not consistently provided training for employees on reducing the risk of job-related injuries or safety in the workplace. The district has addressed blood borne pathogens dangers with a plan, but it has not provided annual training to employees. Although the district's cafeteria and custodial staff have received some employee training from an outside contractor, the district did not establish this as part of a regular training plan. The district has had minimal workers' compensation claims and has a total balance of incurred, but unpaid, claims of \$24,348 dating back to 1995-96. The district's expenditure to liquidate these claims may be less than this amount. The district's maximum exposure for claims in 2002-03 is \$17,770.

Claims Administrative Services, Inc. (CAS) is the third party administrator for CISD's self-insurance. CAS provides videos, inspections and training programs to districts that have workers' compensation coverage with them at no cost.

Without training in workplace safety, employees are more likely to injure themselves. Workplace safety includes accident prevention, proper storage and use of chemicals and appropriate steps to reduce the risk of infection from bodily fluids. Training also includes what to do when a safety hazard exists and how to avoid injury from strenuous physical activities. A safe work place is a benefit to employees.

Many districts have implemented safety-training programs for employees. Robstown ISD distributes safety booklets and manuals to employees. Safety programs have been implemented and inspections and training workshops are now scheduled and conducted on a regular basis.

Recommendation 32:

Create a coordinated safety training program for employees.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent contacts Claims Administrative Services, Inc. for assistance in developing a safety-training program for district employees.	September 2003
2.	The superintendent presents the safety-training program to the board for information and discussion.	October 2003
3.	The superintendent implements the safety-training program.	November 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 3

FINANCIAL AND OPERATIONAL MANAGEMENT

C. PURCHASING

Section 3 of the FASRG describes purchasing as a major management process with links to overall accountability initiatives. The FASRG describes these links as:

- *Strategic Link:* The overall mission of purchasing is to use available fiscal resources to obtain the maximum product or service for the resources expended.
- *Operational Link:* Purchasing supports instructional delivery, administration, and other services. Performance and goal achievement throughout the school district depend on its effectiveness.
- *Tactical Link:* The purchasing process influences day-to-day financial functions including budget management, accounting and accurate financial reporting."

This underscores the importance of an effective purchasing program. The FASRG also enumerates several factors that present challenges to the purchasing function in public schools, including numerous compliance requirements.

Texas school districts must comply with the TEC, Chapter 44, Subchapter B in the procurement of goods and services. **Exhibit 3-19** presents a summary of the purchasing requirements in TEC Chapter 44.

Exhibit 3-19
TEC Chapter 44 Purchasing Requirements

	Purchases of or More Than \$25,000	Purchases of Personal Property Between \$10,000 and \$25,000
Procurement methods	Competitive bidding Competitive sealed proposals Request for proposals Catalog purchases Interlocal contracts	Use methods for purchases at or more than \$25,000 OR Obtain quotes from the vendor list established by the district
Exceptions	Produce and vehicle fuel	Produce and vehicle fuel must be purchased using the purchasing

	Sole source Professional services Emergency repairs	methods above
Factors to consider	Purchase price Vendor reputation Quality of goods or services District's needs Vendor's past performance Historically underutilized businesses Long-term cost Other relevant factors	Lowest responsible bidder

Source: TEC, Sections 44.031 through 44.033.

CISD Board Policy CH (Legal) includes the legal requirements of the TEC in addition to other methods of purchasing allowed by the Texas Government Code. CISD Board Policy CH (Local) provides additional governance to the purchasing function and delegates the board's authority to determine the best purchasing method to the superintendent or designee and to make budgeted purchases of less than \$10,000. The board reserves the authority to approve purchases of \$10,000 or more. CISD uses the Region 6 Purchasing Cooperative to assist it in meeting the purchasing requirements and to obtain better prices.

Textbooks that are free from factual errors and contain material covering each element of essential knowledge and skills are available from TEA for selection by local school districts. TEA considers these textbooks to be conforming and provides them to the districts at no cost. The textbooks are the property of the state as long as they remain in adoption by the state. The districts are responsible to the state for lost textbooks. Once the textbooks go out of adoption, the district may return the textbooks to the state or dispose of them in a manner approved by the state. CISD textbook policies mirror the state laws and regulations on textbooks.

The district uses a committee to recommend textbooks for adoption to the board. The committee consists of the superintendent, principal and the teachers in the subject matter up for adoption. The textbooks are available for review and Region 6 holds meetings for area districts about the textbooks. The committee recommends the selected textbook to the board for adoption. The district stores textbooks in one large closet in the elementary building and in another large closet in the junior/senior high

school. The district minimizes textbook losses through the use of classroom sets; students are able to take the books home, when necessary. CISD holds students accountable for textbooks by requiring them to pay for lost or damaged books.

FINDING

CISD does not comply consistently with the TEC competitive procurement requirements or the board purchasing policy. The former superintendent approved a purchase order for \$36,000 to purchase an air conditioning system for the elementary school gymnasium without seeking bids or obtaining the board's approval before the purchase was made. The district has made several purchases for \$10,000 and above.

A review of the purchasing and advertising files provided no evidence that the district advertised the opportunity for vendors to submit bids on the air conditioning system installation at the elementary school gym or that the district accepted competitive bids. School districts are required to advertise procurement opportunities in the local newspaper. TEC section 44.031(g) states, "Notice of the time by when and place where the bids or proposals, or the responses to a request for qualifications, will be received and opened shall be published in the county in which the district's central administrative office is located, once a week for at least two weeks before the deadline for receiving bids, proposals, or responses to a request for qualifications."

A review of the board minutes for the period of June 2002 through November 2002 did not provide any evidence that the board approved the purchase of the air conditioning system. The elementary gym appeared in the minutes two times during this period. At the July 2002 meeting the board authorized "the superintendent to investigate the cost of building a new gym versus air conditioning the gym and report back to the board." At the August 22, 2002 meeting the board received an "information only" report about the elementary gymnasium. No further mention of the elementary gym was found in the October 2002 and November 2002 minutes and the purchase order was signed by the former superintendent on November 25, 2002. Board policy CH (Local) states, "any purchase that costs or aggregates to a cost of \$10,000 or more shall require board approval before a transaction may take place."

Competitive procurement is designed to provide the district with the best goods and services at the lowest price. Competitive procurement enables the district to obtain the best prices by stimulating competition. The *Handbook on Purchasing for Texas Public Schools, Junior Colleges and Community Colleges* states, "If a district advertises purchasing needs relating to large expenditures, then economies of scale - purchasing in

large quantities - will probably result in lower costs either per unit item or in the aggregate." Competitive procurement maximizes the limited resources available to districts to provide instructional programs and support services.

Competitive procurement is also a requirement of the TEC. Section 44.032 (d): "An officer or employee of a school district commits an offense if the officer or employee knowingly violates Section 44.031, other than by conduct described by Subsection (b) or (c). An offense under this subsection is a Class C misdemeanor."

Other districts that have advertised for procurements costing more than \$10,000 have saved at least 10 percent on purchases.

Recommendation 33:

Comply with state law and board policy regarding competitive procurements of more than \$10,000.

Using competitive procurement will ensure compliance with the law and board policy and will enable the district to receive lower prices on goods and services purchased.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board directs the superintendent to comply with competitive procurement laws and board policy.	September 2003
2.	The superintendent evaluates 2002-03 expenditures for categories of items purchased to determine which categories approached or exceeded the threshold for competitive procurement.	October 2003
3.	The superintendent works with appropriate staff to determine the specifications for goods or services subject to competitive procurement.	November 2003
4.	The superintendent prepares appropriate competitive procurement documents for goods and services expected to meet or exceed \$25,000 in volume and advertises the opportunity to vendors.	December 2003
5.	The administrative assistant and appropriate staff review the responses to the competitive procurement process and recommend a vendor to the superintendent.	February 2004
6.	The superintendent recommends the vendors to the board for approval.	February 2004

7.	The superintendent ensures that written quotes are obtained from vendors responding to the advertisement for quotes for goods or services expected to cost from \$10,000 to \$25,000.	Ongoing
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FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 3

FINANCIAL AND OPERATIONAL MANAGEMENT

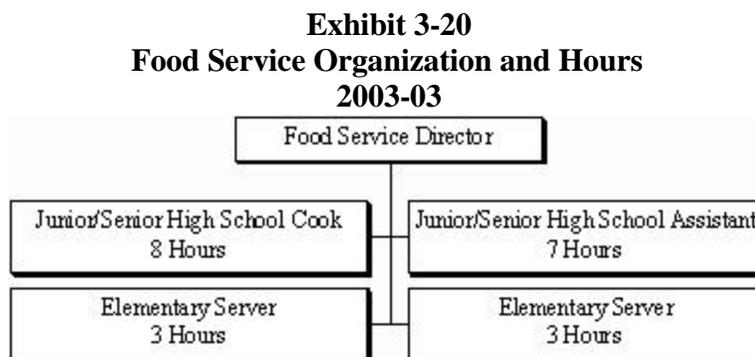
D. FOOD SERVICE

Food service is a vital support service that demands good management to provide students with affordable, appealing and nutritionally balanced breakfasts and lunches. Districts should control costs to maximize the funds available for instructional programs. Adequate nutrition is necessary for students to be engaged and succeed in the learning process.

The federal government established the School Breakfast Program (SBP) and National School Lunch Program (NSLP) to financially assist school districts with providing breakfasts and lunches. The SBP and NSLP programs also define adequate nutrition for students in various grade levels. The SBP operates in more than 75,000 institutions and serves approximately 8 million children each day. The NSLP operates in more than 99,000 institutions and serves approximately 25 million children each day. CISD participates in both the SBP and NSLP.

The Food Service Department at CISD prepares meals for students in an institutional style kitchen with one serving line at the junior/senior high school. The elementary school has a single serving line and serves meals delivered from the high school. The Texas Department of Health (TDH) inspected CISD and awarded the junior/senior high school a perfect report with no demerits and gave only three demerits at the elementary school.

The director of Food Service and four employees handle the planning, preparation and serving of meals to the students. **Exhibit 3-20** presents CISD's Food Service organization and the daily hours of each position.



Source: CISD Food Service director.

During serving times, the director of Food Service works in the junior/senior high school cafeteria collecting money and recording each child's participation in breakfast and lunch. The director of Food Service prepares the production and participation records for the cafeteria and generates all financial reports, collection of money from the students and filing the reimbursement claims. The director of Food Service prepares and evaluates all bids for food, dairy products and supplies.

Exhibit 3-21 presents the number of students eligible for free and reduced meals as a percentage of enrolled students for 1998-99 through 2002-03.

Exhibit 3-21
Percentage of CISD Students Eligible for Free and Reduced Meals
1998-99 through 2002-03

Eligibility	1998-99	1999-2000	2000-01	2001-02	2002-03
Free	89.9%	90.2%	91.8%	90.1%	92.0%
Reduced-price	3.2%	2.5%	1.6%	2.3%	2.1%
Paid	6.9%	7.3%	6.6%	6.7%	5.9%

Source: TEA, PEIMS, 1998-99 through 2002-03.

The review team ate several lunches in the cafeteria: the food was served hot; the food was appealing to the eye; the food was appetizing; and the serving time for the lunch periods was appropriate. The kitchen was clean and organized. The food service equipment is old, but well maintained.

CISD Food Service operated with a deficit from 1998-99 through 2001-02. Expenditures exceeded revenues by 4.1 to 17.3 percent during this period. The general fund subsidized the food service fund with transfers totaling \$36,641 from 1998-99 through 2001-02. The food service fund balance was depleted during the 2000-01 year. Based on a review of the 2002-03 budget, the food service fund was budgeted to operate at a small surplus. **Exhibit 3-22** presents a summary of the food service fund's financial operations.

Exhibit 3-22
CISD Food Service Fund
1998-99 through 2001-02

	1998-99	1999-2000	2000-01	2001-02
Revenue	\$138,676	\$139,196	\$152,058	\$133,858

Expenditures	\$144,609	\$149,610	\$178,349	\$161,812
Surplus (Deficit)	(\$5,993)	(\$10,414)	(\$26,291)	(\$27,954)
Difference as a Percent of Expenditures	(4.1%)	(7.0%)	(14.7%)	(17.3%)

Source: CISD, Audited Financial Statements, 1998-99 through 2001-02.

More than 54 percent of the students in CISD eat breakfast in the school cafeterias and more than 79 percent of students eat lunch in the school cafeterias. The participation percentage in the SBP and NSLP is presented in **Exhibit 3-23** for the years ended August 31, 2000, 2001 and 2002. The participation percentage is calculated by dividing the average daily participation (ADP) by the ADA.

Exhibit 3-23
CISD Participation Percentage
1999-2000 through 2001-02

Year	Breakfast	Lunch
1999-2000	55.1%	80.3%
2000-01	57.9%	83.7%
2001-02	54.6%	79.5%

Source: TEA, Child Nutrition Programs, district profile, 1999-2000 through 2001-02.

CISD has the second highest participation percentage of all its peer districts in the breakfast program and second lowest participation percentage of all its peer districts in the lunch programs. **Exhibit 3-24** presents a comparison of meal program participation for CISD and its peer districts in 2001-02.

Exhibit 3-24
CISD and Peer Participation Percentage
2001-02

Meal	Kendleton	Calvert	Karnack	Star	Waelder
Breakfast	62.4%	54.6%	53.9%	52.3%	36.1%
Lunch	87.2%	79.5%	85.0%	85.3%	70.2%

Source: TEA, Child Nutrition Programs, district profile, 2001-02.

Exhibit 3-25 presents the meals per labor hour (MPLH) for CISD compared to the recommended standard meals per labor hour. Meals per labor hour is calculated by dividing the number of meal equivalents served by labor hours and is used as a benchmark to determine manpower efficiency in food service operations. A meal equivalent is the number of lunches a cafeteria serves plus 50 percent of the breakfasts it serves. CISD's MPLH was within the recommended range for 1999-2000 and 2000-01; however, the meals per labor hour dropped below the recommended range in 2001-02.

**Exhibit 3-25
Meals per Labor Hour
1999-2000 through 2001-02**

Category	1999-2000	2000-01	2001-02
Breakfasts Served	31,250	33,620	27,856
Lunches Served	45,702	48,621	40,620
Meal Equivalents	61,327	65,431	54,548
Meal Equivalents per Day	350	366	317
Hours per Day	25	25	25
Number of Days	175	179	172
Labor Hours	4,375	4,475	4,300
Meals per Labor Hour	14.0	14.6	12.7
Recommended Standard	14 to 16	14 to 16	14 to 16

Source: TEA, Child Nutrition Programs, district profile, 1999-2000 through 2001-02; CISD Food Service director, April 2003; School Food Service Management for the 21st Century, 5th Edition.

FINDING

CISD saves money by using a central kitchen to cook all meals it serves in the two cafeterias. The central kitchen is located at the junior high/high school. Meals are prepared, placed in insulated containers and delivered to the elementary school. The district uses a pickup truck with a camper shell to deliver the meals to the elementary campus. The truck is old, but the food is adequately protected in the containers in which it is transported. The TDH evaluated the transportation of the meals from the junior/senior

high school to the elementary school by measuring the temperature of the food and made no comments in the inspection report.

The serving line at the elementary school is an institutional serving line with temperature controls to keep the food at the warm until it is served to the children. The elementary school has a refrigerated milk box, food refrigerator and dishwashing equipment.

The cafeteria workers at the elementary school work reduced shifts, three hours each, since they do not have to cook meals. This saves the district nine clock hours a day in labor compared to the hours worked at the junior high/high school.

COMMENDATION

CISD saves money by using a central kitchen to prepare all meals.

Chapter 3

FINANCIAL AND OPERATIONAL MANAGEMENT

E. FACILITIES

Effective facilities management ensures that a district has adequate facilities to enhance a district's primary educational programs; ensure that facilities comply with state, local and federal regulations; and minimize the district's utility and maintenance costs. Efficient facilities are essential to building public trust and confidence in district management. Maintenance managers provide a clean school and working environment.

CISD's administration offices are in a building in downtown Calvert. The building was constructed in 1910 and has just more than 2,300 square feet. The building has been retrofitted with a suspended acoustical ceiling, a Heat Ventilation Air Conditioning system, a handicapped accessible bathroom and electrical wiring. The building contains the superintendent's office and cubicles for the superintendent's secretary, administrative assistant, Special Operations coordinator, office equipment and two vacant work areas.

CISD's junior/senior high school consists of 11 separate buildings. The campus has four portable buildings, an agriculture barn, field house, greenhouse, agriculture building, gymnasium, band hall and main building. The main building was constructed in 1910 and is a three-story masonry building with concrete and wood flooring. The portable buildings are used for dressing rooms, weight room, storage and dining. **Exhibit 3-26** presents the use, type of building, year constructed and square footage for the junior/senior high school.

Exhibit 3-26
CISD Junior High/High School Campus Buildings
2002-03

Use	Type	Year Constructed	Square Footage
Classrooms, offices, cafeteria and auditorium	Three-story masonry	1910	36,099
Agriculture classrooms	One-story metal	1968	3,876
Gymnasium	One-story masonry	1958	7,896
Field house	One-story metal	1970	1,000

Band hall	One-story metal	1972	2,040
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Source: TASB Property Appraisal Report, October 2002.

CISD's elementary school consists of four separate buildings. The campus has two portable buildings used for classrooms, a gymnasium and classroom addition and the main building. **Exhibit 3-27** provides additional information about the buildings.

Exhibit 3-27
CISD Elementary School Campus Buildings

Use	Type	Year Constructed	Square Footage
Classrooms, offices and cafeteria/auditorium	One-story masonry	1960*	11,838
Gymnasium section	One-story masonry	1972	7,752
Classroom addition section	One-story masonry	1972	6,900

Source: TASB Property Appraisal Report, October 2002.

* Based on dedication plaque at building entry.

The district also owns the Gibson/Comfort Learning Center, which is not occupied by students. The building was constructed in 1980 and contains 7,926 square feet. The building contains classrooms and a gymnasium and was purchased by the district in 2000. Without portable buildings and the Gibson/Comfort Learning Center, the district has more than 77,000 square feet of space.

FINDING

The district's facilities are clean. The district has four full-time custodians, two at the elementary school and two at the junior/senior high school, who clean the facilities and perform routine maintenance. CISD schedules the custodians' work so that one custodian opens the facilities and the other custodian closes the facilities. There is a short overlap in time during which both custodians work. This provides them with the opportunity to perform tasks best suited for two people.

The review team surveyed students, parents, teachers and staff about the performance of the district's facilities. **Exhibit 3-28** presents the results of this survey.

Exhibit 3-28
Student, Parent, Teacher and Staff Survey Results - Facilities
2002-03

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Student Response					
Schools are clean.	0.0%	50.0%	27.3%	18.2%	4.5%
Buildings are properly maintained in a timely manner.	9.1%	54.5%	4.5%	27.3%	4.5%
Parent					
Schools are clean.	23.9%	44.8%	6.0%	16.4%	7.5%
Buildings are properly maintained in a timely manner.	19.4%	44.8%	9.0%	11.9%	14.9%
Teacher					
Schools are clean.	37.5%	62.5%	0.0%	0.0%	0.0%
Buildings are properly maintained in a timely manner.	37.5%	50.0%	0.0%	12.5%	0.0%
Staff					
Schools are clean.	6.7%	60.0%	13.3%	6.7%	6.7%
Buildings are properly maintained in a timely manner.	6.7%	60.0%	0.0%	26.7%	0.0%

Source: TSPR survey results.

On average, the custodians clean more than 19,000 square feet each. This is comparable to the industry standard of 20,000 square feet per custodian.

COMMENDATION

CISD schools are clean and well-maintained.

FINDING

CISD does not have a facilities master plan. TASB developed a comprehensive report on the district's facilities for the purpose of setting values on the district's buildings for insurance purposes. Facilities planning is critical to the overall success of school district operations because it coordinates the district's educational programs, physical space and resources. Some essential components of a facilities master plan include:

- identifying current and future needs of a district's facilities and educational programs;
- analyzing facilities condition;
- developing student growth projections and community expansion plans;
- analysis of cost and capital requirements; and
- development of facilities program management and design guidelines.

The district purchased the Gibson/Comfort Learning Center for nearly \$70,000 in 2002. The district has held the junior/senior prom at the facility, but mainly uses the building for storage. The district has discussed several uses for the building-such as a junior high school and alternative education facility-but has not formalized a plan. The structure does not comply with the ADA and will require substantial modification before the district can use the facility for educational purposes. Without a facilities master plan, the district places itself in a position of acquiring or building buildings that do not fit the district's educational needs.

Many districts develop facilities master plans to coordinate the district's educational programs and plan with their available physical space and needs. By conducting periodic facilities-needs assessments (facilities condition evaluations that document maintenance and construction priorities), Mount Pleasant ISD identified needed construction and facilities improvements; identified potential code violations; ensured compliance with new and existing regulations such as the ADA; and established school educational space guidelines for classrooms and common areas such as cafeterias and libraries, using minimum state standards as a starting point.

Recommendation 34:

Develop a facilities master plan.

The district should determine the current and future needs of the district's facilities and educational programs. Once the district matches its

educational program needs with its existing facilities, the district should determine whether to invest any additional funds into the Gibson/Comfort Learning Center or to build a new facility if needed.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent, board and administrative staff meet to discuss and plan the educational needs of the district and develop a plan.	September 2003
2.	The superintendent directs the Special Operations coordinator to compile information concerning the existing facilities and research minimum facility standards for educational buildings with assistance from administrative staff.	September 2003
3.	The Special Operations coordinator presents the information to the superintendent, board and administrative staff for review and consideration.	November 2003
4.	The superintendent, board and administrative staff determine how to best match the educational programs of the district with existing facilities and determine if additional facilities are needed.	December 2003
5.	The board directs the superintendent to communicate the facilities plan to the citizens for their input and to implement the plan.	January 2004

FISCAL IMPACT

This recommendation can be completed with existing resources.

FINDING

CISD does not have a formalized energy management program. An energy management program can range from basic efforts to encourage people to switch off unnecessary lights to computerized heating and cooling equipment that automatically function at optimum efficiency. The district expended more than \$70,500 for gas and electricity in 2001-02; the district's energy costs for 2001-02 averages \$0.96 per square foot.

In 1998, the State Energy Conservation Office (SECO), then under the oversight of the General Services Commission, conducted an energy audit of CISD facilities. However, the administrative assistant was the only person in the district at the time of the TSPR review that knew the prior SECO audit had been conducted. To date, the district has not implemented any of SECO's cost saving recommendations. While it is acknowledged that energy prices have changed dramatically since 1998 and certain

factors such as electric deregulation may have affected the price of the district's energy, CISD's average cost per square foot has risen from \$0.58 per square foot in 1998-99 to \$0.96 per square foot in 2001-02.

Due to changes in energy pricing some districts have proactively requested another energy management audit from SECO, which is now part of the Texas State Comptroller's Office. SECO provides free energy management audits to public sector entities, including school districts. The audits provide detailed recommendations of equipment and procedures to implement, which serves as the basis for an energy management plan and an estimate of the amount of time it will take to recoup money spent on energy-efficient equipment through lower energy costs. Many school districts have conducted energy audits using SECO to pinpoint areas of potential energy savings. According to the Comptroller's office, these districts have saved about 14 percent on their utility bills by implementing the SECO recommendations.

Recommendation 35:

Request the State Energy Conservation Office to conduct an energy audit and assist with developing a comprehensive energy management program.

The audit should serve as the basis for establishing and implementing an energy management program.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the Special Operations coordinator to request an energy audit from SECO.	September 2003
2.	The superintendent prepares an energy management program based on the energy audit.	October 2003
3.	The Special Operations coordinator receives the report and presents it to the superintendent and to the board for discussion, consideration and approval.	March 2004
4.	The board approves the plan and directs the superintendent to implement the program.	April 2004

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district rents a warehouse facility to store surplus property. The district has rented the facility for several years to provide a location for storage of district property that is no longer used by the district. The district pays \$75 a month for the facility.

Based on a visit to the warehouse, the property stored there is of no further use to the district. The warehouse contained some Apple IIe computers, old servers, desks, tables and other miscellaneous furniture and fixtures. The Special Operations coordinator said the contents of the warehouse represented several years of accumulation.

Many districts declare property as surplus when it is no longer useful to the district. These districts hold auctions on an annual or more frequent basis and sell the property to the highest bidder. Property that has been declared surplus, but not sold is deemed to be trash and thrown away at the appropriate location.

Recommendation 36:

Terminate the lease on the warehouse facility and dispose of the surplus property.

The district has adequate room at other locations to store needed surplus property.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the Special Operations coordinator to inventory the property in the rented warehouse.	September 2003
2.	The Special Operations coordinator inventories the property in the warehouse and provides a list for the superintendent to include in a board agenda item to declare the property as surplus.	September 2003
3.	The superintendent presents the surplus property list to the board for consideration and approval and receives approval.	October 2003
4.	The superintendent terminates the lease of the warehouse after the surplus property is disposed.	November 2003

FISCAL IMPACT

The savings of \$900 annually is calculated by multiplying the monthly lease payment of \$75 times 12. Since the district will not terminate the lease until November 2003, it will realize only nine months of savings in 2003-04. The district will save \$675 that year (9 months x \$75 a month).

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Terminate the lease on the warehouse facility and dispose of the surplus property.	\$675	\$900	\$900	\$900	\$900

Chapter 3

FINANCIAL AND OPERATIONAL MANAGEMENT

F. TRANSPORTATION

Transportation is a support service that requires sound management in order to transport students safely to and from school and to other school-related activities with students spending minimal time on the bus. Transportation must be safe, reliable, efficient and comply with federal, state and local regulations. Districts need to establish procedures that enhance operations by designing efficient routes, establishing sound maintenance procedures and ensuring safety on the bus.

The Special Operations coordinator oversees transportation services in CISD. The coordinator supervises three drivers and one monitor who support transportation services for the district. Each of these employees has other full-time duties with the district-such as grounds maintenance, custodial or classroom aide-and receives payment of \$8.50 for each route they drive. The district pays for the drivers to receive training through Region 6; the drivers pay for their own licenses. At the district's expense, all drivers, including coaches who drive some athletic routes, receive an annual drug screening and a physical from Scott & White.

CISD operates three regular bus routes that range from 12 to 21 miles roundtrip, with start and finish times ranging from 6:55 a.m. to 7:45 a.m. The district has one special education bus route with a monitor that transports one child. The district provides transportation services with four school buses. **Exhibit 3-29** presents information on the CISD bus fleet.

Exhibit 3-29
CISD Transportation Fleet
2002-03

Manufacturer	Passenger Capacity	Purchased	Mileage
GMC	53	06/03/2000	34,284
GMC	47	01/26/1999	17,354
International	71	02/21/1995	96,433
International	59	06/14/1994	58,229
GMC	20	03/27/1989	59,320
GMC	20	03/27/1989	89,823

Source: CISD Special Operations coordinator.

The district conducts an annual maintenance check on each of the buses and performs routine maintenance, such as oil and filter changes, with district personnel. A mechanic in the neighboring town of Hearne performs other maintenance. The district also owns two 15-passenger vans it uses for student activities such as athletic, UIL and other special events. Additionally, CISD has one maintenance pickup, a food service delivery truck and an older panel van used by the Special Operations Director.

CISD covers 177 square miles in an area that is sparsely populated. Transportation funding is provided by the state using a formula based on linear density and miles driven for approved transportation services. Linear density is calculated by dividing the annual ridership by the annual mileage. TEA has established standard allotments per mile based on the linear density. **Exhibit 3-30** presents TEA's categories of linear density and the related transportation allotment per mile.

Exhibit 3-30
TEA Linear Density Grouping and Allotment
Per Mile of Approved Route

Linear Density Grouping	Allotment Per Mile of Approved Route
2.40 or 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 .40	\$0.68

Source: TEA, *Handbook on School Transportation Allotments*, May 2002.

To receive funding for transportation, school districts must complete and submit the School Transportation Services Report (STSR) and the School Transportation Operation Report (STOR) to TEA. The STSR calculates linear density. TEA calculates the district's allotment per mile with its linear density categories unless the district's actual cost per mile in the previous year is less than the allotment. If that is the case, the allotment per mile will not exceed the prior year's cost per mile.

CISD had the highest cost per mile for regular transportation of its peer districts that filed the STOR for 2001-02, and operated at 82.8 percent of the state average in 2001-02. **Exhibit 3-31** presents the cost per mile for CISD, its peer districts and the state. Data for 2002-03 is not yet available.

Exhibit 3-31
Cost Per Mile for Regular Transportation
CISD, Peer Districts and State
1997-98 through 2001-02

District	1997-98	1998-99	1999-2000	2000-01	2001-02
Calvert	\$1.07	\$1.19	\$2.46	\$1.56	\$1.79
Karnack	\$0.98	\$1.16	\$1.09	\$1.23	N/A
Kendleton	\$1.25	\$1.17	\$1.00	N/A	\$1.05
Star	\$0.61	\$2.13	\$1.54	\$0.86	\$0.90
Waelder	\$1.26	\$1.54	\$1.71	\$1.29	\$1.30
State	\$1.816	\$1.912	\$2.049	\$2.114	\$2.163

*Source: TEA, STOR, 1997-98 through 2001-02. State costs for 1997-98 through 2000-01 from TSPR report.
 N/A indicates data is not available.*

CISD had the lowest transportation cost per student in 2001-02 compared to its peer districts. **Exhibit 3-32** compares transportation costs in CISD and its peer districts for 2001-02.

Exhibit 3-32
Comparison of Total Transportation Costs
and Transportation Costs per Student
CISD, Peer Districts and State
2001-02

District	Total Transportation Costs 2001-02	Students Enrolled	Transportation Costs per Student 2001-02
Calvert	\$56,019	299	\$187
Karnack	N/A	345	N/A
Kendleton	\$48,367	117	\$413

Star	\$29,430	103	\$286
Waelder	\$69,138	267	\$259
State	\$628,341,676	4,146,653	\$152

Source: TEA, STOR, 2001-02; AEIS, 2001-02.
N/A indicates data is not available.

While CISD's cost per student is the lowest among the peer districts, it is higher than the state average cost per student. On a per student basis, CISD's cost has increased 102.6 percent since 1998-99 compared to the 2002-03 transportation budget. This increase is largely due to the decline in the number of students enrolled in CISD.

FINDING

CISD does not maintain detailed route descriptions of its bus routes and has filed incorrect reimbursement forms with TEA as far back as 1997-98. The incorrect forms led to the rejection of CISD's transportation report and state funding for its transportation operations in 2001-02 and 2002-03. Consequently, the district has obtained less state funding for its transportation operations than it would have received had it filed its reimbursement forms correctly. Specifically, the district has incorrectly claimed the majority of its miles as hazardous route miles. TEA only provides route funding for students that live more than two miles away from their specific campus. TEA will provide additional funding for hazardous route miles inside of that two mile radius, but only up to 10 percent of the district's total mileage.

The Special Operations coordinator oversees the district's transportation services and said that the routes are not specific everyday. The morning routes are the same; however, the evening routes can change based on the students riding the bus. The bus makes stops depending on the location of the students and these stops can be at every other corner in town or several miles apart in the country.

The TEA Handbook on School Transportation Allotments (Handbook) states, "an official, turn-by-turn, round trip description for each reported route, which documents eligible total daily mileage included in the reported total annual mileage to serve eligible students to and from school, shall be accurately maintained by the district or its contractor. Each route shall be assigned a unique identification number (or other designation) and its description shall include only verified mileage for serving eligible student riders between their respective residences (or established stops at or near their homes) and their respective campuses of regular attendance,

beginning and ending at the last campus served (for home-to-school route service) or first campus served (for school-to-home route service)."

The district keeps a log of the daily miles for each bus and reports the sum of the daily mileage as the total miles driven for each route. TEA's Handbook states, "Although there is no prescribed method for determining these measurements, a state audit of reported mileage data would most likely include a random review of route descriptions using a properly calibrated vehicle odometer." Without the detailed route descriptions required by the handbook, the district is at risk of losing its transportation funding from TEA.

Many districts maintain detailed route descriptions of all their bus routes. These districts ensure compliance with TEA requirements and are able to train new and substitute drivers on the routes. These districts also make use of automated routing software to aid in route designation and proper filing with TEA.

Recommendation 37:

Create detailed route descriptions for all district bus routes, purchase automated routing software and use TEA's approved formula worksheets when compiling state transportation reimbursement forms.

The district should document all transportation routes with detailed route descriptions. The descriptions should be written turn-by-turn, round trip for each reported route. Automated routing software has greatly aided many districts in simplifying the designation of their routes along with the TEA filing process.

In order to receive funding from TEA for its transportation operations, CISD must contact TEA and correct previous inaccuracies with their route reporting. CISD will be able to receive what would have been its proper amount of funding for the period between 2000-01 through 2002-03. This will require CISD to correct its records back to 1999-2000 to achieve the correct base year.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and the Special Operations coordinator contact TEA about the discrepancies in previous submissions.	Immediately
2.	The superintendent selects and purchases an automated routing software package to aid the Special Operations	September - October 2003

	coordinator.	
3.	The Special Operations coordinator prepares the detailed, turn-by-turn route descriptions by driving the routes and recording the mileage and location of each turn.	October 2003 and Annually
4.	The Special Operations coordinator presents the detailed route descriptions to the superintendent for review and approval.	October 2003 And Annually
5.	The Special Operations coordinator uses the TEA formula worksheets to calculate submissions for transportation funding to TEA.	Ongoing
6.	The superintendent and business manager both check that the proper submission has been made to TEA.	Ongoing

FISCAL IMPACT

It is assumed that CISD will be able to receive retroactive funding for the last three years of operations. However, it is impossible to determine the exact amount until CISD corrects its records and establishes accurate base-year data for 1999-2000.

However, additional revenue can be conservatively estimated by placing the district in the lowest linear density category of \$0.68 per mile and multiplying that amount by the 2001-02 total miles filed with TEA (22,833). CISD will then receive \$15,526 ($\$0.68 \times 22,833$ total miles = \$15,526) in transportation funding each year instead of the \$7,844 it received in 2001-02. The difference is \$7,682 (\$15,526 in new funding less \$7,844 in previous funding) in additional transportation funding each year.

The same method can also be used to estimate the one-time revenue to the district for retroactive funding for 2000-01 through 2002-03. For 2002-03 and 2001-02, it is estimated the district will receive an additional \$7,682 in funding totaling to \$15,364 for those two years. The same process can be done for 2000-01, $\$0.68$ linear density \times 24,426 total miles = \$16,610 minus the \$10,280 the district received in actual funding for \$6,330 in new funding. The total one-time revenue to the district for retroactive payments will be \$21,694 ($\$15,364 + \$6,330$).

The district can purchase automated routing software for a one-time cost of \$3,000. This is estimated from other similarly sized districts that have obtained routing software for a one-time cost of \$3,000.

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
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One-time purchase of automated routing software.	(\$3,000)	\$0	\$0	\$0	\$0
One-time revenue for retroactive funding.	\$21,694	\$0	\$0	\$0	\$0
Projected increased revenue from correct submissions.	\$7,682	\$7,682	\$7,682	\$7,682	\$7,682
Net (Cost)/Savings	\$26,376	\$7,682	\$7,682	\$7,682	\$7,682

Appendix A

PUBLIC FORUM AND FOCUS GROUP COMMENTS

As part of the review process, a public forum was held on April 2, 2003 in the Calvert ISD cafeteria where parents, district staff and community members participated by talking and writing about the 12 specific topics of review.

The following comments convey the public forum and focus group's perception of Calvert Independent School District and do not necessarily reflect the findings or opinion of the Comptroller or review team.

- I have been a secretary for the district since 1999, with about 15 years of management and personnel experience; however, I was hired at a much lower salary than the superintendent's secretary and continue to make less. We should be paid according to years of experience and that's not happening. I do class scheduling for students, which Region 6 representatives said is a counselor's responsibility. I also perform PEIMS data entry and conduct coding, again, tasks that should not be my responsibility and tasks for which I am not compensated.
- If the superintendent is not on-site at the high school serving in the principal role, he tells the secretary to send misbehaving students to ISS or jail- no other alternatives are offered no matter the extent of the problem. There is no alternative education program in Calvert. Calvert ISD needs to offer some alternative education programs.
- A student was assaulted twice in ISS at the high school. The high school did not call the cops or the "victim's" mother. However, the school called and met with the "assaulter," the "assaulter's" parent(s) and the "victim." Yet, the "victim" had no representation. The superintendent said he was going to call the "victim's" parent, but that response was too late, as usual.
- The nurse's aide at the high school is not certified and is not qualified to place a band-aid on students. Students lack quality health care at the high school.
- The superintendent goes to too many events and functions. He easily could send others (staffers or volunteers) to most of these events. There are people willing and able to go. His main role should be running the district.
- We are proud of the elementary school, including the leadership there and the quality of education. We happily participate at the elementary school, and the principal there encourages and welcomes our participation and involvement. Not at the high

school! Why do parents have to make an appointment to visit their students at the high school? Parents are discouraged from volunteering and participating. The superintendent/principal does not want us there. What is he trying to hide?

- We have filed many grievances with TEA and with Calvert board members about questionable superintendent conduct and actions. The Calvert board, however, is not following its own policies. The board refuses to conduct a background check on the superintendent. We know that the superintendent would not hold up under such a check. The board president feels that he gave us what he thought we wanted-a black role model, but we do not consider him a role model.
- After the community attended a board meeting and collectively spoke out against the superintendent-requested that he be removed as superintendent-the board responded by eliminating all future public input from the agenda! The board did not even vote to do this, which they should have done.
- The board president, not the superintendent, runs the district. The board president protects the superintendent as long as the superintendent is a rubber stamp.
- TEA does nothing! Are they not the regulatory agency for school districts? TEA overlooks the many complaints from the Calvert community because it's just a poor, low-socioeconomic black community.
- The superintendent has been dismissed from Gladewater, Jasper and Kilgore ISDs for many of the same things that he's doing here. He is very manipulative.
- The superintendent always talks about how far he is stretched with all of his other responsibilities, but he really does not want to let them go because of the money and the ability to be gone from his main responsibility. Many people have applied for the principal position at the high school, but the applications are not even being reviewed. We need to get a qualified principal in here and stop paying the superintendent the extra money to do these other jobs!
- The board president is always bragging about how much money the district has in the fund balance. The district should not be in the business of making/saving money! The money should be used for the educational benefit of the students, but it is not! The money just sits in the account drawing interest! We need to use the money to get qualified teachers in Calvert.
- We have smart kids in Calvert-they just do not have qualified teachers to further their learning.
- It is scary sending students from the elementary to the high school. Students leave Calvert high school still not speaking properly and not prepared to have something more than manual labor or a service-type job.

- Safety and security is a joke in Calvert ISD!
- The high school sends students to ISS, but often does not send the students' daily work to them to complete while they are in ISS. Students then lag behind after going back to their regular classes.
- Some substitute teachers at the high school wrongly are given the authority to mark grades in the teacher grade books. We went to school with most of these subs and we know they are not qualified to be subs, let alone grade students' work!
- The high school used ISS for students in Independent Study.
- The district has too many aides, however, the aides are not used where they most are needed.
- We have a teacher who fails students because they can't afford, or do not have transportation to another town, to purchase a particular folder! We suggested that the teacher purchase the folders and let the students buy them from her, but she would not agree to do that. She just fails the students. This same teacher uses incorrect grammar on instruction sheets, but fails students for doing the same on their work.
- The nurse's aides are inequitably compensated! The elementary nurse aide is certified and also serves as an ISS aide, but only gets paid for her nurses' aide position. The high school nurse aide is not certified, but gets paid a teacher's salary and is paid for other jobs, such as track coach, cheerleader sponsor, etc.
- Our kids deserve better than what they receive at Calvert high school! Enrollment has dropped considerably. Parents are pulling kids out to send them to other school districts or the students are dropping out and sitting on the street corners! It is sad!
- There is a big disconnect from elementary to high school! The students gain so much in elementary, just to lose it all at the high school.
- The elementary principal and staff genuinely care about the students' education and welfare! However, the high school principal/superintendent is self-serving and the students suffer!
- Kids locked up in prison receive a better education than what the kids receive at Calvert high school!
- The high school computer lab is a joke! The computers either are not working or no one is available to let in the students. What is the use of having a computer lab if the students can't use it?
- The district is not requiring the appropriate number and kinds of certifications for its staff/teachers! The superintendent shows favoritism by making some teachers take extra steps to receive certification, but not requiring those same measures from others such as the football coach, who also teaches a class, but does not have the appropriate certification!
- The superintendent is known to retaliate against his non-supporters.

- The high school does not offer a gifted and talented program.
- The high absenteeism problem is not addressed.
- Calvert's sixth and seventh graders should be separated from the high school. They deal with enough problems without the added problem of being subjected to the many pressures of upper classmen well before they are ready! This is especially problematic for the young girls.
- Too many children sent to ISS without conference with parent or teacher.
- Parents not welcome at high school.
- Background checks not done on superintendent.
- Board president running the school.
- Should not have hired the superintendent or renewed his contract.
- The superintendent drove school bus to UIL meet because we were here.
- Jasper, Gladewater - he was dismissed from both positions.
- No more citizens input at the board meetings.
- Junior/Senior high school mixed together.
- Look at Web Site - nothing is there.
- The superintendent promoted himself to athletic director and paid himself a stipend.
- Don't care about kids.
- Teacher related to school board member probably got last principal fired.
- Counselor does not provide guidance to students for college bound students.
- Lack of instructional time - ditto sheets - see page ___.
- Fund balance is a bragging point.
- Better education at state school than for the children at Calvert.
- Junior/Senior high school should be separated - not at same building.
- The director of Technology is not certified as a teacher.
- No recruitment programs for teachers.
- Need to get teachers that the kids respect.
- Junior/Senior high school has not worked with parents. The last PTCO meeting was planned to be held at the junior/senior high school but the building was locked. The PTCO rotates meetings between schools.
- Junior/Senior high school principal turnover. This year the principal was fired. Last year another principal was fired.
- Teachers don't care about the kids.
- Parents complained that the counselor does not provide enough help with taking the ACT/ACT or with guiding them about future academic options.
- Overcrowded classes.

- Need a Home Economics department. Have an agricultural department that interests few students.
- The district wants kids to go and work in low paying jobs rather than better themselves.
- Criticism of substitutes.
- Put a kid in ISS for independent study.
- Parents complained about how the district allocates funds.
- Kids in ISS are left to do what they want to do. Kids don't do the work when they are at ISS, so they are at a disadvantage when they take a test after being at ISS.
- Some teacher won't look at a kid's work if the kid has a folder with the wrong color.
- Kids learn a lot in elementary school, but when they get to junior/senior high school their skills deteriorate.
- Many computers in the lab do not work.
- Parents complained about the junior/senior high school being in the same building. This is detrimental to the junior high students.
- CISD isn't "strapped" for funds (according to the last audit). Can some of the funds be used to recruit qualified teachers, purchase computer programs which will aid the teachers in their instruction of the students? Is the board responsible for overseeing the administration of funds as they relate to the students?
- The School Board does not seem to be concerned with the welfare of our students. The duty of the board is to manage the district's resources. In doing so, the board, in my opinion, management of the resources should be reflected in qualified teachers, being hired to teach our children; availability of good text books, etc., for our students, technology that works (90 percent of the time it doesn't).
- This district is in dire straits. The elementary campus is a Texas Recognized Campus and a Blue Ribbon School. However, because the high school campus is Low Performing, the entire district is labeled "Low Performing."
- What can be done for the children at the Elementary about the food situation?
- Parental involvement less than desirable. Parents feel that they are ignored or that nothing will be done. Parental involvement not encouraged.
- Curriculum at high school not clearly defined; gifted and talented program not adequately staffed or served. Bilingual program not adequately served; no magnet program; no meaningful alternative program.
- Board is not responsive to citizens wishes; tend to ignore complaints and does not follow district or state policy.
- Board members not properly trained, ignorant of school (district) and state regulations or policies. Citizens not included in strategic planning (if there is any).

- District does not bid out repairs on vehicles.
- Menus do not seem to be well planned; students complain about meals.

Appendix B

DISTRICT ADMINISTRATIVE AND SUPPORT STAFF SURVEY RESULTS

Calvert Independent School District Management and Performance Review
Demographic Data
(n = 15)

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

1. Gender (Optional)	Male	Female				
		7%	93%			
2. Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	
		27%	53%	7%	0.0%	7%
3. How long have you been employed by Calvert ISD?	1-5 years	6-10 years	11-15 years	16-20 years	20+ years	
		46.7%	20.0%	6.7%	6.7%	20.0%
4. Are you a(n):	Administrator	Clerical staffer	Support staffer			
		7%	33%	53%		
5. How long have you been employed in this capacity by Calvert ISD?	1-5 years	6-10 years	11-15 years	16-20 years	20+ years	
		40%	27%	7%	7%	20%

A. District Organization and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The school board allows sufficient time for public input at meetings.	20.0%	33.3%	13.3%	13.3%	20.0%
2.	School board members listen to the opinions and	13.3%	46.7%	13.3%	20.0%	6.7%

	desires of others.					
3.	The superintendent is a respected and effective instructional leader.	26.7%	20.0%	6.7%	26.7%	13.3%
4.	The superintendent is a respected and effective business manager.	26.7%	13.3%	20.0%	26.7%	13.3%
5.	Central administration is efficient.	26.7%	46.7%	20.0%	6.7%	0.0%
6.	Central administration supports the educational process.	26.7%	53.3%	6.7%	13.3%	0.0%
7.	The morale of central administration staff is good.	26.7%	46.7%	6.7%	20.0%	0.0%

B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
8.	Education is the main priority in our school district.	33.3%	46.7%	6.7%	6.7%	0.0%
9.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	13.3%	73.3%	13.3%	0.0%	0.0%
10.	The needs of the college-bound student are being met.	20.0%	26.7%	40.0%	6.7%	0.0%
11.	The needs of the work-bound student are being met.	20.0%	26.7%	33.3%	6.7%	0.0%
12.	The district has effective educational programs for the following:					
	a) Reading	26.7%	60.0%	6.7%	6.7%	0.0%
	b) Writing	26.7%	66.7%	6.7%	0.0%	0.0%

	c) Mathematics	20.0%	66.7%	6.7%	0.0%	0.0%
	d) Science	20.0%	60.0%	13.3%	0.0%	0.0%
	e) English or Language Arts	26.7%	66.7%	6.7%	0.0%	0.0%
	f) Computer Instruction	20.0%	73.3%	6.7%	0.0%	0.0%
	g) Social Studies (history or geography)	20.0%	60.0%	13.3%	0.0%	0.0%
	h) Fine Arts	13.3%	53.3%	26.7%	0.0%	0.0%
	i) Physical Education	20.0%	60.0%	6.7%	6.7%	0.0%
	j) Business Education	6.7%	26.7%	40.0%	13.3%	0.0%
	k) Vocational (Career and Technology) Education	20.0%	46.7%	20.0%	13.3%	0.0%
	l) Foreign Language	6.7%	40.0%	26.7%	26.7%	0.0%
13.	The district has effective special programs for the following:					
	a) Library Service	13.3%	80.0%	6.7%	0.0%	0.0%
	b) Honors/Gifted and Talented Education	13.3%	53.3%	13.3%	13.3%	0.0%
	c) Special Education	13.3%	80.0%	6.7%	0.0%	0.0%
	d) Head Start and Even Start programs	6.7%	46.7%	33.3%	0.0%	0.0%
	e) Dyslexia program	6.7%	53.3%	26.7%	0.0%	0.0%
	f) Student mentoring program	6.7%	20.0%	53.3%	6.7%	0.0%
	g) Advanced placement program	6.7%	13.3%	46.7%	26.7%	0.0%
	h) Literacy program	6.7%	33.3%	33.3%	6.7%	0.0%
	i) Programs for students at risk of dropping out of school	6.7%	26.7%	33.3%	20.0%	0.0%
	j) Summer school programs	20.0%	73.3%	6.7%	0.0%	0.0%
	k) Alternative education	13.3%	20.0%	33.3%	20.0%	0.0%

	programs					
	l) "English as a second language" program	13.3%	60.0%	13.3%	6.7%	0.0%
	m) Career counseling program	13.3%	20.0%	40.0%	13.3%	0.0%
	n) College counseling program	13.3%	20.0%	40.0%	13.3%	0.0%
	o) Counseling the parents of students	13.3%	20.0%	40.0%	13.3%	0.0%
	p) Drop out prevention program	13.3%	26.7%	33.3%	20.0%	0.0%
14.	Parents are immediately notified if a child is absent from school.	33.3%	40.0%	20.0%	0.0%	0.0%
15.	Teacher turnover is low.	6.7%	26.7%	33.3%	20.0%	6.7%
16.	Highly qualified teachers fill job openings.	13.3%	13.3%	53.3%	13.3%	0.0%
17.	Teacher openings are filled quickly.	13.3%	13.3%	26.7%	40.0%	0.0%
18.	Teachers are rewarded for superior performance.	6.7%	6.7%	40.0%	33.3%	6.7%
19.	Teachers are counseled about less than satisfactory performance.	6.7%	46.7%	40.0%	0.0%	0.0%
20.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	13.3%	73.3%	6.7%	0.0%	0.0%
21.	The student-to-teacher ratio is reasonable.	13.3%	60.0%	13.3%	6.7%	0.0%
22.	Students have access, when needed, to a school nurse.	26.7%	40.0%	20.0%	13.3%	0.0%
23.	Classrooms are seldom left unattended.	13.3%	60.0%	20.0%	6.7%	0.0%

C. Personnel

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
24.	District salaries are competitive with similar positions in the job market.	0.0%	46.7%	20.0%	20.0%	13.3%
25.	The district has a good and timely program for orienting new employees.	0.0%	40.0%	26.7%	33.3%	0.0%
26.	Temporary workers are rarely used.	6.7%	26.7%	20.0%	46.7%	0.0%
27.	The district successfully projects future staffing needs.	0.0%	46.7%	20.0%	33.3%	0.0%
28.	The district has an effective employee recruitment program.	6.7%	26.7%	46.7%	20.0%	0.0%
29.	The district operates an effective staff development program.	6.7%	60.0%	13.3%	20.0%	0.0%
30.	District employees receive annual personnel evaluations.	6.7%	53.3%	13.3%	26.7%	0.0%
31.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	6.7%	20.0%	33.3%	26.7%	13.3%
32.	Employees who perform below the standard of expectation are counseled appropriately and timely.	6.7%	46.7%	13.3%	26.7%	0.0%
33.	The district has a fair and timely grievance process.	6.7%	60.0%	20.0%	13.3%	0.0%
34.	The district's health insurance package meets my needs.	20.0%	40.0%	13.3%	13.3%	13.3%

D. Community Involvement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
35.	The district regularly communicates with parents.	26.7%	53.3%	20.0%	0.0%	0.0%
36.	The local television and radio stations regularly report school news and menus.	6.7%	26.7%	33.3%	20.0%	6.7%
37.	Schools have plenty of volunteers to help student and school programs.	13.3%	33.3%	33.3%	13.3%	6.7%
38.	District facilities are open for community use.	20.0%	73.3%	0.0%	0.0%	6.7%

E. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
39.	Parents, citizens, students, faculty, staff and the board provide input into facility planning.	6.7%	40.0%	26.7%	13.3%	6.7%
40.	The architect and construction managers are selected objectively and impersonally.	6.7%	13.3%	46.7%	26.7%	0.0%
41.	Schools are clean.	6.7%	60.0%	13.3%	6.7%	6.7%
42.	Buildings are properly maintained in a timely manner.	6.7%	60.0%	0.0%	26.7%	0.0%
43.	Repairs are made in a timely manner.	6.7%	46.7%	13.3%	20.0%	6.7%
44.	Emergency maintenance is handled promptly.	6.7%	60.0%	20.0%	6.7%	0.0%

F. Financial Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
45.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	6.7%	33.3%	33.3%	6.7%	6.7%
46.	Campus administrators are well trained in fiscal management techniques.	6.7%	33.3%	33.3%	6.7%	0.0%
47.	The district's financial reports are easy to understand and read.	6.7%	46.7%	13.3%	13.3%	13.3%
48.	Financial reports are made available to community members when asked.	6.7%	40.0%	26.7%	6.7%	13.3%

G. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
49.	Purchasing gets me what I need when I need it.	13.3%	66.7%	0.0%	6.7%	6.7%
50.	Purchasing acquires the highest quality materials and equipment at the lowest cost.	13.3%	66.7%	6.7%	6.7%	0.0%
51.	Purchasing processes are not cumbersome for the requestor.	13.3%	53.3%	6.7%	13.3%	6.7%
52.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	6.7%	46.7%	26.7%	13.3%	0.0%
53.	Students are issued textbooks in a timely manner.	6.7%	66.7%	13.3%	6.7%	0.0%
54.	Textbooks are in good shape.	6.7%	33.3%	40.0%	6.7%	6.7%

55.	The school library meets student needs for books and other resources for students.	20.0%	60.0%	13.3%	0.0%	0.0%
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H. Safety and Security

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
56.	Gangs are not a problem in this district.	6.7%	53.3%	20.0%	13.3%	0.0%
57.	Drugs are not a problem in this district.	6.7%	26.7%	46.7%	6.7%	6.7%
58.	Vandalism is not a problem in this district.	0.0%	53.3%	33.3%	0.0%	0.0%
59.	Security personnel have a good working relationship with principals and teachers.	6.7%	33.3%	33.3%	0.0%	0.0%
60.	Security personnel are respected and liked by the students they serve.	6.7%	33.3%	26.7%	6.7%	0.0%
61.	A good working arrangement exists between local law enforcement and the district.	13.3%	80.0%	0.0%	0.0%	0.0%
62.	Students receive fair and equitable discipline for misconduct.	6.7%	80.0%	0.0%	6.7%	0.0%

I. Computers and Technology

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
63.	Students regularly use computers.	13.3%	80.0%	0.0%	0.0%	0.0%
64.	Students have regular access to computer equipment and software in	13.3%	80.0%	0.0%	0.0%	0.0%

	the classroom.					
65.	Teachers know how to use computers in the classroom.	6.7%	73.3%	13.3%	0.0%	0.0%
66.	Computers are new enough to be useful for student instruction.	6.7%	73.3%	6.7%	6.7%	0.0%
67.	The district meets students needs in computer fundamentals.	6.7%	66.7%	13.3%	6.7%	0.0%
68.	The district meets students needs in advanced computer skills.	6.7%	60.0%	26.7%	0.0%	0.0%
69.	Teachers and students have easy access to the Internet.	6.7%	86.7%	0.0%	0.0%	0.0%

Additional Comments: District Administrative and Support Staff

The following comments convey perception and do not necessarily reflect the findings or opinions of the Comptroller or of the review team.

- I feel the school is in better shape now than it has been in a while. The only problem is that the community only gets involved with the school when something negative happens or someone wants to create problems. I see very little positive involvement from the community with the school. Parents generally don't follow up on grade progress reports that are sent out; I've seen very few parents, maybe four or five, following up with the school. But, if a student goes home and says a teacher gave them a bad grade, in my opinion it seems the teachers get all the blame for the student's poor performance. If we can get the parents on same page as the school it would be a lot better.

Appendix C

TEACHER SURVEY RESULTS

*Calvert Independent School District Management And Performance
Review
Demographic Data
(n = 8)*

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

1. Gender (Optional)	Male	Female				
	50.0%	50.0%				
2. Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	
	38.0%	38.0%	13.0%	0.0%	0.0%	
3. How long have you been employed by Calvert ISD?	1-5 years	6-10 years	11-15 years	16-20 years	20+ years	
	38.0%	50.0%	0.0%	0.0%	13.0%	
4. What grades do you teach this year?	Pre-Kindergarten	Kindergarten	First	Second	Third	
	0.0%	0.0%	0.0%	0.0%	0.0%	
	Fourth	Fifth	Sixth	Seventh	Eighth	
	0.0%	0.0%	8.0%	15.0%	12.0%	
	Ninth	Tenth	Eleventh	Twelfth		
	15.0%	19.0%	15.0%	15.0%		

A. District Organization and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The school board allows sufficient time for public input at meetings.	12.5%	50.0%	12.5%	12.5%	12.5%
2.	School board members	0.0%	50.0%	0.0%	12.5%	25.0%

	listen to the opinions and desires of others.					
3.	School board members work well with the superintendent.	37.5%	25.0%	37.5%	0.0%	0.0%
4.	The school board has a good image in the community.	0.0%	50.0%	0.0%	25.0%	25.0%
5.	The superintendent is a respected and effective instructional leader.	12.5%	37.5%	0.0%	25.0%	25.0%
6.	The superintendent is a respected and effective business manager.	0.0%	50.0%	0.0%	25.0%	25.0%
7.	Central administration is efficient.	37.5%	25.0%	0.0%	0.0%	37.5%
8.	Central administration supports the educational process.	37.5%	25.0%	0.0%	12.5%	25.0%
9.	The morale of central administration staff is good.	25.0%	25.0%	12.5%	0.0%	25.0%

B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
10.	Education is the main priority in our school district.	12.5%	62.5%	12.5%	12.5%	0.0%
11.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	12.5%	50.0%	12.5%	25.0%	0.0%
12.	The needs of the college-bound student are being met.	0.0%	37.5%	37.5%	0.0%	25.0%
13.	The needs of the work-bound student are being	0.0%	37.5%	37.5%	0.0%	12.5%

	met.					
14.	The district provides curriculum guides for all grades and subjects.	0.0%	75.0%	12.5%	0.0%	12.5%
15.	The curriculum guides are appropriately aligned and coordinated.	0.0%	75.0%	12.5%	12.5%	0.0%
16.	The district's curriculum guides clearly outline what to teach and how to teach it.	0.0%	62.5%	25.0%	12.5%	0.0%
17.	The district has effective educational programs for the following:					
	a) Reading	25.0%	75.0%	0.0%	0.0%	0.0%
	b) Writing	25.0%	75.0%	0.0%	0.0%	0.0%
	c) Mathematics	12.5%	75.0%	12.5%	0.0%	0.0%
	d) Science	0.0%	62.5%	12.5%	12.5%	12.5%
	e) English or Language Arts	25.0%	75.0%	0.0%	0.0%	0.0%
	f) Computer Instruction	0.0%	50.0%	25.0%	12.5%	12.5%
	g) Social Studies (history or geography)	0.0%	50.0%	25.0%	25.0%	0.0%
	h) Fine Arts	0.0%	37.5%	50.0%	0.0%	12.5%
	i) Physical Education	12.5%	62.5%	12.5%	0.0%	12.5%
	j) Business Education	0.0%	0.0%	50.0%	37.5%	12.5%
	k) Vocational (Career and Technology) Education	0.0%	50.0%	37.5%	0.0%	12.5%
	l) Foreign Language	12.5%	37.5%	37.5%	0.0%	12.5%
18.	The district has effective special programs for the following:					
	a) Library Service	12.5%	37.5%	37.5%	12.5%	0.0%
	b) Honors/Gifted and Talented Education	0.0%	62.5%	25.0%	12.5%	0.0%

	c) Special Education	37.5%	50.0%	0.0%	12.5%	0.0%
	d) Head Start and Even Start programs	0.0%	0.0%	87.5%	0.0%	12.5%
	e) Dyslexia program	12.5%	75.0%	0.0%	12.5%	0.0%
	f) Student mentoring program	0.0%	25.0%	37.5%	37.5%	0.0%
	g) Advanced placement program	0.0%	0.0%	75.0%	0.0%	25.0%
	h) Literacy program	0.0%	37.5%	37.5%	12.5%	12.5%
	i) Programs for students at risk of dropping out of school	0.0%	25.0%	50.0%	12.5%	12.5%
	j) Summer school programs	12.5%	37.5%	25.0%	12.5%	0.0%
	k) Alternative education programs	12.5%	37.5%	37.5%	0.0%	12.5%
	l) "English as a second language" program	12.5%	50.0%	12.5%	25.0%	0.0%
	m) Career counseling program	12.5%	37.5%	25.0%	12.5%	12.5%
	n) College counseling program	12.5%	37.5%	25.0%	12.5%	12.5%
	o) Counseling the parents of students	12.5%	25.0%	37.5%	12.5%	12.5%
	p) Drop out prevention program	0.0%	25.0%	50.0%	12.5%	12.5%
19.	Parents are immediately notified if a child is absent from school.	37.5%	25.0%	12.5%	25.0%	0.0%
20.	Teacher turnover is low.	0.0%	25.0%	12.5%	50.0%	12.5%
21.	Highly qualified teachers fill job openings.	0.0%	37.5%	37.5%	12.5%	12.5%
22.	Teacher openings are filled quickly.	0.0%	0.0%	50.0%	37.5%	12.5%
23.	Teachers are rewarded for superior performance.	0.0%	12.5%	25.0%	25.0%	37.5%

24.	Teachers are counseled about less than satisfactory performance.	0.0%	62.5%	12.5%	12.5%	0.0%
25.	Teachers are knowledgeable in the subject areas they teach.	0.0%	75.0%	12.5%	0.0%	0.0%
26.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	12.5%	50.0%	12.5%	12.5%	0.0%
27.	The student-to-teacher ratio is reasonable.	25.0%	37.5%	0.0%	37.5%	0.0%
28.	Classrooms are seldom left unattended.	62.5%	37.5%	0.0%	0.0%	0.0%

C. Personnel

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
29.	District salaries are competitive with similar positions in the job market.	0.0%	25.0%	25.0%	37.5%	12.5%
30.	The district has a good and timely program for orienting new employees.	0.0%	12.5%	62.5%	12.5%	12.5%
31.	Temporary workers are rarely used.	0.0%	12.5%	50.0%	12.5%	12.5%
32.	The district successfully projects future staffing needs.	12.5%	25.0%	25.0%	12.5%	0.0%
33.	The district has an effective employee recruitment program.	12.5%	0.0%	37.5%	25.0%	0.0%
34.	The district operates an effective staff development program.	12.5%	37.5%	12.5%	12.5%	0.0%

35.	District employees receive annual personnel evaluations.	12.5%	87.5%	0.0%	0.0%	0.0%
36.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	0.0%	12.5%	37.5%	37.5%	12.5%
37.	Employees who perform below the standard of expectation are counseled appropriately and timely.	0.0%	25.0%	50.0%	25.0%	0.0%
38.	The district has a fair and timely grievance process.	0.0%	37.5%	50.0%	12.5%	0.0%
39.	The district's health insurance package meets my needs.	25.0%	62.5%	0.0%	12.5%	0.0%

D. Community Involvement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
40.	The district regularly communicates with parents.	12.5%	75.0%	0.0%	12.5%	0.0%
41.	The local television and radio stations regularly report school news and menus.	0.0%	12.5%	25.0%	62.5%	0.0%
42.	Schools have plenty of volunteers to help student and school programs.	0.0%	25.0%	37.5%	37.5%	0.0%
43.	District facilities are open for community use.	0.0%	62.5%	25.0%	12.5%	0.0%

E. Facilities Use and Management

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
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44.	The district plans facilities far enough in the future to support enrollment growth.	0.0%	37.5%	37.5%	25.0%	0.0%
45.	Parents, citizens, students, faculty, staff and the board provide input into facility planning.	0.0%	25.0%	25.0%	37.5%	12.5%
46.	The architect and construction managers are selected objectively and impersonally.	0.0%	12.5%	37.5%	12.5%	25.0%
47.	The quality of new construction is excellent.	0.0%	25.0%	12.5%	50.0%	12.5%
48.	Schools are clean.	37.5%	62.5%	0.0%	0.0%	0.0%
49.	Buildings are properly maintained in a timely manner.	37.5%	50.0%	0.0%	12.5%	0.0%
50.	Repairs are made in a timely manner.	25.0%	50.0%	0.0%	25.0%	0.0%
51.	Emergency maintenance is handled promptly.	37.5%	50.0%	0.0%	12.5%	0.0%

F. Financial Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
52.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	0.0%	37.5%	25.0%	37.5%	0.0%
53.	Campus administrators are well trained in fiscal management techniques.	0.0%	50.0%	25.0%	25.0%	0.0%
54.	Financial resources are allocated fairly and equitably at my school.	0.0%	62.5%	0.0%	25.0%	12.5%

G. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
55.	Purchasing gets me what I need when I need it.	12.5%	50.0%	0.0%	37.5%	0.0%
56.	Purchasing acquires the highest quality materials and equipment at the lowest cost.	12.5%	62.5%	12.5%	12.5%	0.0%
57.	Purchasing processes are not cumbersome for the requestor.	25.0%	37.5%	25.0%	12.5%	0.0%
58.	Vendors are selected competitively.	12.5%	37.5%	50.0%	0.0%	0.0%
59.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	0.0%	75.0%	12.5%	12.5%	0.0%
60.	Students are issued textbooks in a timely manner.	0.0%	62.5%	12.5%	25.0%	0.0%
61.	Textbooks are in good shape.	0.0%	75.0%	0.0%	25.0%	0.0%
62.	The school library meets the student needs for books and other resources.	37.5%	37.5%	0.0%	25.0%	0.0%

H. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
63.	The cafeteria's food looks and tastes good.	12.5%	12.5%	12.5%	37.5%	25.0%
64.	Food is served warm.	12.5%	37.5%	12.5%	25.0%	12.5%
65.	Students eat lunch at the appropriate time of day.	25.0%	75.0%	0.0%	0.0%	0.0%
66.	Students wait in food lines no longer than 10 minutes.	37.5%	62.5%	0.0%	0.0%	0.0%

67.	Discipline and order are maintained in the school cafeteria.	25.0%	50.0%	0.0%	25.0%	0.0%
68.	Cafeteria staff is helpful and friendly.	12.5%	50.0%	0.0%	37.5%	0.0%
69.	Cafeteria facilities are sanitary and neat.	0.0%	87.5%	0.0%	12.5%	0.0%

I. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
70.	School disturbances are infrequent.	0.0%	62.5%	0.0%	25.0%	12.5%
71.	Gangs are not a problem in this district.	25.0%	50.0%	12.5%	12.5%	0.0%
72.	Drugs are not a problem in this district.	12.5%	37.5%	12.5%	37.5%	0.0%
73.	Vandalism is not a problem in this district.	12.5%	50.0%	12.5%	25.0%	0.0%
74.	Security personnel have a good working relationship with principals and teachers.	25.0%	37.5%	37.5%	0.0%	0.0%
75.	Security personnel are respected and liked by the students they serve.	12.5%	37.5%	37.5%	12.5%	0.0%
76.	A good working arrangement exists between local law enforcement and the district.	25.0%	75.0%	0.0%	0.0%	0.0%
77.	Students receive fair and equitable discipline for misconduct.	12.5%	62.5%	12.5%	0.0%	12.5%
78.	Safety hazards do not exist on school grounds.	12.5%	50.0%	12.5%	25.0%	0.0%

J. Computers and Technology

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
79.	Students regularly use computers.	12.5%	62.5%	0.0%	25.0%	0.0%
80.	Students have regular access to computer equipment and software in the classroom.	12.5%	50.0%	0.0%	12.5%	25.0%
81.	Teachers know how to use computers in the classroom.	25.0%	62.5%	0.0%	12.5%	0.0%
82.	Computers are new enough to be useful for student instruction.	12.5%	75.0%	12.5%	0.0%	0.0%
83.	The district meets student needs in classes in computer fundamentals.	0.0%	37.5%	37.5%	25.0%	0.0%
84.	The district meets student needs in classes in advanced computer skills.	0.0%	37.5%	25.0%	25.0%	12.5%
85.	Teachers and students have easy access to the Internet.	12.5%	87.5%	0.0%	0.0%	0.0%

Additional Comments: Teachers

The following comments convey perception and do not necessarily reflect the findings or opinions of the Comptroller or the review team.

- I found it difficult to complete this survey. W. D. Spigner Elementary tries very hard to work with students, parents and community members to ensure that we are providing a quality education for all students. I do have concerns about the transition from sixth grade to seventh grade. I feel that the students are not considered when it comes to providing a middle school campus for them. I also feel that for the most part High School students are not properly prepared to live in this ever-changing society.
- Calvert needs to employ well-qualified, certified teachers in the social studies and science areas.
- It is unfortunate that due to negative press about the school - especially by the Comptroller's Office and TEA - students have been hurt and left with a hopelessness. Juniors who last year

attained 94 percent on math, writing, and reading were shocked to find out we were "low performing" at the high school. In spite of low drop out rates, excellent attendance, etc. - these students were made to feel stupid and losers by the very people whose praise should have been high, i.e., Comptroller. Eighth grade scores became a slap in the face to our other students in high school.

- One question - How can a state agency that can't predict and maintain a balanced budget for the state have "any" right to come to a school district that has a positive balance, spending above state average per student and follows budget policies and state laws and regulations? Physician heal thyself and then come and knock on our door. All the state visits this year have been very disruptive to our small school district and have interfered with our purpose of educating our students. Instead of interfering and trying to find our flaws, why don't you do something constructive and send people to assist and encourage us. I definitely have mixed signals from TEA and Comptroller's office about your purpose and goals for education.

Appendix D

PARENT SURVEY RESULTS

*Calvert Independent School District Management and Performance
Review
Demographic Data
(n = 67)*

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

1. Gender (Optional)	Male	Female			
	31.3%	55.2%			
2. Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other
	4.5%	74.6%	10.4%	0.0%	1.5%
3. How long have you lived in Calvert ISD?	0-5 years		6-10 years	11 or more years	
	10.4%		20.9%	59.7%	
4. What grade level(s) does your child(ren) attend (circle all that apply)?	Pre-Kindergarten	Kindergarten	First	Second	Third
	2.5%	9.3%	1.7%	5.9%	4.2%
	Fourth	Fifth	Sixth	Seventh	Eighth
	5.1%	8.5%	11.9%	2.5%	13.6%
	Ninth	Tenth	Eleventh	Twelfth	
	12.7%	12.7%	7.6%	1.7%	

A. District Organization and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The school board allows sufficient time for public input at meetings.	7.5%	25.4%	29.9%	16.4%	19.4%
2.	School board members	7.5%	23.9%	20.9%	25.4%	22.4%

	listen to the opinions and desires of others.					
3.	The superintendent is a respected and effective instructional leader.	6.0%	20.9%	14.9%	20.9%	37.3%
4.	The superintendent is a respected and effective business manager.	6.0%	23.9%	14.9%	14.9%	40.3%

B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
5.	The district provides a high quality of services.	9.0%	40.3%	13.4%	19.4%	16.4%
6.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	13.4%	38.8%	14.9%	17.9%	13.4%
7.	The needs of the college-bound student are being met.	7.5%	23.9%	19.4%	22.4%	25.4%
8.	The needs of the work-bound student are being met.	7.5%	40.3%	11.9%	19.4%	19.4%
9.	The district has effective educational programs for the following:					
	a) Reading	16.4%	50.7%	4.5%	16.4%	11.9%
	b) Writing	14.9%	50.7%	4.5%	16.4%	11.9%
	c) Mathematics	14.9%	47.8%	4.5%	17.9%	13.4%
	d) Science	13.4%	46.3%	4.5%	22.4%	13.4%
	e) English or Language Arts	16.4%	46.3%	3.0%	19.4%	13.4%
	f) Computer Instruction	13.4%	47.8%	1.5%	23.9%	13.4%
	g) Social Studies (history or geography)	13.4%	43.3%	7.5%	23.9%	11.9%

	h) Fine Arts	10.4%	37.3%	10.4%	26.9%	14.9%
	i) Physical Education	19.4%	47.8%	4.5%	17.9%	9.0%
	j) Business Education	9.0%	29.9%	14.9%	26.9%	17.9%
	k) Vocational (Career and Technology) Education	10.4%	32.8%	11.9%	25.4%	19.4%
	l) Foreign Language	9.0%	26.9%	19.4%	19.4%	23.9%
10.	The district has effective special programs for the following:					
	a) Library Service	10.4%	56.7%	6.0%	14.9%	11.9%
	b) Honors/Gifted and Talented Education	13.4%	44.8%	10.4%	17.9%	13.4%
	c) Special Education	14.9%	47.8%	14.9%	11.9%	10.4%
	d) Head Start and Even Start programs	14.9%	44.8%	16.4%	10.4%	9.0%
	e) Dyslexia program	9.0%	32.8%	19.4%	22.4%	14.9%
	f) Student mentoring program	9.0%	25.4%	19.4%	26.9%	17.9%
	g) Advanced placement program	10.4%	25.4%	19.4%	23.9%	20.9%
	h) Literacy program	10.4%	29.9%	22.4%	20.9%	13.4%
	i) Programs for students at risk of dropping out of school	10.4%	23.9%	11.9%	26.9%	23.9%
	j) Summer school programs	11.9%	52.2%	7.5%	10.4%	16.4%
	k) Alternative education programs	9.0%	20.9%	22.4%	19.4%	20.9%
	l) "English as a second language" program	9.0%	35.8%	17.9%	17.9%	16.4%
	m) Career counseling program	9.0%	26.9%	22.4%	17.9%	20.9%
	n) College counseling program	10.4%	25.4%	22.4%	19.4%	19.4%
	o) Counseling the parents	10.4%	23.9%	14.9%	19.4%	23.9%

	of students					
	p) Drop out prevention program	10.4%	14.9%	16.4%	32.8%	22.4%
11.	Parents are immediately notified if a child is absent from school.	14.9%	32.8%	9.0%	16.4%	22.4%
12.	Teacher turnover is low.	11.9%	22.4%	26.9%	9.0%	28.4%
13.	Highly qualified teachers fill job openings.	7.5%	31.3%	10.4%	26.9%	22.4%
14.	A substitute teacher rarely teaches my child.	6.0%	38.8%	9.0%	25.4%	17.9%
15.	Teachers are knowledgeable in the subject areas they teach.	9.0%	52.2%	10.4%	9.0%	13.4%
16.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	10.4%	61.2%	6.0%	10.4%	10.4%
17.	Students have access, when needed, to a school nurse.	14.9%	46.3%	10.4%	10.4%	17.9%
18.	Classrooms are seldom left unattended.	7.5%	55.2%	11.9%	11.9%	13.4%
19.	The district provides a high quality education.	10.4%	32.8%	11.9%	22.4%	20.9%
20.	The district has a high quality of teachers.	9.0%	37.3%	6.0%	25.4%	20.9%

C. Community Involvement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
21.	The district regularly communicates with parents.	9.0%	32.8%	17.9%	22.4%	16.4%
22.	District facilities are open	9.0%	37.3%	17.9%	19.4%	16.4%

	for community use.					
23.	Schools have plenty of volunteers to help students and school programs.	7.5%	32.8%	11.9%	23.9%	23.9%

D. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
24.	Parents, citizens, students, faculty, staff, and the board provide input into facility planning.	9.0%	28.4%	13.4%	26.9%	20.9%
25.	Schools are clean.	23.9%	44.8%	6.0%	16.4%	7.5%
26.	Buildings are properly maintained in a timely manner.	19.4%	44.8%	9.0%	11.9%	14.9%
27.	Repairs are made in a timely manner.	16.4%	34.3%	28.4%	9.0%	11.9%
28.	The district uses very few portable buildings.	11.9%	50.7%	23.9%	9.0%	4.5%
29.	Emergency maintenance is handled expeditiously.	13.4%	31.3%	26.9%	9.0%	19.4%

E. Asset and Risk Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
30.	My property tax bill is reasonable for the educational services delivered.	11.9%	29.9%	35.8%	13.4%	9.0%
31.	Board members and administrators do a good job explaining the use of tax dollars.	10.4%	3.0%	38.8%	23.9%	23.9%

F. Financial Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
32.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	3.0%	37.3%	29.9%	13.4%	13.4%
33.	Campus administrators are well trained in fiscal management techniques.	7.5%	26.9%	35.8%	9.0%	17.9%
34.	The district's financial reports are easy to understand and read.	6.0%	23.9%	44.8%	7.5%	14.9%
35.	Financial reports are made available to community members when asked.	6.0%	17.9%	38.8%	16.4%	16.4%

G. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
36.	Students are issued textbooks in a timely manner.	14.9%	55.2%	11.9%	11.9%	3.0%
37.	Textbooks are in good shape.	13.4%	44.8%	13.4%	11.9%	13.4%
38.	The school library meets student needs for books and other resources.	11.9%	55.2%	4.5%	10.4%	14.9%

H. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
39.	My child regularly purchases his/her meal from the cafeteria.	7.5%	32.8%	16.4%	23.9%	17.9%
40.	The school breakfast program is available to all children.	14.9%	67.2%	3.0%	4.5%	9.0%

41.	The cafeteria's food looks and tastes good.	10.4%	9.0%	17.9%	16.4%	44.8%
42.	Food is served warm.	10.4%	22.4%	19.4%	14.9%	31.3%
43.	Students have enough time to eat.	17.9%	61.2%	7.5%	9.0%	3.0%
44.	Students eat lunch at the appropriate time of day.	11.9%	62.7%	10.4%	10.4%	3.0%
45.	Students wait in food lines no longer than 10 minutes.	9.0%	50.7%	20.9%	7.5%	11.9%
46.	Discipline and order are maintained in the school cafeteria.	9.0%	53.7%	17.9%	6.0%	11.9%
47.	Cafeteria staff is helpful and friendly.	9.0%	38.8%	13.4%	17.9%	19.4%
48.	Cafeteria facilities are sanitary and neat.	10.4%	29.9%	20.9%	10.4%	28.4%

I. Transportation

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
49.	My child regularly rides the bus.	29.9%	53.7%	7.5%	3.0%	3.0%
50.	The bus driver maintains discipline on the bus.	19.4%	46.3%	9.0%	13.4%	11.9%
51.	The length of the student's bus ride is reasonable.	23.9%	65.7%	7.5%	3.0%	0.0%
52.	The drop-off zone at the school is safe.	20.9%	62.7%	6.0%	3.0%	7.5%
53.	The bus stop near my house is safe.	23.9%	56.7%	4.5%	1.5%	7.5%
54.	The bus stop is within walking distance from our home.	35.8%	61.2%	3.0%	0.0%	0.0%
55.	Buses arrive and depart on time.	31.3%	61.2%	4.5%	3.0%	0.0%

56.	Buses arrive early enough for students to eat breakfast at school.	23.9%	62.7%	6.0%	0.0%	7.5%
57.	Buses seldom break down.	14.9%	44.8%	25.4%	4.5%	10.4%
58.	Buses are clean.	21.2%	48.5%	18.2%	10.6%	1.5%
59.	Bus drivers allow students to sit down before taking off.	25.4%	50.7%	7.5%	11.9%	4.5%
60.	The district has a simple method to request buses for special events.	20.9%	46.3%	22.4%	4.5%	6.0%

J. Safety and Security

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
61.	Students feel safe and secure at school.	17.9%	46.3%	11.9%	14.9%	9.0%
62.	School disturbances are infrequent.	11.9%	43.3%	19.4%	16.4%	9.0%
63.	Gangs are not a problem in this district.	25.4%	49.3%	6.0%	10.4%	9.0%
64.	Drugs are not a problem in this district.	22.4%	43.3%	7.5%	16.4%	10.4%
65.	Vandalism is not a problem in this district.	28.4%	41.8%	7.5%	16.4%	4.5%
66.	Security personnel have a good working relationship with principals and teachers.	13.4%	41.8%	23.9%	9.0%	10.4%
67.	Security personnel are respected and liked by the students they serve.	13.4%	37.3%	29.9%	9.0%	10.4%
68.	A good working arrangement exists between the local law enforcement and the district.	17.9%	50.7%	11.9%	9.0%	10.4%

69.	Students receive fair and equitable discipline for misconduct.	10.4%	47.8%	9.0%	14.9%	17.9%
70.	Safety hazards do not exist on school grounds.	9.0%	49.3%	11.9%	23.9%	6.0%

K. Computers and Technology

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
71.	Teachers know how to teach computer science and other technology-related courses.	10.4%	52.2%	13.4%	14.9%	9.0%
72.	Computers are new enough to be useful to teach students.	17.9%	62.7%	10.4%	9.0%	0.0%
73.	The district meets student needs in computer fundamentals.	16.4%	50.7%	14.9%	11.9%	6.0%
74.	The district meets student needs in advanced computer skills.	16.4%	34.3%	13.4%	22.4%	13.4%
75.	Students have easy access to the Internet.	16.4%	55.2%	11.9%	9.0%	6.0%

Additional Comments: Parents:

The following comments convey perception and do not necessarily reflect the findings or opinions of the Comptroller or review team.

- My son will be leaving the elementary school this year and will not go on to the 7th grade in this district. There are gang related problems at the CISD - High school campus. I refuse to let my son attend a school that is ruining our preteen children. I am, however, satisfied with the education he has received at W. D. Spigner.
- School needs a new cook.
- There is a great need for qualified teachers and a school nurse. In some instances one person has several job titles. The cafeteria is filthy with rodents running around, the food isn't cooked until done and there is never enough for all kids.

- Calvert's schools have many problems because some of the teachers and teachers' aides are not qualified and the kids are not happy about the food because the food doesn't taste good. Some of the teachers don't give the children respect but want the children to give them respect. The nurse's aide is not qualified to be a nurse's aide. Some of the people that work for the Calvert school are there for one reason and that is a paycheck. Calvert needs people or teachers that want to work, care for the children and want the children to learn.
- I feel that the teachers are not qualified to teach the children at Calvert High because they're all mostly substitute teachers, some with no skills or knowledge.
- We have a great staff at the HS & Elem. We just need to work on community involvement.
- This has been an enjoyable year. We have had a lot of fun. Teacher are o.k. at parent conferences. We are proud to be a part of Calvert ISD.
- I am very satisfied with the education my kindergartener has received.
- I do not like the performance of Calvert ISD. I do not feel that my children are getting the best education possible. I feel that I must find a better school for my children to attend even if it means moving from Calvert.
- The school needs a cook. The cook that is there do not know how to prepare a decent breakfast. Food is wasted a lot.
- The cafeteria needs a cook, the cook wastes about 80 per cent of the food that she is supposed to cook.
- I have 3 daughters at the high school. They are not satisfied with the school without a principal. The principal that they had was very good with the students. When he got fired it hurt the students very badly, my children and also other students. The food that is prepared every day is not very good. Roaches have been found crawling in the food. Calvert High has too many substitute teachers which is not good for the students. We need new school board members for Calvert ISD because the ones we have go along with the superintendent about everything. The principal that got fired was the best thing that could have come to Calvert ISD. The children need a good leader. Thank you.
- I have some concerns about the school bathrooms. They don't have proper heating. The bathrooms at the elementary school are in bad shape and have no doors on the restroom stalls except on one bathroom stall. The school really needs a lot of work done on it. The food is not the best and the children don't eat vegetables like they should.
- Security personnel does not exist at Calvert ISD.

- I am very satisfied with the CISD - Elementary school. My son is in special education and he has made great progress since he has been at CISD.
- The Calvert High School need better cooks because my children are always complaining that their lunch is nasty and sometimes cold.
- Calvert ISD needs programs to keep High School kids interested in school and have fewer dropouts.
- Some of the teachers are great with the kids. There are very few teachers that take the time to give the kids that one on one that they need and very few that care about the students enough to inform parents about how their child is doing in the subjects.
- I am a parent of two children that go to W. D. Spigner Elementary, which is the best school in Texas. It has the best teachers there to help my children and other parents' children too. I know they are the greatest.
- This school district doesn't have any security personnel. The food service needs a better menu and new cooks. The superintendent is arrogant and uses his position to intimidate his staff. The superintendent is not respected by students or people in the community because of a lack of discretion in his personal life.
- This school district has no qualified nurse. They're no security personnel. They need better food and more qualified teachers.
- Children in Calvert ISD do not have enough things to do. They have too much free time on their hands. They are either pregnant before age 18 or selling drugs. They need more constructive things to occupy their time. There is no boys and girls club or anything like that here.
- I think the educational performance at Calvert ISD could be improved. Calvert is a small district so teachers should be able to teach kids more, than if there was double the size in a classroom. I also think TAAS scores could be higher.
- This has been an pleasurable year for me. Teachers are friendly and respectful. Calls are made to me when my child has a problem.
- I myself attended Calvert ISD. I did not like the way it was run back then and I do not believe the performance has changed much since then. If circumstances allow my children will not be attending Calvert ISD during the next school year.
- Change the food service worker, the cook can't cook!!!
- My child's current teacher has disrespected her and numerous children even before my child attended here. My child has been punished for speaking out by her teacher and I feel because we both spoke up her teacher is failing her on purpose. I am very upset with this school district and I will never send my child back here ever!!!!
- It's good!

- More attention to special educational is needed. More teachers are also needed. Overall we are satisfied. People in the community with school age children need to send them to their own school district.
- Calvert has high turnover in teachers. Calvert needs more attention to special education.
- I feel the elementary school is doing a wonderful job. This survey should have been separated so that the elementary school could get a good rating. So the survey I graded is really on the High School. I think the Elementary School has a good leader and also good teachers. The Superintendent has no respect for anything, not even his family. Check the superintendent's background from past years in Jasper and Gladewater.
- Calvert High School is a non-educational facility. Most of the questions were answered based on the high school. I feel the superintendent should be dismissed based on his morals. You just wouldn't believe the things the superintendent does. The superintendent is a person with no respect for his family and his students. Most of the teachers at the high school need to be replaced. They don't care about the welfare of the children's education.
- This survey is based on the High School. I have no regrets about the Elementary School. Everything's just fine there. The superintendent needs to be run out of the city limits.
- Calvert did not know about the transfer of my child from East Side Elementary in Hearne. My child spent 2 months in a special education program before they hired an aide to help the teacher. They fired her 2 weeks before school let out for the summer for paddling my child. The aide was fired even though she had my verbal and written consent to do so. Teachers located in the elementary and special education programs have not been working for 2 years. I feel that Mrs. Mable and her staff of teachers have no effective paperwork or voice to express what is needed and what needs repairing at the school at this time. I don't feel that the superintendent is not more concerned about keeping his job and not making waves. Also the district treats the mayor of Calvert disrespectfully.

Appendix E

STUDENT SURVEY RESULTS

*Calvert Independent School District Management and Performance
Review
Demographic Data
(n=22)*

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

1. Gender (Optional)	Male	Female				
	54.5%	45.5%				
2. Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	
	9.1%	86.4%	0.0%	0.0%	4.5%	
3. What is your classification?	Junior	Senior				
		63.6%	31.8%			

A. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The needs of the college-bound student are being met.	0.0%	40.9%	22.7%	27.3%	9.1%
2.	The needs of the work-bound student are being met.	0.0%	36.4%	45.5%	4.5%	9.1%
3.	The district has effective educational programs for the following:					
	a) Reading	22.7%	63.6%	0.0%	13.6%	0.0%
	b) Writing	13.6%	77.3%	4.5%	4.5%	0.0%
	c) Mathematics	0.0%	50.0%	4.5%	22.7%	22.7%
	d) Science	0.0%	40.9%	9.1%	31.8%	9.1%

	e) English or Language Arts	36.4%	50.0%	0.0%	4.5%	9.1%
	f) Computer Instruction	4.5%	45.5%	18.2%	13.6%	13.6%
	g) Social Studies (history or geography)	4.5%	50.0%	9.1%	27.3%	9.1%
	h) Fine Arts	18.2%	50.0%	13.6%	4.5%	13.6%
	i) Physical Education	31.8%	54.5%	0.0%	13.6%	0.0%
	j) Business Education	0.0%	18.2%	36.4%	13.6%	22.7%
	k) Vocational (Career and Technology) Education	4.5%	45.5%	27.3%	4.5%	4.5%
	l) Foreign Language	13.6%	40.9%	22.7%	9.1%	4.5%
4.	The district has effective special programs for the following:					
	a) Library Service	13.6%	59.1%	13.6%	13.6%	0.0%
	b) Honors/Gifted and Talented Education	4.5%	31.8%	40.9%	22.7%	0.0%
	c) Special Education	0.0%	54.5%	27.3%	18.2%	0.0%
	d) Student mentoring program	0.0%	27.3%	36.4%	22.7%	13.6%
	e) Advanced placement program	9.1%	22.7%	22.7%	22.7%	18.2%
	f) Career counseling program	4.5%	45.5%	18.2%	18.2%	4.5%
	g) College counseling program	9.1%	40.9%	22.7%	18.2%	9.1%
5.	Students have access, when needed, to a school nurse.	13.6%	9.1%	22.7%	27.3%	27.3%
6.	Classrooms are seldom left unattended.	13.6%	36.4%	22.7%	9.1%	18.2%
7.	The district provides a high quality education.	0.0%	36.4%	18.2%	31.8%	13.6%
8.	The district has high quality teachers.	0.0%	27.3%	18.2%	31.8%	22.7%

B. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
9.	Schools are clean.	0.0%	50.0%	27.3%	18.2%	4.5%
10.	Buildings are properly maintained in a timely manner.	9.1%	54.5%	4.5%	27.3%	4.5%
11.	Repairs are made in a timely manner.	4.5%	27.3%	31.8%	22.7%	9.1%
12.	Emergency maintenance is handled timely.	0.0%	40.9%	22.7%	18.2%	13.6%

C. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
13.	There are enough textbooks in all my classes.	0.0%	40.9%	13.6%	22.7%	22.7%
14.	Students are issued textbooks in a timely manner.	0.0%	40.9%	22.7%	27.3%	9.1%
15.	Textbooks are in good shape	0.0%	18.2%	9.1%	59.1%	13.6%
16.	The school library meets student needs for books and other resources.	13.6%	72.7%	9.1%	4.5%	0.0%

D. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
17.	The school breakfast program is available to all children.	4.5%	59.1%	9.1%	18.2%	9.1%
18.	The cafeteria's food looks and tastes good.	0.0%	13.6%	18.2%	18.2%	50.0%

19.	Food is served warm.	0.0%	50.0%	31.8%	0.0%	18.2%
20.	Students have enough time to eat.	0.0%	45.5%	4.5%	4.5%	45.5%
21.	Students eat lunch at the appropriate time of the day.	0.0%	68.2%	9.1%	13.6%	9.1%
22.	Students wait in food lines no longer than 10 minutes.	0.0%	36.4%	31.8%	18.2%	13.6%
23.	Discipline and order are maintained in the school cafeteria.	9.1%	40.9%	18.2%	27.3%	4.5%
24.	Cafeteria staff is helpful and friendly.	9.1%	27.3%	27.3%	31.8%	4.5%
25.	Cafeteria facilities are sanitary and neat.	0.0%	31.8%	18.2%	27.3%	18.2%

E. Transportation

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
26.	I regularly ride the bus.	18.2%	50.0%	4.5%	22.7%	4.5%
27.	The bus driver maintains discipline on the bus	27.3%	50.0%	13.6%	9.1%	0.0%
28.	The length of my bus ride is reasonable.	13.6%	68.2%	18.2%	0.0%	0.0%
29.	The drop-off zone at the school is safe.	22.7%	59.1%	13.6%	0.0%	4.5%
30.	The bus stop near my house is safe.	22.7%	63.6%	9.1%	0.0%	4.5%
31.	The bus stop is within walking distance from our home.	22.7%	63.6%	13.6%	0.0%	0.0%
32.	Buses arrive and leave on time.	13.6%	59.1%	18.2%	4.5%	4.5%
33.	Buses arrive early enough for students to eat breakfast at school.	13.6%	72.7%	13.6%	0.0%	0.0%

34.	Buses seldom break down.	13.6%	27.3%	22.7%	31.8%	4.5%
35.	Buses are clean.	13.6%	45.5%	18.2%	13.6%	4.5%
36.	Bus drivers allow students to sit down before taking off.	36.4%	54.5%	4.5%	4.5%	0.0%

F. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
37.	I feel safe and secure at school.	13.6%	59.1%	13.6%	4.5%	9.1%
38.	School disturbances are infrequent.	4.5%	31.8%	31.8%	13.6%	18.2%
39.	Gangs are not a problem in this district.	22.7%	59.1%	0.0%	9.1%	9.1%
40.	Drugs are not a problem in this district.	18.2%	45.5%	22.7%	9.1%	4.5%
41.	Vandalism is not a problem in this district.	13.6%	40.9%	22.7%	18.2%	4.5%
42.	Security personnel have a good working relationship with principals and teachers.	0.0%	36.4%	40.9%	13.6%	9.1%
43.	Security personnel are respected and liked by the students they serve.	0.0%	18.2%	50.0%	27.3%	4.5%
44.	A good working arrangement exists between local law enforcement and the district.	4.5%	40.9%	31.8%	13.6%	4.5%
45.	Students receive fair and equitable discipline for misconduct.	4.5%	40.9%	27.3%	22.7%	4.5%
46.	Safety hazards do not exist on school grounds.	13.6%	22.7%	45.5%	9.1%	4.5%

G. Computers and Technology

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
47.	Students have regular access to computer equipment and software in the classroom.	4.5%	45.5%	13.6%	31.8%	4.5%
48.	Teachers know how to use computers in the classroom.	4.5%	68.2%	9.1%	9.1%	9.1%
49.	Computers are new enough to be useful for student instruction.	9.1%	54.5%	13.6%	22.7%	0.0%
50.	The district offers enough classes in computer fundamentals.	4.5%	36.4%	22.7%	27.3%	9.1%
51.	The district meets student needs in advanced computer skills.	4.5%	31.8%	9.1%	45.5%	9.1%
52.	Teachers and students have easy access to the Internet.	9.1%	45.5%	22.7%	22.7%	0.0%

Additional Comments: Students

The following comments convey perception and do not necessarily reflect the findings or opinions of the Comptroller or of the review team.

- We only have 3 good teachers. They are the only one's who teach you and make you work.
- Well, I think the school needs to do better in what they are doing because this school is very sorry. The only good thing about this school is the boys won the state championship.
- I feel that the food we eat in the cafeteria is very, very disgusting and is not eatable.
- For starters, the food could be better. I and many other students have found insects in our food and dirty silverware. As for as the education goes, it could also be better. Calvert is the lowest high school as far as education goes-we are behind.
- We need a new science teacher because we have a substitute teacher teaching us chemistry, biology and etc. It is time for a change. I do not agree with one person being the principal, superintendent, etc. Instead of trying to discipline the kids we need new teachers. Don't get me wrong we have a good school with a

lot of good teachers but we have some who are not qualified to do the jobs that they are appointed.

- I think that we need a principal, and a chem./science teacher. We have one man at this school that is the principal, athletic director, coach and superintendent. We need a school nurse and more teachers than aides.
- The educational performance of Calvert ISD is poor. We have no principal, no qualified teachers or enough supplies to ensure a well balanced education. There isn't a nurse or good cafeteria food. Students are not treated fairly. The education is a disgrace
- The educational performance of Calvert ISD is alright most of the time but at certain times it is not alright due to the lack of certified staff members and supplies that we have. Also the cafeteria food should be better and there should be more activities for students to do.
- I feel that Calvert High doesn't have enough good teachers. We have lost a couple of teachers this year and replaced them with substitute teachers that don't know how to teach. In those classes we don't learn anything. We just do unnecessary work that really has nothing to do with that subject.
- This school is very bad and we don't have any qualified teachers. They need to do better with hiring good teachers. The food is always nasty to eat and roaches are everywhere.
- The food at Calvert high school is sad-they need more courses. The high school needs a real chemistry teacher and a real principal. We need more time for bathroom breaks because we can't leave class to go use the restroom. They need better tasting food at Calvert High School.