

TRANSMITTAL LETTER

June 14, 2002

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

Fellow Texans:

I am pleased to present my performance review of the Center Point Independent School District (CPISD).

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

I have made a number of recommendations to improve CPISD's efficiency. I have also highlighted a number of "best practices" in district operations-model programs and services provided by the district's administrators, teachers, and staff. This report outlines 45 detailed recommendations that could save CPISD \$694,110 over the next five years, while reinvesting \$249,505 to improve educational services and other operations. Net savings are estimated to reach \$444,605 that the district can redirect into the classroom.

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

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

Sincerely,



Carole Keeton Rylander
Texas Comptroller

EXECUTIVE SUMMARY

Executive Summary Overview

In February 2002, Texas Comptroller Carole Keeton Rylander began a review of the Center Point Independent School District (CPISD) as part of a five-district project that also included reviews of the neighboring Kerrville, Ingram, Hunt and Divide school districts. Based upon more than four months of work, this report identifies CPISD's exemplary programs and suggests concrete ways to improve district operations. If fully implemented, the Comptroller's 45 recommendations could result in net savings of \$444,605 over the next five years.

Improving the Texas School Performance Review

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

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

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

- Ensure students and teachers receive the support and resources necessary to succeed;
- Identify innovative ways to address the district's core management challenges;
- Ensure administrative duties are performed efficiently, without duplication, and in a way that fosters education;
- Develop strategies to ensure the district's processes and programs are continuously assessed and improved;
- Challenge any process, procedure, program or policy that impedes instruction and recommend ways to reduce or eliminate obstacles; and

- Put goods and services to the "Yellow Pages Test": government should do no job if a business in the Yellow Pages can do that job better and at a lower cost.

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

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

TSPR in Center Point ISD

The CPISD review began in February 2002 with the Comptroller contracting with SoCo Consulting, Inc. and Dan McLendon and Associates, both Austin-based consulting firms, to assist with the review. The review team interviewed district employees, school board members, parents and community members and held a public forum on February 26, 2002 at the Center Point School Cafeteria from 4 to 7 p.m.

To ensure stakeholders had an opportunity to give comments to the review team, surveys were sent to parents, teachers and district staff. More than 250 surveys were mailed out and a total of 118 respondents answered surveys. Five campus and central administrators and support staff, 17 teachers, 53 students and 43 parents completed written surveys. Details from the surveys and the public forum appear in **Appendices A through D**. The Superintendent requested that his response to the surveys be printed as well and is found in **Appendix E**.

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

When asked to select peer districts for comparison purposes, CPISD expressed that each district has its own uniqueness and challenges can not be compared to others. CPISD did suggest, however, to the review team, that they be placed alongside their UIL competitors for peer selection purposes. On behalf of CPISD, TSPR selected five peer districts for comparisons based on similarities in student enrollment, student performance and community and student demographics. The districts chosen were Blanco, Johnson City and Lago Vista. The district was also

compared to the state and regional averages in TEA's Regional Education Service Center XX (Region 20) in San Antonio.

In 2001-02, the district served a population of 536 students: 28.0 percent Hispanic, 1.1 percent African American and 70.1 percent Anglo, with 53.5 percent of the students economically disadvantaged. **Exhibit 1** details the demographic characteristics of CPISD, its peer school districts, Region 20 and the state.

Exhibit 1
Demographic Characteristics of CPISD Students
Peer Districts, Region 20 and State
2001-02

District	Student Enrollment	<i>Ethnic Percent</i>				Percent Economically Disadvantaged
		Percent African American	Percent Hispanic	Percent Anglo	Percent Other	
Blanco	880	2.0	28.2	69.5	0.2	40.5
Center Point	536	1.1	28.0	70.1	0.8	53.5
Johnson City	666	0.3	19.1	79.6	1.1	23.9
Lago Vista	1,013	1.6	13.8	83.3	1.3	14.4
Region 20	337,299	7.0	64.2	27.3	1.4	61.0
State	4,150,741	14.4	41.7	40.8	3.1	50.5

Source: TEA, PEIMS, 2001-02.

During its more than four-month review, TSPR developed 45 recommendations to improve operations and save taxpayers \$694,110 by 2006-07. Cumulative net savings from all recommendations (savings minus recommended investments or expenditures) would reach \$444,605 by 2006-07.

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

Acknowledgments

The Comptroller's office, SoCo Consulting, Inc. and Dan McLendon and Associates wish to express their appreciation to the CPISD Board of Trustees, Superintendent Robert Payne, district employees, students, parents and community residents who helped during the review.

Center Point ISD

CPISD is located in the town of Center Point, on the Guadalupe River approximately eight miles southeast of Kerrville, in southeastern Kerr County. Center Point has several small service and manufacturing businesses and attracts a steady stream of vacationers, retirees and summer residents.

CPISD is a small district serving students from pre-Kindergarten through grade 12 with a static student growth and a growing tax base. The district is comprised of three schools including an elementary, a middle, and a high school campus. In 2000-01, the district was rated Academically Acceptable by TEA. Though the percentage of CPISD students passing the Texas Assessment of Academic Skills (TAAS) was lowest among all its peer districts, CPISD scored above both the regional and state averages in reading, writing, mathematics and all tests taken (**Exhibit 2**).

Exhibit 2
2000-01 TAAS Pass Rates
Reading, Mathematics, Writing and All Tests
CPISD, Peer Districts, Region 20 and State

District	Reading	Mathematics	Writing	All Tests
Blanco	94.2%	90.8%	87.6%	85.4%
Center Point	93.8%	91.1%	89.8%	85.1%
Johnson City	97.4%	96.7%	92.6%	92.3%
Lago Vista	93.5%	92.3%	93.5%	87.8%
Region 20	87.4%	88.2%	86.4%	79.3%
State	88.9%	90.2%	87.9%	82.1%

Source: TEA, AEIS, 2000-01.

The district's annual budget for 2001-02 is \$3.6 million, of which 51.5 percent is spent on instruction. While CPISD experienced a negative fund balance both in 1998-99 and 1999-2000, a concerted effort to streamline district operations has helped the district to replenish its financial reserves in 2000-01.

While TSPR found exemplary programs and practices that can be replicated by other districts, as CPISD positions itself for the future, the board, the superintendent and administrators must move forward to:

- Improve district planning;
- Improve internal controls; and
- Strengthen academic preparation for the college bound student.

Key Findings and Recommendations

Improve District Planning

Combine planning documents into a district strategic plan and tie it to the budget. CPISD does not have a district strategic plan. All planning in the district is at the administrative and campus levels in the District Improvement Plan and Campus Improvement Plans, which target instruction. A strategic plan, however, incorporates auxiliary operational plans for food services, transportation, safety and security and master facilities planning into one comprehensive plan that is tied to the budget. By setting long-term goals, the district can work toward greater responsibility in budget management and increased overall district efficiency.

Prepare a performance report of the district's operations and submit to the board annually. Board members and other administrative officials are not provided with performance reports to ensure that the district's auxiliary functions, such as transportation, food services, custodial support, maintenance and personnel operate efficiently. Including performance reports that show profit and loss by department and function will allow the board to make more informed decisions.

Hire a part-time grant writer to develop a plan for maximizing grant funds. While the grants that the district has secured are benefiting the district, CPISD is not taking full advantage of the opportunity to obtain additional grants available to school districts from the state and federal government and private foundations. Having a person with grant writing expertise can assist the district in developing a plan to maximize the district's grant possibilities and net proceeds of at least \$90,000 annually.

Improve Internal Controls

Use staffing productivity measures to control cafeteria staffing labor costs. The district's meals served per labor hour exceeds industry standards, which means that CPISD has more staff than is needed for the number of meals served. CPISD's Food Services Department serves 11.5 meals per labor hour compared to the industry standard of 14. By adopting

industry standards, CPI SD could reduce labor costs and potentially save more than \$13,000 annually.

Generate a complete set of financial statements for review by board members and appropriate administrative staff. Due to the negative fund balance in 1998-99 through 1999-2000, the board needs to be continually mindful of the district's financial condition and the level of reserves. Monthly financial statements can provide the administration and board members with a summary of the district's financial position.

Cross-train personnel to perform critical financial duties. The business manager is the only district employee who is trained to handle a variety of financial functions such as processing purchase requisitions, managing the payroll process and making the district's deposits at the bank. Cross-training employees will enable the district to perform these important tasks when the business manager is unavailable.

Strengthen Academic Preparation for the College Bound Student

Encourage students to take Advanced Placement examinations and provide financial assistance. No CPI SD students took an Advanced Placement (AP) examination during 2000-01. AP is a nationally recognized program that introduces high school students to university-level material and challenges them to complete more rigorous assignments. By encouraging students to take both an AP class and the subsequent examination, students can earn college credit and become more familiar with the demands of university classes.

Develop strategies to increase the score and number of students taking college entrance examinations. The percentage of CPI SD students receiving a score at or above the criterion score on the standardized college entrance examinations is lower than its peers, the region and the state. By providing better preparation for these standardized tests, CPI SD will help students to successfully enter college.

Exemplary Programs and Practices

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

- ***The district has a thorough and comprehensive superintendent hiring process involving all constituencies of the community and***

the district. When it was announced that the superintendent was retiring, CPISD involved the community and district in the search process. With the community's input, the district secured cross-sectional support for the process. The district received 43 applicants, the most ever received for a superintendent vacancy in the district. The new superintendent was then selected from the pool of applicants.

- ***The district runs a national background check on all new hires and substitutes.*** CPISD aggressively investigates employees using background checks before and after hiring to prevent or limit the risk of hiring an employee with a background of criminal misconduct. A national background check is conducted if the candidate has ever lived outside the state of Texas. By using this process, the district increases the overall safety of its students and staff.
- ***The district reduces its overall bus maintenance costs by standardizing its bus engines.*** According to the Maintenance/Transportation director, the last buses purchased had engines based on a design that allows the engine to be overhauled or rebuilt in the chassis or the body of the bus. The Maintenance/Transportation director estimates that a complete engine overhaul normally would cost the district \$10,000 compared to about \$6,000 for the new design. Furthermore, the district realizes additional savings since these engines do not need to be overhauled as frequently.

Savings and Investment Requirements

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

TSPR recommended 45 ways to save CPISD \$694,110 over a five-year period. Reinvestment opportunities will cost the district \$249,505 during the same period. Full implementation of all recommendations in this report could produce net savings of \$444,605 by 2006-07 (**Exhibit 3**).

Exhibit 3
Summary of Net Savings
TSPR Review of Center Point Independent School District

Year	Total
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2002-03 Initial Annual Net Savings	\$50,301
2003-04 Additional Annual Net Savings	\$97,576
2004-05 Additional Annual Net Savings	\$97,576
2005-06 Additional Annual Net Savings	\$97,576
2006-07 Additional Annual Net Savings	\$97,576
One Time Net (Costs)/Savings	\$4,000
TOTAL SAVINGS PROJECTED FOR 2002-2007	\$444,605

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

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

Exhibit 4
Summary of Costs and Savings by Recommendation

Recommendation		2002-03	2003-04	2004-05	2005-06	2006-07	5-Year (Costs) or Savings	One Time (Costs) or Savings
Chapter 1 District Organization and Management								
1	Include enough detail in the board agenda document to inform the public of discussions taking place at the upcoming board meeting. p. 18	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2	Prepare a performance report of the district's operations and submit to the board annually. p. 19	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3	Hire a part-time grant writer to develop a plan for maximizing grant funds. p. 20	\$40,000	\$90,000	\$90,000	\$90,000	\$90,000	\$400,000	\$0
4	Combine planning documents into a district strategic plan and tie it to the budget. p. 22	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5	Develop a more objective evaluation/appraisal instrument for evaluating the superintendent's performance. p. 25	\$0	\$0	\$0	\$0	\$0	\$0	\$0

6	Conduct exit interviews and identify the reasons for teacher turnover. p. 30	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7	Draft a policy regarding accumulated leave when employees terminate or retire. p. 32	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Chapter 1 Total		\$40,000	\$90,000	\$90,000	\$90,000	\$90,000	\$400,000	
Chapter 2 Educational Service Delivery								
8	Encourage students to take Advanced Placement examinations and provide financial assistance. p. 44	(\$366)	(\$366)	(\$366)	(\$366)	(\$366)	(\$1,830)	\$0
9	Review the district's Algebra I curriculum to ensure it includes all material covered in the end-of-course examination. p. 46	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10	Develop strategies to increase the score and number of students taking college entrance examinations. p. 49	(\$1,510)	(\$1,510)	(\$1,510)	(\$1,510)	(\$1,510)	(\$7,550)	\$0
11	Ensure that staff has the professional development training required to provide services to Gifted and Talented students. p. 52	\$0	\$0	\$0	\$0	\$0	\$0	\$0
12	Design and implement a	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	student and program assessment system for the district's Gifted and Talented program that ensures meaningful data are collected and used. p. 53							
13	Maximize Medicare reimbursements by applying for all available funds at the most competitive submission rates. p. 57	\$10,696	\$5,348	\$5,348	\$5,348	\$5,348	\$32,088	\$0
14	Evaluate the CATE programs and combine low enrollment classes. p. 60	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Chapter 2 Total	\$8,820	\$3,472	\$3,472	\$3,472	\$3,472	\$22,708	\$0
Chapter 3 Financial Management								
15	Generate a complete set of monthly financial statements for review by board members and appropriate administrative staff. p. 74	\$0	\$0	\$0	\$0	\$0	\$0	\$0
16	Develop an external auditor request for proposal policy to ensure that external auditors are rotated at least every five years. p. 75	\$0	\$0	\$0	\$0	\$0	\$0	\$0
17	Cross-train	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	business office staff to perform critical financial duties. p. 78							
18	Create procedures for managing and tracking textbook inventory. p. 79	\$0	\$0	\$0	\$0	\$0	\$0	\$0
19	Establish a committee of staff and administrators to implement the state health plan for the 2002-03 school year. p. 82	\$0	\$0	\$0	\$0	\$0	\$0	\$0
20	Renegotiate the depository contract with the bank to take advantage of higher interest rates. p. 85	\$12,426	\$12,426	\$12,426	\$12,426	\$12,426	\$62,130	\$0
21	Ensure that physical inventories are conducted every year and reconciled to the general ledger. p. 87	(\$1,500)	(\$1,500)	(\$1,500)	(\$1,500)	(\$1,500)	(\$7,500)	\$0
	Chapter 3 Total	\$10,926	\$10,926	\$10,926	\$10,926	\$10,926	\$54,630	\$0
Chapter 4 Operations								
22	Require custodians to report to the Maintenance/Transportation director. p. 94	\$0	\$0	\$0	\$0	\$0	\$0	\$0
23	Assign custodians and maintenance workers based on an acceptable staffing allocation formula. p. 96	(\$45,505)	(\$45,505)	(\$45,505)	(\$45,505)	(\$45,505)	(\$227,525)	\$0
24	Implement	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	cleanliness and maintenance standards for custodial, grounds and maintenance operations. p. 97							
25	Develop and follow a preventive maintenance program for the district. p. 98	\$0	\$0	\$0	\$0	\$0	\$0	\$0
26	Annually evaluate the progress made to bring the district into compliance with ADA. p. 99	\$0	\$0	\$0	\$0	\$0	\$0	\$0
27	Subscribe to an environmental management service. p. 100	(\$900)	(\$900)	(\$900)	(\$900)	(\$900)	(\$4,500)	\$0
28	Develop and implement a standard work order process for all district personnel. p. 101	\$0	\$0	\$0	\$0	\$0	\$0	\$0
29	Develop an inventory system for custodial and maintenance supplies. p. 102	\$0	\$0	\$0	\$0	\$0	\$0	\$0
30	Conduct an analysis of the food service operations and submit quarterly food service reports to the board to monitor the cafeteria's profits and losses. p. 105	\$0	\$0	\$0	\$0	\$0	\$0	\$0
31	Write and	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	strategies to effectively manage resources. p. 121							
39	Implement a spare bus ratio policy. p. 124	\$5,040	\$5,040	\$5,040	\$5,040	\$5,040	\$25,200	\$3,000
40	Annually evaluate routes and reduce or combine under-capacity routes. p. 125	\$5,248	\$7,871	\$7,871	\$7,871	\$7,871	\$36,732	\$1,000
41	Create an inventory and supply tracking system. p. 127	\$996	\$996	\$996	\$996	\$996	\$4,980	\$0
42	Create a technology procedures manual. p. 129	\$0	\$0	\$0	\$0	\$0	\$0	\$0
43	Prepare a comprehensive disaster recovery plan. p. 131	\$0	\$0	\$0	\$0	\$0	\$0	\$0
44	Develop and implement a comprehensive plan for the distance learning program. p. 133	\$0	\$0	\$0	\$0	\$0	\$0	\$0
45	Improve the district's Web site and update it on a regular basis. p. 136	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Chapter 4 Total	(\$9,445)	(\$6,822)	(\$6,822)	(\$6,822)	(\$6,822)	(\$36,733)	\$4,000
	Gross Savings	\$100,202	\$147,477	\$147,477	\$147,477	\$147,477	\$690,110	\$4,000
	Gross Costs	(\$49,901)	(\$49,901)	(\$49,901)	(\$49,901)	(\$49,901)	(\$249,505)	\$0
	Total	\$50,301	\$97,576	\$97,576	\$97,576	\$97,576	\$440,605	\$4,000

Total Savings	\$694,110
Total Costs	(\$249,505)

Net	\$444,605
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Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

This chapter reviews Center Point Independent School District's (CPISD's) overall organization and management in the following three sections.

- A. Governance
- B. District Planning and Management
- C. Personnel Organization and Management

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

The board also hires a district superintendent to interpret these policies and create procedural guides so that the district's other employees can tend to their daily operations. District superintendents determine the number of staff needed to accomplish district mission and objectives, prepare and recommend an annual budget and supervise day-to-day operations.

BACKGROUND

CPISD is located in the town of Center Point, on the Guadalupe River about eight miles southeast of Kerrville, in southeastern Kerr County. The site became a focal point for business activity when Dr. Charles de Ganahl, an early settler, opened a post office in his home. The subsequent postmaster named the community Center Point in 1872, supposedly because it was halfway between Kerrville and Comfort, as well as halfway between Fredericksburg and Bandera.

By 1900, Center Point had a population of about 500, with churches, a solid business community, public schools and a growing reputation as a health and recreation resort. The town was incorporated, for public school purposes only, in August 1889 and in 1890 elected its first school trustees. The town voted briefly in 1913 to complete incorporation, but dissolved it in the same year. Center Point held its position as an area trade center until the 1920s, when a paved highway was built around the edge of town and surrounding towns developed their own transportation facilities.

Center Point has several small service and manufacturing businesses and attracts a steady stream of vacationers, retirees and summer residents. The 1990 population was approximately 1,000.

In 2001-02, CPISD's student enrollment is 536 on three campuses-an elementary school, middle school and high school. The elementary school serves kindergarten through grade 5, the middle school serves grades 6 through 8 and the high school serves grades 9 through 12. CPISD property tax valuation per student is \$152,044, compared to \$215,232 for the state.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

A. GOVERNANCE

Elected Boards of Trustees govern school districts in Texas. Boards should focus on decision-making processes, planning and providing resources for achieving goals. To a great extent, the board's ability to perform these duties effectively is determined by their knowledge and recognition of the separation of their role from that of the superintendent.

The superintendent acts as the chief executive officer of the district and is responsible for effectively executing policies adopted by the local board. The superintendent manages the administration of all district operations and assigns personnel responsibilities.

CPISD's Board of Trustees consists of seven trustees all elected at large. The terms of one-third of the Trustees, or as near to one-third as possible expire each year. Trustees are elected to three-year terms on a rotating basis. **Exhibit 1-1** presents information on the Board of Trustees.

Exhibit 1-1
Board of Trustees
2001-02

Board Member	Title	Term Expires	Full Years of Service	Occupation
Edwin P. Stearns	President	2003	5	Financial Consultant
Frank Thomason	Vice President	2005	7	Rancher
Michael Butler	Secretary	2004	1	Highway Contractor
Noe Gutierrez	Member	2003	10	Hospital Driver
Harry Holt	Member	2003	5	Retired Military
Stephen Langlinais	Member	2004	1	Fire Department Battalion Chief
Sue Holloway	Member	2005	0	Retired Teacher

Source: CPISD, 2001-02 School Board Members.

Regular board meetings are held on the third Tuesday of every month, at 7:00 pm. In addition, the board may hold special meetings whenever it deems necessary. The president, vice-president and secretary are selected at the first board meeting after the election. The superintendent serves as the administrative leader responsible for policy implementation and day-to-day operations.

Exhibit 1 summarizes the board meetings from April 2001 through February 2002.

Exhibit 1-2
Summary of Board of Trustee Meetings
April 2001 - February 2002

Meeting Date	Day	Type of Meeting		Regular Meeting			Time Spent in Executive Session (hours)
		Regular	Special	Start Time	End Time	Duration (hours)	
2/6/2002	1 st Wednesday		X	6:00 PM	10:50 PM	4:50	4:49
1/15/2002	3rd Tuesday	X		7:00 PM	9:01 PM	2:01	1:32
12/18/2001	3rd Tuesday	X		7:00 PM	9:20 PM	2:20	0:24
11/27/2001	4th Tuesday		X	6:00 PM	6:56 PM	0:56	0:00
11/20/2001	3rd Tuesday	X		7:00 PM	10:08 PM	3:08	0:51
10/16/2001	3rd Tuesday	X		7:00 PM	8:50 PM	1:50	0:00
9/18/2001	3rd Tuesday	X		7:00 PM	9:01 PM	2:01	0:59
9/10/2001	2nd Monday		X	6:32 PM	7:45 PM	1:13	0:00
8/21/2001	3rd Tuesday	X		7:00 PM	8:20 PM	1:20	0:00
7/17/2001	3rd Tuesday	X		7:00 PM	9:01 PM	2:01	0:39
6/19/2001	3rd Tuesday	X		7:00 PM	8:58 PM	1:58	0:45
5/15/2001	3rd Tuesday	X		7:00 PM	8:25 PM	1:25	0:45
5/8/2001	2nd Tuesday		X	6:00 PM	6:07 PM	0:07	0:00
4/17/2001	3rd Tuesday	X		7:00 PM	8:35 PM	1:35	0:10
Average						1:54	0:46

Source: CPISD Board Minutes, 2001-02.

As **Exhibit 1-2** shows, all of the regular meetings were held on the third Tuesday of the month, as required. In addition, four or 29 percent of the 14 meetings were designated as special.

FINDING

CPISD board agendas are not specific enough to relay to the public the subject being discussed at each board meeting.

Although the district uses TASB's subject oriented agenda guidelines, CPISD's agendas are short, with little elaboration or explanation. **Exhibit 1-3** evaluates two CPISD agendas to determine if they fully informed the public about what the board would be discussing.

**Exhibit 1-3
Board Agenda Assessment**

CPSID Board Agenda Item	Actual Intent
October 16, 2001: #9-District Improvement Plan	This item was to review and approve the 2001-02 district improvement plan (DIP). It was unclear from the posting whether this was a discussion item, a report on progress, or the approval of a new plan.
October 16, 2001: #10-Policy CFF (Local) - Accounting (Checking Accounts)	The business manager asked to the board to raise the amount at which signatures are required on a check to pay bills other than payroll from \$1,200 to \$2,600. While it was apparent that a policy would be reused, it was unclear what aspect of the policy was in question.
January 15, 2002: #Policy Update 67	This item concerned a review and approval of a wide variety of new policies drafted by TASB and sent to district for review. The nature of the policies to be reviewed are unknown and without a complete list of the policies, concerns or responses could not be prepared.

Source: CPISD Board Agendas for October 2001 and January 2002.

Dripping Springs Independent School District (DSISD) has included specificity in their board policy on board agendas. DSISD's policy states: "Agendas for all meetings shall be sufficiently specific to inform the public of the subjects to be deliberated at the meeting, setting out any special or unusual matters to be considered or any matter in which the public has a particular interest. Deliberations or actions pertaining to the superintendent and principals are of particular public interest, and notice of those subjects must be worded with such clarity that the public will

understand what the board proposes to discuss or accomplish. The terms "employee briefing" or "staff briefing" do not give adequate notice of the subject matter to be presented to the board by employees or staff members.

Detailed agendas provide the board and the public the information needed to make informed decisions and to adequately prepare for upcoming board meetings.

Recommendation 1:

Include enough detail in the board agenda document to inform the public of discussions taking place at the upcoming board meeting.

Additional data to be added to the agenda should include: a description of the item being presented to the board, the importance of the item to the district, what action is required by the board and who will be making the presentation.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent adds the additional information to the board agenda document to inform the public of what the board will discuss at the upcoming board meeting.	August 2002
2.	The board uses the new agendas in upcoming board meetings.	September 2002 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Board members and other administrative officials are not provided with performance reports to ensure that the district's auxiliary functions, such as transportation, food services, custodial support, maintenance and personnel are operating efficiently.

Support or auxiliary services generally provide the superintendent with most of the day-to-day challenges in the typical school system and can generate the most complaints from the community. While these support services are not directly related to the instructional situation, their absence or substandard performance make it difficult for the school's primary function to continue. Performance measures are objective indicators of a

district's various support services, which can be compared to industry standards or peer districts.

Exhibit 1-4 shows proposed performance measures.

**Exhibit 1-4
Proposed Auxiliary Performance Statistics**

Auxiliary Operation	Suggested Performance Statistics
Transportation	<ul style="list-style-type: none"> • Cost per mile • Cost by program • Cost per rider • Comparison to peer districts and state average
Food Services	<ul style="list-style-type: none"> • Meals prepared per labor hour • Meal participation rates • Fund balance • Income statement
Technology	<ul style="list-style-type: none"> • Ratio of students to instructional computers • Ratio of administrators to administrative computers • Number and percentage of computers more than five years old
Facilities	<ul style="list-style-type: none"> • Cost per square foot • Square feet supported by maintenance/custodial worker • Total utility cost per square foot and by facility
Personnel	<ul style="list-style-type: none"> • Overtime hours and dollars incurred for all staff • Sick days worked versus days allocated to work for all staff • In-service days versus days on the job • Substitutes used and the costs of substitutes

Source: SoCo Consulting, Inc.

Recommendation 2:

Prepare a performance report of the district's operations and submit to the board annually.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent selects the peer districts and informs the business manager.	August 2002
2.	The business manager works with the Maintenance/Transportation director and the Food Services manager to design the format and the data collection process for the performance measures.	September 2002
3.	The business manager prepares and presents the report to the board annually before the budget process, noting areas that need special attention.	October 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

CPISD does not have sufficient resources to research and apply for grants that could supplement local resources. The high school principal is in the process of researching three grants, and the district has obtained various grants totaling \$151,960 over the last three years. While these grants benefit the district, CPISD is not taking full advantage of additional grants available to school districts from the state and federal government and private foundations.

Some districts contract with retired individuals to write grants. Galveston Independent School District (GISD) has contracted with an individual since the beginning of the 1998-99 school year to help prepare grant requests to TEA and the federal government. The cost for the services as of December 1999 was \$18,000 per year. During this same period, GISD received \$2.6 million in new grant funds.

Lago Vista Independent School District, one of CPISD's peer districts, has a shared services grant writer that pursues grants for Lago Vista and two other districts. The grant writer has been with the district for six years. LVISD's share of the cost for this grant writer is \$10,000 annually. Over the last five years, the grant writer has successfully obtained approximately \$150,000 to \$200,000 per year in funding from various sources for each district.

A person with grant writing expertise can develop a plan to maximize the district's grant possibilities. Examples include obtaining support from federal and state programs, foundations, the business community, and

conducting research to match the district's needs with specific funding opportunities.

Recommendation 3:

Hire a part-time grant writer to develop a plan for maximizing grant funds.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent determines the need for increased grant funding to support programs and develops a plan to address needs.	August 2002
2.	The superintendent obtains board approval and funds needed for grant writer's salary and program costs to be included in the 2002-03 district budget.	October 2002
3.	The business manager, working with senior administrators, hires a grant writer.	November 2002
4.	The grant writer develops a plan to obtain additional grant funding and works with appropriate administrators to prepare effective grant proposals.	December 2002
5.	The superintendent monitors results and reports annually to the board to ensure that more money is received.	January 2003 and Ongoing

FISCAL IMPACT

The part-time salary for the Lago Vista Independent School District grant writer of \$10,000 annually is used to estimate the cost to CPISD. Using the \$150,000 received by LVISD as a starting point, and subtracting the \$50,000 annually obtained in the current arrangement would result in net revenues of \$90,000 (\$150,000 - \$50,000 - \$10,000) annually. To account for one year for startup and initial grant writing, revenues in the first year are reduced by one-half.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Hire a part-time grant writer to develop a plan for maximizing grant funds.	\$40,000	\$90,000	\$90,000	\$90,000	\$90,000

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

B. DISTRICT PLANNING AND MANAGEMENT

District Planning

Since 1992, districts have been required to ensure that careful planning and evaluation occur at the school and district level in the form of site-based decision making. According to TEA, "Site-based decision making is a process for decentralizing decisions to improve the educational outcomes at every school through a collaborative effort by which principals, teachers, school staff, district staff, parents and community representatives assess educational outcomes of all students, determine goals and strategies and ensure that strategies are implemented and adjusted to improve student achievement." A district with a strategic plan that has received broad-based input and has well-defined goals will be better able to attain state standards in respect to academic excellence achievement. Evaluation of a district's programs allows the board and administrators to gauge each program's success by determining if key objectives and results obtained and if the benefits merit the costs incurred. Planned programmatic changes can then be made based on those results.

As part of its site-based decision-making, each district is required to develop both a district and campus improvement plan. CPISD prepares an annual district improvement plan and a campus improvement plan for each of the three schools. Each school year, the principal of each school, with the assistance of the school-level committee, must develop, review and revise the campus improvement plan. The purpose of this plan is to improve student performance on the state's academic excellence indicators for all student populations, as well as improve performance on any other performance measures for special needs populations. The campus improvement plan must support the objectives of the district improvement plan and must, at a minimum, support the state goals and objectives for education.

According to Texas Education Code, 11.251, each district improvement plan specifically must include the following: a comprehensive needs assessment on district student performance on the academic excellence indicators and other measures of performance; measurable district performance objectives for all appropriate academic excellence indicators for all student populations; strategies for improving student performance; resources needed to implement identified strategies; staff responsible for ensuring that each strategy is accomplished; timelines for monitoring each

improvement strategy; and evaluation criteria for determining periodically whether strategies result in improvements in student performance.

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

FINDING

CPISD does not engage in strategic planning. All planning in the district is at the administrative and campus levels in the District Improvement Plan (DIP) and Campus Improvement Plans (CIP). The district does not have formal plans for food services, transportation, safety and security or a master facilities plan to guide facility improvements within the district.

A strategic plan incorporates all of these other types of plans into one long-range plan for the district. It sets long-term goals and broad direction for the district and looks at the entire educational system including the community. An effective five-year strategic plan prioritizes a district's goals and specifies courses of action, timelines and required resources and increases the overall effectiveness of the district planning process. It includes a method for evaluating the district's progress and for making adjustments to the plan as needed. The strategic plan includes all district functions and is tied to the budget.

Some districts appoint a facilitator to begin a formal strategic planning process by having the board approve strategic goals for the district. These goals can represent the priorities identified by board members, district staff and can include responses to a questionnaire submitted by families in the community.

Recommendation 4:

Combine planning documents into a district strategic plan and tie it to the budget.

IMPLEMENTATION STRATEGIES AND TIMELINE

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

FISCAL IMPACT

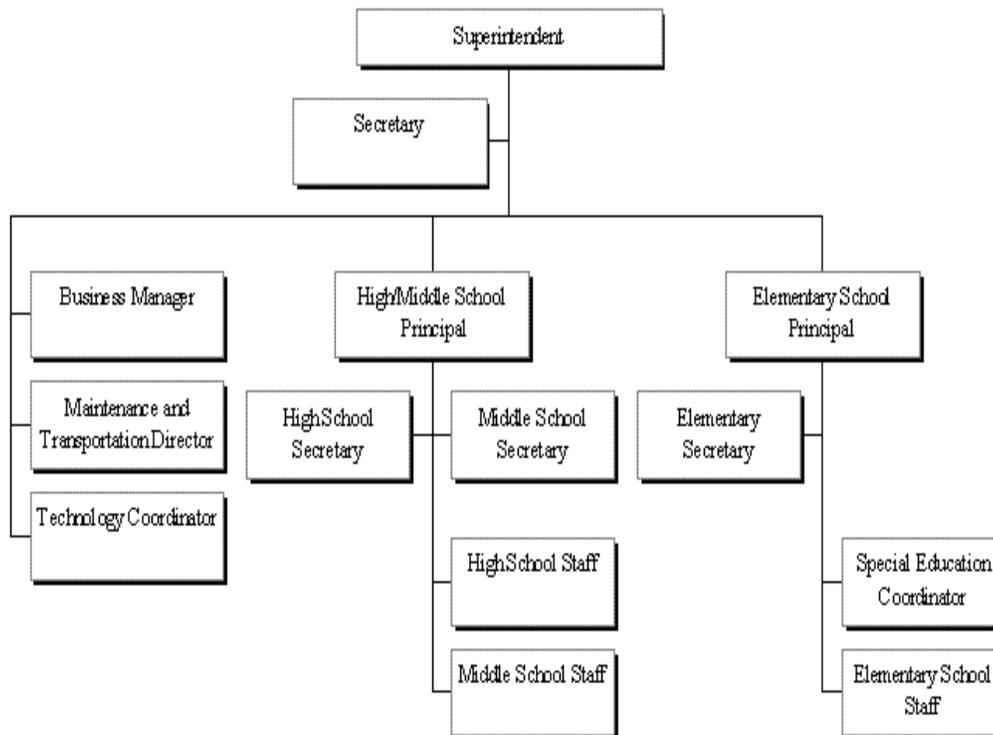
This recommendation can be implemented with existing resources.

District Management

While the board sets policy, the superintendent is responsible for carrying out that policy and managing the district in the most cost-effective and efficient manner possible. The administration's goal must always be to support student instruction by ensuring that every possible dollar and resource is directed to the classroom.

The superintendent has six employees reporting directly to him as depicted in **Exhibit 1-5**, which shows the district's organizational structure.

**Exhibit 1-5
CPISD Organizational 2001-02**



Source: CPISD Interviews, February 2002.

FINDING

CPISD has a comprehensive and thorough superintendent hiring process. The CPISD superintendent is retiring on June 30, 2002, the last day of his contract, and the district has found a replacement who will begin her tenure in June 2002. The district initially hired a consultant to drive the superintendent selection and hiring process and compared consultants based on reputation and cost. Once the consultant was hired, the district set up a forum for getting input-the intent was to get a good cross-section of the community.

Notices were placed in the community's newspaper as well as posted at the Mini Mart and Kwik Pantry convenience stores and the district's administration building. Letters were also mailed to every resident in the district. A meeting was held, and attendees were given questionnaires to complete and mail back to the consultant. In addition, the consultant met with teachers and staff to determine what they wanted in a superintendent. Based on all of this information, the consultant built a profile of the qualifications and characteristics the district desired in a superintendent. The consultant advertised on the Web and by word-of-mouth.

The district received 43 applications, the most ever received for a superintendent vacancy in the district. A questionnaire, with 21 questions, was developed for the applicants from all of the input received from the community. Applicants were screened to the final six in a closed session of a board meeting. Five of those candidates were interviewed, while one dropped out of consideration. From the interviews, two finalists were selected to participate in a dinner interview and a two-hour executive session with the board members at the beginning of March, and the final selection was announced on March 19, 2002.

Commendation

The district has a thorough and comprehensive superintendent hiring process that involves the community and the district.

FINDING

CPISD uses a non-goal oriented superintendent appraisal/evaluation process, making it difficult to assess the superintendent's performance. Although the district meets TEA's guidelines for the superintendent's evaluation, many of the evaluation criteria do not use quantifiable, measurable goals. Thus, many of the evaluation criteria are subjective in nature and make it more difficult for board members to evaluate the superintendent's performance.

Exhibit 1-6 shows the review team's assessment of some criteria on the superintendent's appraisal form.

Exhibit 1-6 Review Team's Assessment of CPISD Superintendent Appraisal Form

Criterion	Item Number	Assessment
	1. Keep informed about all aspects of the instructional program and ensure that there is a continuous focus on improving student academic performance.	How will this be measured?
	2. Provide for effective two-way communication with District personnel.	What is effective? How will effectiveness be quantified?
	3. Conduct periodic evaluation of programs and operations to determine improvement needed to foster attainment of district and	Will these periodic evaluations be given to the board for review?

	campus improvement plans.	
4.	Keep informed of developments in state, federal and local laws and public policy affecting education.	How will this be measured?
5.	Ensure that the school plant and facilities are properly maintained and that adequate provision is made for the safety of students, employees, and other users of school facilities.	How will this be measured - surveys, number of complaints/accidents? This also addresses multiple issues.
6.	Work with staff, board and community in planning and implementing support services for students.	How will this be quantified - the number of support services, certain types of services?
7.	Develop and implement effective communication between the schools and community; promote community support and involvement with the schools.	How will effectiveness be measured?
8.	Pursue professional development through reading, attending conferences and involvement with related agencies or organizations.	How will the pursuit of professional development be measured?
9.	Exercise discretion and judgment in matters not covered by board policy.	How will this be measured?

Source: CPISD Job Description/Appraisal Form.

On the superintendent evaluation form, the evaluator simply applies a subjective assessment to that criteria as part of a group of items. The evaluator can mark one of five scores: 5 - Clearly Outstanding; 4 - Exceeds Expectations; 3 - Meets Expectations; 2 - Below Expectations; or 1 - Unsatisfactory. While one board member may believe a superintendent has exceeded expectations, another may think they were below expectations - it depends on the individual board member's expectation. Board members should only have to identify whether the superintendent did what was expected, more than expected, less than expected or none of what was expected.

TASB recommends developing and using a goals-based superintendent evaluation system. The key to creating an effective superintendent evaluation system is to treat the board's evaluation of the superintendent as

an extension of the district planning process. By aligning the superintendent's goals with those of the district's, the board can be assured that the superintendent will work toward the district's overall goals.

The Port Aransas Independent School District tried to define a measuring stick for each goal, so it will know when it has achieved it. That district made its measures either quantitative, such as increasing attendance by 1 percent, or qualitative, like creating a technology plan. **Exhibit 1-7** shows TASB's SMART goals, a simple way to determine whether or not goal statements will be effective as an evaluation tool.

**Exhibit 1-7
Superintendent Evaluation Goal Guidelines**

Simple	Ensure that the goal addresses a single issue.
Measurable	Ensure that the success of the goal can be either measured.
Attainable	Ensure that the goal is realistic and within the superintendent's control.
Results-oriented	Ensure that achieving the goal will mean significant improvement for the district.
Time-driven	Ensure that the goal will be accomplished over a specified period of time.

Source: Texas Association of School Boards.

Recommendation 5:

Develop a more objective evaluation/appraisal instrument for evaluating the superintendent's performance.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board researches TASB guidelines for developing an objective superintendent evaluation.	August 2002
2.	The board develops goals and performance measures for the superintendent.	September 2002
3.	The board incorporates these new goals and performance measures into the next superintendent evaluation.	October 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

C. PERSONNEL ORGANIZATION AND MANAGEMENT

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

Personnel management includes staffing analysis, recruiting, hiring, salary and benefit administration, and performance evaluation. At CPISD, recruiting, hiring and performance evaluations personnel management are not centralized. The responsibilities and duties related to these processes are spread out among the school principals and management. **Exhibit 1-8** provides a breakdown of positions held by employees at CPISD during the 2000-01 school year.

Exhibit 1-8
CPISD Employees by Job Category
2000-01

Employee Category	Full-Time Employee Equivalents
Teachers	42.2
Support Staff	4.3
Central Administration	2.0
School Administration	2.0
Total Professional Staff	50.5
Educational Aides	11.0
Auxiliary Staff	21.8
Total Staff	83.3

Source: TEA, PEIMS, 2000-01.

Exhibit 1 shows the average salaries earned by these employees over the past four years.

Exhibit 1-9
Average Actual Salaries
1998-99 through 2001-02

	1998-99 (Actual)	1999- 2000 (Actual)	2000-01 (Actual)	2001-02 (Budgeted)	4-Year Percent Change More or (Less)
Teachers	\$32,002	\$33,800	\$33,941	\$34,809	9%
Professional Support	\$36,394	\$40,509	\$38,968	\$37,140	3%
Campus Administrators	\$49,000	\$50,536	\$51,237	\$57,529	17%
Central Administrators	\$69,000	\$58,076	\$60,783	\$65,682	(5%)

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

FINDING

The district publishes a comprehensive employee handbook to distribute to the faculty and staff. The handbook is updated through the district improvement process and edited and distributed by the elementary school secretary annually. This handbook summarizes district personnel policies as well as other guidelines and regulations pertaining to employees and their employment with the district.

The handbook contains a description of the school district's mission statement, employee conduct requirements and welfare information, summarizes a wide variety of personnel policies and issues and includes an index of changes from the prior year's publication.

The handbook is organized in the following 14 sections:

- Introduction
- Employment
- Compensation and Benefits
- Leaves and Absences
- Employee Relations and Communications
- Complaints and Grievances
- Employee Conduct and Welfare
- General Procedures
- Termination of Employment
- Student Issues

- Appraisal of Certified Personnel
- Instructional Program
- Resources Available
- Additional Information

Each section contains subsections. For example, the section on employment contains subsections on personnel folders, vacancy announcements, reassignments and transfers, performance evaluations and others. The manual translates the district policies into a more user-friendly language, which benefits district employees.

COMMENDATION

CPISD distributes comprehensive district and school specific information handbook to the staff each year.

FINDING

The district uses job descriptions as the basis for the performance appraisal for all non-certified employees. This process has created an effective instrument for evaluating staff performance and identifying areas of success and concern. In addition, it holds each employee accountable for the responsibilities and duties outlined in their job descriptions.

The district maintains all job descriptions in a consistent format and annually reviews job descriptions to ensure that they are current. Included on the job descriptions are the title, administrator to whom the employee reports, qualifications, job goals, performance responsibilities, terms of employment, evaluation process and equipment used. The performance evaluations are then based on the duties set forth in the employee's job description. Evaluation instruments ask the supervisor to rate the employee on each critical job element on a scale from outstanding to unsatisfactory. All evaluation ratings are totaled to achieve an overall rating. The supervisor then provides specific comments for improvement.

By holding employees accountable, CPISD ensures that all employees are focused on the responsibilities and duties assigned to them.

COMMENDATION

The district has developed an innovative process to tie employee job descriptions to their evaluations, providing accountability of the duties assigned.

FINDING

CPISD aggressively investigates employees using background checks before and after hiring to prevent or limit the risk of employee criminal misconduct. When CPISD has identified a prospective employee, a national background check is conducted if the candidate has ever lived outside the state of Texas. If the prospective employee has never lived outside the state of Texas, the district only runs a statewide check through the Department of Public Safety.

The district uses National Criminal Tracking Center (NCTC) to run national background checks on prospective employees, substitutes and volunteers. This service costs the district \$4 per request. The district uses an online form at the website <www.thenctc.com> to initiate the requests, and the results are provided within minutes. In addition, NCTC continues to send updates to the district for four years after the original check if any additions are made to the employee's record.

COMMENDATION

The district runs a national background check on all new hires and substitutes that have lived outside the state to help ensure district safety.

FINDING

The district has created salary schedules for auxiliary and non-certified employees to clearly define what each position should be paid. The business manager created these schedules by analyzing the original salary schedules, hours and days worked, verified minimum wage and included increases in incremental steps along the schedule for employees with more experience. Once the schedules were created, the schedules were presented to the board for approval.

All schedules are based upon work experience relevant to a school district position. Each schedule is simple to understand, easy for an administrator or supervisor to communicate to an employee and easy for an employer to administer. The schedules help ensure that employees with similar experience are paid equally.

Commendation

The district has created salary schedules and has assigned some positions to a step on the schedule to ensure positions in the district are paid fairly.

FINDING

CPISD experiences a high turnover rate for teachers. Turnover is a measure of workforce stability, job satisfaction and the adequacy of programs and incentives designed to retain qualified personnel.

Exhibit 1 shows that when compared to the state, CPISD's teacher turnover rate in all years was higher than the state average. It has increased every year and was more than double the state average in 2000-01.

**Exhibit 1-10
Turnover rate for Teachers
1996-97 through 2000-01**

	1996-97	1997-98	1998-99	1999-2000	2000-01	Percent Change
CPISD	13.4%	21.2%	23.5%	26.5%	37.0%	176.1%
State	12.6%	13.3%	15.5%	15.0%	16.0%	27.0%
Difference	0.8	7.9	8.0	11.5	21.0	149.1

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

Exhibit 1 shows that CPISD's 2000-01 teacher turnover rate was also higher than that of its peer districts.

**Exhibit 1-11
Turnover rate for Teachers
CPISD versus the Peer Districts
2000-01**

	Turnover Rate
Center Point	37.0%
Lago Vista	22.0%
Johnson City	16.6%
Blanco	13.4%

Source: TEA, AEIS, 2000-01.

Although every exiting employee in the district is given an opportunity to provide feedback through an exit interview, CPISD does not routinely perform these interviews with departing employees. The district policy states *"An exit interview shall be conducted and a termination report*

prepared, if possible, for every employee who leaves employment with the district." Exit interviews would assist the district in understanding the reason for departure and determine whether changes in programs, incentives, or policies and procedures are warranted.

Another possible contributor may be teacher salary structure. Teacher salaries at CPISD are the lowest when compared with their peer districts and the state as shown in **Exhibit 1-12**.

Exhibit 1-12
Average Actual Salaries
2001-02

	Center Point	Lago Vista	Blanco	Johnson City	State
Teachers	\$34,809	\$36,849	\$36,938	\$38,812	\$39,230
Professional Support	\$37,140	\$38,706	\$39,266	\$40,860	\$42,306
Campus Administrators	\$57,529	\$60,345	\$65,917	\$60,995	\$60,454
Central Administrator	\$65,682	\$85,000	\$59,455	\$61,496	\$70,465

Source: TEA, PEIMS, 2001-02.

Also, although CPISD completed the Texas Association of School Board (TASB) salary survey last year, CPISD officials did not use the information to compare salary information compiled from across the state to the salaries paid within the district. The lower salaries may be contributing to the high turnover rate due to competition for teachers among neighboring school districts and nearby San Antonio.

Kingsville Independent School District's (KISD's) Personnel Department participates in Texas Association of School Personnel Administrators (TASPA) annual salary surveys to determine the competitiveness of the district's pay with that offered by its peer districts. These surveys assist the personnel department in evaluating the market and recommending salary adjustments to the superintendent during the annual budget process. KISD uses the TASPA surveys, published survey data and peer district data to maintain salary competitiveness and to recruit and retain staff.

Recommendation 6:

Conduct exit interviews and identify the reasons for teacher turnover.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and the business manager review a salary survey and with input from principals, analyze data on teacher salary, retention and recruitment.	August 2002
2.	The superintendent begins conducting exit interviews with departing staff.	August 2002
3.	The business manager, with assistance from the principals, prepares an action plan to reduce teacher turnover.	August 2003
4.	The business manager submits the action plan to the superintendent for approval.	October 2003
5.	The superintendent approves and implements the action plan.	November 2003
6.	The business manager monitors teachers' retention and recruitment.	November 2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district does not have a board approved policy governing accumulated state leave when an employee terminates employment or retires. The business manager reports the informal policy is that no leave time will be paid when an employee leaves the district or retires.

Exhibit 1 shows the leave categories and practices used by CPISD.

Exhibit 1-13 CPISD Leave Status February 2002

Category	Definition	Accumulated Balance	Policy Addresses Retirement
State Leave	State leave applies to the benefits that were provided to all regular employees before May 30, 1995. This benefit has been discontinued, but previously accumulated state sick leave is available for use and can be transferred to other	678	No

	school districts in Texas.		
Personal Leave	State law requires that all employees receive up to five days of paid personal leave a year. Personal leave is earned at a rate of approximately one-half workday a month, up to the statutory maximum of five workdays annually. There is no limit on the accumulation of state personal leave, and it can be transferred to other Texas school districts and is generally transferable to education service centers.	1,357	No
Vacation Leave	Employees who work 252 days a year accrue approximately one workday a month of paid vacation leave, up to a maximum of 10 days a year. Employees who work less than 252 days a year do not receive paid vacation leave.	93	Yes
Sick Leave	All eligible employees accrue approximately one-half workday a month of local sick leave, up to a maximum of five days a school year. Local sick leave shall be noncumulative and shall be taken with no loss of pay.	273.5	No
Total		2,401.5	

Source: CPISD Employee Handbook and the CPISD business manager.

The magnitude of the potential payout to district employees if all accumulated leave was distributed to employees can be calculated by taking the total number of days owed to district employees and multiplying it by an average daily salary of \$149.95.

$$2,401.5 \text{ days} \times \$149.95 \text{ average daily salary} = \$360,105$$

Although the informal policy would not result in a liability for the district, the absence of a formal policy would expose the district to an unnecessary risk.

Common practices on handling unused leave time vary among school districts in Texas, according to the Texas Association of School Boards. Employees are eligible through TRS upon retirement to buy additional service credit based on accumulated state personal leave.

Recommendation 7:

Draft a policy regarding accumulated leave when employees terminate or retire.

Once the policy is approved, it should be documented in the employee handbook as well.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the business manager to draft a policy for board approval addressing the issue of accumulated leave and whether it is paid out or lost when an employee leaves the district or retires.	August 2002
2.	The superintendent approves the policy and presents it to the Board of Trustees for approval.	September 2002
3.	The business manager updates the employee manual and distributes updates to all staff.	October 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

This chapter reviews the Center Point Independent School District's (CPISD) educational service delivery in six sections:

- A. Student Performance and Instructional Delivery
- B. Gifted and Talented Education
- C. Special Education
- D. Career and Technology Education
- E. Safety and Security
- F. Community Involvement

If a school district is to meet the needs of its students, it must have a well-designed and well-managed process for directing instruction, maintaining its curriculum, evaluating and monitoring the success of its educational programs and providing the resources needed to support those programs.

BACKGROUND

The Texas Education Agency (TEA) provides information on the Texas Assessment of Academic Skills (TAAS) results as well as other demographic, staffing and financial data to school districts and the public through the Academic Excellence Indicator System (AEIS) and the Public Education Information Management System (PEIMS). This chapter uses 2001-02 PEIMS data.

At the request of CPISD the Texas School Performance Review (TSPR) selected three Texas school districts to serve as "peer districts" for comparative purposes: Blanco, Johnson City and Lago Vista. Compared to the state, all have a lower percentage of African American, Hispanic and Other (Asian/Pacific Islanders and Native American) students and a higher percentage of Anglo students. The percentage of economically disadvantaged students is lower in all four districts than it is in the Regional Education Service Center XX (Region 20) and is lower than the state percentage in all districts except Center Point (**Exhibit 2-1**).

Exhibit 2-1
Demographic Characteristics of Students
CPISD, Peer Districts, Region 20 and State
2001-02

		Racial/Ethnic Percent	Percent
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District	Student Enrollment	Percent African American	Percent Hispanic	Percent Anglo	Percent Other	Economically Disadvantaged
Blanco	880	2.0%	28.2%	69.5%	0.2%	40.5%
Center Point	536	1.1%	28.0%	70.1%	0.8%	53.5%
Johnson City	666	0.3%	19.1%	79.6%	1.1%	23.9%
Lago Vista	1,013	1.6%	13.8%	83.3%	1.3%	14.4%
Region 20	337,299	7.0%	64.2%	27.3%	1.4%	61.0%
State	4,150,741	14.4%	41.7%	40.8%	3.1%	50.5%

Source: TEA, PEIMS, 2001-02.

During 2001-02, CPISD has 83 personnel, 42.2 teachers, four campus and central office administrators, 4.3 professional support employees, 11 educational aides and 21.8 auxiliary personnel. **Exhibit 2-2** compares CPISD staffing percentages to the state.

**Exhibit 2-2
Staff Information
CPISD and State
2001-02**

Category	District Total	Percent of Total Staff	State Total	Percent of Total Staff 2000-01
Teachers	42.2	50.7%	282,583.1	50.5%
Professional Support	4.3	5.2%	49,903.6	8.9%
Campus Administration	2.0	2.4%	5,756.0	1.0%
Central Administration	2.0	2.4%	15,234.0	2.7%
Educational Aides	11.0	13.2%	57,941.4	10.3%
Auxiliary Staff	21.8	26.2%	148,644.9	26.5%
Total Staff	83.3	100.0%	560,063.0	100.0%
Ethnicity				

African American		0.0%	25,250.6	8.9%
Hispanic		2.4%	49,681.1	17.6%
Anglo		97.6%	204,973.0	72.5%
Other		0.0%	2,678.5	0.9%
Total			282,583.2	100.0%

Source: TEA, PEIMS, 2001-02.

The percentage of beginning teachers in CPISD (4.7 percent) is the second-highest among the peer districts but lower than Region 20 and the state. The percentage of CPISD teachers with 11 or more years of experience is higher than one of the peer districts, Region 20 and the state(Exhibit 2-3).

Exhibit 2-3
Percentage of Teachers by Years of Experience
CPISD, Peer Districts, Region 20 and State
2001-02

District	Beginning	1-5 Years	6-10 Years	11-20 Years	20+ Years
Blanco	2.3%	16.8%	25.3%	40.1%	15.5%
Center Point	4.7%	31.0%	14.5%	37.9%	11.8%
Johnson City	1.8%	17.5%	10.5%	42.4%	27.7%
Lago Vista	9.2%	34.7%	19.5%	26.3%	10.3%
Region 20	6.2%	26.4%	18.7%	24.7%	24.0%
State	7.8%	27.8%	18.1%	24.7%	21.6%

Source: TEA, PEIMS, 2001-02.

All teachers in CPISD have college degrees. The percentage of CPISD teachers with a masters or doctorate degree is lower than the three peer districts, Region 20 and the state(Exhibit 2-4).

Exhibit 2-4
Degree Status of Teachers
CPISD, Peer Districts, Region 20 and State
2001-02

District	Percentage of teachers with degree
----------	------------------------------------

	No Degree	Bachelors	Masters	Doctorate	Total
Blanco	-	84.6%	15.4%	-	100.0%
Center Point	-	92.4%	7.6%	-	100.0%
Johnson City	-	84.3%	13.8%	1.8%	99.9%
Lago Vista	1.1%	81.7%	16.0%	1.1%	99.9%
Region 20	0.8%	69.7%	29.2%	0.3%	100.0%
State	1.4%	75.3%	22.8%	0.5%	100.0%

Source: TEA, PEIMS, 2001-02.

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

AEIS provides information on the percentage of students enrolled in various programs in school districts including regular education, bilingual and English as a Second Language (ESL) education, career and technology education (CATE), gifted and talented education (G/T) and special education. Among the four peer districts, CPISD has the highest percentage of students enrolled in bilingual/ESL programs and the CATE programs. It has the lowest percentage of students enrolled in G/T programs. The percentage of CPISD students enrolled in CATE programs is higher than in Region 20 or the state (**Exhibit 2-5**).

Exhibit 2-5
Percent of Student Enrollment by Program
CPISD, Peer Districts, Region 20 and State
2001-02

District	Special Education	Gifted and Talented	Bilingual ESL	Career and Technology
Blanco	18.3%	16.0%	5.3%	20.7%
Center Point	11.8%	5.0%	6.3%	23.9%
Johnson City	15.5%	7.7%	3.8%	23.4%
Lago Vista	13.1%	7.6%	3.8%	12.4%
Region 20	13.9%	7.2%	8.7%	19.2%
State	11.7%	8.2%	13.1%	19.3%

Source: TEA, PEIMS, 2001-02.

The percentage of CPISD teachers assigned to regular education and to the CATE program is the highest among peer districts and higher than Region 20 and the state. The percentage of teachers assigned to compensatory education, and gifted and talented education is the lowest among the peer districts and lower than the region and the state. The percentage of CPISD teachers assigned to bilingual/ESL education programs is the highest among peer districts but lower than Region 20 and the state. And the percentage of CPISD teachers assigned to Special Education is lower than the region and state and all but one peer district (**Exhibit 2-6**).

Exhibit 2-6
Percentage of Teachers by Program
CPISD, Peer Districts, Region 20 and State
2001-02

District	Regular Education	Compensatory Education	Special Education	Gifted and Talented	Bilingual ESL	Career And Technology	Other
Blanco	70.3%	7.2%	10.8%	0.0%	1.2%	5.5%	4.9%
Center Point	80.8%	2.4%	8.8%	0.0%	1.7%	6.4%	0.0%
Johnson City	74.4%	3.7%	8.1%	1.7%	0.0%	5.7%	6.5%
Lago Vista	70.4%	5.2%	11.3%	1.5%	0.8%	3.4%	7.3%
Region 20	70.1%	3.5%	11.6%	2.7%	5.6%	4.1%	2.4%
State	70.3%	3.1%	10.0%	2.3%	7.8%	4.2%	2.3%

Source: TEA, PEIMS, 2001-02.
Totals may not add to 100 due to rounding.

According to the 2001-02 PEIMS report, CPISD's budgeted instructional operating expenditures per student were the lowest among the peer districts and the state (**Exhibit 2-7**).

Exhibit 2-7
Percentage of Budgeted Instructional* Operating Expenditures
CPISD, Peer District and State
2001-02

District	Total Instructional Operating Expenditures Per Student	Regular Education	Gifted & Talented Education	Special Education	Career & Technology Education	Bilingual ESL Education	Compensatory Education
Blanco	\$4,661	73.7%	0.4%	13.0%	5.7%	0.6%	6.5%
Center Point	\$3,466	65.8%	0.7%	13.4%	6.2%	3.5%	10.4%
Johnson City	\$3,756	67.9%	2.1%	14.5%	6.6%	0.3%	8.5%
Lago Vista	\$4,153	94.4%	0.1%	2.7%	2.0%	0.0%	0.7%
State	\$3,525	86.9%	2.2%	18.8%	5.1%	5.4%	9.2%

Source: TEA, PEIMS, 2001-02.

**Functions 11 and 95 only.*

Chapter 2

EDUCATIONAL SERVICE DELIVERY

A. STUDENT PERFORMANCE AND INSTRUCTIONAL DELIVERY (PART 1)

School districts need sound systems for managing the instructional process. Administrators must ensure that the resources allocated to instructional programs produce continuous improvements in student performance. The instructional process includes monitoring and evaluating personnel and programs, as well as maintaining a comprehensive program for student assessment that accurately evaluates achievement across all content areas and grades.

The TAAS is a series of tests used to measure student performance. TAAS tests are administered in reading and mathematics in grades 3 through 8 and grade 10; in reading and mathematics in Spanish in grades 3 and 4; in writing in grades 4, 8 and 10; and in science and social studies in grade 8. End-of-course (EOC) examinations are administered in Algebra I, Biology, English II and U.S. History. To graduate from a high school in Texas, a student must pass the TAAS exit-level examination, given for the first time in grade 10.

The passing rates for CPISD students increased from 1995-96 through 2000-01. The percentage of students passing the TAAS reading test increased 6 percent, from 87.8 percent to 93.8 percent. The increase has been even greater in mathematics and writing. In mathematics, passing rates increased almost 10 percent, from 81.4 percent to 91.1 percent. The passing rate on the TAAS writing test increased almost 12 percent, and the passing rate of CPISD students on all tests increased from 73.5 percent to 85.1 percent. The passing rates for CPISD students have been higher than those statewide all six years on all sub-tests except mathematics in 1999-2000. CPISD and state passing rates on TAAS reading, mathematics, writing and all tests for the six-year period are provided in **Exhibit 2-8**.

Exhibit 2-8
CPISD Passing Rates: Texas Assessment of Academic Skills
Reading, Mathematics, Writing and All Tests
1995-96 through 2000-01

Year	Reading		Mathematics		Writing		All Tests	
	District	Texas	District	Texas	District	Texas	District	Texas
1995-96	87.8%	80.4%	81.4%	74.2%	78.1%	82.9%	73.5%	67.1%

1996-97	88.1%	84.0%	83.7%	80.1%	88.8%	85.3%	77.7%	73.2%
1997-98	89.4%	87.0%	89.6%	84.2%	90.7%	87.4%	83.5%	77.7%
1998-99	94.7%	86.5%	94.4%	85.7%	92.3%	88.2%	89.7%	78.3%
1999-2000	92.0%	87.4%	87.2%	87.4%	95.2%	88.2%	82.7%	79.9%
2000-01	93.8%	88.9%	91.1%	90.2%	89.8%	87.9%	85.1%	82.1%

Source: TEA, AEIS, 1995-96 through 2000-01.

The percentage of CPISD students passing the three TAAS sub-tests was second-lowest among the four peer districts although the percentages were higher than Region 20 and the state. (**Exhibit 2-9**).

Exhibit 2-9
2000-01 TAAS Pass Rates
Reading, Mathematics, Writing and All Tests
CPISD, Peer Districts, Region 20 and State

District	Reading	Mathematics	Writing	All Tests
Blanco	94.2%	90.8%	87.6%	85.4%
Center Point	93.8%	91.1%	89.8%	85.1%
Johnson City	97.4%	96.7%	92.6%	92.3%
Lago Vista	93.5%	92.3%	93.5%	87.8%
Region 20	87.4%	88.2%	86.4%	79.3%
State	88.9%	90.2%	87.9%	82.1%

Source: TEA, AEIS, 2000-01.

Student performance on the TAAS is the primary factor in determining a district and school's accountability rating. Accountability standards for 2001 include four ratings for districts (exemplary, recognized, academically acceptable and academically unacceptable) and four ratings for schools (exemplary, recognized, acceptable and low performing). For a school to receive an exemplary rating, at least 90 percent of all students combined as well as 90 percent of each student group (African American, Hispanic, Anglo and Economically Disadvantaged) must pass all TAAS sub-tests (reading, writing and mathematics).

In addition, the annual dropout rate in grades 7-12 for all students and each student group cannot exceed 1 percent. To receive a recognized or acceptable rating, the passing rates must be at least 80 percent and 50

percent, respectively. The annual dropout rate cannot be greater than 3 percent to receive the recognized rating or greater than 5.5 percent to be rated acceptable. A school is rated low performing if less than 50 percent of all students or any of the four student groups pass any of the subject area tests or if the dropout rate exceeds 5.5 percent. Schools are not rated if they do not serve students within the grade 1-12 span, such as a pre-Kindergarten center, or if the school has no official enrollment, such as certain magnet schools or alternative education programs (AEP) where students remain as a student-of-record at their parent school.

Since 1998-99, the number of exemplary schools has declined from two to none and the number of schools rated acceptable has increased from one to two. The accountability ratings for CPISD schools for the last three years are provided in **Exhibit 2-10**.

Exhibit 2-10
CPISD Schools by Grades Served
and 1999 through 2001 Accountability Ratings

Name of School	Grades Served	Accountability Rating		
		1999	2000	2001
Center Point Elementary School	K-5	Recognized	Acceptable	Recognized
Center Point Middle School	6-8	Exemplary	Recognized	Recognized
Center Point High School	9-12	Exemplary	Exemplary	Acceptable
Center Point AEP	6-12	No Rating	No Rating	No Rating

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

Exhibit 2-11 shows AEIS student performance data by Subgroups.

Exhibit 2-11
CPISD TAAS Data Results by Student Subgroups
2000-01

School & Grade Level	TAAS Test	State Average	CPISD Average	CPISD Hispanic	CPISD Anglo	CPISD Male	CPISD Female	CPISD Eco-Disadv.
Elementary 3rd Grade	Reading	86.8%	93.3%	-	92.3%	85.7%	100.0%	94.4%
	Math	83.1%	77.4%	-	81.5%	80.0%	75.0%	77.8%

	All Tests	78.2%	74.2%	-	77.8%	73.3%	75.0%	72.2%
Elementary 4th Grade	Writing	89.2%	89.0%	86.7%	85.7%	85.7%	94.4%	75.0%
	Math	91.3%	93.5%	92.9%	100.0%	94.7%	91.7%	87.5%
	All Tests	81.6%	78.1%	80.0%	80.0%	84.2%	69.2%	70.6%
Middle School Grade 6	Reading	85.6%	87.5%	80.0%	90.9%	87.5%	87.5%	81.3%
	Math	91.4%	88.6%	80.0%	92.0%	88.0%	88.2%	88.2%
	All Tests	82.7%	85.7%	70.0%	92.0%	88.0%	82.4%	82.4%
Middle School Grade 7	Reading	89.4%	89.8%	70.0%	94.9%	90.0%	88.9%	81.5%
	Math	89.6%	91.8%	80.0%	94.9%	95.5%	88.9%	85.2%
	All Tests	84.3%	87.8%	70.0%	92.3%	90.0%	85.2%	77.8%
Middle School Grade 8	Reading	91.9%	97.4%	88.9%	100.0%	100.0%	92.9%	94.4%
	Science	91.8%	97.4%	88.0%	100.0%	96.0%	100.0%	94.4%
High School Grade 10	Reading	90.0%	92.5%	74.0%	100.0%	91.3%	94.1%	80.0%
End of Course Exams	Writing	89.3%	86.8%	70.0%	92.6%	95.7%	73.3%	76.9%
	All Tests	80.3%	77.5%	50.0%	88.9%	82.6%	70.6%	60.0%
	Algebra I	49.2%	37.0%	28.6%	38.5%	43.3%	29.2%	36.4%
	Biology	79.9%	83.8%	60.0%	92.0%	87.0%	78.6%	72.7%
	English II	75.1%	83.3%	74.0%	88.0%	75.0%	93.8%	80.0%

Source: TEA, AEIS, District Profile, 2000-2001.

In addition to TAAS information, AEIS provides data on other student performance indicators including dropout and graduation rates. The annual dropout rate for CPISD students in grades 7-12 increased between 1998-99 and 1999-2000 for all students as well as for economically disadvantaged and special education students. In 1999-2000, CPISD's dropout rate was the highest among peer districts for all students and special education students and second highest for economically disadvantaged students. In every category the annual dropout rate in CPISD in 1999-2000 was higher than Region 20 and the state for all student groups (**Exhibit 2-12**). When considering the dropout rate for a smaller school district, a single student dropout as in CPISD, can adversely inflate the percentage as a whole and effect the districts accountability rating. In 2000-01, the district was academically acceptable due to a 3.9 percent dropout rate.

Exhibit 2-12
Annual Dropout Rate Grades 7-12
CPISD, Peer Districts, Region 20 and State
1998-99 and 1999-2000

District	Percentage of Students Dropping Out Annually					
	All Students		Economically Disadvantaged Students		Special Education Students	
	1998-99	1999-2000	1998-99	1999-2000	1998-99	1999-2000
Blanco	0.2%	0.4%	0.0%	0.0%	1.1%	2.1%
Center Point	0.0%	3.9%	0.0%	2.6%	0.0%	3.4%
Johnson City	0.0%	2.3%	0.0%	2.7%	0.0%	3.1%
Lago Vista	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Region 20	1.9%	1.7%	1.8%	1.5%	2.1%	2.2%
State	1.6%	1.3%	1.5%	1.3%	1.8%	1.6%

Source: TEA, AEIS, 2000-01.

Students graduating from CPISD complete one of three graduation plans: the Distinguished Academic Program (DAP), the Recommended High School Program or the Minimum Graduation Plan. The plans differ in the type and number of courses to be taken for high school credit. The DAP and Recommended programs each require 24 credits. DAP requires that a student achieve certain levels on at least four "advanced measures" including original research or research project; specified scores on AP, International Baccalaureate or Preliminary Scholastic Assessment Test (PSAT) examinations; and a minimum grade on any courses taken for college credit. AEIS combines the number of students graduating under the DAP and Recommended programs and also reports special education students who graduate after completing an Individualized Education Plan (IEP).

According to AEIS data, no CPISD students in the class of 2000 graduated under the DAP or Recommended High School Program. The percentage of students graduating under those plans was 26.2 percent in Region 20 and 38.6 percent statewide. The percentage of Special Education students graduating at CPISD was the highest among peer districts and higher than Region 20 and the state (**Exhibit 2-13**).

Exhibit 2-13
Graduates, Class of 2000
CPISD, Peer Districts, Region 20 and State

District	Total Graduates	Percent Total Graduates		Percent Graduation Program Completed		
		Special Education	Non-Special Education	Recommended or DAP	Minimum	Other*
Blanco	55	18.2%	72.8%	9.1%	91.9%	0.0%
Center Point	35	25.7%	74.3%	0.0%	100.0%	0.0%
Johnson City	39	10.3%	89.7%	0.0%	100.0%	0.0%
Lago Vista	51	13.7%	86.3%	0.0%	100.0%	0.0%
Region 20	17,309	12.9%	87.1%	26.2%	73.7%	0.1%
State	212,925	9.4%	90.6%	38.6%	60.2%	1.2%

Source: TEA, AEIS, 2000-01.

The district provided data, which indicates that 17 of 35 graduates in the class of 2000 (48.6 percent) completed either the Recommended or DAP program. This discrepancy suggests a data submission error on the part of the district. CPISD hired a PEIMs clerk in 2001 to ensure a greater amount of accuracy in the reports that the district submits to TEA.

The percentage of CPISD students whose TAAS performance is used to determine the school and district's accountability ratings, or its "accountability subset," is comparable to its peer districts and higher than Region 20 and the state. Although it is the state's intention that every student enrolled in grades 3-8 and 10 in a Texas public school take the TAAS, not every student's performance is used to determine a school's or district's accountability rating. Under certain circumstances, a student may not be tested or a student's test performance may not be included in the accountability ratings. The number of students taking the TAAS and the reasons for those who don't are reported in AEIS as the district's "participation profile." Reasons for not participating include:

- the student takes the test but was not enrolled in the district by the last Friday in the previous October (these students are designated as the "mobile subset");
- the student is served in special education in grade 3-8 and is tested using the state-developed alternative assessment (SDAA) implemented for the first time in 2000-01;
- the student receives a special education Admission, Review and Dismissal (ARD) or a bilingual education Limited English Proficient (LEP) exemption for every test; and
- the student is absent during test administration.

During 2000-01, 98 percent of all CPISD students took the TAAS. However, two percent of the students were not tested for various reasons other than the following: the performance of 4.3 percent of those 98 percent tested did not contribute to the district's rating as they were not enrolled in the district by the last Friday of the previous October. Likewise, the performance of 7.6 percent of those tested made no contribution to the district's accountability rating because they were tested using the SDAA. As a result only 86.2 percent of CPISD students contributing to the district's accountability rating. This information is provided in **Exhibit 2-14**.

Exhibit 2-14
Student Tested/Not Tested on TAAS
CPISD, Peer Districts, Region 20 and State
2000-01

District	Percent of Students Tested or Not Tested on TAAS				
	Students Tested			Students Not Tested	Total Students*
	Performance Not Counted		Performance Counted (Accountability Subset)		
	Mobile Subset	SDAA			
Blanco	4.5%	6.6%	87.6%	1.2%	99.9%
Center Point	4.3%	7.6%	86.2%	2.0%	100.1%
Johnson City	4.2%	8.3%	84.3%	3.3%	100.1%
Lago Vista	5.1%	4.6%	87.0%	3.3%	100.0%
Region	5.2%	7.0%	84.5%	3.3%	100.0%

20					
State	4.8%	6.4%	85.0%	3.8%	100.0%

Source: TEA, AEIS, 2000-01.

**Totals do not equal 100 due to rounding.*

Chapter 2

EDUCATIONAL SERVICE DELIVERY

A. STUDENT PERFORMANCE AND INSTRUCTIONAL DELIVERY (PART 2)

FINDING

No CPISD students took an Advanced Placement (AP) examination during 2000-01. AP is a nationally recognized program that introduces high school students to university-level material and challenges them to complete more rigorous assignments.

During 2001-02, CPISD offered four AP courses: Calculus AB, Biology II, Chemistry II and Spanish III. Students are not required to take the AP course before the corresponding examination.

CPISD was the only district among the four peer districts that had no students who took an AP examination in 1998-99 and 2000-01, and had the second-lowest percentage of exam-takers in 1999-2000. The percentage of students in CPISD taking an AP examination was significantly lower than Region 20 and the state for 1998-99, 1999-2000 and 2000-01 (**Exhibit 2-15**).

Exhibit 2-15
Percentage of Students Tested
Advanced Placement Examinations
CPISD, Peer Districts, Region 20 and State

District	Percent of Students Tested		
	1998-99	1999-2000	2000-01
Blanco	4.9%	22.5%	11.2%
Center Point	0.0%	6.6%	0.0%
Johnson City	16.9%	2.4%	10.3%
Lago Vista	18.1%	27.8%	29.2%
Region 20	10.3%	12.9%	15.5%
State	11.0%	12.7%	14.3%

Source: TEA, AEIS, 2000-01.

Colleges and universities generally require an examination score of 3 (qualified), 4 (well qualified) or 5 (extremely well qualified) before awarding credit or advanced standing for AP courses. The percentage of students scoring 3, 4 or 5 on AP examinations in peer districts, Region 20 and the state is provided in **Exhibit 2-16**.

Exhibit 2-16
Percentage of AP Examination Scores
With a Score of 3, 4 or 5
CPISD, Peer Districts, Region 20 and State

District	Percent of Scores of 3, 4 or 5 on AP Examinations		
	1998-99	1999-2000	2000-01
Blanco	14.3%	19.4%	27.3%
Center Point	0.0%	*	0.0%
Johnson City	42.1%	*	50.0%
Lago Vista	41.2%	44.6%	43.3%
Region 20	47.3%	43.5%	37.8%
State	55.7%	53.9%	50.1%

Source: TEA, AEIS, 2000-01.

*Fewer than five.

During 1999-2000, more than 1.2 million examinations were given nationally in approximately 60 percent of U.S. secondary schools. Sixty-four percent of students who took an AP examination received a grade acceptable for college credit or advanced standing. According to a TEA report, 61 CPISD students were enrolled in grades 11 and 12 in 1999-2000. Fewer than five (less than 8 percent) took an AP examination. This number compares with 23 of 102 (22.5 percent) in Blanco ISD, fewer than 5 of 83 (less than 6 percent) in Johnson City ISD and 25 of 90 (27.8 percent) in Lago Vista ISD.

Four AP courses will be offered by CPISD in 2002-03: Calculus, Biology, Chemistry, Physics, and Spanish III. Total pre-registration for the courses as of March 2002 was 72, eight in Biology, five in Calculus, 43 in Spanish III and 16 in Physics. The fee for an AP course is \$78, \$30 of which will be paid by TEA. Students who qualify for financial need can receive an additional \$36 in fee reductions, \$22 offered by the College Board and \$14 available through TEA. Upon waiver by a district of the \$7 received

for exam administration, the resulting cost per exam is \$5 for students qualifying for financial assistance and \$48 for students who don't qualify.

Recommendation 8:

Encourage students to take Advanced Placement examinations and provide financial assistance.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The secondary school counselor contacts the College Board about available programs and resources for assisting students with preparation for AP exams.	September 2002
2.	The secondary counselor meets with AP teachers, students enrolled in AP classes, parents of AP students and other appropriate staff to determine the ways to improve enrollment.	October - November 2002
3.	The secondary counselor and AP teachers develop recommendations and related cost estimates for increasing enrollment in AP classes and for assisting students preparing for AP exams.	December 2002 - January 2003
4.	The secondary counselor submits the proposed plan through the secondary principal to the superintendent for review and approval.	February 2003
5.	The superintendent submits the plan and related cost estimates to the Board of Trustees for approval and inclusion in the 2003-04 proposed bud get.	March 2003
6.	The secondary school principal initiates the program.	August 2003

FISCAL IMPACT

Fewer than six CPISD students took AP examinations during 1999-2000. Increased efforts to encourage students to take AP examinations would result in a larger number of students participating in one or more AP examinations beginning in 2002-03. Based on an estimated 20 test-takers, six would qualify for financial assistance (31.1 percent of CPISD students in grades 10-12 are economically disadvantaged). The estimated cost to underwrite the total cost of AP exams for these students with financial need and half the cost for other students is \$366, \$30 (6 x \$5) for economically disadvantaged students and \$336 (14 X \$24) for other students.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Encourage students to take Advanced Placement examinations and provide financial assistance.	(\$366)	(\$366)	(\$366)	(\$366)	(\$366)

FINDING

The percentage of CPISD students passing the Algebra I end-of-course (EOC) examination is lower than the percentage of CPISD students passing other EOC exams and lower than the percentage of students passing the exam in peer districts, Region 20 and the state. All students completing Algebra I, Biology, English II and U.S. History must take an EOC examination.

The percentage of CPISD students taking EOC examinations was the second-highest in Algebra I among peer districts but the lowest or next-to-lowest in Biology, English II and U.S. History. The percentage of CPISD students taking the Algebra I examinations was higher than Region 20 and the state but was equal to or lower than Region 20 and the state on the other examinations. Among peer districts, the percentage of students passing EOC examinations was the lowest in Algebra I and Biology, second-lowest in English II and highest in U.S. History. The percentage of CPISD students passing EOC examinations was higher than Region 20 and the state in Biology, English II and U.S. History. This data is provided in **Exhibit 2-17**.

Exhibit 2-17
Percent of Students Taking and Passing EOC Examinations
CPISD, Peer Districts, Region 20 and State
2001

District	End-of-Course Examination			
	Algebra I	Biology	English II	U.S. History
<i>Percentage Taking Examination</i>				
Blanco	20.0%	26.5%	26.5%	25.8%
Center Point	19.2%	20.4%	19.9%	16.6%
Johnson City	15.9%	26.0%	24.5%	29.4%
Lago Vista	15.9%	23.3%	19.6%	13.0%
Region 20	16.8%	22.3%	22.4%	16.6%

State	17.2%	23.8%	22.0%	18.5%
<i>Percentage Passing Examination</i>				
Blanco	65.0%	87.1%	80.0%	70.6%
Center Point	37.0%	83.8%	83.3%	96.7%
Johnson City	77.6%	94.3%	88.0%	73.3%
Lago Vista	48.6%	93.7%	96.2%	54.3%
Region 20	50.4%	77.8%	74.0%	76.5%
State	49.2%	79.9%	75.1%	74.3%

Source: TEA, AEIS, 2000-01.

The percentage of CPISD students passing EOC examinations from 1998-99 through 2000-01 increased in Algebra I, English II and U.S. History and decreased in Biology. In 2000-01, more than 83 percent of students passed the EOC exam in Biology and English II and almost 97 percent passed the U.S. History EOC exam. Thirty-seven percent of students passed the Algebra I EOC exam. The largest increases in the percentage of students passing the exams occurred in English II and U.S. History (**Exhibit 2-18**).

Exhibit 2-18
Percent of CPISD Students Passing
End-of-Course Examinations
1998-99 through 2000-01

Year	End-of-Course Examination			
	Algebra I	Biology	English II	U.S. History
2000-01	37.0%	83.8%	83.3%	96.7%
1999-2000	5.5%	91.3%	94.3%	65.7%
1998-99	22.4%	84.6%	64.4%	70.0%

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

Recommendation 9:

Review the district's Algebra I curriculum to ensure it includes all material covered in the end-of-course examination.

The district will need to prepare for the more rigorous Texas Assessment of Knowledge Skills (TAKS), the exit level portion of the test that will be moved to grade 11 and administered for the first time in 2003-04.

IMPLEMENTATION STRATEGIES AND TIMELINES

1.	The secondary principal assigns the secondary mathematics teachers to review the information and formulate recommendations on aligning the district's Algebra I curriculum with the EOC examination.	September 2002
2.	The teachers submit recommendations with timelines for review to the secondary principal.	December 2002
3.	The secondary principal submits the recommendations including timelines to the superintendent for review and submission to the Board of Trustees for approval.	January 2003
4.	The secondary principal initiates the approved plan for ensuring the district's Algebra curriculum is aligned with the EOC examination.	April 2003 Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The percentage of CPISD students receiving a score at or above the Scholastic Aptitude Test (SAT I) or the American College Testing Program Assessment (ACT) criterion score, which is a designated score the student must achieve for recognition, is lower than its peers, the region and the state. The percentage of CPISD students with scores at or above 1110 on the SAT or 24.0 on the ACT is the lowest among peer districts and is lower than Region 20 and the state. The SAT I is designed to assess the academic skills deemed important to a student's success in college. The ACT is designed to evaluate the general educational development of high school students and their ability to complete college-level work. Most colleges and universities use either the SAT I or the ACT as an entry requirement.

The SAT I is composed of two parts, verbal and math. The verbal test focuses on critical reading. Students are required to read passages from the sciences, social sciences and humanities and discuss the authors' points of view, techniques and logic. The math test requires students to apply problem-solving techniques and to use math flexibly in thinking about solutions to new and different problems. The ACT examination includes

more than 200 multiple-choice questions covering English, mathematics, reading and science reasoning based on high school curriculum. It also includes an interest inventory that provides information for career and educational planning.

The percentage of students taking the SAT I or ACT is the second-highest among peer districts and is higher than Region 20 and the state. The average SAT I and ACT scores of CPISD students are the lowest among peer districts and lower than the region and the state (**Exhibit 2-19**).

Exhibit 2-19
SAT I and ACT Scores, Students Tested and Average SAT I and ACT Scores
CPISD, Peer Districts, Region 20 and State
Class of 2000

District	Percent of Students With SAT/ACT Scores At or Above 1110/24.0	Percent of Students Tested	Average SAT I Score	Average ACT Score
Blanco	16.7%	93.3%	1015	19.7
Center Point	10.0%	76.9%	880	18.8
Johnson City	29.2%	68.6%	1009	19.5
Lago Vista	42.9%	63.6%	1061	21.7
Region 20	22.5%	64.0%	946	19.5
State	27.3%	62.2%	990	20.3

Source: TEA, AEIS, 2000-01.

The percentage of CPISD students with SAT I or ACT scores at or above the criterion declined from 29.4 percent in 1998 to 10 percent in 2000, while the percent in Region 20 and the state percentages remained stable. The percentage of students tested in CPISD increased from 54.8 percent in 1998 to 76.9 percent in 2000. During the same period, the percentage of students tested in Region 20 and the state remained stable (**Exhibit 2-20**).

Exhibit 2-20
Percent SAT I/ACT Scores and Students Tested

**CPISD, Region 20 and State
Classes of 1998, 1999 and 2000**

District	Percent of Students with SAT I or ACT Scores At or Above Criterion			Percent of Students Tested		
	Class of 1998	Class of 1999	Class of 2000	Class of 1998	Class of 1999	Class of 2000
Blanco	30.8%	21.9%	16.7%	79.6%	61.5%	93.3%
Center Point	29.4%	27.3%	10.0%	54.8%	66.7%	76.9%
Johnson City	18.5%	26.3%	29.2%	73.0%	57.6%	68.6%
Lago Vista	40.9%	36.7%	42.9%	44.9%	61.2%	63.6%
Region 20	22.2%	21.6%	22.5%	65.9%	65.9%	64.0%
State	27.2%	27.2%	27.3%	61.7%	61.8%	62.2%

Source: TEA, AEIS, 1998-99, 1999-2000, 2000-01.

The Preliminary Scholastic Aptitude Test/National Merit Qualifying Test (PSAT/NMQT) includes an overview of three areas important to college-level work: verbal reasoning, including critical reading, math reasoning and problem-solving, and writing skills such as clarity, consistency, precision and logic. It provides students the opportunity to practice for the SAT I as well as to qualify for national scholarship and recognition programs including those offered by the National Merit Scholarship Corporation, National Hispanic Recognition Program and National Scholarship Service and Fund for Negro Students. In 2000-01, more than 2.29 million students across the nation participated in the program. According to data provided by the district, 38 of 257 CPISD students in grades 7 through 11 took the PSAT/NMQT in 2000 and 60 of 246 students took the exam in 2001.

The College Board and the American College Testing Program both offer various strategies for assisting students with test preparation. The College Board encourages students to take the PSAT to prepare for the SAT. It also offers free analysis of areas that need strengthening and methods for making improvements. A variety of resources including test preparation software are available to students at the Web sites of both the College Board and American College Testing Program.

Costs for the various examinations are \$10 for the PSAT, \$25 for the SAT I and \$14 for the ACT. Students generally take the PSAT in grade 11 and the SAT I or ACT in grade 12. According to district officials, 64 students

will be eligible to take the tests in 2002-03: 34 in grade 11 and 30 in grade 12.

Recommendation 10:

Develop strategies to increase the score and number of students taking college entrance examinations.

IMPLEMENTATION STRATEGIES AND TIMELINES

1.	The secondary school principal recommends to the superintendent a committee of parents, teachers and support staff to review information and programs available to assist students with test preparation.	October 2002
2.	The committee contacts the College Board, the American College Testing Program, regional education service centers, TEA and school districts with a high percentage of students scoring at or above the criterion score to identify programs available to assist students.	October - December 2002
3.	The committee submits to the superintendent through the secondary principal recommendations for encouraging students to take the college entrance examinations and for assisting them with test preparation along with proposed timelines and cost estimates for implementation.	February 2003
4.	The superintendent submits a plan to the Board of Trustees for approval and assigns implementation to the high school principal.	March 2003
5.	The secondary principal begins to implement plan components that do not require additional expenditures.	April 2003
6.	The superintendent includes any new estimated program costs in the proposed 2003-04 budget and submits it to the Board of Trustees for consideration and approval.	May 2003
7.	The secondary principal begins implementing plan components that require expenditures.	September 2003

FISCAL IMPACT

It would cost CPISD \$1,510 to underwrite PSAT, SAT I and ACT testing for all students. That includes \$340 for the PSAT (34 x \$10) and \$1,170 for the SAT I (30 x \$25) and ACT (30 x \$14).

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
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Develop strategies to increase the score and number of students taking college entrance examinations.	(\$1,510)	(\$1,510)	(\$1,510)	(\$1,510)	(\$1,510)
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Chapter 2

EDUCATIONAL SERVICE DELIVERY

B. GIFTED AND TALENTED EDUCATION

Section 29.122 of the Texas Education Code (TEC) states that school districts "shall adopt a process for identifying and serving gifted and talented students in the district and shall establish a program for those students in each grade level." Section 29.123 requires the State Board of Education (SBOE) to "develop and periodically update a state plan of the education of gifted and talented students" to measure the performance of these programs. The SBOE plan, adopted in 1996 and revised in 2000, provides direction for refining existing services and for creating additional curricula options for gifted students.

The *Texas State Plan for the Education of Gifted/Talented Students* "forms the basis of accountability for state mandated services for gifted/talented students." To provide guidance for districts, three levels of performance measures-acceptable, recognized and exemplary-are included for five program areas: student assessment, program design, curriculum and instruction, professional development and family-community involvement. The "acceptable" performance measures are those required by state law or rule. The "recognized" and "exemplary" measures are targets that districts should strive to attain.

The percentage of students in the CPISD gifted and talented program was the lowest among the four peer districts and lower than Region 20. The percentage of teaching staff allocated to gifted and talented programs in CPISD was tied for the lowest among the peer districts and was lower than Region 20. The percentage of budgeted instructional expenditures allocated to gifted and talented was the second-lowest among the peer districts and lower than Region 20. This data is provided in **Exhibit 2-21**.

Exhibit 2-21
Percentage of Students, Teachers
and Budgeted Instructional Operating Expenditures for
Gifted/Talented (G/T) Programs in CPISD, Peer Districts, Region 20
and State
2001-02

District	Percentage G/T Student Enrollment	Percentage G/T Teachers	Percentage G/T Budgeted Instructional Expenditures

Blanco	16.0%	0.0%	0.4%
Center Point	5.0%	0.0%	0.7%
Johnson City	7.7%	1.7%	2.1%
Lago Vista	7.6%	1.5%	0.1%
Region 20	7.2%	2.7%	*

Source: TEA, PEIMS, 2001-02.

*Regional financial information not available.

Between 1997-98 and 2001-02, the budgeted instructional operating expenditures for G/T programs in CPISD declined 2.2 percent and student enrollment declined 18.3 percent, resulting in an increase of 9.7 percent in per-pupil expenditures. During the same period, expenditures for gifted and talented programs increased 7.4 percent although gifted and talented enrollment declined 20.6 percent, resulting in a 35.2 percent increase in per-pupil expenditures (**Exhibit 2-22**).

Exhibit 2-22
CPISD Budgeted Instructional Operating Expenditures*
All Programs and Gifted and Talented Program
1997-98 and 2001-02

Expenditure Category	1997-98	2001-02	Percent Increase (Decrease)
Instructional Expenditures, All Programs	\$1,899,150	\$1,858,015	(2.2%)
Total Student Enrollment	656	536	(18.3%)
Expenditures per Student Enrolled	\$2,895	\$3,466	19.7%
Instructional Expenditures, G/T Program	\$12,310	\$13,215	7.4%
G/T Enrollment	34	27	(20.6%)
Expenditure per G/T Student Enrolled	\$362	\$489	35.2%

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

**Defined by TEA as those activities that deal directly with the instruction of pupils.*

FINDING

CPISD provides a variety of instructional options for meeting the academic needs of its gifted students. According to the CPISD 2001-2002 *Gifted and Talented Plan*, G/T students in grades K-5 are taught in regular classrooms. Specially designed materials are provided for the four core areas, language arts, science, mathematics and social studies. G/T students in each grade are placed with the same teacher so that they have the opportunity to work together during a portion of the day.

In grades 6-8, G/T students are provided instruction in the four core areas in the regular classroom by G/T certified teachers. They also attend the same 30-minute tutorial period each day during which they are provided exercises and materials related to creative and critical thinking skills as well as opportunities to explore special interests. High school students meet once daily in the tutorial period with a G/T certified teacher to explore special topics or projects, spend time in research, write or perform skits or develop video or computer projects.

Students in grades 9-12 may take an English class for which dual credit at CPISD and San Antonio College can be earned; take advanced placement courses in science, math and foreign language; and enroll in Internet classes provided in conjunction with San Antonio College. All secondary G/T students are encouraged to participate in extracurricular activities such as those sponsored by the University Interscholastic League (UIL). The tutorial periods are used to prepare for those activities.

COMMENDATION

CPISD has developed a variety of program options to meet the academic needs of its gifted and talented students.

FINDING

Not all CPISD staff members with responsibilities related to the delivery of services to gifted students have the required professional development training. District policy requires that all teachers assigned to G/T students receive 30 hours of training specifically related to the instruction of gifted students. The training must be provided within one semester of assignment to the program. The same policy requires administrators and counselors

who have authority for decisions related to gifted students to have six hours of staff development related to G/T instruction.

According to the CPISD 2000-2002 *Gifted and Talented Plan*, all elementary G/T students in the same grade are placed with the same teacher. This practice requires that at least one teacher per grade level have completed the 30-hour certification. In grades K-5, all but one second grade teacher had met the 30 hour certification training.

In grades 6-8, G/T students are taught in the regular classroom and in tutorials requiring, at a minimum, that all teachers in the four core areas have completed the required certification. At the high school, teachers of AP and Pre-AP courses, dual enrollment and Internet courses, as well as those to whom G/T students are assigned during tutorial, must have completed the training. Principals and counselors at all campuses must have completed 6 hours of G/T-related training. Of 23 staff members required to have G/T-related staff development at CPISD, only 14.5 or (63 percent) have completed the training (**Exhibit 2-23**).

Exhibit 2-23
CPISD Professional Staff with Responsibilities
Related to the Instruction of Gifted Students

School	Staff Required to Meet Training Requirement	Staff Meeting Training Requirement	Percent of Staff Meeting Training Requirement
Center Point High School	6.5	3.5	53.8%
Center Point Middle School	9.0	4.5	50.0%
Center Point Elementary School	7.5	6.5	80.6%
District	23.0	14.5	63.0%

Source: Schedule of Classes, 1/29/2002, Center Point High School and Middle School.

In CPISD, the elementary and secondary principals maintain the staff development records for teachers at their respective campuses. Most staff development is provided through Region 20 although teachers may meet their professional growth obligations by attending activities such as conferences and conventions approved by the principal. Documentation of attendance is provided by each teacher and kept on file in the appropriate administrative office.

Recommendation 11:

Ensure that staff has the professional development training required to provide services to Gifted and Talented students.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Gifted and Talented coordinator develops and sends to principals a form to record the status of professional development training for G/T teachers.	September 2002
2.	Principals submit a status report on professional growth requirements and plans approved for satisfying the district's requirements to the Gifted and Talented coordinator.	October 2002
3.	Gifted and Talented teachers attend training to meet their requirements.	November 2003 Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

CPISD does not have a comprehensive assessment program for its G/T program that provides relevant feedback on student achievement and program effectiveness. TEA's Division of Accountability Evaluations is responsible for conducting District Effectiveness and Compliance (DEC) visits and for monitoring compliance with state and federal requirements for special programs. The indicators used by TEA's on-site monitoring teams are included as the acceptable performance measures in the state plan for educating G/T students.

TEA conducted a DEC visit in CPISD on October 29 through November 2, 2001. Of 20 compliance indicators for gifted and talented programs, the DEC team selected 12 for on-site review. The DEC team found the district to be in compliance with state requirements in 11 areas covered by the indicators. CPISD did not comply with the requirement that the district evaluate the effectiveness of its G/T programs annually and use the data to modify and update the district and campus improvement plans. In response, district officials have said the district will be distributing surveys to students, parents and teachers in May. The results of the questionnaires will be used to evaluate program effectiveness.

Making informed decisions on how to improve programs requires collecting and analyzing data on existing programs. In addition to providing the basis for feedback to the board, parents and the community

on the effectiveness of existing programs, data can help staff make decisions on necessary changes to instructional programs. Information currently available for use in assessing the effectiveness of the G/T program include:

- Percentage of attendance,
- Incidence of discipline referrals and expulsions,
- Annual and 4- year dropout rates,
- Percentage of students enrolled in Pre-AP and AP courses,
- Percentage of students taking SAT, ACT and AP examinations,
- The number of advanced academic courses taken,
- The number of graduates on the Recommended and DAP graduation plans and
- Rate of enrollment and completion in post-secondary institutions.

An effective assessment plan provides information on how well programs are working. The district can make more informed decisions concerning needed modifications to existing G/T curriculum and program offerings when student achievement data are compiled and analyzed.

Recommendation 12:

Design and implement a student and program assessment system for the district's Gifted and Talented program that ensures meaningful data are collected and used.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Gifted and Talented coordinator recommends to the superintendent a committee of district staff and parents to review all indicators that might be used to evaluate the effectiveness of the district's Gifted and Talented program and recommend to the superintendent a plan, including timelines for implementation, for evaluating program effectiveness.	September 2002
2.	The committee, through the Gifted and Talented coordinator, submits a recommended plan to the superintendent.	December 2002
3.	The superintendent submits the plan to the Board of Trustees for consideration and approval.	January 2003
4.	The Gifted and Talented coordinator meets with principals, counselors and teachers to discuss data collection and plan implementation.	February 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

C. SPECIAL EDUCATION

The federal Individuals with Disabilities Education Act (IDEA) mandates free appropriate public education for all children with disabilities regardless of the severity of their handicap. This law, which also is designed to protect children and parents in educational decision-making, requires the district to develop an Individualized Education Program (IEP) for each child with a disability.

The law also requires the district to provide students with disabilities an education in the least-restrictive environment. In 1997, the federal government re-authorized IDEA. The new law states that the IEP must be clearly aligned with those children in general classrooms and include regular education teachers in the decision-making process. The new law also requires including students with disabilities in state and district assessment programs and in setting and reporting performance goals.

To serve the multiple needs of all students with disabilities and to comply with IDEA's requirements, an effective special education program should implement the following practices (derived from Public Law 101-15, the 1997 amendments to the Individual with Disabilities Education Act):

- **Pre-referral intervention in regular education.** When a student experiences an academic problem in regular education, an intervention can and should occur to solve the problems. If steps taken to solve the problem 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 meeting.** After the evaluation is complete, a meeting is held to discuss the results of the evaluation, decide if the student qualifies for special education services in one of 12

federal special education categories and, if so, develop a plan for the student's education.

- **Providing educational services and supports according to a written Individualized Education Plan (IEP).** The IEP developed by the ARD committee includes information about which classes the student will take, 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 re-evaluation.** Every three years, the student undergoes a comprehensive individual assessment. Another ARD committee meeting is held to discuss the results of the re-evaluation and determine if the student still qualifies for special education in the same category.
- **Dismissal from the special education program.** If and when a student no longer meets education eligibility criteria, the student is dismissed from special education. The ARD committee must make this decision.

Students with disabilities who spend all of their classroom hours in a regular classroom are "mainstreamed." As a student's needs require, additional instructional and related services are provided, including options for full-day services in special education settings. If a student's disability is so severe that satisfactory education cannot take place in a regular classroom, he or she will be served in a separate "self-contained" classroom.

CPISD has begun a pre-referral process that emphasizes the identification and use of classroom strategies or modifications before a formal referral for assessment for special education services. The pre-referral guidelines stress various intervention strategies such as a change in seating, teacher or peer tutoring, use of manipulatives or other instructional aids over a four-week time frame to determine if ways can be identified to meet a student's needs. Teachers are encouraged to keep a student's work portfolio to record the results of the modifications. When referral is appropriate, admissions, review and dismissal (ARD) committees of parents and professional staff determine program eligibility and participation, educational plans and placement in and dismissal from the special education program. An Individual Education Plan (IEP) is developed for each student with a disability.

Services provided within the district include mainstreaming, a resource classroom, speech therapy, and occupational and physical therapy. Services outside the district available to students include residential

facilities, a preschool program and alternative education placements. Region 20 offers training and support for teachers working with special-education students in the general education classroom. The training includes lesson modifications and classroom management techniques. The district contracts with Kerrville ISD for related services and with Ingram ISD for alternative education placements. The district employs six special education personnel: two teachers at the elementary school, one of whom serves as the district's coordinator of special education, two teachers at the middle school, one teacher at the high school and an educational diagnostician.

In 2001-02, 63 students (11.8 percent of the student body) were enrolled in CPISD's special education program. Budgeted expenditures for the program that year were \$248,403, or 13.4 percent of total expenditures, or \$3,943 per student. The percentage of students enrolled in special education in CPISD was lower than CPISD's peer districts and Region 20. The percentage of CPISD's budgeted expenditures for special education were the second-highest among the peer districts. The per-student expenditures were the highest among the peer districts (**Exhibit 2-24**).

Exhibit 2-24
Special Education Enrollments and Expenditures
CPISD, Peer Districts, Region 20 and State
2001-02

District	Students Enrolled		Budgeted Expenditures		Expenditures per Student
	Number	Percent of Total	Amount	Percent	
Blanco	161	18.3%	\$533,380	13.0%	\$3,313
Center Point	63	11.8%	\$248,403	13.4%	\$3,943
Johnson City	103	15.5%	\$362,829	14.5%	\$3,523
Lago Vista	133	13.1%	\$115,678	2.7%	\$870
Region 20	46,994	13.9%	N/A	N/A	N/A

Source: TEA, PEIMS, 2001-02.

FINDING

While the district participates in the Medicaid Administrative Claims (MAC) program, it does not participate in the School Health and Related Services (SHARS) program. In September 1992, the Texas Medicaid program was amended to allow school districts to enroll as Medicaid providers and apply for Medicaid reimbursement for certain special education services provided to Medicaid eligible children under the SHARS program. Because SHARS is reimbursement for funds already spent, it is returned to the district and is available to offset future expenses without restrictions. If a student's Individual Education Plan prescribes any one of 10 services, including occupational therapy, physical therapy or speech therapy and that student is under the age of 21 and Medicaid-eligible, the district can receive Medicaid reimbursement for providing the services.

The MAC allows districts to be reimbursed for health-related administrative services that cannot be billed through SHARS. Because they play a critical role in helping children and their families gain access to physical and mental health services, school districts may be reimbursed for referral, outreach, coordination and other related administrative activities. **Exhibit 2-25** reflects the SHARS and MAC reimbursements for 1997-98 through 2000-01.

Exhibit 2-25
CPISD
SHARS and MAC Actual Reimbursement Revenue
1997-98 through 2000-01

Year	1997-98	1998-99	1999-2000	2000-01	Total
SHARS	\$0	\$0	\$0	\$0	\$0
MAC	\$0	\$6,342	\$14,305	\$15,077	\$35,724
Total	\$0	\$6,342	\$14,305	\$15,077	\$35,724

Source: TEA, PEIMS.

The Texas Association of School Boards (TASB) offers SHARS reimbursement services at a rate of 10 percent of reimbursements claimed. They additionally provide a tracking system called SMART that electronically tracks Medicaid reimbursements by campus. TASB will help districts track all students eligible for Medicaid Services through its SMART database and will provide updates to the district on services provided that are eligible for reimbursement. The SMART system is one way of generating simple reimbursements and electronic appeals for denied claims.

Other large school districts, like Houston ISD, provide Medicaid claim filing services to other districts and file Medicaid claims at a lower cost than private companies. Corpus Christi and Comal ISD each participate in collaboratives set up to collect Medicaid reimbursements more efficiently. The use of varied software packages and shared administrative services have increased Medicaid reimbursement claims for many Texas school districts.

Recommendation 13:

Maximize Medicare reimbursements by applying for all available funds at the most competitive submission rates.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The business manager contacts TEA and the Texas Department of Health about eligibility requirements and reimbursement procedures.	September 2002
2.	The business manager and coordinator of Special Education conduct time studies to identify available activities.	October - November 2002
3.	The business manager and Special Education coordinator investigate and make recommendations to the superintendent concerning the appropriateness of using an outside vendor to provide submission services for the district.	October - November 2002
4.	The coordinator of Special Education works with principals to ensure that staff is aware of what eligible services is provided.	January 2003 Ongoing
5.	The business manager makes periodic reports to the superintendent and Board of Trustees on SHARS and MAC reimbursements received by the district.	May - August 2003 Ongoing

FISCAL IMPACT

It is conservatively estimated that CPISD Medicaid reimbursements can be increased by \$5,348 annually. There are 45 districts each serving 200 or less special education students in 2001-02 that received \$446,216 in SHARS reimbursements for 5,256 students. Based on an average reimbursement of \$84.89 per student, it is estimated that CPISD would be eligible to apply for and receive a SHARS reimbursement of \$5,348 (\$84.89 x 63 special education students). The reimbursement for 2002-03 is doubled because Medicaid allows retroactive billings for up to 12 months. During the first year reimbursement the district can recover costs from the previous year (\$5,348 x 2).

Recommendation	2002-03	2003-4	2004-05	2005-06	2006-07
Maximize Medicare reimbursements by applying for all available funds at the most competitive submission rates.	\$10,696	\$5,348	\$5,348	\$5,348	\$5,348

Chapter 2

EDUCATIONAL SERVICE DELIVERY

D. CAREER AND TECHNOLOGY EDUCATION

All students, whether they continue their education after high school or not, eventually enter the workforce. Texas Education Code (TEC) Section 29.181 requires school districts to provide a curriculum that affords each student the opportunity to master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner. Graduates should also be able to gain entry-level employment in a high-skill, high-wage job or continue their education at the post-secondary level. Section 74.3 of the Texas Administrative Code (TAC) requires districts to offer courses in Career and Technology Education (CATE) in at least three of the following eight areas:

- Agricultural Science and Technology Education,
- Business Education,
- Health Science Technology Education,
- Family and Consumer Sciences Education/Home Economics,
- Technology/Industrial Technology Education,
- Marketing Education,
- Trade and Industrial Education, and
- Career Orientation.

CPISD offers CATE programs in three areas: agricultural science and construction technology, business and office technology and vocational home economics.

Between 1998-99 and 2001-02, student enrollment in CATE courses in CPISD declined. In 1998-99, 156 students were enrolled in CATE courses. In 2001-02, student enrollment has declined to 128 students and program expenditures increased to \$116.118 and teachers to 2.7 percent from 3.1 percent (**Exhibit 2-26**).

Exhibit 2-26
CPISD Percentage of Student Enrollment,
Budgeted Expenditures and Staffing in CATE
1998-99 through 2001-02

	1998-99	1999-2000	2000-01	2001-02
Students	156	142	113	128

Percentage of All Students	25.9%	23.3%	19.8%	23.9%
Expenditures	\$124,220	\$134,388	\$144,546	\$116,118
Percentage of All Expenditures	6.6%	7.1%	8.4%	3.2%
Teachers	3.1%	3.2%	3.2%	2.7%
Percentage of All Teachers	6.4%	6.9%	7.3%	6.4%

Source: TEA, AEIS, 1998-99 through 2000-01, PEIMS 2001-02.

FINDING

CPISD's CATE program enrollments are unbalanced with some courses under-enrolled. In addition, the program lacks an evaluation component.

The high school master schedule, as reflected in the *Schedule of Classes, Center Point High School*, indicates that the district offered 27 CATE courses as of January 29, 2002. Of the 27 courses offered, 128 students were enrolled in 24 sections (class periods) of 15 courses. There were no students in 12 courses (**Exhibit 2-27**).

Exhibit 2-27
Career and Technology Education
CPISD Program Offerings
2001-02

Course	Enrollment	Sections	Enrollment Per Section
Agriculture Science and Construction Technology			
Introduction to World Agriculture & Technology	0	0	-
Applied Agriculture Science and Technology	1	2	2.0
Agricultural Structures	9	2	4.5
Introduction to Agricultural Mechanics	0	0	-
Home Maintenance and Improvement	0	0	-
Wildlife and Recreation Management	0	0	-
Animal Science	0	0	-
Equine Science	0	0	-

Horticulture-Plant Production	0	0	-
Agricultural Metal Fabrication	6	1	6.0
Building Trades I	6	3	2.0
Building Trades II	5	2	2.5
Ag Cooperative I	0	0	-
Ag Cooperative II	0	0	-
Fruit/Nut/Vegetable Production*	9	1	9.0
Business/Office Technology			
Business Computer Information Systems I	50	4	12.5
Computer Science I	0	0	-
Desktop Publishing	9	1	9.0
Vocational Home Economics			
Personal & Family Development	10	1	10.0
Nutrition & Food Science	0	0	-
Apparel	11	1	11.0
Individual and Family Living	0	0	-
Child Development	2	2	1.0
Diversified Career Preparation Education I Work I	2	1	2.0
Diversified Career Preparation Education I Work II	2	1	2.0
Diversified Career Preparation Education II Work I	0	1	0
Diversified Career Preparation Education II Work II	6	1	6.0
District Total	128	24	5.3

Source: CPISD Course Descriptions 2001-2002; Schedule of Classes, Center Point High School, 1/29/2002.

**Not listed in CPISD Course Descriptions, 2001.*

While the district is in compliance with state standards, simple compliance, however, does not mean that the program meets the needs of its students and the local community.

The *State Plan for Career and Technology Education 2000-02* strongly supports local control of Texas public schools by offering strategies from which districts can choose based on their own needs and decisions. The plan also clearly mandates all districts to provide students with opportunities to participate in an academically rigorous curriculum that enables them to achieve their potential and participate fully in the economic and educational opportunities of Texas and the nation. The plan's objectives are based on elements that contribute to CATE effectiveness: academic excellence, high-quality guidance and counseling, partnerships that benefit students and schools alike, strong curricula, professional training for educators and ongoing program evaluation.

The district offers seven courses in agriculture science and construction technology and fewer courses in computers. More students, however, are enrolled in the computer courses than the agricultural courses.

Effective CATE programs periodically evaluate their programs to ensure the district is meeting the needs of the students and that courses also remain relevant to workforce needs.

The *State Plan for Career and Technology Education 2000-02* (State Plan) includes criteria for evaluating, existing long-range plans or the development of new ones including:

- Does the current plan provide a curriculum that facilitates opportunities for all students to participate in career and technology education?
- Does the current program ensure that the career and technology curriculum is provided through programs of sufficient size, scope and quality as to be effective in improving academic and occupational skill competencies of all students, while providing strong experience in and understanding of all aspects of the industries students are preparing to enter?
- Does the current plan identify, develop and implement curriculum using the State Board of Education-approved essential knowledge and skills as a framework?
- Does the current plan provide a dynamic curriculum that is engaging, rigorous, relevant and emphasizes technology?
- Does the current plan provide all students with opportunities for a variety of learning experiences that address diverse learning styles?
- Does the current plan, offer all students opportunities to participate in programs that include work-based learning components.

- Does the current plan allow students to acquire and use information about current and emerging careers?
- Does the current plan provide opportunities for all students to participate in student leadership organizations?
- Does the current plan provide opportunities for all students to understand employer expectations and citizenship skills?
- Does the current plan group courses in career concentration areas to assist participating students in achieving academic and career skills that apply to continued education and employment?

Recommendation 14:

Evaluate the CATE programs and combine low enrollment classes.

The district should form a districtwide advisory committee to evaluate and analyze data, including class size and course demands. The committee should also gather input on CATE needs through surveys or focus groups held with students, community leaders and representation from area colleges. In addition, the committee should give the district input on guidelines for acceptable enrollments in CATE.

IMPLEMENTATION STRATEGIES AND TIMELINES

1.	The secondary principal and CATE teachers submit to the superintendent the names of individuals to serve on a districtwide advisory committee for CATE including district personnel, community and business representatives and representatives from area colleges and universities.	September 2002
2.	The superintendent reviews and approves the recommended membership for the advisory committee.	September 2002
3.	The secondary principal convenes the committee and charges it to evaluate the CATE and make recommendations to better meet the needs of the students and community.	October 2002
4.	The committee submits its recommendations to the superintendent.	March 2003
5.	The superintendent submits the committee's recommendations to the Board of Trustees for review and approval.	March 2003
6.	The superintendent delegates to the secondary principal the authority for ensuring the planning efforts are implemented and regular status reports are submitted.	April 2003 and Ongoing

FISCAL IMPACT

Chapter 2

EDUCATIONAL SERVICE DELIVERY

E. 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, according to the Comptroller's 2000 report *Keeping Texas Children Safe in School* (**Exhibit 2-28**).

Exhibit 2-28 **Steps for Keeping Texas Children Safe in School**

Strategy	Steps to be Taken
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 and 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 just a matter of compliance with the law; 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 legislation dealing with safety and security in schools. The major issues contained in bills passed in the last two legislative sessions are indicated in **Exhibit 2-29**.

Exhibit 2-29
Major Legislative Issues Related to Safety and Security
1999 and 2001 Legislative Sessions

Legislation	Major Issues Related to School Safety and Security
1999 Legislative Session	
Senate Bill 260	Allows the 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 Legislative Session	
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: TSPR, 2001.

Responses of CPISD parents, students and teachers to surveys conducted by the review team indicate confidence in the safety and security of the district (**Exhibit 2-30**).

Exhibit 2-30
Responses to Survey Questions
CPISD Safety and Security Issues

Respondent	Percent Agreeing	Percent with No	Percent
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Group	or Strongly Agreeing	Opinion or No Response	Disagreeing or Strongly Disagreeing
<i>Survey Statement:</i> Students feel safe and secure at school.			
Parents	83.7%	7.0%	9.3%
Teachers	*	*	*
Students	64.1%	17.0%	18.9%
<i>Survey Statement:</i> School disturbances are infrequent.			
Parents	74.4%	9.4%	16.3%
Teachers	82.4%	0.0%	17.7%
Students	51.0%	18.9%	30.2%
<i>Survey Statement:</i> Gangs are not a problem in this district.			
Parents	81.4%	7.0%	11.6%
Teachers	82.4%	5.9%	11.8%
Students	77.4%	13.2%	9.5%

Source: TSPR Survey Results, 2002.

*Question not asked.

CPISD district policy stipulates that rules of conduct and discipline will be maintained in a student handbook and provide policy references for specific areas of student conduct such as appropriate dress, damage to school property, hazing and smoking.

FINDING

The CPISD *Discipline Management Plan/Student Code of Conduct* is thorough and outlines the district's expectations on student behavior and its authority to impose discipline. The document includes sections on the rights of students, teachers and parents; discipline management techniques; prohibited activities; and procedures for removal from and re-entry into school for disciplinary reasons. Also included is a section that lists changes made to the 2001-02 code . The elementary and secondary principals are responsible for implementing the *Discipline Management Plan/Student Code of Conduct* on their respective campuses. The elementary principal provides administrative oversight for document development and revision.

COMMENDATION

CPISD has developed a comprehensive, well-organized discipline management plan and student code of conduct.

FINDING

CPISD developed an *Emergency Procedures Manual* for responding to a variety of emergencies

and makes it available to district employees. The manual, most recently updated in January 2002, contains sections on crisis management and planning, accidents and building crises, child protection, controlled substances, deaths and suicide, disruptions, medical emergencies, general security, weather-related emergencies and an emergency directory for district maintenance personnel.

Instructions on how to use the manual and general suggestions for emergency planning are also provided (**Exhibit 2-31**).

**Exhibit 2-31
General Instructions and Suggestions for Emergency Planning
January 2002**

<p>Instructions for Manual Use</p>	<ul style="list-style-type: none"> • Keep book readily accessible for personal use and reference. • Advise other responsible for emergency situations in the principal's absence as to the location of the book and its use. • Fill in phone numbers and names where needed for completeness and keep numbers and names up-to-date. • File local building information and plans as designated. • Provide in-service training and activate plans as suggested. • As administrative changes are made, keep book in vacated office for new personnel.
<p>Suggestions for Emergency Planning</p>	<ul style="list-style-type: none"> • Conduct staff meeting at the beginning of school year and discuss emergency procedures; assign responsibilities. • Have emergency contact information on file for each student and employee. Have nurse identify any special health problems and establish emergency procedures for those students while maintaining confidentiality of health information. • Train personnel in CPR, first aid and adrenaline

	<p>administration. Form "emergency teams" at each campus.</p> <ul style="list-style-type: none">• Ensure that personnel to be contacted in emergency situations maintain current training and know district policy and procedures. Do not rely on volunteers to respond in emergency situations.• Contact Health Services for additional assistance in planning for emergency training.
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Source: CPISD Emergency Procedures Manual, January 2002.

COMMENDATION

CPISD has developed a procedures manual that provides planning information and appropriate responses for emergency situations.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

F. COMMUNITY INVOLVEMENT

Community involvement is critically important to the successful operation of a school district. Not only must a school district be responsive to the needs of multiple constituents, but it must also establish the mechanisms by which information can be disseminated to and gathered from the public. Students, parents, parents, staff, community members, business interests and special interest groups all must be afforded the opportunity to communicate with the district. Effective two-way communication is essential.

FINDING

CPISD uses a variety of strategies for communicating with its public. Parents are encouraged to attend meetings of the parent-teacher-student organization at the three campuses. Parents and community members are invited to participate in field trips and to attend school-sponsored activities held within and outside the district, such as athletic and University Interscholastic League (UIL) events. Activities held once a year such as the Annual Fall Festival, Meet-the-Teachers Night and the Elementary Book Fair are advertised and parents and the community in general are invited to attend.

The high school journalism class publishes a newspaper, the *Pirate Press*, each six weeks and mails it to all patrons with Center Point postal addresses. Area newspapers, the *Daily News* and *Mountain Sun*, are notified about district activities and are encouraged to publish articles on district operations and events.

COMMENDATION

CPISD uses a variety of strategies for maintaining effective two-way communication with the public.

Chapter 3

FINANCIAL MANAGEMENT

This chapter reviews the Center Point Independent School District's (CPISD's) financial management in the following five sections:

- A. Financial Reporting and Management
- B. Purchasing and Accounts Payable
- C. Risk Management
- D. Cash and Investments
- E. Fixed Assets

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

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

BACKGROUND

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

CPISD's total per pupil expenditures increased from 1996-97 through 1998-99, but then declined in 1999-2000 and 2000-01 as district management held down expenditures in an effort to rebuild the fund balance, as shown in **Exhibit 3-1**.

Exhibit 3-1
Historical Expenditures per Pupil
1996-97 through 2001-02

	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02
Operating Expenditures per Pupil	\$4,882	\$5,296	\$5,798	\$5,872	\$5,869	\$6,606
Non-Operating Expenditures per Pupil	\$521	\$435	\$544	\$369	\$158	\$123
Total Expenditures per Pupil	\$5,403	\$5,731	\$6,342	\$6,241	\$6,027	\$6,729

Source: TEA, AEIS, 1996-97 through 2000-01; PEIMS, 2001-02.

The district's budgeted expenditures for the last three years are shown in **Exhibit 3-2**.

Exhibit 3-2
CPISD Budget Expenditures by Function
as a Percentage of Total Expenditures
1998-99 through 2001-02

Function	1998-99	Percent	1999-2000	Percent	2000-01	Percent	2001-02	Percent
Instruction	\$1,887,815	49.4%	\$1,895,108	49.8%	\$1,722,372	50.0%	\$1,858,015	51.5%
Instructional related	\$123,873	3.2%	\$105,330	2.8%	\$102,191	3.0%	\$106,472	3.0%
Instructional leadership	\$42,375	1.1%	\$42,459	1.1%	\$51,088	1.5%	\$41,707	1.2%
School leadership	\$264,464	6.9%	\$268,872	7.1%	\$219,656	6.4%	\$224,499	6.2%
Support Services	\$119,527	3.1%	\$132,638	3.5%	\$125,772	3.7%	\$118,592	3.3%
Student transportation	\$122,000	3.2%	\$133,175	3.5%	\$124,493	3.6%	\$138,772	3.8%
Food Services	\$257,915	6.7%	\$263,900	6.9%	\$225,029	6.5%	\$208,570	5.8%
Co curricular/extra	\$103,710	2.7%	\$133,090	3.5%	\$134,739	3.9%	\$134,901	3.7%
Central	\$242,840	6.4%	\$221,242	5.8%	\$237,158	6.9%	\$275,753	7.6%

Administration								
Plant Maintenance	\$318,550	8.3%	\$313,576	8.2%	\$323,709	9.4%	\$345,461	9.6%
Security and Monitoring	\$1,750	0.0%	\$1,200	0.0%	\$0	0.0%	\$0	0.0%
Data processing	\$11,500	0.3%	\$71,204	1.9%	\$84,866	2.5%	\$87,029	2.4%
Debt Service	\$218,125	5.7%	\$209,101	5.5%	\$38,114	1.1%	\$60,146	1.7%
Capital Outlay	\$109,499	2.9%	\$16,198	0.4%	\$52,195	1.5%	\$5,576	0.2%
Community Services	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$1,250	0.0%
Total Budgeted	\$3,823,943	100.0%	\$3,807,093	100.0%	\$3,441,382	100.0%	\$3,606,743	100.0%

Source: TEA, AEIS, 1998-99 through 2000-01; PEIMS, 2001-02.

The business manager, who reports to the superintendent, is responsible for financial management at CPISD. The business manager oversees the daily activities in accounting and budget monitoring including payroll processing, purchasing, accounts payable processing and fixed asset accountability. The business manager has been with the district for almost three years and has more than 22 years of school district experience.

Exhibit 3 shows compares CPISD's key financial data with state averages and CPISD's peer districts.

**Exhibit 3-3
Comparative Profile of Financial Performance - General Fund
2001-02**

District	Total Revenues Per Student	Total Expenditures Per Student	Instructional Expenditures Per Student	Student to Staff Ratio	Student to Teacher Ratio
Center Point	\$6,729	\$6,729	\$3,466	6.4	12.7
Johnson City	\$7,204	\$6,840	\$3,756	7.2	12.3
Blanco	\$8,771	\$8,572	\$4,661	5.7	10.6

Lago Vista	\$9,776	\$7,322	\$4,153	6.5	11.6
State	\$6,767	\$6,907	\$3,525	7.4	14.7

Source: TEA, PEIMS, 2001-02.

When compared to the peer districts, CPISD receives less revenue and spends less per student than all of the peer districts and the state. CPISD has a comparable ratio for students to total staff but the student-to-teacher ratio is low when compared with the state average. The student-to-teacher ratio is higher than the peer districts.

Assessing and collecting school district property taxes is an important responsibility involving different entities with distinct responsibilities. School districts develop and adopt their tax rate while county appraisal districts appraise the value of property within the district. The tax rate that school districts adopt consists of two components: (1) a maintenance and operations component for meeting operating costs and (2) a debt service component to cover the costs of indebtedness. The combined rate is applied to the assessed property value to compute the district's total tax levy.

CPISD has had an intergovernmental agreement with Kerrville Independent School District (KISD) since 1995 to collect its property taxes at an annual cost of \$7,000. The law firm of McCreary, Veselka, Bragg and Allen, P.C. collects delinquent taxes for both KISD and CPISD. State law allows the tax attorney to add an additional 15 percent collection fee to taxes outstanding on July 1 of each year. When delinquent taxes are collected, the attorney retains a 15 percent collection fee and turns over the remaining taxes collected plus penalty and interest. A report is given to the district by the tax collector concerning progress made collecting delinquent taxes each month.

As shown in **Exhibit 3-4**, CPISD's collection rates have remained high over the last five years, with the only dip in collections occurring in 1997-98 when Starlight Village declared bankruptcy.

Exhibit 3-4
CPISD Tax Collections
1996 through 2000

	1996	1997	1998	1999	2000	Average
Levy	\$788,436.54	\$783,892.00	\$851,391.85	\$1,006,273.85	\$1,198,199.59	\$925,638.77
Adjustments	(\$6,923.07)	(\$20,572.12)	(\$15,065.18)	(\$20,377.14)	(\$26,087.95)	(\$17,805.09)

Adjusted Levy	\$781,513.47	\$763,319.88	\$836,326.67	\$985,896.71	\$1,172,111.64	\$907,833.67
Current Taxes	\$743,340.43	\$731,192.87	\$792,810.22	\$933,710.42	\$1,112,146.54	\$862,640.10
Delinquent Taxes	\$42,033.48	\$28,751.94	\$24,835.58	\$56,958.23	\$42,294.25	\$38,974.70
Total Taxes	\$785,373.91	\$759,944.81	\$817,645.80	\$990,668.65	\$1,154,440.79	\$901,614.79
Total P&I	\$25,203.71	\$18,008.56	\$22,326.98	\$34,721.54	\$31,905.84	\$26,433.33
Total Collections	\$810,577.62	\$777,953.37	\$839,972.78	\$1,025,390.19	\$1,186,346.63	\$928,048.12
Percent Total Collections/ Adjusted Levy	103.72%	101.92%	100.44%	104.01%	101.21%	102.23%
Percent Current Taxes/ Adjusted Levy	95.12%	95.79%	94.80%	94.71%	94.88%	95.02%
Percent Total Taxes/ Adjusted Levy	100.49%	99.56%	97.77%	100.48%	98.49%	99.31%

Source: CPISD Assessor Collector.

Chapter 3

FINANCIAL MANAGEMENT

A. FINANCIAL REPORTING AND MANAGEMENT

Fund balances, or reserve balances, are established by school districts to function similarly to a savings account. Fund balances serve as a source of funds in case of an emergency, a source of cash to pay bills if the outflow of cash for expenditures is faster than the inflow of revenue or as a place to build up savings for large purchases not affordable within a single year-facility improvements, for example. **Exhibit 3-5** shows the district's fund balance from 1997 to 2001.

Exhibit 3-5
Historical Fund Balance - General Fund
1997-98 through 2000-01

	1997-98	1998-99	1999-2000	2000-01
Fund Balance	\$112,866	(\$95,756)	(\$126,439)	273,561

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

According to district management, during the 1997-98 school year, the district received an overpayment on its state funding of \$213,342. Since state payments are based on estimated enrollment numbers, districts regularly receive either overpayments or underpayments. The state then reconciles the payments each year to the actual enrollment and deducts or adds amount to the next year's payment. When an overpayment occurs, the money is normally set aside so that it will be available in the subsequent year when the amount received from the state is reduced by that amount. Instead, CPISD spent part of the overpayment during the 1997-98 school year, which caused difficulties through the 1999-2000 school year. In 2000-01, the district worked with TEA and developed a two-year plan that helped alleviate the problem.

Exhibit 3 displays the historical funding sources for the district.

Exhibit 3-6
Actual Sources of Revenue* - General Fund
1997-98 through 2000-01

	1997-98	1998-99	1999-2000	2000-01
Local and Intermediate	30.5%	31.7%	27.8%	91.2%

State	69.5%	68.1%	71.8%	8.4%
Federal	-	0.2%	0.4%	0.4%
Total Revenues Received	\$3,942,882	\$3,296,350	\$3,344,476	\$3,550,805

Source: CPISD Annual Financial Reports.

*May not add to 100 percent due to rounding.

Property values are important in determining school funding, not only at the local level, but at the state level as well. There is an inverse relationship between local property wealth and state aid. The greater the property wealth of the district, the greater the amount of revenue raised locally, but the lower the amount of state aid. To equalize funding to school districts across the state, Chapter 41 districts, or those with property values in excess of \$300,000 per student in 2000-01, are required by law to reduce their wealth using a number of options as defined by TEC.

In 2000-01, CPISD entered into an agreement with a property-wealthy district, Alamo Heights ISD (AHISD), whereby AHISD sent a portion of the money it would have sent back to the state under the state's school finance system directly to CPISD. **Exhibit 3-7** shows the property value for each pupil for CPISD compared to AHISD and the state.

Exhibit 3-7
Property Value for Each Pupil for CPISD, AHISD and State
1998-99 through 2001-02

	CPISD 1998-99	CPISD 1999- 2000	CPISD 2000-01	CPISD 2001-02	AHISD 2001-02	State 2001-02
Value for Each Pupil	\$117,335	\$128,534	\$152,044	\$170,829	\$675,372	\$236,543

Source: TEA, AEIS 1998-99 through 2000-01; Comptroller's Office Preliminary Tax Rates 2001-02.

In the agreement between AHISD and CPISD, AHISD paid CPISD almost \$2.5 million during the 2000-01 school year. CPISD, as part of the arrangement, sent part of the receipts to a juvenile justice alternative education program in San Antonio. As a result of the arrangement, CPISD increased its revenues by \$206,329 compared with the 1999-2000 year,

and as shown in **Exhibit 3-6**, the source of the majority of revenues shifted from the state to local and intermediate sources. This increase, combined with tighter controls over the expenditures, built the general fund balance from a deficit to a positive balance of \$273,561. The district has again contracted with AHISD to continue this arrangement for the 2001-02 school year.

FINDING

The board does not receive regular financial statements in their board agenda packets, which keeps administrators and board members from fully understanding the financial condition of the district. The CPISD board receives a budget variance report by fund indicating how much each fund compares with the board-approved budget. The board also receives a list of all the checks paid by the district since the last board meeting and a tax collection report. The school reports submitted to the board are not financial statements. Financial statements provide management and the board members with a summary of the district's financial position and monthly and year-to-date operating results, rather than just variances. District administrators said that they felt the board did not want or need more financial information.

Due to the negative fund balance in 1998-99 through 1999-2000, it appears that the board needs to be made aware of the district's financial condition and the amount of the fund balance each month. **Exhibit 3-8** shows the ending general fund balance compared to the optimal fund balance; a figure that is calculated annually by the external auditors as part of the required annual financial audit of the district's financial records.

Exhibit 3-8
Optimal General Fund Balance Calculation
1997-98 through 2000-01

	1997-98	1998-99	1999-2000	2000-01
General Fund Balance	\$112,866	(\$95,756)	(\$126,439)	\$273,561
General Fund Optimum Fund Balance Calculation	\$340,270	\$292,770	\$281,263	\$304,569
Excess (Deficit) Undesignated Unreserved General Fund Balance	(\$227,404)	(\$388,526)	(\$407,702)	(\$31,008)

Source: CPISD Audited Financial Reports, 1997-98 through 2000-01.

As shown, while the fund balance is rising, the general fund balance as of the end of 2000-01 had not reached the optimal level.

For financial accounting purposes, CPISD uses the Regional Service Center Computer Cooperative Finance System (RSCCC) through the Regional Education Service Center XX (Region 20). The system has report writing capability.

Financial statements are key elements in depicting the financial strengths or weaknesses of the district and the gains or losses arising from its transactions. In addition, the organized, consistent and timely issuance of these statements provides some indication of the orderliness of the underlying accounting system essential for the protection of the net resources of the district. Without such financial statements it will be difficult for the board to monitor its progress in rebuilding the fund balance or to make rational decisions regarding the financial impact of proposals brought to them for consideration.

Recommendation 15:

Generate a complete set of monthly financial statements for review by board members and appropriate administrative staff.

Monthly financial statements will not only help the board make quicker, more effective decisions, but will also help the board and management better understand the financial position of the district and the condition of the fund balance.

In every board packet, the superintendent should include a summary of the beginning fund balance, the revenues received during the month, the month's expenditures and the ending fund balance. Any significant events that have had a major impact on the fund balance during that month should be explained. This will ensure that the board and district administration are always aware of the financial position of the district.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The business manager works with Region 20 to produce the reports automatically from the RSCCC system after month-end processing.	August 2002
2.	The business manager submits the reports to the board and management each month.	September 2002 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district has had the same external auditing firm for at least seven years and has not sent out a request for proposal for auditing services during this timeframe. In addition the district does not have a formal policy considering the rotation of external auditors. The district or the audit firm documenting the services and fees that were provided for the 2000-01 school year could provide no engagement letter. According to the audit firm, the fees for the audit services were \$7,000.

TEC 44.008 requires school districts to undergo an annual external audit of their financial statements. The code specifies that external audits must be prepared by a certified public accountant and that the audit must comply with GAAP. External audits provide a review of the district's compliance with established standards and practices. External audits provide the following information: an annual financial and compliance report; an examination of the expenditure of federal funds (as applicable); and a report to management on internal accounting controls (as applicable). The district does not perform an internal audit and thus relies entirely upon the external auditor to provide them with independent assessments of its financial condition.

CPISD has received an unqualified opinion on the district's 1998-99, 1999-2000 and 2000-01 annual financial reports. An unqualified audit report is one in which the auditor found the district's annual financial report to be materially accurate.

The audit firm did not provide a management letter to the district for the 2000-01 school year. Management letters typically provide findings, although not serious enough to affect the validity of the financial statements, to alert management to possible problems. A review of previous management letters provided to the district show that the external auditor appropriately encouraged CPISD to rebuild its fund balance and periodically amend the budget during the school year to prevent unfavorable budget variances in individual account balances.

State and federal laws do not require a request for proposal (RFP) to be issued for audit services; however, RFPs for auditing services provide school districts the opportunity to assess and compare the expertise of audit firms and select the one that can provide them with the best professional service.

The district's long-standing relationship with its auditors does not violate any laws or TEA guidelines but can create a perception in the public's

mind that the auditors lack independence. Auditing standards require auditors to maintain independence so that the public will know the auditor's opinions, conclusions, judgments and recommendations are impartial.

FASRG prescribes a model audit RFP that is designed to provide both the district and the auditing firm the information necessary to understand and evaluate the services performed. The Government Finance Officers Association, a national organization that seeks to improve the quality of governmental accounting, auditing and reporting, published an *Audit Management Handbook* to help governments procure quality audit services. The handbook suggests 24 steps to preparing an RFP that meets the needs of the governmental entity as well as the proposing firm.

Recommendation 16:

Develop an external auditor request for proposal policy to ensure that external auditors are rotated at least every five years.

The district should issue a RFP for auditing services at least every five years to widen its choices and allow other firms the opportunity to propose for the contract, provide assurances to the community of the auditor's independence and ensure that the price they are charged for the audit is competitive.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the business manager to draft a policy requiring the selection of a new auditing firm every five years.	August 2002
2.	The superintendent reviews and approves the draft of the policy.	August 2002
3.	The superintendent presents the policy to the board for adoption and use in future years.	September 2002
4.	The business manager begins the process to hire a new audit firm every five years in compliance with district policy.	2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 3

FINANCIAL MANAGEMENT

B. PURCHASING AND ACCOUNTS PAYABLE

The district's purchasing policies follow state law and require that all purchases valued at \$25,000 or more in the aggregate for each 12-month period, except purchases of produce or vehicle fuel, be made by competitive bidding, competitive sealed proposals, requests for proposals, catalog purchases or through interlocal agreements. Board policy further requires that all purchases that cost or aggregate to a cost of \$10,000 a year or more have board approval before a transaction can take place.

The business manager is responsible for all purchasing in the district and signs each requisition before the purchase is made. The requisitioner checks with the business manager to ensure money has been budgeted for the purchase before making the purchase. Once the purchase order is approved, the business manager enters it into the RSCCC system where the funds for the purchase are automatically encumbered. An encumbrance provides budgetary control by reserving a portion of an account's budget to cover the outstanding purchase order. The purchase order is then filed alphabetically in a file awaiting receipt of goods. All items purchased are received at the administration building and delivered to the originator of the order by the maintenance personnel. The packing slips from the items are forwarded to the business manager who attaches them to the purchase order (**Exhibit 3-9**).

Exhibit 3-9
Purchasing and Payment Process Flow
2001-02

Person Responsible	Process
School or Department	<ul style="list-style-type: none"> • Identifies the desired item.
Business manager	<ul style="list-style-type: none"> • Verifies funds are available in the appropriate account. • Orders the item.
Central Administration Staff	<ul style="list-style-type: none"> • Receives the item and forwards the packing slip to the business manager.

Business manager	<ul style="list-style-type: none"> • Determines whether it is a fixed asset by looking at account code and/or examining item to see if it meets the definition of a fixed asset. • Makes the entry in the general ledger. • Receives invoice and attaches a "pink slip" and forwards the invoice to the originator for review.
Originator of order	<ul style="list-style-type: none"> • Once the invoice has been approved the signed pick slip and invoice are returned to the business manager.
Business manager	<ul style="list-style-type: none"> • Pays for item once the invoice and pink slip have been approved.

Source: Business manager, February 2002.

The PEIMS clerk receives and opens all mail and stamps it with the date received. The PEIMS clerk gives invoices to the business manager who attaches a pink slip to them and forwards the invoices and the pink slips to the originators of the orders. It is the responsibility of the originator to review the invoice for accuracy, sign the pink slip and return the invoice with the signed pink slip to the business manager. All invoices for items are matched to the purchase order. All invoices are entered into the RSCCC system. Twice each month the district prints and processes checks. The first check run is done between the 10th and the 15th of the month to take advantage of all early pay discounts. A second, smaller check run occurs at the end of the month. The checks are printed on three-part check stock. Checks for less than \$2,600 are run through the check-signing machine. A board member signs checks for more than \$2,600 along with the business manager. The checks are mailed and all supporting documentation is filed alphabetically by vendor name.

FINDING

CPISD has comprehensive purchasing policies and procedures to show users how to purchase items. The business manager meets annually with management and teachers to review the purchasing policies and procedures and ensure that they understand district guidelines.

The district has ensured that purchasing policies adopted by the board follow applicable laws and guidelines and are established and understood by district staff. These purchasing policies are outlined in systematic purchasing procedures for central office staff and school administrators. The purchasing procedures include a graphical process flow, steps that must be followed to submit a purchase orders, when checks will be issued

during the school year, how to request a travel advance and travel reimbursement and the contracted services procedures.

The rules and guidelines for district purchases are consistent with relevant statutes; regulations and board policies, and are a vital part of the manual. The procedures have a clear approval structure and provide a clear designation of authority levels. It also provides guidance to school district employees in requisitioning purchases.

COMMENDATION

The district has a comprehensive purchasing procedure manual that communicates purchasing policies and practices to district staff.

FINDING

No district employee is cross-trained to perform critical functions that are performed by the business manager. The business manager processes all purchase requisitions for district employees, manages the payroll process and makes the district's deposits at the bank. These important tasks must continue to be performed even if the business manager is unavailable. However, no other employee is trained to perform these duties.

Even though the RSCCC accounting system has detailed procedures manuals, many districts cross-train other employees to perform critical tasks. Details of where necessary documents are filed and passwords to systems are kept can be personally provided and can greatly help another person perform critical tasks when necessary.

Recommendation 17:

Cross-train business office staff to perform critical financial duties.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The business manager and superintendent discuss the cross-training needs to perform financial duties.	August 2002
2.	The superintendent designates business office staff whom the business manager will train.	September 2002
3.	The business manager cross-trains the business office staff.	September 2002 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district does not have written procedures for the management and organization of textbooks. The elementary school principal is responsible for textbook ordering and management for the district. Although the textbook adoption process is handled efficiently and effectively, the review team found problems with the textbook process at the school level. The schools have not in some cases picked up the books from the classrooms at the end of the year and centralized them for inventory and redistribution in the following year. At the elementary level teachers have a locking cabinet in the classroom for the books. In 2002, for the first time, a room was designated for textbook collection at the high school level. Lost textbooks are not tracked and money owed by students is not actively pursued because the district says they cannot withhold grades by law and therefore feel they have no real means of enforcement.

The elementary principal is responsible for coordinating the district's textbook process. In interviews with the review team, he stated that lost textbooks were not an issue for the district and, therefore, he did not keep track of lost textbooks. In the event that children move from the district, a phone call to the child's new district's principal is all that is required for CPISD's textbooks to be returned to the school. However, since the district does not take textbook inventories at the end of the year, it is difficult to accurately track the cost or number of textbooks that are lost.

According to administrators, the high school does book checks every six weeks. At the end of the year teachers e-mail the elementary school principal regarding textbook needs for the coming year. The elementary school principal then uses TEA's textbook-ordering Web site to place orders for the textbooks the district needs.

Kenedy Independent School District's textbook coordinator developed a textbook manual that provides detailed guidance on how to manage the district's textbook needs. The manual allows the district to maintain compliance with applicable textbook rules and regulations. It allows anyone to find answers to questions in one easy-to-locate place. The manual contains all correspondence from TEA's textbook division; a requisition packet for the next school year; downloadable textbook materials such as questions and answers to commonly asked questions pertaining to out-of-adoption textbooks, surplus materials, rules and regulations; instructions for supplemental requests for textbooks; and district policies and procedures including the annual inventory procedures.

Recommendation 18:

Create procedures for managing and tracking textbook inventory.

The district should take a detailed textbook inventory at the end of the school year and reconcile the actual inventory to the list of textbooks sent to the district. Detailed procedures should provide guidance on how to track, distribute and inventory textbooks on an annual basis. The procedures should include how to account for lost textbooks and how to collect money for lost textbooks from the students efficiently and effectively.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the elementary school principal to take a detailed textbook inventory at the end of the school year and reconcile the actual inventory to the list of textbooks sent to the district by TEA.	August 2002
2.	The superintendent directs the elementary school principal to develop a standardized textbook procedures manual.	September 2002
3.	The elementary school principal develops and documents the district's textbook procedures.	September 2002
4.	The elementary school principal distributes procedures and trains staff appropriately.	October 2002
5.	The elementary school principal ensures procedures are followed and that the manual is updated annually.	November 2002 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources and should save the district dollars for lost textbooks. The savings, however, could not be estimated since the extent of the previous year losses could not be determined.

Chapter 3

FINANCIAL MANAGEMENT

C. RISK MANAGEMENT

Risk management is an essential part of school district operations. Rising costs for health, property and liability insurance coverage require administrators to implement and maintain cost containment programs. Successful risk management programs start with strong support from the governing board, superintendent and senior financial administrators. Commitment from upper management to the fundamental goals of risk management is essential if risk management practices are to be effective. Sound risk management involves:

- analyzing alternatives for insurance coverage such as self-insurance and other industry trends;
- analyzing insurance plans including deductible amounts, co-insurance levels and types of coverage provided;
- assessing hazards and implementing programs to minimize exposure to potential losses; and
- continuously monitoring to ensure the district complies with various laws and regulations.

The Texas Association of School Boards (TASB) provides the district's insurance coverage. The business manager is responsible for claims processing and all communication with TASB. **Exhibit 3-10** shows the district's current insurance coverage. All coverage listed is effective September 1, 2001 and expires August 31, 2002.

Exhibit 3-10
CPISD Insurance Coverage
2001-02

Coverage	Limits	Premium	Deductible Amount
Auto Liability	\$100,000 a person \$300,000 an accident \$100,000 per occurrence	\$1,702	\$250
Auto Physical Damage	Scheduled Vehicles	\$984	\$250
Property	\$5.9 million for buildings, personal property and auxiliary structures	\$9,200	\$1,000

Equipment Breakdown	Same as property limit, not to exceed \$100 million	\$500	\$1,000
Computers	\$1 million	\$700	\$250
Band Equipment	\$100,000	\$220	\$250
General Liability	\$1 million per occurrence	\$750	\$1,000
Educator's Legal Liability	\$1 million for each claim and in the aggregate for the policy year	\$3,000	\$1,000
Total Premium		\$17,056	

Source: CPISD Contribution and Coverage Summary provided by TASB, May 22, 2002.

The district offers health coverage and life and accidental death and dismemberment coverage to its employees provided by the Hill Country Schools Cooperative. The health coverage costs and the amount contributed to the coverage by the district are shown in **Exhibit 3-11**.

Exhibit 3-11
Costs and Coverage of Employee Benefits
2001-02

	Employee Contribution				Employer Contribution
	Plan A	Plan B	Plan C	Alternate	
Employee	\$343	\$258	\$147	\$0	\$100
Employee and child or children	\$596	\$442	\$272	N/A	\$100
Employee and spouse	\$656	\$503	\$298	N/A	\$100
Employee and family	\$909	\$719	\$415	N/A	\$100

Source: CPISD Schedule of Benefits, September 1, 2001 through August 31, 2002.

The district is eligible for the state insurance plan beginning in the 2002-03 school year. **Exhibit 3-12** shows the services that the district's coverage through the Hill County Schools Cooperative offers.

Exhibit 3-12
Hill Country Schools Co-Op
Schedule of Benefits
Life-Medical-Vision
2001-02

Type of Benefit	Plan A	Plan B	Plan C	Alternate
Life				
Employee Life Insurance	\$25,000	\$25,000	\$25,000	\$25,000
Medical				
Lifetime Maximum	\$1 million	\$1 million	\$1 million	N/A
Deductible	\$250/\$750	\$500/\$1,500	\$1,000/\$3,000	N/A
Coinsurance	90% Preferred Provider Organization (PPO) 70% Non-PPO	90% PPO 70% Non-PPO	80% PPO 60% Non-PPO	Hospital Only Plan
Out of pocket Maximum	\$500 PPO \$1,500 Non-PPO	\$3,500 PPO \$6,000 Non-PPO	\$10,000 PPO No OOP Non-PPO	N/A
Doctor's Office Visit	\$15 Co pay PPO	\$20 (first 10 visits)/ \$40 (after 10 visits) PPO	80% after Deductible PPO	Not covered (except wellness benefit)
Inpatient Hospital	90% after Deductible PPO	90% after Deductible PPO	80% after Deductible PPO	\$100 Daily benefit to maximum of 30 days per calendar year
Outpatient Hospital	90% after Deductible PPO	90% after Deductible PPO	80% after Deductible PPO	Not Covered
Well Care	\$15 Co pay to \$500 PPO	\$20 Co pay to \$500 PPO	\$20 Co pay to \$500 PPO	100% to \$200 per Calendar Year
Chiropractic Care	90% after deductible PPO (\$1.000)	90% after deductible PPO (\$1.000)	Not Covered	Not Covered

	Calendar Year Max.)	Calendar Year Max.)		
Prescription Drug Card	\$10 Generic \$15 Brand + 15% of Balance	\$10 Generic \$15 Brand + 15% of Balance	80% after \$250 Deductible Generic 80% after \$250 Deductible Brand	Not Covered
Calendar Year Maximum	15 Inpatient Days 10 Outpatient visits	15 Inpatient Days 10 Outpatient visits	15 Inpatient Days 10 Outpatient visits	Not Covered Not Covered
Inpatient /Outpatient Coinsurance	90% after deductible PPO	90% after deductible PPO	80% after deductible PPO	Not Covered
Vision				
Calendar Year Deductible: Benefit Schedule (previous/basic/major)	\$25 100%/80%/50%	\$25 100%/80%/50%	No Benefit No Benefit	\$25 100%/80%/50%
Maximum Per Calendar Year	\$250	\$250	No Benefit	\$250

Source: CPISD Schedule of Benefits, September 1, 2001 through August 31, 2002.

The district also pays for workers' compensation coverage for its employees through TASB. The coverage is renewed annually from September 1 through August 31. The annual contribution for the 2001-02 school year is \$21,792 and covers 84 employees. With the exception of one large claim that occurred during the 1996-97 school year, the claims cost incurred since then have been minimal.

FINDING

The district has not established a committee to coordinate the implementation of the state health plan. The successful implementation of the new insurance plan is critically important to adequately address the insurance needs of district staff.

The 2001 Texas Legislature established a statewide school employee health insurance plan for teachers and other employees of school districts. School districts with 500 or fewer employees will be required to participate in the new state insurance plan unless the district is a member of a risk pool of more than 500 employees. Although CPISD was a part of a self-funded cooperative for the last five years, CPISD's board elected to participate in the state health plan. All districts, whether participating in the state insurance plan or not will receive from the state a \$75 a month per employee contribution for the district and \$1,000 a year "pass through" for each school employee (approximately \$83 a month) to pay for additional employee coverage, dependent coverage, compensation or any combination of the above, beginning in fall 2002.

All full-time employees and part-time employees who are members of the Teacher Retirement System (TRS) are automatically covered by the basic state plan, which is considered catastrophic coverage. Receiving higher levels of coverage will require additional district and employee contributions. Part-time employees who are not TRS members may participate if they or the district pays the full cost.

Districts are required to make a minimum contribution of \$150 a month for each employee. CPISD is contributing \$100 a month for each employee. Since they are not making the required minimum contribution, the state will help them pay CPISD's share for the next six years. The state will then phase out this hold harmless aid over the next six years. Districts reaching the Maintenance and Operations tax cap of \$1.50 will also be held harmless for any tax effort more than \$1.50 required to reach their minimum district effort of \$150 a month. The district's Maintenance and Operations tax rate was \$1.405 for the 2001-02 school year.

All of the details of the plan will be subject to contract negotiations with health insurance providers and actuarial estimates, as well as rules and guidelines set by TRS.

Recommendation 19:

Establish a committee of staff and administrators to implement the state health plan for the 2002-03 school year.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent establishes a committee of representative teachers and other employees to research the options and prepare recommendations for how the district will approach the new employee health coverage.	August 2002
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2.	The business manager begins to gather information from TRS, Region 20 and the state on how the program should be implemented.	August 2002
3.	The committee examines the information and prepares a plan of action to be presented to the board.	August 2002
4.	The superintendent presents the plan to the board for review and approval.	August 2002
5.	Upon approval, the committee communicates the plan to all members of the staff.	August 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 3

FINANCIAL MANAGEMENT

D. CASH AND INVESTMENTS

An effective cash management program can provide a district with additional revenues to fund essential programs and operations. Maximizing the return on invested funds while ensuring the safety and liquidity of investments is a high priority. Effective cash management programs provide competitive rates of return using various investment instruments; are based on a comprehensive written investment policy approved by the board; and allow personnel to become skilled in investment procedures and techniques and stay abreast of current money markets.

To be effective, districts must invest excess cash in accounts or instruments that mature or are available in time to meet their anticipated expenses. The goal is to invest all funds until they are needed to maximize interest earnings. The business manager is responsible for cash management in the district. The district has five bank accounts with their depository bank. Deposits held at the institutions as of January 31, 2002 are shown in **Exhibit 3-13**.

Exhibit 3-13
CPISD Bank Accounts
January 31, 2002

Account Type	Balance
Debt Service/Interest & Sinking Fund	\$20,989
Construction Bond	\$1,965,030
Local Maintenance	\$295,700
Accounts Payable Clearing	\$10,611
Payroll Clearing	\$43,891
Total Cash On Hand	\$2,336,221

Source: CPISD Bank Statements, January 31, 2002.

The district renewed its depository-banking contract with Security State Bank and Trust for the two years beginning September 1, 2001 and ending August 31, 2003. The bank requires the district to hold a compensating balance in the amount of \$2,500 in each bank account to avoid paying fees

for wire transfers, stop payments, telephone transfers, cashier's checks or safekeeping services. The bank pledges securities to the district to adequately protect the funds of the district on deposit with the bank.

FINDING

The district is not maximizing its interest earnings on cash. The business manager invests funds in certificates of deposit to maximize interest earnings as shown in **Exhibit 3-14**.

**Exhibit 3-14
CPISD Certificate of Deposits
January 31, 2002**

Certificate Number	Maturity Date	Interest Rate as of 1/31/02	Amount
57835	2/13/02	2.25%	\$100,000
57958	4/30/02	2.00%	\$100,000
57889	2/25/02	2.00%	\$100,000
57948	4/25/02	1.80%	\$125,000
57949	4/25/02	1.80%	\$100,000
57927	3/25/02	1.60%	\$100,000
57928	4/12/02	1.80%	\$125,000
57909	3/13/02	1.90%	\$100,000
57910	3/25/02	1.90%	\$150,000
57843	2/25/02	2.20%	\$125,000
		Total	\$1,125,000

Source: CPISD List of certificate of deposits, January 31, 2002.

At any given time, the district's administrators said that 30 percent of their annual operating budget is held in investments.

In November 1999, the voters of the district passed a bond issue for \$2 million to build new facilities. The bonds were sold on September 27, 2001. As of January 31, 2002, this money was held in an interest-bearing checking account earning 3.04 percent interest. The remaining checking accounts were earning 1.588 percent as of January 31, 2002. However, a review of all district checking accounts over the last four months since the bonds have been sold shows that the average checking account balance

was \$2.4 million. Without the bond issue, the average district checking account balance over the last four months totaled \$950,846 even though cash has been removed from these accounts and regularly invested in certificates of deposits.

A review of the district's depository contract reveals that the bank offered the district two options in May 2001 for the two-year depository agreement that began September 1, 2001:

Option 1: The bank proposed paying the district a current money market rate on all checking accounts. The accounts would require no minimum balance and would have unlimited check-writing abilities. The interest rate would change monthly. Under this option the district would have to pay service fees for transactions at the bank. The monthly money market interest rate paid by the bank between November 2000 and April 2001 ranged from a maximum of 6.42 percent to a low of 4.898 percent.

Option 2: The bank would pay interest on the checking accounts at the bank's current posted rate for interest-bearing commercial checking accounts, which was 1.75 percent. The bank would then perform a calculation termed an Earnings Credit Rating (ECR) on a monthly basis. The calculation is made by multiplying the average interest rate paid by the bank on the district's average collected balance. The ECR is then compared to all service fees incurred by the district including interest earnings paid to the district. If the ECR is greater than the service fees and interest income, the district is not charged for any service fees. If the ECR is less than the service fees and interest income, then the district must pay the difference.

The bank provided an analysis with the depository bid that showed that the district would actually earn more money by choosing Option 1, \$295.62 more in interest earnings per month based on March 2001 bank activity. However, the district chose Option 2 because they felt that the balance remaining in the account would always be high enough to offset all service fees.

The district's contact at the bank indicated they felt the district should have chosen Option 1 since the higher interest rate paid would have been considerably more than any service fees that would be incurred.

Recommendation 20:

Renegotiate the depository contract with the bank to take advantage of higher interest rates.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The business manager negotiates with the bank to change the contract from Option 1 to Option 2 immediately.	August 2002
2.	If the district cannot change the terms of the contract immediately, then the business manager should investigate investing idle funds in other, higher-yielding investments.	August 2002
3.	If the bank is not willing to change the contract immediately, then the business manager negotiates Option 2 or a similar option with the bank during the bid for new depository bank.	August 2003

FISCAL IMPACT

The calculation for the fiscal impact uses the average balance of all checking accounts multiplied by the difference in the interest rate between the money market rate (3.04 percent) and the rate paid on the remaining checking accounts (1.588 percent) as of January 31, 2002. The average ending balance in district checking accounts was \$950,846. The difference between the interest rates is 1.452 percent (3.04 percent - 1.588 percent = 1.452 percent). Therefore, the district could have earned additional interest income totaling \$13,806 annually ($\$950,846 \times 0.01452 = \$13,806$).

Service fees for January 2002 totaled \$115 per month, or an average of \$1,380 annually. Therefore the net savings per year would be \$12,426 ($\$13,806 - \$1,380 = \$12,426$).

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Renegotiate the depository contract with the bank to take advantage of higher interest rates.	\$12,426	\$12,426	\$12,426	\$12,426	\$12,426

Chapter 3

FINANCIAL MANAGEMENT

E. FIXED ASSETS

Planning for capital asset expenditures and properly controlling the assets after they are acquired is critical to the long-term financial health of any school district. Large amounts of money are often required to purchase capital assets, therefore every district should ensure that these assets cannot be stolen or used inappropriately.

TEA defines fixed assets as purchased or donated items that are tangible in nature, have useful life of longer than one year, have a unit value of \$5,000 or more and may be reasonably identified and controlled through a physical inventory system. The FASRG requires assets costing \$5,000 or more to be recorded in the Fixed Asset Group of Accounts. Items costing less than \$5,000 are recorded as operating expenses of the appropriate fund.

FINDING

The district does not track its fixed assets or conduct annual inventories of fixed assets. Fixed assets purchased since March 2000 have not been tagged because the business manager said the district had no personnel available to tag the items.

Physical inventories are conducted every five years, according to the business manager, but this is not documented in board policy. According to FASRG, certain fixed assets, such as furniture and equipment, should be inventoried on a periodic basis and annual inventories, taken at the end of the school term before the staff members leave, are recommended. Discrepancies between the fixed asset inventory list and what is on hand can then be settled and missing items listed and written off in accordance with established policy.

Though the district requires the teachers to do an informal inventory of their classroom at the end of the year, specific forms or procedures have not been developed.

In March 2000, the district contracted with RCI Technologies, Inc. (RCI) to perform a physical inventory of all fixed assets owned by the district at a cost of \$1,500. The physical inventory was performed and the contractor tagged all fixed assets in the district with a bar code. The contractor also installed a database with all of the district's fixed asset information on the system. At that time, a report was provided that listed the fixed asset,

identification numbers and the location of the item. However, the district has not been updating the inventory system as fixed assets are purchased, and therefore the inventory system is not complete. Instead, the business manager enters all fixed assets purchased by the district into the general ledger. A general ledger report printout was provided to the review team to show all assets purchased since March 2000 in addition to the inventory report provided by the contractor.

The Elgin Independent School District (EISD) requires assets with a unit cost of \$5,000 or more to be classified as a fixed asset. To control and accurately report these assets, the business manager creates detailed records of all items in a fixed asset database when the asset is purchased. The records include information such as item purchased, date of purchase, purchase price, life expectancy, location number, inventory number and the fund from which the item was purchased.

To maintain inventory records, the EISD business manager attaches the bar coding labels to the requestor's copy of the purchase order when new inventory is purchased. When the item is received, the merchandise requestor attaches the bar code label to the item and notes the serial number and location on the copy of the purchase order. The copy of the purchase order is then returned to the Business Office for entry in the system.

In addition, EISD uses a contractor to perform a fixed asset physical inventory every year. Based on the changes identified by the contractor in the fixed asset inventory list, the business manager investigates the changes and adjusts the records in the fixed asset database accordingly.

By using a contractor, EISD reduces the administrative staff time and effort needed to maintain the fixed assets records and eliminates the need to purchase or maintain the bar coding equipment.

Recommendation 21:

Ensure that physical inventories are conducted every year and reconciled to the general ledger.

In addition, ensure that the tags provided by the contractor are affixed to the item when it is received.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent ensures that a physical inventory of all fixed assets is conducted.	August 2002
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2.	Designated personnel or the outside contractor performs a physical inventory and documents changes in the fixed asset inventory list.	September 2002
3.	The business manager reconciles the fixed asset inventory list to the general ledger.	September 2002
4.	The superintendent and the business manager ensure that the physical inventory process is repeated every year.	Ongoing

FISCAL IMPACT

If the district continues to contract with RCI Technologies, Inc., the cost for an annual physical inventory would be \$1,500.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Ensure that physical inventories are conducted every year and reconciled to the general ledger.	(\$1,500)	(\$1,500)	(\$1,500)	(\$1,500)	(\$1,500)

Chapter 4

OPERATIONS

This chapter reviews the operations of the Center Point Independent School District (CPISD), including:

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

The impression made by the physical appearance of the schools and district properties is often the only basis ordinary citizens have for evaluating education. The term, "maintenance operations" includes custodial responsibilities and grounds keeping. Facilities use management generally refers to space planning and the usage of facilities for present and future enrollment.

Chapter 4

OPERATIONS

A. FACILITIES USE AND MANAGEMENT

While the buildings, land and equipment do not make the school, they have a decided impact on the day-to-day operations of the educational process. In a 1998 Department of Education study of school districts in three states, a positive relationship was found between school condition and both student achievement and student behavior. Another study, conducted by the American Association of School Administrators, found that students who attended schools in poor condition scored on a standardized test, 5.5 percentage points below students who attended schools in fair condition and 11 percentage points below students who attended schools in excellent condition. Finally, a study of working conditions in urban schools, conducted by Corcoran, Walker and White, found that physical conditions have direct positive and negative effects on teacher morale, sense of personal safety, feelings of effectiveness in the classroom and on the general learning environment.

Safe, clean, well-maintained schools enhance student achievement and teacher satisfaction and create community goodwill. They can also give the community confidence that the district is using its tax dollars effectively and help sustain its future support. School district officials are realizing that strong community relationships are critical to the schools' growth and health. Although the physical buildings and grounds may seem like minor factors to some, their appearance can significantly affect the district's image and reputation in the community.

Twenty-two CPISD facilities occupy 107,265 square feet residing on 13 acres of land. The facilities include a high school, middle school, elementary school, transportation/maintenance barn, administration building, band hall/cafeteria and two libraries. The district's student enrollment has declined over the last five years, while its maintenance and operations expenditures have increased by 2 percent in the same time period because of the increased cost in supplies and utilities.

CPISD employs 4.25 employees to keep its facilities maintained and clean, with a 2000-01 operating budget of \$323,709. The operating budget includes salaries as well as supplies and utilities.

Exhibit 4 details the school facilities, showing square footage, year built and materials used.

**Exhibit 4-1
Existing CPISD School Facilities**

Facility	Square Feet	Year Built	Portable Use	Construction
Elementary School				
Kindergarten	1,701	1956	-	<ul style="list-style-type: none"> • 50% brick on masonry • 30% concrete block • 20% Glass/metal curtain wall
1st - 2nd grade classrooms	4,386	1956	-	<ul style="list-style-type: none"> • 30% brick • 30% masonry • 40% concrete block
Elementary Annex	3,144	1994	-	<ul style="list-style-type: none"> • 50% native stone, on masonry • 50% siding, wood, on studs • Roof - 100% Fiberglass, shingles
4th grade building	7,712	1996	-	<ul style="list-style-type: none"> • 50% native stone, on masonry • 50% siding, wood, on studs
5th grade building	3,036	1995	-	<ul style="list-style-type: none"> • 50% native stone, on masonry • 50% siding, wood, on studs • Roof - 100% steel
Elementary Office and Computer lab	1,526	1989	-	<ul style="list-style-type: none"> • 100% siding, wood, on studs • Roof, 100% Fiberglass, shingles
Grades 3 and 4	2,304	N/A	Portable	
Grades 4 and 5	2,304	N/A	Portable	

Headstart	576	N/A	Portable	
Library (New)	3,321	1996	-	<ul style="list-style-type: none"> • 35% native stone, on masonry • 65% siding, wood, on studs
Media Center (Old Library)	2,325	1992	-	<ul style="list-style-type: none"> • 40% native stone • 60% siding
Total Elementary	32,335			
Middle School				
Middle School	10,180	1911		<ul style="list-style-type: none"> • 100% native stone and masonry • Roof flat, built-up tar and gravel
Total Middle School	10,180			
High School				
Classrooms and Offices	16,439	1979		<ul style="list-style-type: none"> • 70% brick on masonry • 30% concrete block • Roof - flat built-up tar and gravel
Chemical Storage/ Science Lab			Portable	
Gym, Stage and Dressing Rooms	13,760	1979		<ul style="list-style-type: none"> • 100% brick on masonry • Roof - flat, built-up tar and gravel
Field House (Old)	2,404	1981		<ul style="list-style-type: none"> • 20% siding, metal or other, on girts • 80% stucco, on masonry
Field House (New)	2,600	1998		<ul style="list-style-type: none"> • 90% concrete block • 10% siding. wood.

				on studs
Total High School	35,203			
Band hall/cafeteria	7,140	1938		<ul style="list-style-type: none"> • 100% native stone on masonry • Roof, 60% flat, 40% low
Total All	7,140			
School Totals	84,858 Square feet			

Source: CPISD Texas Association of School Boards (TASB) Property Appraisal Packet, May 16, 2000.

Exhibit 4 details the administrative facilities, showing square footage, year built and materials used.

**Exhibit 4-2
Existing CPISD Administrative Facilities**

Administrative Facility	Square Feet	Built and Age	Portable Use	Construction	Replacement Value
Administration Building	1,200	1951	-	<ul style="list-style-type: none"> • 100% siding, wood on studs • Asphalt shingle roof 	\$63,506
Agriculture Shop/Bus Barn	9,800	1984	-	<ul style="list-style-type: none"> • 100% siding, metal on girts • 100% low pitch built-up tar and gravel roof 	\$202,034

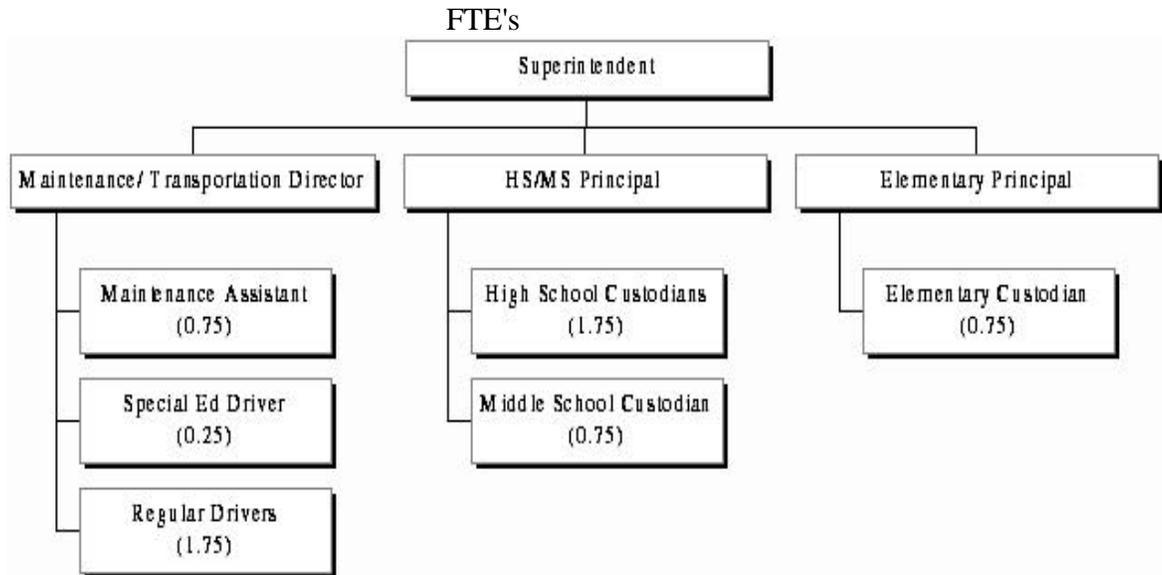
Agriculture Barn	9,333	1998	-	<ul style="list-style-type: none"> • 100% siding, metal or other, on girts 	\$189,923
Storage	2,074	1953	1 Building/ 1 Portable	<ul style="list-style-type: none"> • 100% siding, metal or other, on girts • Roof, 100% steel 	\$41,970
Total	22,407 square feet				

Source: CPISD TASB Property Appraisal Packet, May 16, 2000.

The CPISD Maintenance and Transportation Departments are under the leadership of a single individual, the Maintenance/Transportation director. This employee also drives buses when necessary, performs all bus maintenance and takes care of the grounds along with the maintenance assistant. The district also has 3.25 full-time equivalent custodians to keep its schools clean. Custodians are under the direction of the individual school principals.

CPISD employs 4.25 full-time equivalent employees (FTE) to support its facilities. As shown in **Exhibit 4-3**, facility support consists of a 0.75 full-time equivalent maintenance assistant and 0.25 full-time equivalent maintenance director, in addition to the custodians. Any major maintenance work requiring skilled tradesmen is outsourced to local contractors.

Exhibit 4-3
CPISD Facilities/Transportation Organization Structure



Source: CPISD Employees 2001-02 and CPISD Interviews.

CPISD passed a \$2 million bond package in the fall of 1999 to make additions and improvements to the district's facilities. This package includes the construction of a new cafetorium, an elementary school building and a playscape. Renovations will be made to the fine arts center and science lab. In addition, the cafeteria will be converted to a gym. An architectural firm has already been selected by the district for the project. The project is scheduled for completion in June 2003.

FINDING

The district's Maintenance/Transportation organization structure causes inefficiencies. CPISD's custodians report to the campus principals instead of to the Maintenance/Transportation director. This causes inefficiencies, because the Maintenance/Transportation director is usually the first person called when something is in need of repair or cleaning. He, however, does not supervise the custodians, so he must then relay any information back to the campus principals.

In addition, while the Maintenance/Transportation director works in the district year-round, the campus principals do not, leaving the custodians unsupervised during the summer months. Even though a comprehensive list of cleaning duties is left by the principals for the custodians during the summer, the current organizational structure makes it difficult to hold the custodians accountable for their work during this time. Finally, while the Maintenance/Transportation director purchases the custodial supplies, he has no control of their use. Supplies are the responsibility of each principal.

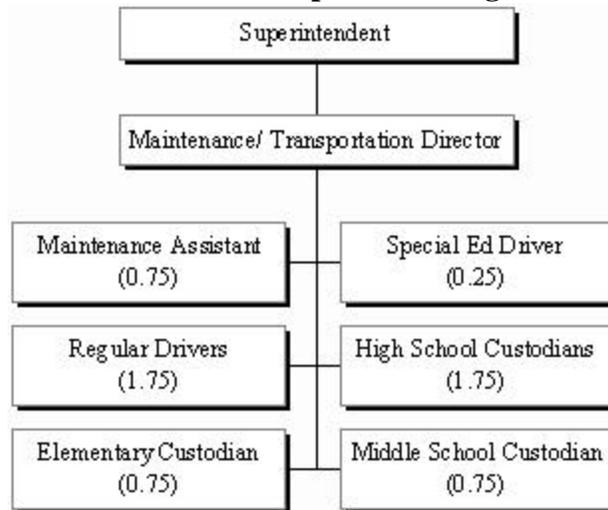
Many districts centralize their custodial operations making an operations director or supervisor responsible for providing services to all campuses in the district. This structure provides better use of staff and takes advantage of efficiencies in cost, storage and training, as well as providing better control.

Recommendation 22:

Require custodians to report to the Maintenance/Transportation director.

Implementation of this recommendation will make it possible for custodians to be more accountable for their work, especially during the summer months when the school principals are not in the district. **Exhibit 4-4** shows a proposed organization structure for the Facilities and Transportation Department.

**Exhibit 4-4
Proposed CPISD Facilities/Transportation Organization Structure**



Source: SoCo Consulting, Inc.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Maintenance/Transportation director evaluates the organizational structure of the department and seeks approval from the superintendent.	August 2002
2.	The superintendent reviews the Maintenance/Transportation reorganization and presents it to the board for approval.	September 2002
3.	The board approves the new organization and custodians begin reporting to the Maintenance/Transportation director.	September 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Custodial and maintenance staffing needs are not projected and allocated using standard industry formulas. Based on the district's square footage of 107,265 square feet and its current custodial staff of 3.25, the coverage area is over 33,000 square feet per custodian.

Ohio State University has developed a five-factor allocation formula to determine the optimal number of full-time custodians for a school district. This formula takes other factors into consideration rather than just square footage, including number of students, teachers and classrooms. **Exhibit 4-5** shows the different components of the formula.

Exhibit 4-5 Formula for Determining Optimal Custodial Staffing

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

Source: Ohio State University.

Based on this formula, the optimal number of custodians for CPISD is 4.32. Since the district currently has 3.25 custodians, it is under-staffed by 1 custodian.

Maintenance staffing needs are also not projected and allocated using standard industry formulas. **Exhibit 4-6** shows that CPISD is under-

staffed by 0.8 maintenance employees, using the industry standard coverage of 60,582 square feet.

**Exhibit 4-6
CPI SD Maintenance Worker Staffing Analysis**

Work Category	Total Area Maintained	Workers Employed	Industry Standard Coverage	Actual Coverage	Number of Staff Needed	Difference More or (Less)
Maintenance Worker	107,265 sq. ft.	1.0	60,582 sq. ft.	107,265 sq. ft.	1.8	(0.8)

Source: CPI SD TASB Property Appraisal Packet, May 16, 2000.

Thus, the district is understaffed in both its custodial and maintenance operations. With an understaffing of 1 custodian and 0.8 maintenance workers, the district has a total understaffing of 1.8 employees in its Facilities area.

Recommendation 23:

Assign custodians and maintenance workers based on an acceptable staffing allocation formula.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Maintenance/Transportation director determines optimal custodial staff for each building based on industry guidelines and staffing allocation formulas.	August 2002
2.	The Maintenance/Transportation director hires additional custodians and maintenance worker.	September 2002
3.	The business manager budgets using staffing allocations.	September 2002 and Ongoing

FISCAL IMPACT

To add the additional custodial staff needed to match industry standards, CPI SD would need to hire one custodian and one maintenance worker. The average CPI SD custodial salary is \$10.71 an hour. Based on an 8-hour day for 240 days, the annual salary of one custodian would equal \$20,563 plus \$1,498 for benefits or \$22,061. To add the additional maintenance worker needed to meet industry standards, the district would need to hire

one maintenance worker at an average salary of \$11.42 an hour for an 8-hour day for 240 days, or \$21,926 annually. With benefits of \$1,518, this amounts to \$23,444 annually. The total annual costs would be \$45,505.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Assign custodians and maintenance workers based on an acceptable staffing allocation formula.	(\$45,505)	(\$45,505)	(\$45,505)	(\$45,505)	(\$45,505)

FINDING

CPISD does not use standards for its custodial, maintenance or grounds operations to ensure well-kept facilities and to measure employee performance. Standards ensure facilities are maintained to specific expectations. CPISD does not have any established standards on how often or how facilities should be cleaned or maintained.

As a result, some of the areas around the district are unclean. Several of the boys' restrooms had an unpleasant odor, especially the bathroom in the elementary annex and in the grades 1-2 building. The Maintenance/Transportation director noted that some boys refuse to even use it. In addition, the Maintenance/Transportation director and one of his employees spent many hours after their normal workday cleaning elementary classrooms that had become very unkempt.

Some districts set standards for each type of work performed. Standards for cleaning include how often restrooms are cleaned, floors are swept or scrubbed or how often light fixtures are cleaned. There are routine inspections to ensure the standards are followed. Grounds standards include how often areas should be mowed, weeded or pest control is performed. Some districts also select maintenance standards based upon whether or not the district will only repair equipment when it breaks or whether staff will make minor repairs as part of an ongoing preventive maintenance effort.

Recommendation 24:

Implement cleanliness and maintenance standards for custodial, grounds and maintenance operations.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Maintenance/Transportation director establishes cleaning standards.	August 2002
2.	The Maintenance/Transportation director trains staff.	August 2002
3.	The Maintenance/Transportation director performs routine inspections.	September 2002 and Ongoing
4.	The Maintenance/Transportation director uses standards to evaluate performance of custodial staff.	September 2002 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district does not have a preventive maintenance program. Preventive maintenance is the periodic inspection, cleaning and adjustment of building exteriors and mechanical/electrical systems. Preventive maintenance occurs throughout the lifetime of a building and is necessary to keep systems in good working order and to avoid spending large sums of money on repairs.

Several indications of the lack of preventive maintenance exist throughout the district. Many buildings have paint peeling and boards that are coming loose or bowing outward. These include the administration building, most of the elementary school buildings, the Headstart building and part of the high school. Though CPISD conducts building maintenance in the Spring, there is no preventive maintenance schedule for any items throughout the district.

Though districts are not required to schedule preventive maintenance, proactive and efficient management of plant service operation positively affects student and staff health, morale, safety and motivation. In a survey of more than 500 members of the International Facilities Management Association, the best performers save at least 26 percent on their maintenance costs compared to the total group. Cost effectiveness was obtained by reducing breakdowns and unexpected failures, utilizing advance technology and controlling material and supply cost. Their average cost was \$1.57 a square foot compared to \$2.09 a square foot. One of the many factors they credited with reducing their costs was reducing breakdowns and unexpected failures. They noted that the cost of scheduled repairs was significantly less than the costs resulting from major breakdowns.

Recommendation 25:

Develop and follow a preventive maintenance program for the district.

The program should have support from the top down, including the superintendent, administrators, principals, educational staff and maintenance and operations personnel. Areas that should have preventive maintenance include HVAC systems, electrical/mechanical equipment, building automation systems, grounds, roofs, ceiling tiles and paint.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Maintenance/Transportation director selects items or components to be included in the planned maintenance program.	August 2002
2.	The Maintenance/Transportation director identifies components for planned maintenance, including the location and identification of each.	September 2002
3.	The Maintenance/Transportation director establishes planned maintenance.	October 2002
4.	The Maintenance/Transportation director implements and monitors planned maintenance.	November 2002
5.	The Maintenance/Transportation director makes adjustments planned maintenance as necessary.	December 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Not all of CPISD's facilities comply with the Americans with Disabilities Act (ADA). ADA compliance means that public facilities should be readily accessible to individuals with disabilities. For existing facilities, barriers to services must be removed if readily achievable.

The Vocational Agriculture building's bathroom and parking lot do not comply with the ADA. Other areas that do not comply with the ADA include the administration building, the computer rooms and the middle school. The middle school has two stories, but does not include an elevator to accommodate those unable to climb the stairs. Many of the older bathrooms throughout the school are also not ADA compliant, because the stalls are not big enough to be accessed with a wheelchair or do not have handles or toilet tissue canisters at the appropriate height. Several water fountains are also not at an appropriate height for disabled individuals. Since the district is in the process of building a new school and will no

longer use the old middle school, the district is not spending money to make the old school ADA compliant.

The district hired an architect to perform a preliminary review for Texas Accessibility Standards (TAS) and ADA compliance in April 2001. The architect produced a report identifying the TAS and ADA issues facing the district. While the district has made small changes such as installing some toilet paper canisters at the appropriate height for the disabled, it has not made any major changes to its existing buildings. However, the district has budgeted \$25,000 to begin renovations this year and will continue allotting a portion of its budget to ensure ADA compliance in the future.

Recommendation 26:

Annually evaluate the progress made to bring the district into compliance with ADA.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and the board assess needed modifications to district facilities to comply with TAS and ADA standards.	August 2002
2.	The superintendent and the business manager prepare the district's budget to reflect the ADA and TAS evaluation.	August 2002
3.	The Maintenance/Transportation director tracks the progress with the district's TAS and ADA compliance and reports annually to the board.	September 2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district does not have a licensed asbestos management planner. According to the Texas Association of School Boards (TASB), the Texas Department of Health requires all school districts to either have a licensed asbestos management planner on staff or contract with a company for management planner services. According to district records, a former employee was licensed, but the person is no longer with the district. The district has some ceiling tiles and floor glue in the current cafeteria that may have asbestos according to the business manager.

Some districts contract out for CEMS services with organizations like TASB. TASB provides management planner services as part of its

Comprehensive Environmental Management Services (CEMS) to school districts that do not wish to have a staff member trained for this service. For some districts, it is economically beneficial to use TASB's services.

Recommendation 27:

Subscribe to an environmental management service.

Fees for a CEMS program are based on the student enrollment in the district. For 1998-99, the average fee was \$900 a year for a district with 250 to 1,000 students. According to an organization such as TASB, the first-year cost for training a district employee as a licensed asbestos management planner, instead of subscribing to the service, is \$1,690. These costs include \$695 for a five day training class, \$500 for travel to the class, \$120 for the Inspector/management planner licenses, \$150 for a physical, \$200 for the Management Planner Agency license and \$25 for the state licensing exam. These costs do not reflect increased professional liability insurance costs the district may incur.

For subsequent years, TASB estimates a cost of \$815 to the district for keeping an employee licensed. This amount includes an annual refresher course of \$245, travel of \$100, \$120 and \$200 for annual license renewals and \$150 for an annual physical. Therefore, it would be more economical of a district with 250 to 1,000 students to use TASB's services, rather than certify one of its employees.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The business manager contacts TASB to obtain the present fee schedule and find out how to subscribe.	August 2002
2.	The business manager includes this cost in the upcoming budget.	August 2002
3.	The business manager includes this fee in the budget each year.	August 2003 and Ongoing

FISCAL IMPACT

An average CEMS program costs \$900 annually for a district with 250 to 1,000 students as compared to rates used by TASB.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Subscribe to an environmental management service.	(\$900)	(\$900)	(\$900)	(\$900)	(\$900)

FINDING

CPISD does not consistently use work orders to track requests for repairs and maintenance. The Maintenance Department occasionally completes a work order, but most of the time employees receive a phone call and make the necessary repairs. In the Transportation Department, work is performed on vehicles without completing work orders. Consequently, no information or records of costs or labor hours are available to identify which vehicles are costing the district the most money.

The Technology Department, however, does use work orders when ordering new hardware and software and for solving technology problems, but the work order does not have any space for the technician to record how much time he spent completing the work or the costs. The work order also does not have any space to categorize the type of service that was performed. Without work orders, management has insufficient information for planning purposes and no way to establish standards and accountability.

United ISD developed standard expectations of the staff hours required to complete each type of work order and compared the expected staff hours to actual work hours to monitor staff productivity. Crews are required to enter travel time on all work orders.

Wimberley ISD's system tracks and monitors work orders by individual assigned, the number of days work orders are outstanding and the actual time required to complete the activity compared to initial time estimates.

Work orders can be helpful in notifying a department of requests for repairs or maintenance. They also can be used to define the location of the work, detail the work the needed repair and identify how much time was required to fix the problem as well as the repair cost.

Recommendation 28:

Develop and implement a standard work order process for all district personnel.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Maintenance/Transportation director and the business manager develop a work order system for the district.	August 2002
2.	The Maintenance/Transportation director and business manager present the system to the superintendent for approval.	September 2002

3.	The Maintenance/Transportation director implements the work order system.	October 2002
4.	The superintendent and the business manager review work orders to make budgeting and planning decisions.	November 2002 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

CPISD does not maintain an inventory of its custodial and maintenance supplies, nor does it track or monitor their usage. Custodial and maintenance supplies are purchased by the Maintenance/Transportation director, based upon what the custodians tell him is needed. The custodians take whatever they need from the maintenance barn to stock their individual supply closets in the schools. There is no monitoring or tracking of supplies taken from the maintenance barn.

The best way to estimate custodial and maintenance supplies is to examine the district's supplies and materials costs. **Exhibit 4-7** shows the supplies and materials cost for each student for CPISD's plant maintenance and operations, compared to its peers from 1997-98 through 2000-01.

Exhibit 4-7
CPISD Supplies and Material Actual Costs for each Student
for Plant Maintenance and Operations
1997-98 through 2000-01

District	1997-98	1998-99	1999-2000	2000-01
Lago Vista	\$103	\$86	\$62	\$62
Center Point	\$101	\$105	\$61	\$82
Blanco	\$59	\$55	\$58	\$54
Johnson City	\$45	\$55	\$53	\$43

Source: Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 1997-98 through 2000-01.

As indicated, CPISD's supplies and material costs for each student have been the highest or second highest in each year shown.

The review team observed a room full of shelves in the maintenance barn, stocked with custodial and maintenance supplies. There were no visible controls in place to prevent the disappearance of supplies. The Maintenance/Transportation director verified that there is no formal inventory system in place for the supplies and a number of staff have keys for the supply closet.

Because housekeeping is an ongoing daily task, a large quantity of standard supplies is used annually. A lack of available supplies can be counterproductive to the custodians' job, because housekeeping is extremely labor intensive. Many school districts purchase custodial and maintenance supplies in large quantities and use properly managed stocking and dispensing systems. In addition, many districts assign accountability and use central control of maintenance and custodial supplies to minimize pilferage since these supplies are useful in every home. Districts often lock supplies and keep track of keys that are issued to supply closets.

Recommendation 29:

Develop an inventory system for custodial and maintenance supplies.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Maintenance/Transportation director and the business manager change the locks on the door to the maintenance barn supply closet and limit the number of keys distributed.	August 2002
2.	The Maintenance/Transportation director and the business manager take an inventory of the custodial supplies and other supplies in the maintenance barn and school supply closets.	September 2002
3.	The Maintenance/Transportation director develops and implements a system to track supplies distributed from the supply closet.	October 2002 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 4 OPERATIONS

B. FOOD SERVICES

CPISD participates in the National School Lunch Program (NSLP) and the School Breakfast Program, which is regulated by the United States Department of Agriculture (USDA) and administered by Texas Education Agency (TEA). The CPISD board, administration and the Food Services Department share the local responsibility for administration of these programs. As a participant in the National School Lunch Program and School Breakfast Program, the Food Services Department receives federal reimbursement income and donated USDA food commodities for each meal served that meets federal requirements.

To receive federal reimbursement income as a participant in the National School Lunch Program, free or reduced-price lunches must be offered to all eligible children. The meals served also must meet the *Dietary Guidelines for Americans*, which recommend no more than 30 percent of the meal's calories come from fat, with less than 10 percent from saturated fat. School lunches must provide one-third of the recommended daily intake for protein, Vitamin A, Vitamin C, iron, calcium and calories. School lunches must meet federal nutrition requirements, but decisions about which foods are served and how they are prepared are made by the Food Services Department. The USDA works with TEA and the Food Services Department to teach and motivate children to eat healthy food.

The CPISD Food Services Department serves almost 364 of the 536 enrolled students breakfast and lunch daily. The cafeteria has six food service workers and operates a conventional system serving meals prepared "from scratch" each day. In addition, the district provides an a la carte bar, serving baked potatoes, salads, sandwiches, chips and Gatorade during the lunch hours. High school and middle school students receive their breakfast from 7:00 am to 7:40 am. Elementary classes are served breakfast in the cafeteria starting at 7:40 am. All grades eat in the cafeteria for lunch beginning at 10:25 am and ending at 1:05 pm. **Exhibit 4-8** illustrates the bell schedules for the breakfast and lunch periods for all schools.

Exhibit 4-8
Breakfast and Lunch Service Times
February 2002

	Breakfast Service	Lunch Service
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School	Start Time	Stop Time	Start Time	Stop Time
Center Point Elementary:				
Head Start	7:00 AM	7:40 AM	10:25 AM	10:55 AM
Kindergarten	7:00 AM	7:40 AM	10:35 AM	11:05 AM
Grade 1	7:00 AM	7:40 AM	10:40 AM	11:10 AM
Grade 2	7:00 AM	7:40 AM	10:50 AM	11:20 AM
Grade 3	7:00 AM	7:40 AM	11:00 AM	11:30 AM
Grade 4	7:00 AM	7:40 AM	11:05 AM	11:35 AM
Grade 5	7:00 AM	7:40 AM	11:10 AM	11:40 AM
Center Point Middle School	7:40 AM	8:00 AM	11:40 AM	12:10 PM
Center Point High School	7:40 AM	8:00 AM	12:35 PM	1:05 PM

Source: CPISD Food Services Department, February 2002.

The Food Services manager and the Food Services supervisor each work from 6:30 am to 2:30 pm, or seven and a half hours each day, and each of the four food service staff works from 7:00 am to 2:00 pm daily, or six and a half hours each day. All six employees perform the duties of production workers.

Exhibit 4-9 depicts the Food Services Department organization structure.

**Exhibit 4-9
Food Services Department Organization**



Source: CPISD Food Services Department.

The business manager began overseeing the cafeteria operations in 2001-02 in order to monitor the operational activities because the food service department was operating at a deficit. The Food Services manager has been with the district for eight years. The district is planning to build a new cafeteria and has hired an architect to begin plans for the building.

FINDING

The Food Services Department is operating at a loss and has used local funds to pay the expenses of the Food Service operations. **Exhibit 4-10** shows the profit and loss statement for the Food Services Department's operations from 1996-97 through 2000-01.

Exhibit 4-10
Food Service Profit and Loss
1996-97 through 2000-01

	1996-97	1997-98	1998-99	1999-2000	2000-01
Revenues per Audit Report	\$231,313	\$284,921	\$269,551	\$223,827	\$196,935
Less Transfers in from the General Fund	\$0	(\$64,000)	(\$33,804)	\$0	\$0
Adjusted Revenues	\$231,313	\$220,921	\$235,747	\$223,827	\$196,935
Payroll	\$102,605	\$115,202	\$102,618	\$103,383	\$76,610
Professional Services	\$0	\$0	\$0	\$2,740	\$2,139
Contracted Maintenance and Repair	\$5,619	\$4,680	\$6,028	\$1,133	\$0
Food	\$145,444	\$139,184	\$121,163	\$97,362	\$81,036
Non-Food	\$12,402	\$11,682	\$10,258	\$6,009	\$6,254
USDA Donated Commodities	\$9,130	\$13,884	\$12,397	\$11,910	\$13,720
General Supplies	\$0	\$0	\$0	\$201	\$244
Travel and Subsistence-Employee Only	\$82	\$40	\$73	\$34	\$11
Insurance and Bonding	\$50	\$50	\$50	\$50	\$50
Miscellaneous Operating Costs	\$350	\$238	\$120	\$0	\$0

Total Expenses	\$275,682	\$284,960	\$252,707	\$222,822	\$180,064
Profit (Loss)	(\$44,369)	(\$64,039)	(\$16,960)	\$1,005	\$16,871
Cumulative 5 Year Loss					(\$107,492)

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

The Food Services Department cost the district \$107,492 to operate from 1996-97 to 2000-01 not including capital outlays and allocations for rent, utilities and janitorial expenses. To cover losses, the district made two transfers from the general fund totaling \$97,804 in 1997-98 and 1998-99.

A review of the board books revealed that the Food Service Department was mentioned on one occasion during the December 18, 2001 meeting when the district auditor made the following statement to the board: "The cafeteria has shown a profit of \$20,000. Thirteen thousand has been set aside and is available for construction." Other than that statement, no formal analysis of the food service operation has been conducted and no reports have been submitted to the board to explain results, variances or issues in the Food Services Department.

This lack of accountability has resulted in the Food Services Department having no true fund balance as of the end of 2001 and no plan of action on how the fund balance will be replaced.

According to *Food Service Management for the 21st Century, Fifth Edition, 1999*, four financial and operating reports should be distributed to district management and the board so they can monitor and evaluate the cash flow of the operations and take corrective action as needed. The reports are:

- Budget: spells out management's ideals, goals and objectives in financial terms;
- Profit-and-loss statement: a cumulative report that shows how the operation has been doing financially for a period;
- Balance sheet: provides a snapshot of how the operation is doing at a specific time, tells what the operation is worth, describes its assets (facilities and equipment) and shows the fund balance; and
- Cash flow statement: shows the cash inflow and outflow for a period of time.

Federal regulations limit the school food service's net cash resources to an amount that does not exceed three months average expenditures, except when major equipment purchases are planned. Since the federal reimbursement may not be received for three to six weeks after the month's close, a fund balance may be needed to meet payroll and pay

vendors on a timely basis without needing financial assistance from the district's general fund.

Recommendation 30:

Conduct an analysis of the food service operations and submit quarterly food service reports to the board to monitor the cafeteria's profits and losses.

Require the business manager to produce quarterly reports of the Food Services Department to the board. The reports should include a complete financial statement package; balance sheet, income statement and cash flow statement and budget-to-actual variance report.

Other reports and analysis that should be included quarterly are an analysis of the sources of revenue, participation rates and plans to increase participation rates, a pricing analysis to determine if food service is recapturing its costs, a meals per labor hour industry calculation compared to actual labor expenditures and a breakeven analysis of the operation as a whole.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the business manager and the Food Service manager to conduct an analysis of the Food Services Department.	August 2002
2.	The business manager produces quarterly financial reports that are provided to the board showing the results of the food services operations.	September 2002 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The Food Services Department does not have written policies and procedures addressing the operation of its cafeterias. As the district grows or employees change, training is made much more difficult because no written procedures exist. Documented policies and procedures assist in standardizing operations among kitchens. Some of the key areas of food service operations that could be included in the policies or procedures documented by the district are listed below.

Financial Management : Policies and procedures addressing budget preparation, cash management, labor standards, application processing, credit sales and advance payments and the monitoring or reporting of revenues and expenditures. Procedures to document how to maintain participation and track related revenue while safeguarding cashier banks and the preparation of deposits.

Inventory Controls: Policies or procedures addressing physical inventories, inventory rotation and disposal of obsolete, spoiled, damaged or slow-moving inventory.

Pricing : Policies addressing the price-setting methodology and how often the district wishes to change and update meal and a la carte prices. Specific procedures to document the notification of staff and students about changing prices.

Safety and Sanitation: Safety procedures addressing who to contact when a worker is injured and what to do in case of an emergency in the kitchen. In-service training for safety and sanitation procedures can also be documented.

Facilities Management : Policies and procedures that address the extracurricular use of food service facilities, equipment replacement policies and preventive maintenance schedules on equipment. Documented procedures to present the organization of the work order process.

Most successful Food Service Departments have designed sound business procedures for operating the department in a professional and cost-effective manner. Formal policies and procedures and the communication of standards to all relevant personnel will improve the overall efficiency of Food Services operations.

Recommendation 31:

Write and implement written policies and procedures for all food service operations.

By adopting a policies and procedures manual and training its staff, the Food Services Department will promote consistency and fairness in its food service operations while providing guidance to food service employees.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the business manager to develop a	July 2002
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	comprehensive food services policies and procedures manual.	
2.	The business manager develops and documents the policies and procedures.	August 2002
3.	The superintendent reviews the policies and procedures.	September 2002
4.	The superintendent submits the food services policies to the board for approval.	September 2002
5.	The board reviews and approves the policies.	October 2002
6.	The business manager reviews and distributes policies and procedures to food service staff.	October 2002
7.	The business manager updates policies and procedures annually.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The Food Services Department does not provide sufficient training classes for its staff. Though some limited training is offered in the summer months, the lack of comprehensive training may have contributed to the operating losses and inefficient uses of resources during recent years.

Several Texas school districts and most Regional Education Service Centers have a wide variety of effective training programs. The Regional Education Center XX (Region 20) in San Antonio offers food service training courses in safety, sanitation, menu planning and preparation, purchasing and changing nutrition needs. Direct training on these topics and techniques allows all employees to increase efficiency and productivity.

As an alternative to Regional Education Service Center training, Killeen Independent School District (KISD) enhanced the job performance and job satisfaction of its Food Services personnel by offering them in-service training. The training programs, which were conducted before the beginning of each school year and again during the school year, covered a variety of topics for different groups of Food Services employees.

Recommendation 32:

Identify training needs and implement specific training programs for food service employees.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The business manager and Food Services manager discuss the training needs of cafeteria staff.	August 2002
2.	The business manager and Food Services manager develop the training schedule for cafeteria staff.	September 2002
3.	Send staff to training classes offered by Region 20 or other training providers.	September 2002 and Ongoing

FISCAL IMPACT

Using Region 20 training costs, food services training programs would cost \$20 for each course for each trainee. Food Services could send its entire staff to the individual training courses offered by Region 20 for an additional cost of \$120 (6 total food services staff members x \$20 for each course for each trainee = \$120). The staff can use the district van for transportation and would not need to incur the cost of hotels.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Identify training needs and implement specific training programs for food service employees.	(\$120)	(\$120)	(\$120)	(\$120)	(\$120)

FINDING

The district's meals per labor hour exceeds industry standards, which means that CPISD has more staff than are needed for the number of meals served. The district does not use industry calculations to staff the kitchen. **Exhibit 4-11** shows that the total staff of the Food Services Department is 5.19 full-time equivalents (FTEs).

**Exhibit 4-11
Food Services Department Staff Hours
2001-02**

Title	Number of Days	PT/FT	Salary	Hours a Day	Hours a Year
Cashier/ Manager/Production	187	FT	\$20,004	7.5	1,402.5

Supervisor/Production	187	FT	\$15,120	7.5	1,402.5
Production	180	PT	\$10,584	6.5	1,170.0
Production	180	PT	\$8,580	6.5	1,170.0
Production	180	PT	\$8,248	6.5	1,170.0
Production	180	PT	\$7,722	6.5	1,170.0
Total Hours			\$70,258	41.0	7,485.0
Number of annual hours for one full-time employee at 8 hours a day				1,440	
Total full-time equivalents (FTEs)				5.19	

Source: CPISD Food Services Department, February 2002.

The traditional method for measuring productivity is to compare meals served in a given period with the labor hours used to generate those meals in the same period. This productivity indicator is referred to as meals per labor hour (MPLH). For the purpose of this review, the number of meals served is calculated using a standard industry methodology that includes the following:

- Each lunch served equals one meal.
- Three breakfasts equal one lunch.
- Dollar sales for a la carte items are divided by three, since industry standards equate \$3 in sales to one meal.

Exhibit 4 shows the calculation of meal equivalents (MEQ) served at CPISD during October 2001.

**Exhibit 4-12
Meal Equivalents
October 2001**

	Lunch MEQ	Breakfast MEQ	A la Carte Sales MEQ	Total MEQ a Month	Divided by the Number of Serving Days in October	Total MEQ a Day
Meal Counts	8,647	3,945	\$2,716		23	472

Divisor	1	3	\$3		
Meal Equivalents	8,647	1,315	905	10,867	

Source: CPISD National School Lunch and Breakfast Programs Daily Attendance Report, October 2001, Food Services Department, October 2001.

The number of meal equivalents served a day is then used to determine the industry standard number of labor hours needed to prepare the meal equivalents calculated. The calculated CPISD daily meal equivalent of 472 falls into the 401-500 range of meal equivalents according to staffing guidelines for on-site production presented in **Exhibit 4-13**.

**Exhibit 4-13
Staffing Guidelines for On-Site Production**

Number of Meal Equivalents for each day	MPLH For Conventional Preparation System
Up to 100	8 - 10
101 - 150	9 - 11
151 - 200	10/11 - 12
201 - 250	12 - 14
251 - 300	13 - 15
301 - 400	14 - 16
401 - 500	14 - 17
501 - 600	15 - 17
601 - 700	16 - 18
701 - 800	17 - 19
801 - 900	18 - 20
901 up	19 - 21

Source: School Foodservice Management for the 21st Century, Fifth Edition, 1999.

To determine if the district is overstaffed, the meals equivalents served each day of 472 is divided by the standard meals per labor hour of 14 (**Exhibit 4-13**). This results in a recommended labor hours a day of 33.7.

Exhibit 4-14 shows how the number of labor hours is determined. The actual MPLH is 11.5 based on the number of meal equivalents served each day of 472 divided by 41 actual labor hours a day.

Exhibit 4-14
CPISD Meals Per Labor Hour (MPLH)
October 2001

Meal Equivalents Served for each Day	Recommended MPLH	Recommended Labor Hours a Day	Actual Labor Hours a Day	Excessive Labor Hours a Day
472	14-17	33.7	41	(7.3)

Source: CPISD Food Services Department, October 2001.

With an actual MPLH of 11.5 and an industry standard recommended MPLH of 14, CPISD is overstaffed in its cafeteria. **Exhibit 4-15** shows the cost in overstaffing using the recommended number of labor hours.

Exhibit 4-15
Average Cost of Labor
1999-2000

Labor Cost	Result
Total Salaries and Wages for School-Based Employees for Year:	\$70,258
+ Fringe Benefits (Employers Share) for Year: Health and Life Insurance 6 employees x \$1,200 per year \$7,200 Medicare 1.45% of salary \$1,019	\$8,219
Total Labor Cost for Year:	\$78,477
Number Serving Days:	180
Average Daily Labor Cost: Divide Total Labor Costs #3 by Number of Serving Days #5	\$436
Number of Daily Labor Hours: (School-Based Employed)	41

Average Hourly Labor Cost: Divide Total Average Daily Labor Costs #5 by Number of Daily Labor Hours #6.	\$10.63
Recommended # of labor hours (33.7 x 180 Serving Days)	6,066
Actual # of labor hours: (41 x 180 Serving Days)	7,380
Total number overstaffed labor hours	1,314
Cost of Overstaffing for a year: (1,314 x \$10.63)	\$13,968

Source: SoCo Consulting, Inc.

Recommendation 33:

Implement industry staffing productivity measures and reduce cafeteria staffing accordingly.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the Food Services manager to develop guidelines for measuring and monitoring MPLH.	August 2002
2.	The Food Services manager adjusts cafeteria staff hours.	September 2002
3.	The Food Services manager measures and monitors MPLH in the Food Service Department.	September 2002 and Ongoing

FISCAL IMPACT

CPISD's Food Services Department is overstaffed by 1,314 hours annually. At an average daily labor cost of \$10.63, the district can save \$13,968 (1,314 hours X \$10.63 average hourly labor cost) annually by implementing industry staffing methods.

The district could choose to reach the recommended standards by reducing hours worked of some or all cafeteria workers or reduce staff.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Implement industry staffing productivity measures and reduce cafeteria staffing accordingly.	\$13,968	\$13,968	\$13,968	\$13,968	\$13,968

FINDING

CPISD's Food Service Department does not track its food inventory which results in food costs exceeding industry standards. According to the *Cost Control for Foodservices* manual, food costs should be kept at less than 40 percent of revenue so that sufficient revenue exists to handle payroll and other expenses. CPISD's food costs in 1999-2000 have been at about 43.5 percent of revenue (**Exhibit 4-16**). Over a three-year period the cost to the district has been more than \$46,000.

Exhibit 4-16
Food Services Department Use of Revenue
1997-98 through 1999-2000

Fiscal Year	Food Costs	Total Revenue	Food Costs/ Revenue	Recommended Food Costs/Revenue	Variance (+/-) Industry Standard	Dollar Variance
1999-2000	\$97,362	\$223,827	43.5%	40%	3.5%	\$7,832
1998-99	\$121,163	\$269,551	44.9%	40%	4.9%	\$13,343
1997-98	\$139,184	\$284,921	48.9%	40%	8.9%	\$25,216

Source: TEA, PEIMS, Texas School Performance Review (TSPR) F33 Report, 1997-98 through 1999-2000, TEA, PEIMS, 1997-98 through 1999-2000.

CPISD does not maintain perpetual inventory of items on hand in the storeroom nor is a physical inventory count performed each month. The Food Services Department visually checks the inventory to determine how much to order, and there are no established reorder points to automatically specify when an item needs to be reordered. In addition, CPISD has an open pantry, and the lock to the freezer and cooler can be unlocked with the same master key held by the maintenance employees, principals and athletic personnel.

To reduce food costs and lower the price paid for food, many districts use less expensive ingredients; maintain good portion control; reduce plate waste; issue separate contracts for specific food products where cost-effective; and enter into group-purchasing contracts for commodities. In addition, inventory is secured and tracked every month.

Recommendation 34:

Implement standard inventory management practices to reduce food costs.

The district should keep a perpetual inventory count of all items in the storerooms and reconcile the inventory on hand every month. The cost of foods used in the cafeterias should also be tracked monthly. Any increases or decreases should be investigated. Taking the value of the beginning food inventory, adding the food purchased during the period and subtracting the value of the inventory used during the period will enable the staff to calculate the value of inventory.

Tracking the usage of the food can also help establish stocking levels, making it easier to order food items in bulk. The district should set a goal of reducing food costs by 8 percent to bring cost within industry standards.

In addition, the following are possible ways to help control items that could be easily stolen:

- Know what is in the storeroom and refrigerator at the end of the day so that if items are taken, they will be missed.
- Implement a strict key system: Do not give keys to delivery people, limit employee use of keys to the cafeteria, keep the freezers and coolers locked with separate keys and do not use the same master key used throughout the school to lock the cafeteria.
- Do not open cases in a storeroom until they are ready for use.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the Food Services manager to develop comprehensive inventory practices.	July 2002
2.	The Food Services manager develops and documents the Food Services Department inventory practices.	July 2002
3.	The Food Services manager implements new practices and trains staff accordingly.	August 2002

FISCAL IMPACT

Reducing food costs by 8 percent of revenues would result in savings of \$7,789 (\$97,362 x .08).

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
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Implement standard inventory management practices to reduce food costs.	\$7,789	\$7,789	\$7,789	\$7,789	\$7,789
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FINDING

Breakfast participation is lower than the industry standard. The number of students eating in the cafeteria is measured by a term called the participation rate. Participation rate measures what percentage of all CPISD students eat in the cafeteria. The present breakfast participation rates vary

from 23 percent to 42 percent among the three CPISD schools, as shown in **Exhibit 4-17**. According to *School Food Service Management for the 21st Century*, one would expect to see participation rates of 50-70 percent for the breakfast program.

Exhibit 4-17
CPISD Breakfast Participation Rates versus Expected
October 2001

	Average Daily Attendance	Average Daily Participation	Actual Participation Rate	Expected Participation Rate	Variance (+/-)
Center Point High School	166.7	38.7	23%	50%	(27%)
Center Point Middle School	121.7	35.3	29%	60%	(31%)
Center Point Elementary	211.8	88.4	42%	70%	(28%)

Source: CPISD Food Services Department, National School Lunch and Breakfast Programs Daily Record, October 2001, CPISD Average Daily Attendance Report, October 2001.

Increasing student meal participation is important to a school district not only because a district increases its federal reimbursements for every

student who participates in meals, but also because it can ensure that more students receive the nutrition they need to perform well during the school day.

The review team has identified a number of strategies that CPISD does not use to increase breakfast participation:

- Provide breakfasts in classrooms (pending principal approval);
- Provide breakfast grab bags for middle and high school students;
- Increase menu selections;
- Post menus on school "Bragger Boards";
- Announce menus every day with school announcements;
- Announce menus every day on local radio stations; and
- Hold special promotional events at certain times of year, and periodic giveaways.

Water Valley Independent School District has taken innovative steps to encourage participation in its breakfast program. Each morning, the superintendent delivers grab-and-go breakfasts consisting of breakfast burritos to the high school. This program has become extremely popular and sells out each morning. Students have an opportunity to a warm breakfast and develop a closer relationship with the superintendent.

The Food Service Director of the Glen Rose Independent School District uses a survey, which asks questions concerning food presentation, temperature and taste, promotions and cafeteria environment. The results are used to identify and implement necessary changes to improve food service operations.

Recommendation 35:

Develop strategies to increase breakfast meal participation.

The Food Services Department should review participation rates to identify schools that are performing below industry standards. The business manager then should offer assistance to these schools, through new programs such as those suggested above, to increase participation rates and generate additional revenue for the district.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Food Services manager identifies new strategies to increase breakfast participation.	August 2002
2.	The Food Services manager meets with the superintendent to suggest implementing new ways to improve participation like	August 2002

	grab bags or new menu items.	
3.	The superintendent approves the new strategies.	August 2002
4.	The Food Services manager implements the new practices.	August 2002 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 4 OPERATIONS

C. TRANSPORTATION (PART 1)

According to the Texas Department of Public Safety, the average number of students transported at public expense has risen from 1.09 million students in 1990-91 to 1.37 million students in 1999-2000, an increase of 25.7 percent. During that same time, the number of buses increased by 19.1 percent and the total mileage covered rose by 33.9 percent. As the number of children transported to public schools on buses continues to increase, districts need to focus attention on school district transportation practices and operations, as they affect safety, timeliness and efficiency.

The Texas Education Code authorizes school districts to establish and operate, or contract for, an economical public transportation system and receive allotments of State Foundation School program funds to support it.

CPISD has its own bus fleet. **Exhibit 4-18** provides a general overview of the district's transportation operations:

Exhibit 4-18
CPISD Transportation Operations
2000-01

	CPISD
Number of buses	11
Vans / Cars	3
Trucks and other equipment	4
Annual budget	\$124,493
Annual ridership	55,440
Miles driven a year	79,986
Regular routes driven a day	6
Annual extracurricular mileage	15,637
Full-time equivalent staff	2.75
Value of parts in inventory	Unknown

Source: TEA, AEIS 2000-01, TEA Transportation Routes Service Report 2000-01, TEA Transportation Operations Report, 2000-01, CPISD Actual Budget.

Exhibit 4 shows changes in annual CPISD transportation expenditures from 1996-97 through 2000-01.

Exhibit 4-19
CPISD Transportation Operating Actual Expenditures
1996-97 through 2000-01

Year	Expenditures	Percent Change from Previous Year
1996-97	\$117,883	N/A
1997-98	\$122,699	4%
1998-99	\$125,678	2%
1999-2000	\$120,499	(4%)
2000-01	\$99,038	(18%)

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

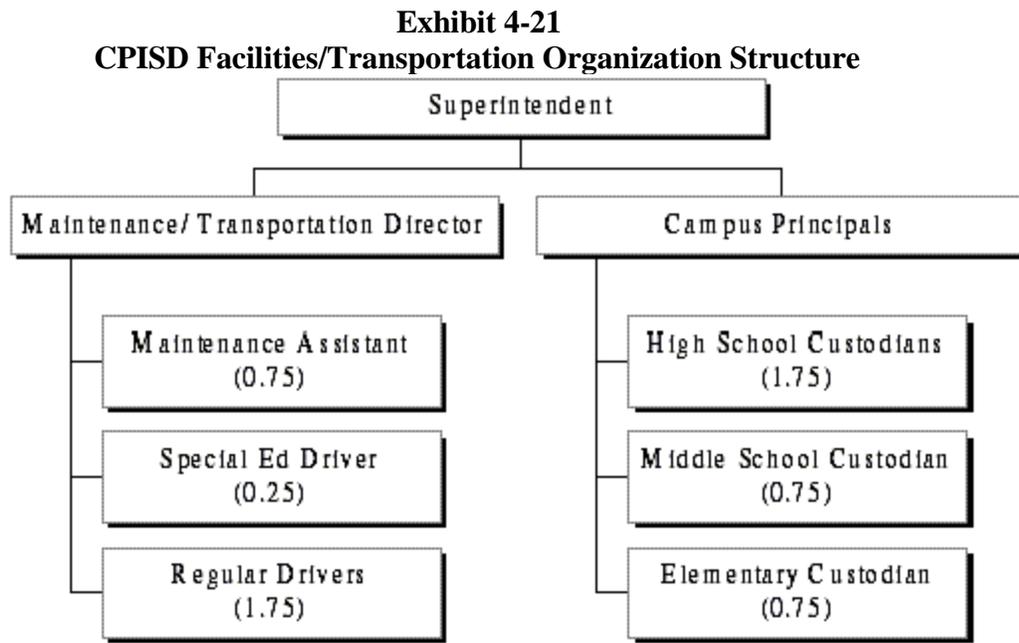
The largest part of the CPISD vehicle fleet consists of school buses. The fleet includes 11 buses, two vans, one car, and one truck (**Exhibit 4-20**).

Exhibit 4-20
CPISD Transportation Fleet

Type of Vehicle	Total Number
Regular education buses	10
Special education buses	1
Vans / Cars	3
Trucks / Large Equipment	4
Total Fleet	18

Source: CPISD Transportation Department, February 2002.

The district's Maintenance/Transportation Department is responsible for maintaining the vehicles, operating the buses and planning and organizing routes. In addition, the department provides transportation for extracurricular activities. **Exhibit 4-21** shows the present organization structure of the Maintenance/Transportation Department.



Source: CPISD Employees 2001-02 and CPISD Interviews, February 2002.

Because the district is small, many of its employees perform multiple duties. This is especially true of bus drivers, since they drive for only two hours each day. Most of the bus drivers also teach or perform custodial or maintenance work during the day. The Maintenance/Transportation director spends about 75 percent of his time on transportation operations, since he is also the mechanic for the buses. The director also drives three to five times a week as needed.

FINDING

CPISD has begun standardizing its bus engines for the sake of efficiency. According to the Maintenance/Transportation director, the last buses purchased had engines based on a "wet sleeve" design. This design allows the engine to be overhauled or rebuilt in the chassis or the body of the bus, instead of having to remove it and send it to a machine shop. Depending on the mechanic, this can limit repair work to one or two days. This can justify an initial cost difference of about \$600 for wet sleeve engines, according to one company that sells them. The Maintenance/Transportation director estimates that a complete engine

overhaul normally would cost the district \$10,000, compared to about \$6,000 for a wet sleeve engine. The district feels the wet sleeve engines are well worth the investment since the new engines do not need to be overhauled as often as the old engines the district used. One company that sells such engines estimates their life expectancy at approximately 500,000 miles compared to about 200,000 miles for a conventional engine.

The district also is moving from standard gasoline engines to diesel engines, which increase fuel efficiency from four to five miles per gallon to about eight miles per gallon. Only one manufacturer makes gasoline bus engines, so these can cost \$8,000 or \$9,000 more than a diesel version, but some districts still purchase gasoline engines because they do not have mechanics who know how to work on diesel engines. By standardizing its bus engines, CPISD also saves money because oil filters and other parts are the same and the engines can all be serviced at the same place.

COMMENDATION

The district is reducing its overall bus maintenance costs by standardizing its bus engines.

FINDING

CPISD does not have complete policies for its transportation operations. Policies are high-level guidelines summarizing the organization's general goals and acceptable procedures. Procedures—a series of steps for accomplishing specific tasks—then are created to carry out the organization's policies.

CPISD's board has adopted some standard policies in the area of student transportation. The district's policies define what a school bus is, define the district's authority to operate an economical student transportation system and declare that it is entitled to a state transportation allotment for providing services to students who live two or more miles from the school they attend. District policy also requires that drivers be certified by the Department of Public Safety and that buses meet or exceed safety standards for school buses established by the Department of Public Safety. Some miscellaneous transportation policies allow parents to designate a child-care facility instead of the child's residence as a regular location to drop off children .

Even so, CPISD lacks some policies recommended by TSPR and the Texas Association of School Boards (TASB). **Exhibit 4-22** shows some of the issues that should be addressed by district transportation policies.

Exhibit 4-22
Issues that Should be Addressed in a District's Transportation
Policies
Missing from CPISD Policies

- | |
|---|
| <ul style="list-style-type: none"> • Transportation routes run that are not reimbursable by the state • Maximum time that students should spend on the bus • When an aide should be provided on a bus • Definition of appropriate or inappropriate behavior on a bus • What disciplinary actions will be taken for inappropriate behavior (i.e. grounds for removal or termination of transportation privileges) • Student count process • Busload capacity (on regular and special education buses) • Bus replacement (what criteria will be used to determine when to replace a bus) • Special needs children • Reporting an accident |
|---|

Source: TASB and TSPR.

Other Texas school districts maintain comprehensive, up-to-date policy manuals including updates required by the Education Code. Some schools expedite policy updates and revisions by using TASB's policy service to create its own policies. All updates to the policy manual can be forwarded to the appropriate functional areas within the district that make revisions and then return them to be placed in the policy manual.

Recommendation 36:

Develop or modify board-approved transportation policies.

Transportation policies typically address such issues as rider time on buses, busload capacity, bus replacements, special education transportation and the use of district buses by non-school organizations.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Maintenance/Transportation director reviews existing policies and determines which ones to update.	August 2002 - September 2002
2.	The Maintenance/Transportation director prepares drafts for each policy and follows the policy review and adoption process to gain approval.	August 2002 - September 2002
3.	The superintendent presents the drafted policies to the	October 2002

	board.	
4.	Once approved, the Maintenance/Transportation director writes procedures to adapt to the updated policies.	November 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Bus driver personnel records maintained by the Transportation Department are not up to date. The review team conducted a review of bus driver personnel files. These files include those of active drivers as well as those who do not drive regularly, but sometimes drive for extracurricular trips or substitute on regular routes. According to the Texas Department of Public Safety, school bus drivers must have a Class A or B license. Of the 16 files reviewed, 11 or 69 percent did not contain a copy of a current driver's license. Instead, the copies of the drivers' licenses were expired. This does not mean the drivers are not licensed, only that the district is not maintaining its personnel files.

In addition to holding a Class A or B license, Texas Transportation code requires that school bus drivers pass an annual physical and eye examination, have an annual review of their driving records conducted by the Texas Department of Public Safety (DPS) and be certified in school bus safety education every three years. Before any person can be employed as a bus driver, they must also have a criminal background check. Any person convicted of a felony or misdemeanor involving may not be employed to drive a bus on which students are transported.

Recommendation 37:

Update personnel records for all bus drivers to ensure records are kept in accordance with state law.

The district's tracking method would include the state requirements such as the driver's license expiration date, training certification expiration date, criminal background expiration date, health and eye examination expiration date and DPS driving record expiration date.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Maintenance/Transportation director makes a list of all of the data that must be tracked.	August 2002
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2.	The Maintenance/Transportation director investigates options for tracking driver requirements.	August 2002 - September 2002
3.	The Maintenance/Transportation director tracks bus driver personnel requirements.	September 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district's state transportation allotments are significantly lower than its transportation operating expenditures. Districts that choose to operate a student transportation system are entitled to reimbursements, or allotments, from the state for certain types of riders. The amount of money the district receives depends on the type of rider. Some types of transportation are not reimbursable by the state. These types include cocurricular and extracurricular trips as well as the transportation of students living within two miles of the school if no hazardous conditions exist. According to the district, all routes are classified as hazardous in CPISD.

Exhibit 4 compares the CPISD transportation allotment for 2000-01 as a percentage of total transportation operations costs with those of its peers. If the percentage is 100 percent or more, the district is receiving more money in allotments than it pays out in expenditures for its transportation operations, indicating an efficient operation. If the percentage is less than 100 percent, the district's transportation allotments are not covering its expenditures. CPISD's allotments for 2000-01 amounted to just 44 percent of its expenditures. Only one of its peers had a lower percentage.

Exhibit 4-23
CPISD vs. Peer Districts
Transportation Allotments as a Percentage of Total Operation Costs
2000-01

District	Linear Density	Allotment per Mile	Total State Allotment*	Total Operating Costs	Percent of Operating Costs
Johnson City	0.273	\$0.68	98,878	173,593	57.0%
Blanco	0.397	\$0.79	118,931	220,101	54.0%
Center	1.055	\$0.97	66,183	149,954	44.1%

Point					
Lago Vista	0.700	\$0.88	30,816	312,798	9.9%

Source: TEA School Transportation Operation Report 2000-01.

*For 2000-01 (uses prior year's allotment a mile).

Exhibit 4 breaks these comparisons down into regular education and special education. The district is recovering more than 55 percent of its special education costs, but only about 39 percent of its regular education transportation costs.

Exhibit 4-24
CPISD Compared to Peer Districts
Transportation Allotments as a Percentage of Total Operation Costs
2000-01

District	Regular Education			Special Education		
	Total State Allotment*	Total Operating Costs	Percent of Operating Costs	Total State Allotment*	Total Operating Costs	Percent of Operating Costs
Blanco	\$97,265	\$190,680	\$51.0%	\$19,642	\$29,421	66.8%
Johnson City	\$90,674	\$159,589	\$56.8%	\$8,204	\$14,004	58.6%
Center Point	\$43,613	\$112,167	\$38.9%	\$20,938	\$37,787	55.4%
Lago Vista	\$22,651	\$271,593	\$8.3%	\$8,165	\$41,205	19.8%

Source: TEA School Transportation Operation Report 2000-01.

*For 2000-01 (uses prior year's allotment a mile).

The district's low percentage of allotments to operating costs could mean the following:

- the district is transporting too many students who are not eligible for reimbursements, including students on field trips, extracurricular trips or those living within two miles of school;
- its transportation expenditures are excessive; and/or
- the district is not receiving all the state reimbursements to which it is entitled.

Districts are not reimbursed by the state for cocurricular or extracurricular miles. These miles include those for field trips, athletic events and University Interscholastic League events. **Exhibit 4-25** compares the district's extracurricular miles traveled in 2000-01 with those of its peers and the state. As depicted, CPISD's extracurricular and cocurricular miles amounted to more than 25 percent of its total miles traveled. This is 6.4 percent more than the state average and second only to Lago Vista Independent School District.

Exhibit 4-25
CPISD and Peer Districts Extracurricular Miles
Regular Education
2000-01

District	Extracurricular Miles	Total Annual Miles	Percent Extracurricular	More (Less) than State
Lago Vista	27,391	75,614	36.2%	16.8%
Center Point	15,637	60,599	25.8%	6.4%
Blanco	32,884	155,123	21.2%	1.8%
Johnson City	21,610	146,645	14.7%	(4.7%)
State*	55,601,604	286,226,718	19.4%	NA

Source: TEA School Transportation Operation Report 2000-01.

**State numbers are for 1999-2000.*

Exhibit 4 compares regular extracurricular and cocurricular mileage as a percent of total regular mileage for 1996-97 through 2000-01. It also shows the average of those percentages over the five-year period.

Exhibit 4-26
Regular Extra/Co-curricular Mileage as a Percent of Total Mileage
1996-97 through 2000-01

District	1996-97	1997-98	1998-99	1999-2000	2000-01	5 Year Average
Center Point	27.6%	21.1%	29.4%	22.8%	25.8%	25.3%
Lago Vista	27.0%	22.2%	25.4%	27.7%	36.2%	27.7%
Blanco	22.0%	21.8%	23.0%	26.1%	21.2%	22.8%

Johnson City	17.2%	15.5%	15.3%	18.0%	14.7%	16.1%
Peer Average	22.1%	19.8%	21.2%	23.9%	24.0%	22.2%
State	18.6%	19.2%	19.4%	19.4%	19.9%	19.3%

Source: TEA School Transportation Operation Report, FY 1996-97 through 2000-01.

Chapter 4

OPERATIONS

C. TRANSPORTATION (PART 2)

Over the last five years, CPISD averaged 25.3 percent of its regular education miles for extracurricular or co-curricular activities. This compares to a state five-year average of 19.3 percent and a peer average of 22.2 percent.

Other school districts such as San Angelo ISD and Killeen ISD have implemented steps to manage extracurricular resources effectively, since they often strain transportation resources. Both districts, while different sizes, are establishing reasonable boundaries for their extracurricular trips without sacrificing their programs.

Recommendation 38:

Analyze extracurricular and co-curricular expenditures and implement strategies to effectively manage resources.

Through careful analysis, CPISD should set a goal of reducing costs by 3.6 percent to bring the district in line with its peers.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The business manager analyzes the extra and co-curricular expenditures for the past years and formulates recommendations for controlling cost without sacrificing programs.	August 2002
2.	The business manager notifies the superintendent and the campus principals of the proposed change in strategies and solicits their input.	August 2002
3.	The business manager allocates funds based on the agreed to strategies.	August 2002
4.	The campus principals prepare trip plans based on the agreed to strategies.	August 2002
5.	The business manager tracks the extracurricular or cocurricular mileage throughout the school year to make sure the district is on target.	September 2002 and Ongoing

FISCAL IMPACT

Based on 2000-01 regular education miles (60,599), a 3.6 percent reduction would amount to 2,182 extracurricular or co-curricular miles eliminated. At the CPISD cost per regular mile of \$1.851 for 2000-01, this equates to a savings of \$4,039 per year ($60,599 \times .036 = 2,182 \times \$1.851 = \$4,039$).

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Analyze extracurricular and co-curricular expenditures and implement strategies to effectively manage resources.	\$4,039	\$4,039	\$4,039	\$4,039	\$4,039

FINDING

The district has more buses than it needs to cover its present daily routes. CPISD operates buses on six different regular routes, one Alternative Education Program (AEP) route and two special education routes each day (**Exhibit 4-27**).

Exhibit 4-27
CPISD Bus Routes
2001-02

Route Identification	Bus Number	Primary Type of Riders
1 Stoneleigh	11	Regular
2 Elm Pass	6	Regular
3 Camp Verde	3	Regular
4 Nicks Road	10	Regular
5 Airport Loop	5	Regular
6 Town	4	Regular
A1 Ingram Independent School District	Van	AEP students
Total Regular and Other	7	
7 (Baltic) / 1 (Silver Hills)	Spec Ed Bus	Special Ed
2 Special	Spec Ed Car	Special Ed
Total Special Education	2	
Grand Total	9	

Source: CPISD Bus Routes, 2001-02.

The district's fleet consists of buses, vans and cars. **Exhibit 4-28** shows the total number of vehicles used to transport students, by type.

Exhibit 4-28
CPISD Transportation Fleet
Buses, Vans or Cars
2000-01

Vehicle Type	Total Number
Regular and Other	12
Special Education	2
Total	14

Source: CPISD Transportation Department, February 2002.

Included in these numbers are two buses the district dedicates entirely to transporting the band and athletic teams. They are not used for any regular or special education daily routes.

Based on industry standards, a district should have 10 percent of its fleet in spare vehicles, in case of maintenance problems or extracurricular activities. **Exhibit 4-29** shows the optimal number of buses for CPISD based on these industry standards, and the excess buses it has based on its present fleet size.

Exhibit 4-29
Calculation of Optimal Number of Buses
For CPISD Routes

Type of Route	Number of Buses Needed	10 Percent for Spare	Total Buses Needed	Current Fleet	Surplus Buses
Regular Education and Other	7	1	8	12	4
Special Education	2	1	3	2	(1)
Total Route Buses	9	2	11	14	3

Source: SoCo Consulting, Inc.

*This includes the district's two vans.

Based on this calculation, the district has 12 vehicles available to transport regular students but only needs eight, for a surplus of four vehicles. For special education students, the district needs three vehicles, but has only two.

CPISD has an aging vehicle fleet, as more than 28 percent of the vehicles have 150,000 miles or more on their chassis and more than 42 percent are ten years or older. The district owns all of its vehicles. **Exhibit 4-30** describes the district's available fleet for transporting students, sorted by age.

Exhibit 4-30
Age Analysis of the CPISD Transportation Fleet

Vehicle Number	Type	Make and Model	Bus Usage (Regular, Special Education, Spare, Athletics)	Year Purchased	Age	Current Chassis Mileage	Current Engine Mileage
4	Bus	International	Regular	1980	22	230,725	230,725
5	Bus	Chevrolet	Regular	1984	18	215,627	24,520
1	Bus	Ford	Regular - Spare	1986	16	152,375	152,375
3	Bus	GMC	Regular	1986	16	170,807	77,000
6	Bus	GMC	Regular	1988	14	122,600	122,600
	Van	Dodge	AEP - Ingram	1989	13	137,469	137,469
10	Bus	Int'l	Regular	1994	8	67,709	67,709
11	Bus	Int'l	Regular	1994	8	68,403	68,403
12	Bus	Int'l	Special Education	1995	7	39,109	39,109
15	Bus	Int'l	Regular	1996	6	33,368	33,368
14	Bus	Int'l	Regular	1996	6	37,462	37,462
	Van	Ford	Regular	1998	4	40,979	40,979

	Bus	Int'l	Regular	2002	-	741	741
	Car	Toyota Corolla	Special Education	2002	-	12	12

Source: CPISD Transportation Department, February 2002.

Although six of the district's regular education vehicles are older than 10 years and four of those six have more than 150,000 miles on their chassis, only two of those have more than 150,000 miles on their engines - buses #1 and #4. The district's van, however, has more than 137,000 miles on it. The district has not disposed of any buses in the last five or six years.

Hamilton Independent School District has established a regular bus procurement program, based on a 12-year bus replacement cycle; the district retains buses that are less than 12 years old and sells its extras. The school district realizes some money from the buses that are sold. By avoiding bus purchases for several years and selling extra buses, the district realizes major savings.

Recommendation 39:

Implement a spare bus ratio policy.

Based on the above analysis, the district should dispose of three of its buses. Buses 1 and 4 are more than 10 years old and have engines with more than 150,000 miles on them. Although bus 5 is the next oldest bus and has 215,627 miles on its chassis, its engine has only 24,520 miles on it. The district's van is the next oldest, with the most miles. It is 13 years old and has 137,469 miles on both its body and engine.

In determining which vehicles to dispose of, industry standards suggest that a bus fleet's age, mileage, maintenance costs and ownership are the relevant factors. Since CPISD does not track maintenance costs per bus, age, mileage and ownership should be used.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Maintenance/Transportation director develops a spare bus replacement plan and presents it to the superintendent.	August 2002
2.	The superintendent presents the suggested policy to the board for approval.	September 2002
3.	The Maintenance/Transportation director prepares and uses approved criteria to determine which excess buses to sell.	September 2002

4.	The Maintenance/Transportation director researches the best method for selling excess buses.	September 2002
5.	The Maintenance/Transportation director sells excess buses.	September 2002 - October 2002
6.	The Maintenance/Transportation director adjusts the departmental budget for the smaller fleet size.	September 2002
7.	The Maintenance/Transportation director performs annual analysis of the vehicle fleet based on age, maintenance costs and mileage.	June 2003

FISCAL IMPACT

An average sales price for a bus would be \$1,000. If the district sold three buses, it should realize \$3,000. Based on its 2000-01 TEA *School Transportation Operation Report*, CPISD spends \$1,680 per vehicle on supplies and materials. If the district can reduce its fleet by three, it should save \$5,040 annually (\$1,680 x 3).

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Sell excess buses.	\$3,000	\$0	\$0	\$0	\$0
Reduce annual supply costs.	\$5,040	\$5,040	\$5,040	\$5,040	\$5,040
Net Savings	\$8,040	\$5,040	\$5,040	\$5,040	\$5,040

FINDING

CPISD's routing is inefficient and yields less than maximum capacity on buses, which forces the district to maintain a larger fleet and staff than necessary. In addition, some routes are much shorter in time than others, leading the review team to believe some routes could be combined. Routing inefficiencies can increase the district's transportation costs.

Industry standards suggest operating buses at 80 to 85 percent of the manufacturer's maximum capacity. Industry standards also assume students ride two in a seat, or three in a seat for elementary children. Since the district transports elementary, middle and high school students together, the following analysis assumes two students in a seat. **Exhibit 4-31** shows the buses operating on the district's routes, their manufacturer's maximum capacity, the suggested capacity (80 percent of maximum) and variance from the suggested capacity.

Exhibit 4-31 CPISD School Bus Capacity

Bus Number	Type of Rider	Maximum Capacity*	Suggested Capacity**	Actual Capacity	Over (Under) Capacity	Percent Over (Under) Capacity	Longest Ride
3	Regular	71	57	23	(34)	(60%)	0:55
4	Regular	71	57	29	(28)	(49%)	0:31
5	Regular	71	57	19	(38)	(67%)	0:20
6	Regular	71	57	43	(14)	(25%)	0:50
10	Regular	71	57	58	1	2%	0:45
11	Regular	71	57	28	(29)	(51%)	0:40
12	Special Ed	22	18	1/12***	(6)	(33%)	0:10
Van-AEP	AEP	15	12	9	(3)	(25%)	N/A
Car - Spec Ed	Special Ed	5	4	1	(3)	(75%)	All Day

Industry standards are 80-85 percent for bus load capacity

Source: CPISD Bus Seating Capacity/Last Ridership Count.

**Provided by CPISD - should be equal to the capacity from the bus manufacturer.*

***Based on the 80 percent industry standard multiplied by the maximum capacity of the bus.*

****A.M. route/P.M. route.*

All but one of the vehicles is being used at less than optimum capacity, and four of the vehicles available for transporting students are more than 50 percent below the optimum.

Recommendation 40:

Annually evaluate routes and reduce or combine under-capacity routes.

CPISD should be able to combine two or more of its existing routes.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Maintenance/Transportation director reviews all bus routes to determine where transportation savings can be achieved.	August 2002
2.	The Maintenance/Transportation director develops maps detailing each bus route, analyzing mileage and route times.	September 2002
3.	The Maintenance/Transportation director determines where routes can be combined.	September 2002
4.	The Maintenance/Transportation director presents these findings to the superintendent.	October 2002
5.	The superintendent presents the findings to the board for approval.	November 2002
6.	The Maintenance/Transportation director implements the new routes.	December 2002
7.	The Maintenance/Transportation director eliminates one part-time bus driver.	December 2002
8.	The Maintenance/Transportation director analyzes routes at the beginning of each new school year.	May 2003 and Ongoing

FISCAL IMPACT

By eliminating one of its existing routes, CPISD can sell one of its buses and eliminate one part-time driver. A typical bus can be sold for \$1,000. Based on its 2000-01 TEA *School Transportation Operation Report*, CPISD spends \$1,680 per vehicle on supplies and materials. If the district were able to reduce its fleet by one bus, it would save \$1,680 annually. A part-time bus driver earns \$4,920 in salary and \$1,271 in benefits each year for a total of \$6,191. Part-time employees working 20 hours or more receive full benefits. Since the recommendation would not be implemented until December 2002, the first-year savings for supplies, materials and salary are prorated for eight months (January 2003-August 2003). This would bring the first years' savings for supplies and materials to \$1,120 ($\$1,680/12 \text{ months} = \$140 \times 8 \text{ months} = \$1,120$) and salaries and benefits to \$4,128 ($\$6,191/12 \text{ months} \times 8 \text{ months} = \$4,128$).

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Sell one bus.	\$1,000	\$0	\$0	\$0	\$0
Reduce supply and material costs.	\$1,120	\$1,680	\$1,680	\$1,680	\$1,680

Eliminate one part-time bus driver.	\$4,128	\$6,191	\$6,191	\$6,191	\$6,191
Net Savings	\$6,248	\$7,871	\$7,871	\$7,871	\$7,871

FINDING

CPISD keeps no record of the value of its transportation inventory and supplies. The maintenance bay is filled with tires and other parts. Since the district lacks a documented parts inventory, it cannot determine whether items are missing. The best estimate of inventory is the amount of supplies used during the year.

Exhibit 4 compares CPISD's transportation supply and material costs for each student to those of the peer districts for 1996-97 through 2000-01.

Exhibit 4-32
Analysis of Supply and Material Actual Cost for each Student
Student Transportation
1996-97 through 2000-01

District	1996-97	1997-98	1998-99	1999-2000	2000-01
Blanco	\$29	\$31	\$25	\$23	\$39
Center Point	\$42	\$45	\$45	\$34	\$41
Johnson City	\$39	\$32	\$26	\$35	\$45
Lago Vista	\$6	\$3	\$0	\$0	-

Source: TEA, PEIMS, FDA26(s), 1996-97 through 2000-01.

The district spent \$3,521 in total supplies in 2000-01, or \$7 for each student.

Another measure of supply costs is supply and materials for each vehicle owned by the district. Using this measure, the district exceeded its peers in each of the last four years. According to **Exhibit 4-33**, CPISD spent \$1,747 for each vehicle in 1999-2000; Johnson City, the next closest peer, spent only \$1,664 for each vehicle on transportation supplies and materials. For CPISD's 12 vehicles, this gap amounts to a potential savings of \$996.

Exhibit 4-33
Analysis of Supply and Material Actual Cost for Each Vehicle

**Student Transportation
1996-97 through 1999-2000**

District	1996-97	1997-98	1998-99	1999-2000
Center Point	\$2,349	\$2,484	\$2,248	\$1,747
Johnson City	\$1,942	\$1,439	\$1,128	\$1,664
Blanco	\$1,515	\$1,583	\$1,243	\$1,243
Lago Vista	\$614	\$399	\$74	\$8

Source: TEA School Transportation Operation Report, FY 1996-97 through 1999-2000 and TEA, PEIMS, 1996-97 through 1999-2000.

An adequate inventory control system for supplies and equipment is a necessity. Such systems provide for the most efficient use of materials and supplies, and avoid delays in repairs due to the lack of needed supplies.

Recommendation 41:

Create an inventory and supply tracking system.

Procedures for tracking inventory and supplies may include knowing how to account for what is in the inventory, when to reorder, how to receive inventory, how to remove inventory, how to reconcile inventory to count differences, security of inventory and storage and labeling inventory.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Maintenance/Transportation director, with the help of the business manager, writes procedures to track and control inventory within the Transportation Department.	August 2002 - September 2002
2.	The Maintenance/Transportation director performs an inventory count of all parts and supplies in the transportation bays and buildings.	October 2002
3.	The Maintenance/Transportation director implements the new inventory and supply tracking procedures.	November 2002

FISCAL IMPACT

By bringing its supply and material costs for each vehicle in line with the CPISD's closest peer, Johnson City, the district could save \$996 annually. This amount was calculated by reducing costs from \$1,747 for each

vehicle compared to Johnson City's \$1,664 for each vehicle, a difference of \$83 times the district's 12 vehicles.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Create an inventory and supply tracking system.	\$996	\$996	\$996	\$996	\$996

Chapter 4 OPERATIONS

D. COMPUTERS AND TECHNOLOGY

Automation enables school districts to enhance instructional and business programs. Technological advances in hardware and software combined with affordable pricing allow districts of all sizes to use information systems to perform vital functions. Information technology provides a number of benefits including increased processing speed and more information and increased efficiencies through program integration and communication networks. This section assesses the district's use of information technology in both its instructional and administrative applications. This assessment includes information system planning, and organizational controls, system applications, system acquisition, user input and program evaluation.

CPISD's Technology Department is responsible for supporting 67 administrative computers, 150 networked student workstations and 16 laptop computers that can be used in a classroom or in the library. In addition, the district has 79 printers (four are network printers - one in each library, one in a middle school lab and one in the high school lab), nine servers, 16 fiber hubs, one router, many fiber and copper network drops and audio-visual equipment. Each school and the administration office have a local area network (LAN). All locations have a fiber-optic backbone, a network used to interconnect several networks together. All of the district's computers are connected to the Internet.

Exhibit 4 illustrates the number of instructional computers in the district and CPISD's student-to-computer ratio by school. The 1999-2000 national student-to-computer ratio was 4.9. Computer ratios ranged from a favorable 3.0 students for each computer in Wyoming to 7.2 students for each computer in California. CPISD compares favorably to national trends. The CPISD elementary school was slightly above the national average of 4.9 students to computers, at 5.1. In all, however, the district has a very favorable student-to-computer ratio of 3.8.

Exhibit 4-34
Student to Instructional Computer Ratio Comparisons
2001-02

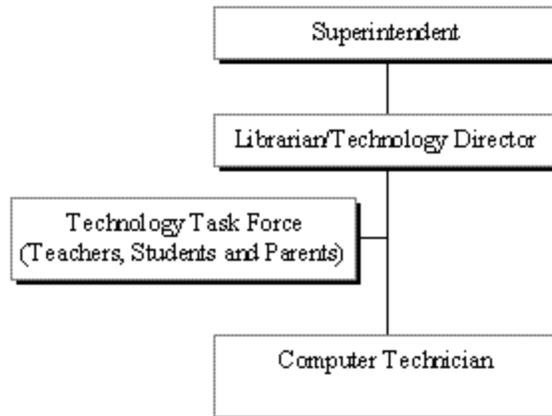
District	Student Enrollment	Number of Computers	Ratio (Students / Computers)
Center Point High School	176	44	4.0

Center Point Middle School	126	57	2.2
Center Point Elementary	224	49	4.6
CPISD Total	526	150	3.5
National Average	N/A	N/A	4.9

Source: TEA, PEIMS, 2001-02. CPISD Technology Department, February 2002.

The district's organizational structure for its technology resources is highlighted in **Exhibit 4-35**.

Exhibit 4-35
CPISD Technology Organization Chart
2001-02



Source: CPISD Technology Department, February 2002.

FINDING

The CPISD Technology Department has little in the way of written policies and procedures other than an "acceptable use" policy limiting students' access to the Internet. CPISD has no procedures for individual personal computer backup, offsite storage and rotation, recovery, when to replace computers or staffing. Without such procedures in place, the district risks losing valuable data.

Procedures are the bedrock of effective technological change. Efficient and effective districts maintain clear policies and procedures to govern the purchase of technology, the application of copyright laws, software control, hardware inventories and procedures for the installation of software and hardware.

Recommendation 42:

Create a technology procedures manual.

Technology policies and procedures should address topics such as:

- software installation
- equipment connections
- equipment replacement
- the use of virus prevention software
- mandatory backups to prevent the loss of data due to software "bugs," hardware failure and virus infections
- off-site storage requirements
- monitoring compliance with the district's acceptable use policy
- technical support
- technology staffing formulas
- Software license requirements and documentation
- Procedures for gathering user requirements before hardware and software purchases

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the Librarian/Technology director to develop a technology procedures manual.	August 2002
2.	The Librarian/Technology director and staff members meet and develop deadlines for completing the manual, and develop tasks to be accomplished by the completion date.	August 2002
3.	The Librarian/Technology director presents the completed manual to the superintendent for review and approval.	November 2002
4.	The superintendent submits the manual to the board for approval.	December 2002
5.	With board approval, the Librarian/Technology director has the manual placed on the district's Web site.	January 2003
6.	The Librarian/Technology director sends an e-mail to the technology staff, school administrators and department managers with information about the manual.	January 2003
7.	The Librarian/Technology director reviews and updates the manual annually.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

CPISD does not have a written disaster recovery plan. A disaster, recovery plan will enable districts to continue functioning with limited disruption to their day-to-day operations. The district mentioned that it is in the process of storing some backup diskettes off-site.

Essential elements of a disaster recovery plan include a disaster recovery team and a list of persons to contact after a disaster and an assessment of critical school functions, essential office equipment and staffing needed immediately to recover from a disaster. A disaster recovery plan must include contingency and backup plans for information technology (**Exhibit 4-36**).

Exhibit 4-36
Summary of Key Disaster Recovery Plan Elements

Step	Details
Build the disaster recovery team	<ul style="list-style-type: none">• Select a disaster recovery team that includes key policymakers, building management, end-users, key outside contractors, and technical staff.
Obtain and/or approximate key information	<ul style="list-style-type: none">• Develop an exhaustive list of critical activities performed within the district.• Develop an estimate of the minimum space and equipment necessary for restoring essential operations.• Develop a timeframe for starting initial operations after a security incident.• Develop a list of key personnel and their responsibilities.
Perform and/or delegate key duties	<ul style="list-style-type: none">• Develop an inventory of all assets including data, software, hardware, documentation and supplies.• Set up a reciprocal agreement with comparable organizations to share each other's equipment or lease backup equipment to allow the district to operate critical functions in the event of a disaster.• Make plans to procure hardware, software and other equipment as necessary to ensure that critical operations are resumed as soon as possible.• Establish procedures for obtaining off-site backup records.

<p>Perform and/or delegate key duties (continued)</p>	<ul style="list-style-type: none"> • Locate support resources that might be needed (e.g., equipment repair, trucking, and cleaning companies). • Arrange with vendors to provide priority delivery for emergency orders. • Identify data recovery specialists and establish emergency agreements.
<p>Specify details within the plan</p>	<ul style="list-style-type: none"> • Identify individual roles and responsibilities by name and job title so that everyone knows exactly what needs to be done. • Define actions to be taken in advance of an occurrence or undesirable event. • Define actions to be taken at the onset of an undesirable event to limit damage, loss, and compromised data integrity. • Identify actions to be taken to restore critical functions. • Define actions to be taken to reestablish normal operations.
<p>Test the plan</p>	<ul style="list-style-type: none"> • Test the plan frequently and completely. • Analyze the results to improve the plan and identify further needs.
<p>Deal with damage appropriately</p>	<ul style="list-style-type: none"> • If a disaster actually occurs, document all costs and videotape the damage. • Be prepared to overcome downtime on your own; insurance settlements can take time to resolve.
<p>Consider other significant issues.</p>	<ul style="list-style-type: none"> • Do not make a plan unnecessarily complicated. • Make one individual responsible for maintaining the plan, but have it structured so that others are authorized and prepared to implement it if needed. • Update the plan regularly and whenever changes are made to your system.

Source: Adapted from the Technology and Security Task Force, National Forum on Education Statistics, "Safeguarding your Technology," November 18, 1998.

The Glen Rose Independent School District has a comprehensive disaster recovery plan that provides protocols for a quick recovery in the event of a system failure. It includes emergency contacts for the Technology Department staff, the district and software and hardware vendors. The plan outlines designated alternate sites for different types of outage. The plan also includes system redundancy and fault protection protocols as well as a tape backup plan.

Recommendation 43:

Prepare a comprehensive disaster recovery plan.

A comprehensive disaster recovery plan would help the district recover its technology operations quickly should a disaster occur. A review of disaster recovery plans available from Region 20 and other school districts in the area could speed the planning process.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent establishes a disaster recovery team comprising the Librarian/Technology director, the business manager, campus staff and representatives from the Food Services and Maintenance/Transportation departments.	August 2002
2.	The disaster recovery team develops the disaster recovery plan.	August 2002
3.	The disaster recovery team presents the plan to the superintendent and board for approval.	September 2002
4.	The board approves the plan.	October 2002
5.	The Librarian/Technology director communicates the plan to the appropriate personnel.	October 2002
6.	The disaster recovery team runs a scheduled test of the plan.	November 2002
7.	The Librarian/Technology director reports the results to the superintendent and the school board.	December 2002
8.	The disaster recovery team monitors ongoing plan review and testing, updating the plan as necessary.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

While the district has made a large capital investment in equipment for distance learning and has conducted three virtual field trips, CPISD needs to develop a plan to extend the use of the lab.

Distance learning is the use of telecommunications technologies, including satellites, telephones and cable-television systems, to broadcast instruction from one central site to one or more remote locations. Typically, a television image of the teacher is broadcast to students in remote locations. This may be done using videoconferencing equipment. School districts often use distance learning to allow one teacher to teach students in more than one location at once. Distance learning can be especially beneficial in rural districts, where schools are spread out. Distance learning can also be used for staff training of adult education.

Districts fortunate enough to have a distance leaning lab, can offer dual high/school college credit courses to students at their home campus. This means that a high school student can access a college-credit course and not have to travel to that college or university to attend classes. All instruction can be accessed in the convenience of their home campus' distance learning lab and still obtain college credit after meeting all course requirements.

CPISD received funds via a state Telecommunications Infrastructure Fund grant to purchase equipment for a distance-learning program. The district purchased two units at \$28,000 each, for a total of \$56,000. The equipment was received in late November 2001 and is already up and running. The district's PEIMS clerk has attended one training session at Region 20. It has not yet, however, devised a plan for the program, determined how to obtain staff training or developed an action plan. In the meantime, the district has already paid its Start Net dues of \$3,600, which is the initial fee for using the service and in January 2002 started paying a monthly video bridging facilitation fee of \$200 a month to Region 20, which is a monthly fee to hook to Region 20. The district also pays an additional \$322.29 a month for extra T1 bandwidth from Region 20, bringing the total monthly cost to \$522.29 a month plus the \$3,600 annual fee.

Recommendation 44:

Develop and implement a comprehensive plan for the distance learning program.

The written plan should address issues such as staffing needs, goals and action steps. CPISD should take advantage of the equipment it has

purchased to provide a valuable service to its students as well as adults in the community.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Librarian/Technology director creates a written plan for the distance-learning program, with input from district staff.	August 2002
2.	The Librarian/Technology director submits the plan to the superintendent for approval.	September 2002
3.	The Librarian/Technology director implements the action steps for the distance-learning program.	October 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

CPISD does not have a comprehensive Web site. **Exhibit 4-37** shows the review team's analysis by functional area.

**Exhibit 4-37
CPISD Web Page Assessment
February 2002**

Category	Item	Assessment
Navigation		Easy
Board of Trustees	Trustee pictures and/or biographies	Not Available
	Term	Not Available
	District representation	Not Available
	Upcoming agenda	Not Available
	Agenda comments via e-mail	Not Available
	Board minutes	Not Available
	Mission	Available

	Vision	Not Available
	Goals	Not Available
	E-mail contact	Not Available
	Policies	Not Available
Superintendent	Picture or bio	Not Available
	Message	Not Available
	E-mail contact	Not Available
	District Improvement Plan	Not Available
Community Involvement	Volunteer opportunities	Not Available
	Automatic signup	Not Available
	Non-profit foundations	Available
Human Resources	Staff listing with telephones and emails	Not Available
	Salary structure	Not Available
	Benefits	Not Available
	Employment applications	Not Available
	Employment opportunities	Not Available
	Payroll time submission	Not Available
	Link to HR policies	Not Available

	HR procedures	Not Available
Facilities	District map	Not Available
	Campus maps	Not Available
	Square footage	Not Available
	Acreage	Not Available
	Facility procedures	Not Available
	Link to the policies	Not Available
Finance	Current financial reports	Not Available
	Fund balance	Not Available
Purchasing	Online requisition	Not Available
	Online PO	Not Available
Technology	Online help request	Not Available
	Standard equipment configuration	Not Available
	Network schematic	Not Available
Food Services	Menu	Not Available
	Meal prices	Not Available
	Staff	Not Available
	Application	Not Available

Transportation	Schedules	Not Available
	Routes according to residence	Not Available
	Student policies	Not Available
	Staff policies	Not Available
	Staff	Not Available
Safety	Incident reporting	Not Available
	Parental involvement contacts	Not Available
School Campuses	Volunteer opportunities and signup process	Not Available
	School calendar	Not Available
	Student code of conduct	Not Available
	Principal greeting and message	Not Available
	School map	Not Available
	Registration Information	Available
	Contacts	Not Available
	Bus schedule	Not Available
	Library Information	Available
	Guidance Counselor/Financial Aid	Available
	School Supplies listing	Available
	School Campuses	Lunch and breakfast menu

	Free and reduced application process	Not Available
Miscellaneous	Alumni contact information	Not Available
	Online library catalog	Not Available

Source: CPISD Web site.

According to the district's computer technician, a previous employee designed the Web site and she has not had time to keep it updated. CPISD is adding a Web site design class to its curriculum to train students to keep the current site up to date.

Many districts, such as Smithville ISD, disseminate information to the public in a cost-efficient and timely manner through an Internet Web site. Smithville's Web site contains an overview of the district, the district's mission, a list of board members, board agendas, board briefs, district accountability ratings, the school calendar, a list of administrators, e-mail addresses of all staff, Character Education Program traits and specific campus information. Homework guidelines with strategies for teachers and parents were also posted on the site. Bastrop ISD also maintains a Web site that is widely used by the community. It contains information such as school calendars, board meetings, test data and individual campus new items.

Recommendation 45:

Improve the district's Web site and update it on a regular basis.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Librarian/Technology director asks teachers, students, parents and community members to provide feedback on the Web site.	August 2002
2.	The Librarian/Technology director researches other Web sites and gathers information that can be used on the district's site.	September 2002
3.	The Librarian/Technology director updates the district's Web site based on feedback from staff, students, parents and community members.	October 2002 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Appendix A

PUBLIC FORUM COMMENTS

As part of the review process, the review team held a public forum to obtain input. During this public forum, parents, teachers, administrators and community members participated by writing personal comments about the major topics of review, and in some cases, talking in person to review team members.

The comments below illustrate community perceptions of Center Point ISD and do not reflect the findings and opinions of the Texas Comptroller of Public Accounts or the review team. The following contains comments received by focus area.

District Organization

- Financial management and personnel policies need to be improved to ensure strict accountability.

Educational Service Delivery

- Current instructional programs serve student's basic needs, but there are no arts and crafts classes, no program for students with dyslexia, no phonics programs, no special education aides, and no college preparatory classes.

Community Involvement

- Some parents are afraid to speak out. The community and parents need more information.

Food Services

- Students do not have enough time to eat and sometimes the food is served cold. Students should not be allowed to talk during lunch.

Computers and Technology

- The district's technology needs improvement. Teachers are working with outdated supplies and materials, and software training is not available. Some computers are not being used.

Appendix B

TEACHER SURVEY RESULTS

Demographic Data

1.	Gender (Optional)	Male	Female	No Response			
		35.3%	52.9%	11.8%			
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	No Response
		82.4%	0%	5.9%	0%	0%	11.7%
3.	How long have you been employed by Center Point ISD?						
	1-5 years	6-10 years	11-15 years	16-20 years	20+ years	No Response	
	41.2%	29.4%	11.8%	11.8%	0%	5.8%	
4.	What grades are taught in your school?						
	Pre-Kindergarten	Kindergarten	First	Second	Third		
	5.9%	23.5%	17.6%	11.8%	5.9%		
	Fourth	Fifth	Sixth	Seventh	Eighth		
	5.9%	11.8%	23.5%	47.1%	47.1%		
	Ninth	Tenth	Eleventh	Twelfth			
	47.1%	47.1%	41.2%	41.2%			

A. District Organization and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
1.	The school board allows sufficient time for public input at meetings.	11.8%	47.1%	17.7%	23.5%	0.0%	0.0%
2.	School board members listen to the opinions and desires of others.	11.8%	35.3%	11.8%	41.2%	0.0%	0.0%

3.	School board members work well with the superintendent.	0.0%	58.8%	17.7%	23.5%	0.0%	0.0%
4.	The school board has a good image in the community.	0.0%	35.3%	17.7%	47.1%	0.0%	0.0%
5.	The superintendent is a respected and effective instructional leader.	0.0%	17.7%	17.7%	47.1%	17.7%	0.0%
6.	The superintendent is a respected and effective business manager.	5.9%	23.5%	23.5%	29.4%	17.7%	0.0%
7.	Central administration is efficient.	5.9%	58.8%	11.8%	23.5%	0.0%	0.0%
8.	Central administration supports the educational process.	11.8%	47.1%	17.7%	11.8%	11.8%	0.0%
9.	The morale of central administration staff is good.	11.8%	29.4%	23.5%	29.4%	5.9%	0.0%

B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
10.	Education is the main priority in our school district.	0.0%	23.5%	47.1%	23.5%	5.9%	0.0%

11.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	23.5%	47.1%	0.0%	23.5%	5.9%	0.0%
12.	The needs of the college-bound student are being met.	5.9%	52.9%	0.0%	35.3%	5.9%	0.0%
13.	The needs of the work-bound student are being met.	0.0%	76.5%	5.9%	17.7%	0.0%	0.0%
14.	The district provides curriculum guides for all grades and subjects.	5.9%	58.8%	23.5%	5.9%	5.9%	0.0%
15.	The curriculum guides are appropriately aligned and coordinated.	5.9%	52.9%	23.5%	11.8%	5.9%	0.0%
16.	The district's curriculum guides clearly outline what to teach and how to teach it.	5.9%	35.3%	41.2%	11.8%	5.9%	0.0%
17.	The district has effective educational programs for the following:						
	a. Reading	5.9%	76.5%	0.0%	11.8%	5.9%	0.0%

	b. Writing	5.9%	70.6%	0.0%	17.7%	5.9%	0.0%
	c. Mathematics	0.0%	88.2%	5.9%	5.9%	0.0%	0.0%
	d. Science	0.0%	76.5%	5.9%	17.7%	0.0%	0.0%
	e. English or Language Arts	5.9%	76.5%	0.0%	17.7%	0.0%	0.0%
	f. Computer Instruction	11.8%	64.7%	11.8%	5.9%	0.0%	5.9%
	g. Social Studies (history or geography).	5.9%	82.4%	0.0%	11.8%	0.0%	0.0%
	h. Fine Arts	5.9%	52.9%	0.0%	29.4%	11.8%	0.0%
	i. Physical Education	11.8%	70.6%	0.0%	11.8%	5.9%	0.0%
	j. Business Education	0.0%	47.1%	11.8%	29.4%	11.8%	0.0%
	k. Vocational (Career and Technology) Education	5.9%	47.1%	5.9%	29.4%	11.8%	0.0%
	l. Foreign Language	5.9%	58.8%	5.9%	17.7%	11.8%	0.0%
18.	The district has effective special programs for the following:						
	a. Library Service	11.8%	47.1%	11.8%	17.7%	11.8%	0.0%
	b. Honors/Gifted and Talented Education	11.8%	29.4%	17.7%	29.4%	11.8%	0.0%
	c. Special Education	23.5%	47.1%	11.8%	17.7%	0.0%	0.0%
	d. Head Start and Even Start programs	11.8%	58.8%	23.5%	0.0%	5.9%	0.0%

	e. Dyslexia program	0.0%	23.5%	41.2%	23.5%	11.8%	0.0%
	f. Student mentoring program	0.0%	41.2%	23.5%	17.7%	17.7%	0.0%
	g. Advanced placement program	5.9%	47.1%	5.9%	23.5%	17.7%	0.0%
	h. Literacy program	0.0%	29.4%	35.3%	17.7%	17.7%	0.0%
	i. Programs for students at risk of dropping out of school	0.0%	35.3%	23.5%	17.7%	23.5%	0.0%
	j. Summer school programs	0.0%	0.0%	35.3%	29.4%	29.4%	5.9%
	k. Alternative education programs	23.5%	58.8%	0.0%	11.8%	0.0%	5.9%
	l. "English as a Second Language" program	17.7%	58.8%	11.8%	11.8%	0.0%	0.0%
	m. Career counseling program	11.8%	64.7%	0.0%	23.5%	0.0%	11.8%
	n. College counseling program	11.8%	76.5%	0.0%	11.8%	0.0%	0.0%
	o. Counseling the parents of students	5.9%	58.8%	11.8%	17.7%	5.9%	0.0%
	p. Drop out prevention program	0.0%	52.9%	11.8%	23.5%	11.8%	0.0%
19.	Parents are immediately notified if a	5.9%	70.6%	11.8%	11.8%	0.0%	0.0%

	child is absent from school.						
20.	Teacher turnover is low.	0.0%	35.3%	17.7%	29.4%	17.7%	0.0%
21.	Highly qualified teachers fill job openings.	5.9%	29.4%	11.8%	35.3%	17.7%	0.0%
22.	Teacher openings are filled quickly.	5.9%	41.2%	11.8%	41.2%	0.0%	0.0%
23.	Teachers are rewarded for superior performance.	0.0%	17.7%	17.7%	47.1%	17.7%	0.0%
24.	Teachers are counseled about less-than-satisfactory performance.	0.0%	41.2%	23.5%	29.4%	5.9%	0.0%
25.	Teachers are knowledgeable in the subject areas they teach.	0.0%	58.8%	17.7%	23.5%	0.0%	0.0%
26.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	0.0%	82.4%	5.9%	5.9%	5.9%	0.0%
27.	The students-to-teacher ratio is reasonable.	17.7%	70.6%	5.9%	5.9%	0.0%	0.0%
28.	Classrooms are	5.9%	52.9%	11.8%	23.5%	5.9%	0.0%

	seldom left unattended.						
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C. Personnel Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
29.	District salaries are competitive with similar positions in the job market.	11.8%	35.3%	11.8%	29.4%	11.8%	0.0%
30.	The district has a good and timely program for orienting new employees.	0.0%	35.3%	5.9%	47.1%	11.8%	0.0%
31.	Temporary workers are rarely used.	5.9%	64.7%	11.8%	11.8%	5.9%	0.0%
32.	The district successfully projects future staffing needs.	5.9%	52.9%	29.4%	11.8%	0.0%	0.0%
33.	The district has an effective employee recruitment program.	0.0%	23.5%	41.2%	11.8%	17.7%	5.9%
34.	The district operates an effective staff development program.	5.9%	41.2%	11.8%	17.7%	23.5%	0.0%
35.	District employees receive annual personnel	17.7%	70.6%	5.9%	5.9%	0.0%	0.0%

	evaluations.						
36.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	0.0%	5.9%	29.4%	52.9%	11.8%	0.0%
37.	Employees who perform below the standard of expectation are counseled appropriately and timely.	0.0%	35.3%	23.5%	35.3%	5.9%	0.0%
38.	The district has a fair and timely grievance process.	0.0%	41.2%	23.5%	29.4%	5.9%	0.0%
39.	The district's health insurance package meets my needs.	0.0%	41.2%	23.5%	17.7%	17.7%	0.0%

D. Community Involvement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
40.	The district regularly communicates with parents.	5.9%	58.8%	17.7%	17.7%	0.0%	0.0%
41.	The local television and radio stations	47.1%	23.5%	17.7%	5.9%	5.9%	0.0%

	regularly report school news and menus.						
42.	Schools have plenty of volunteers to help student and school programs.	0.0%	35.3%	17.7%	17.7%	29.4%	0.0%
43.	District facilities are open for community use.	11.8%	47.1%	23.5%	11.8%	5.9%	0.0%

E. Facilities Use and Management

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
44. The district plans facilities far enough in the future to support enrollment growth.	0.0%	64.7%	17.7%	17.7%	0.0%	0.0%
45. Parents, citizens, students, faculty, staff and the board provide input into facility planning.	5.9%	41.2%	11.8%	35.3%	5.9%	0.0%
46. The architect and construction managers are selected objectively and	0.0%	35.3%	41.2%	11.8%	11.8%	0.0%

	impersonally.						
47.	The quality of new construction is excellent.	0.0%	17.7%	58.8%	17.7%	5.9%	0.0%
48.	Schools are clean.	5.9%	76.5%	0.0%	11.8%	5.9%	0.0%
49.	Buildings are properly maintained in a timely manner.	5.9%	47.1%	5.9%	35.3%	5.9%	0.0%
50.	Repairs are made in a timely manner.	0.0%	58.8%	5.9%	29.4%	5.9%	0.0%
51.	Emergency maintenance is handled promptly.	0.0%	76.5%	5.9%	17.7%	0.0%	0.0%

F. Financial Management

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
52. Site-based budgeting is used effectively to extend the involvement of principals and teachers.	5.9%	35.3%	17.7%	35.3%	5.9%	0.0%
53. Campus administrators are well trained in fiscal management techniques.	5.9%	41.2%	29.4%	23.5%	0.0%	0.0%
54. Financial	5.9%	29.4%	23.5%	35.3%	5.9%	0.0%

	reports are allocated fairly and equitably at my school.						
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G. Purchasing and Warehousing

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
55. Purchasing gets me what I need when I need it.	5.9%	47.1%	17.7%	29.4%	0.0%	0.0%
56. Purchasing acquires the highest quality materials and equipment at the lowest cost.	11.8%	41.2%	23.5%	23.5%	0.0%	0.0%
57. Purchasing processes are not cumbersome for the requestor.	5.9%	47.1%	5.9%	41.2%	0.0%	0.0%
58. Vendors are selected competitively.	5.9%	52.9%	35.3%	0.0%	5.9%	0.0%
59. The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	5.9%	29.4%	17.7%	35.3%	11.8%	0.0%
60. Students are issued textbooks in a timely manner.	17.7%	52.9%	5.9%	11.8%	11.8%	0.0%

61.	Textbooks are in good shape.	5.9%	47.1%	5.9%	35.3%	5.9%	0.0%
62.	The school library meets students' needs for books and other resources.	11.8%	70.6%	0.0%	5.9%	11.8%	0.0%

H. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
63.	The cafeteria's food looks and tastes good.	0.0%	23.5%	11.8%	47.1%	17.7%	0.0%
64.	Food is served warm.	0.0%	88.2%	5.9%	0.0%	0.0%	5.9%
65.	Students eat lunch at the appropriate time of day.	0.0%	64.7%	0.0%	29.4%	5.9%	0.0%
66.	Students wait in food lines no longer than 10 minutes	0.0%	88.2%	11.8%	0.0%	0.0%	0.0%
67.	Discipline and order are maintained in the school cafeteria.	11.8%	58.8%	11.8%	11.8%	5.9%	0.0%
68.	Cafeteria staff is helpful and friendly.	11.8%	47.1%	11.8%	23.5%	5.9%	0.0%
69.	Cafeteria facilities are sanitary and	5.9%	64.7%	11.8%	11.8%	5.9%	0.0%

neat.						
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I. Safety and Security

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
70. School disturbances are infrequent.	11.8%	70.6%	0.0%	17.7%	0.0%	0.0%
71. Gangs are not a problem in this district.	17.7%	64.7%	5.9%	11.8%	0.0%	0.0%
72. Drugs are not a problem in this district.	0.0%	23.5%	11.8%	58.8%	5.9%	0.0%
73. Vandalism is not a problem in this district.	0.0%	52.9%	5.9%	35.3%	5.9%	0.0%
74. Security personnel have a good working relationship with principals and teachers.	11.8%	70.6%	11.8%	5.9%	0.0%	0.0%
75. Security personnel are respected and liked by the students they serve.	11.8%	70.6%	11.8%	5.9%	0.0%	0.0%
76. A good working arrangement exists between the local law enforcement and the district.	11.8%	76.5%	0.0%	11.8%	0.0%	0.0%
77. Students	17.7%	41.2%	29.4%	0.0%	11.8%	0.0%

	receive fair and equitable discipline for misconduct.						
78.	Safety hazards do not exist on school grounds.	11.8%	29.4%	35.3%	17.7%	5.9%	0.0%

J. Computers and Technology

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
79.	Students regularly use computers.	35.3%	58.8%	5.9%	0.0%	0.0%	0.0%
80.	Students have regular access to computer equipment and software in the classroom.	29.4%	64.7%	0.0%	0.0%	5.9%	0.0%
81.	Teachers know how to use computers in the classroom.	11.8%	64.7%	11.8%	5.9%	5.9%	0.0%
82.	Computers are new enough to be useful for student instruction.	17.7%	64.7%	5.9%	5.9%	5.9%	0.0%
83.	The district meets students' needs in classes in computer fundamentals.	11.8%	70.6%	5.9%	11.8%	0.0%	0.0%
84.	The district meets students' needs	11.8%	58.8%	23.5%	5.9%	0.0%	0.0%

	in classes in advanced computer skills.						
85.	Teachers and students have easy access to the Internet.	29.4%	58.8%	5.9%	5.9%	0.0%	0.0%

Center Point ISD Teacher's Comments:

- How much money did it cost to produce and distribute this survey? Couldn't any of that money have been better put to use through a more direct channel in our district? How many employees will disregard this survey? What percentage of the population was surveyed? Will we see any results of this survey in writing?
- We could and should have a very fine school, if not for the following: we teach TAAS rather than preparing our students for the future (college or employment., if you're not a member of the "In Group" then your opinion is worthless, the policy of using the "Band-Aid" approach to problems may end if we get a superintendent who is actually an administrator. Pay for support, staff, janitors, maintenance personnel, teachers aides, etc. is ridiculous. Especially when you hear that anything below \$35,000 is considered low-income for maintaining a family on \$18,000.
- Certain programs are run very well and are up-to-date on strategies and law, but many teachers and administrators who have been here too long do not change!
- Center Point ISD needs a Compensatory Reading program. Most school districts have a computer program for help in reading; we do not. Center Point does not always promote based on job qualifications and job postings are not always advertised to current employees.
- Center Point ISD is a remarkable little school. We are able to provide educational programs that all big city districts offer without any of the big city problems.
- Overall, the district works well. More time should be spent with high risk kids to prevent (where possible. future drop out risks. I feel we should realize this is 2002 not 1955 and that certain actions do not work well in this modern age versus "the good old days." Fear is not always a motivational factor.
- All staff but three in the elementary are Anglo; there are three additional Hispanic custodians.
- In my opinion Center Point is one of the best, if not the best, small schools in Texas.
- It is unfortunate that the education of students is not the top priority within the district. It seems as though decisions are based solely on finances, and that often proves to be done poorly. A vocal minority feel that the district cannot be told by "Austin" what should be done in Center Point. There are some here more upset over \$5,000 being spent on superintendent search than over \$800,000 mismanaged a few years ago. Center point is a community where "good old boy's club" is still perceived as a good thing. Good luck with your review!

- I feel very fortunate to teach and for my children to attend Center Point schools. We are small and able to truly care for our students.
- When asked to comment and fill out a survey on the district as a whole it is hard to. I feel our elementary campus is very well run, our principal is very good, our teachers are very good on the elementary based campus. I do feel that we fall off in our junior high and high school levels on staying focused on the education of our students. I do not feel that we prepare our students for college. The district definitely needs to make changes and improvements.

Appendix C

STUDENT SURVEY RESULTS

Demographic Data

1.	Gender (Optional)	Male	Female	No Response			
		60.4%	33.9%	5.7%			
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	No Response
		62.2%	1.9%	17.0%	0.0%	13.2%	5.7%
3.	What is your classification?	Junior	Senior	No Response			
		56.6%	41.5%	1.9%			

A. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
1.	The needs of the college-bound student are being met.	7.6%	34.0%	17.0%	32.1%	9.4%	0.0%
2.	The needs of the work-bound student are being met.	5.7%	45.3%	26.4%	18.9%	1.9%	1.9%
3.	The district has effective educational programs for the following:						
	a. Reading	5.7%	49.1%	26.4%	15.1%	3.8%	0.0%
	b. Writing	9.4%	47.2%	22.6%	17.0%	1.9%	1.9%
	c. Mathematics	13.2%	32.1%	26.4%	24.5%	1.9%	1.9%
	d. Science	1.9%	28.3%	26.4%	28.3%	13.2%	1.9%
	e. English or Language Arts	11.3%	54.7%	17.0%	11.3%	3.8%	1.9%
	f. Computer Instruction	3.8%	47.2%	28.3%	13.2%	7.6%	0.0%
	g. Social Studies	11.3%	54.7%	22.6%	5.7%	3.8%	1.9%

	(history or geography)						
	h. Fine Arts	1.9%	32.1%	18.9%	34.0%	11.3%	1.9%
	i. Physical Education	18.9%	45.3%	22.6%	7.6%	3.8%	1.9%
	j. Business Education	1.9%	22.6%	34.0%	30.2%	7.6%	3.8%
	k. Vocational (Career and Technology) Education	0.0%	24.5%	37.7%	28.3%	7.6%	1.9%
	l. Foreign Language	7.6%	22.6%	30.2%	28.3%	11.3%	0.0%
4.	The district has effective special programs for the following:						
	a. Library Service	7.6%	39.6%	32.1%	18.9%	1.9%	0.0%
	b. Honors/Gifted and Talented Education	1.9%	22.6%	45.3%	28.3%	1.9%	0.0%
	c. Special Education	7.6%	20.8%	60.4%	5.7%	3.8%	1.9%
	d. Student mentoring program	1.9%	15.1%	58.5%	15.1%	7.6%	1.9%
	e. Advanced placement program	0.0%	34.0%	41.5%	17.0%	7.6%	0.0%
	f. Career counseling program	5.7%	35.9%	49.1%	7.6%	1.9%	0.0%
	g. College counseling program	9.4%	34.0%	41.5%	11.3%	3.8%	0.0%
5.	Students have access, when needed, to a school nurse.	17.0%	60.4%	7.6%	11.3%	1.9%	1.9%
6.	Classrooms are seldom left unattended.	7.6%	43.4%	17.0%	24.5%	7.6%	0.0%
7.	The district provides a high quality education.	5.7%	20.8%	20.8%	32.1%	20.8%	0.0%
8.	The district has a high quality of teachers.	5.7%	22.6%	18.9%	39.6%	13.2%	0.0%

B. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
9.	Schools are clean.	1.9%	39.6%	20.8%	28.3%	9.4%	0.0%
10.	Buildings are properly maintained in a timely manner.	3.8%	37.7%	32.1%	18.9%	7.6%	0.0%
11.	Repairs are made in a timely manner.	1.9%	32.1%	30.2%	24.5%	11.3%	0.0%
12.	Emergency maintenance is handled in a timely manner.	1.9%	41.5%	37.7%	13.2%	5.7%	0.0%

C. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
13.	There are enough textbooks in all my classes.	3.8%	15.1%	5.7%	43.4%	30.2%	1.9%
14.	Students are issued textbooks in a timely manner.	1.9%	47.2%	22.6%	18.9%	7.6%	1.9%
15.	Textbooks are in good shape.	0.0%	24.5%	11.3%	39.6%	22.6%	1.9%
16.	The school library meets student's needs for books and	5.7%	41.5%	20.8%	24.5%	5.7%	1.9%

other resources.							
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D. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
17.	The school breakfast program is available to all children.	13.2%	35.9%	35.9%	9.4%	5.7%	0.0%
18.	The cafeteria's food looks and tastes good.	0.0%	9.4%	20.8%	32.1%	37.7%	0.0%
19.	Food is served warm.	1.9%	43.4%	20.8%	24.5%	9.4%	0.0%
20.	Students have enough time to eat.	3.8%	28.3%	22.6%	17.0%	28.3%	0.0%
21.	Students eat lunch at the appropriate time of day.	5.7%	45.3%	17.0%	17.0%	15.1%	0.0%
22.	Students wait in food lines no longer than 10 minutes.	1.9%	24.5%	35.9%	22.6%	15.1%	0.0%
23.	Discipline and order are maintained in the schools cafeteria.	3.8%	34.0%	39.6%	15.1%	7.6%	0.0%
24.	Cafeteria staff is helpful and friendly.	13.2%	43.4%	28.3%	13.2%	1.9%	0.0%

25.	Cafeteria facilities are sanitary and neat.	3.8%	37.7%	32.1%	15.1%	9.4%	1.9%
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E. Transportation

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
26.	I regularly ride the bus.	11.3%	7.6%	50.9%	9.4%	20.8%	0.0%
27.	The bus driver maintains discipline on the bus.	5.7%	15.1%	66.0%	7.6%	5.7%	0.0%
28.	The length of the bus ride is reasonable.	3.8%	15.1%	69.8%	5.7%	5.7%	0.0%
29.	The drop-off zone at the school is safe.	5.7%	22.6%	62.3%	5.7%	3.8%	0.0%
30.	The bus stop near my house is safe.	7.6%	15.1%	67.9%	7.6%	1.9%	0.0%
31.	The bus stop is within walking distance from our home.	7.6%	17.0%	66.0%	3.8%	5.7%	0.0%
32.	Buses arrive and depart on time.	1.9%	18.9%	67.9%	9.4%	1.9%	0.0%
33.	Buses arrive early enough to eat breakfast at school.	3.8%	18.9%	67.9%	5.7%	3.8%	0.0%
34.	Buses seldom	1.9%	17.0%	71.7%	3.8%	5.7%	0.0%

	break down.						
35.	Buses are clean.	1.9%	11.3%	62.3%	15.1%	9.4%	0.0%
36.	Bus drivers allow students to sit down before taking off.	5.7%	13.2%	69.8%	3.8%	7.6%	0.0%

F. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
37.	I feel safe and secure at school.	13.2%	50.9%	17.0%	7.6%	11.3%	0.0%
38.	School disturbances are infrequent.	3.8%	47.2%	18.9%	20.8%	9.4%	0.0%
39.	Gangs are not a problem in this district.	35.9%	41.5%	13.2%	3.8%	5.7%	0.0%
40.	Drugs are not a problem in this district.	13.2%	13.2%	18.9%	41.5%	11.3%	1.9%
41.	Vandalism is not a problem in this district.	5.7%	37.7%	26.4%	24.5%	5.7%	0.0%
42.	Security personnel have a good working relationship with principals and teachers.	3.8%	32.1%	43.4%	9.4%	11.3%	0.0%
43.	Security personnel are respected and liked by the	0.0%	20.8%	28.3%	28.3%	22.6%	0.0%

	students they serve.						
44.	A good working arrangement exists between the local law enforcement and the district.	3.8%	28.3%	41.5%	11.3%	15.1%	0.0%
45.	Students receive fair and equitable discipline for misconduct.	5.7%	17.0%	15.1%	26.4%	35.9%	0.0%
46.	Safety hazards do not exist on school grounds.	5.7%	30.2%	34.0%	20.8%	7.6%	1.9%

G. Computers and Technology

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
47.	Students have regular access to computer equipment and software in the classroom.	9.4%	41.5%	11.3%	26.4%	11.3%	0.0%
48.	Teachers know how to use computers in the classroom.	3.8%	47.2%	20.8%	17.0%	9.4%	1.9%
49.	Computers are new enough to be useful for student instruction.	5.7%	62.3%	17.0%	3.8%	11.3%	0.0%
50.	The district	1.9%	35.9%	22.6%	22.6%	17.0%	0.0%

	offers enough classes in computer fundamentals.						
51.	The district meets student needs in classes in advanced computer skills.	3.8%	24.5%	30.2%	18.9%	22.6%	0.0%
52.	Teachers and students have easy access to the Internet.	5.7%	45.3%	11.3%	22.6%	15.1%	0.0%

Center Point ISD Students Comments:

- Overall CPISD is okay. Most of the teachers aren't very good and we have too strict of rules. Our counselor however is very good. With regards to teachers I think if we have more in our budget for teachers we can get high quality teachers. I think our school needs more aid to better serve its student. CPISD could be a lot better if we had more money.
- I believe that Center Point is a good school. The teachers do their jobs and there are no really bad problems. It could use some improvements, but there are no true problems.
- The school does a good job meeting my needs. It is a nice relaxed environment and everyone is friendly. The rules such as the dress code is good and I enjoy coming to school here everyday.
- I think this school needs help.
- School has not enough funding for proper equipment. Low grades. Books and computers; also shortage on books in three of my classes.
- I have attended Center Point for about 10 years. It has been a good school, but in the last two years, it has become almost intolerable for me. The unusually harsh discipline has become one of the worst problems.
- I think our principal punishes kids for doing stuff when they are not on the school campus. What kids do on their own time is none of his business. The cops can handle it if they think it's a bad enough situation. Kids should not get 43 days of AEP for doing drugs off school campus and not be able to play sports for the rest of the year. This is too harsh of a punishment.
- Center Point ISD needs to be changed a lot. The way they handle things, problems etc. are not right. Pretty soon this school is going to be shut down, because nobody is going to go, because it is ridiculous. If I could, I'd move but I only have half a year left. I will never send my kids to this school or a school like this. I'd have this school in court for the way they handle things, which is the wrong way.
- I think this school focuses too much on stupid rules instead of our education. Also, anytime the classes want to go on a school trip, you have to provide your own money to go and if you don't have the money you can't go, which I don't think is fair.
- CPISD works fairly well. We do not have any major problems. As always, there are things that could be better dealt with.
- Good school.
- I dislike Center Point because it is not a good school.
- In educational performance, CPISD does well, but I don't think the students are treated fairly. Students make one mistake and get sent to (AEP). Then others do the same thing and only get a few days

(OCS). I have noticed also that athletic kids get away with more than unathletic kids.

- I believe there should be more homework, not too much, just a little more.
- Boring.
- The school only teaches English and Spanish, we need teachers that teach some other languages.
- This is a good school, but it would help if we had a bigger budget.
- My school is cool.
- Good school.
- I like it here but still the biggest thing I dislike is the new cop(s) on campus because their discipline is so bad. I dislike the way they do their work. Some teachers are good and some should not be teaching. The principal is nice and the staff in general is okay.
- I am a senior and this school has not prepared me for anything in life.
- I am one of the Special Education students, they don't help us. We have computers but they don't work. A very slow teacher that teaches the same thing every week, but it is very cool and nice; and we need, more classrooms and a classroom where they teach that skin color doesn't matter to be in a yearbook more than one time or to be prom queen. Thank you for listening.
- I just moved here so I don't know a lot about this school district, but I would love to learn more about it!
- I think discipline here is ridiculous.
- The education received at CPISD is enough to get you started, but some classes are not very organized and you don't learn as much as you should. The math, history and English subjects are the most educational and the rest are so-so.
- I feel this school has potential, but is going nowhere fast. I think we need better teachers for the classes taught.

Appendix D

PARENT SURVEY RESULTS

Demographic Data/Survey Questions

Demographic Data

1. Gender (Optional)	Male	Female	No response			
	39.5%	55.8%	4.7%			
2. Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	No response
	69.8%	0.0%	20.9%	0.0%	2.3%	7.0%
3. How long have you lived in Center Point?						
0-5 years	6-10 years	11-15 years	16-20 years	20+ years	No response	
32.6%	20.9%	41.8%	0.0%	0.0%	4.7%	
4. What grades level(s) does your child(ren) attend?						
Pre-Kindergarten	Kindergarten	First	Second	Third		
4.7%	2.3%	20.9%	7.0%	11.6%		
Fourth	Fifth	Sixth	Seventh	Eighth		
7.0%	20.9%	4.6%	23.2%	14.0%		
Ninth	Tenth	Eleventh	Twelfth			
27.9%	20.9%	11.6%	13.9%			

A. District Organization and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
1.	The school board allows sufficient time for public input at meetings.	9.3%	27.9%	39.5%	20.9%	2.3%	0.0%
2.	School board members listen to the opinions and desires of	4.7%	39.5%	23.3%	32.6%	0.0%	0.0%

	others.						
3.	The superintendent is a respected and effective instructional leader.	7.0%	23.3%	23.3%	30.2%	16.3%	0.0%
4.	The superintendent is a respected and effective business manager.	4.7%	23.3%	30.2%	20.9%	20.9%	0.0%

B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
5.	The district provides a high quality of services.	4.7%	32.6%	34.9%	25.6%	0.0%	2.3%
6.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	9.3%	37.2%	34.9%	16.3%	2.3%	0.0%
7.	The needs of the college-bound student are being met.	7.0%	23.3%	25.6%	34.9%	9.3%	0.0%
8.	The needs of the work-bound student are being met.	2.3%	48.8%	34.9%	11.6%	2.3%	0.0%
9.	The district has effective						

	educational programs for the following:						
	a. Reading	18.6%	62.8%	9.3%	7.0%	2.3%	0.0%
	b. Writing	18.6%	46.5%	14.0%	18.6%	2.3%	0.0%
	c. Mathematics	20.9%	48.8%	7.0%	14.0%	9.3%	0.0%
	d. Science	16.3%	58.1%	16.3%	7.0%	2.3%	0.0%
	e. English or Language Arts	16.3%	60.5%	11.6%	9.3%	2.3%	0.0%
	f. Computer Instruction	16.3%	48.8%	9.3%	18.6%	7.0%	0.0%
	g. Social Studies (history or geography).	18.6%	62.8%	14.0%	4.7%	0.0%	0.0%
	h. Fine Arts	16.3%	34.9%	20.9%	25.6%	2.3%	0.0%
	i. Physical Education	18.6%	51.2%	11.6%	14.0%	4.7%	0.0%
	j. Business Education	4.7%	30.2%	39.5%	25.6%	0.0%	0.0%
	k. Vocational (Career and Technology) Education	9.3%	25.6%	39.5%	23.3%	2.3%	0.0%
	l. Foreign Language	9.3%	37.2%	23.3%	16.3%	14.0%	0.0%
10.	The district has effective special programs for the following:						
	a. Library Service	11.6%	53.5%	18.6%	11.6%	2.3%	2.3%
	b. Honors/Gifted and Talented Education	4.7%	39.5%	25.6%	23.3%	4.7%	2.3%

c. Special Education	2.3%	48.8%	30.2%	7.0%	7.0%	4.7%
d. Head Start and Even Start programs	4.7%	55.8%	27.9%	4.7%	4.7%	2.3%
e. Dyslexia program	2.3%	7.0%	72.1%	7.0%	9.3%	2.3%
f. Student mentoring program	4.7%	20.9%	39.5%	23.3%	9.3%	2.3%
g. Advanced placement program	4.7%	37.2%	34.9%	14.0%	7.0%	2.3%
h. Literacy program	4.7%	30.2%	51.2%	9.3%	2.3%	2.3%
i. Programs for students at risk of dropping out of school	2.3%	11.6%	51.2%	20.9%	9.3%	4.7%
j. Summer school programs	4.7%	18.6%	37.2%	20.9%	14.0%	4.7%
k. Alternative education programs	4.7%	25.6%	44.2%	14.0%	9.3%	2.3%
l. "English as a second language" program	7.0%	25.6%	48.8%	9.3%	7.0%	2.3%
m. Career counseling program	4.7%	25.6%	37.2%	27.9%	2.3%	2.3%
n. College counseling program	4.7%	39.5%	25.6%	23.3%	4.7%	2.3%
o. Counseling the parents of students	9.3%	27.9%	30.2%	25.6%	4.7%	2.3%
n. Drop out	4.7%	18.6%	44.2%	20.9%	9.3%	2.3%

	prevention program						
11.	Parents are immediately notified if a child is absent from school.	25.6%	53.5%	4.7%	9.3%	4.7%	2.3%
12.	Teacher turnover is low.	9.3%	27.9%	23.3%	23.3%	14.0%	2.3%
13.	Highly qualified teachers fill job openings.	9.3%	18.6%	25.6%	37.2%	7.0%	2.3%
14.	A substitute teacher rarely teaches my child.	4.7%	55.8%	20.9%	14.0%	2.3%	2.3%
15.	Teachers are knowledgeable in the subject areas they teach.	14.0%	51.2%	20.9%	9.3%	2.3%	2.3%
16.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	9.3%	39.5%	20.9%	25.6%	2.3%	2.3%
17.	Students have access, when needed, to a school nurse.	30.2%	58.1%	4.7%	4.7%	0.0%	2.3%
18.	Classrooms are seldom left unattended.	7.0%	46.5%	32.6%	11.6%	0.0%	2.3%
19.	The district	9.3%	27.9%	23.3%	34.9%	2.3%	2.3%

	provides a high quality education.						
20.	The district has a high quality of teachers.	9.3%	30.2%	25.6%	30.2%	0.0%	4.7%

C. Community Involvement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
21.	The district regularly communicates with parents.	4.7%	37.2%	14.0%	37.2%	2.3%	4.7%
22.	District facilities are open for community use.	4.7%	30.2%	23.3%	34.9%	4.7%	2.3%
23.	Schools have plenty of volunteers to help students and school programs.	4.7%	27.9%	25.6%	27.9%	11.6%	2.3%

D. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
24.	Parents, citizens, students, faculty, staff, and the board provide input into facility planning.	4.7%	23.3%	41.9%	27.9%	0.0%	2.3%
25.	Schools are	16.3%	65.1%	7.0%	7.0%	2.3%	2.3%

	clean.						
26.	Buildings are properly maintained in a timely manner.	7.0%	62.8%	11.6%	11.6%	4.7%	2.3%
27.	Repairs are made in a timely manner.	4.7%	55.8%	23.3%	11.6%	2.3%	2.3%
28.	The district uses very few portable buildings.	7.0%	51.2%	25.6%	14.0%	0.0%	2.3%
29.	Emergency maintenance is handled expeditiously.	7.0%	53.5%	34.9%	0.0%	2.3%	2.3%

E. Asset and Risk Management

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
30. My property tax bill is reasonable for the educational services delivered.	4.7%	41.9%	25.6%	16.3%	7.0%	4.7%
31. Board members and administrators do a good job explaining the use of tax dollars.	4.7%	16.3%	32.6%	32.6%	9.3%	4.7%

F. Financial Management

Survey Questions	Strongly	Agree	No	Disagree	Strongly	No
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		Agree		Opinion		Disagree	Response
32.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	2.3%	16.3%	55.8%	16.3%	4.7%	4.7%
33.	Campus administrators are well trained in fiscal management techniques.	4.7%	14.0%	53.5%	11.6%	11.6%	4.7%
34.	The district's financial reports are easy to understand and read.	4.7%	20.9%	44.2%	20.9%	4.7%	4.7%
35.	Financial reports are made available to community members when asked.	4.7%	25.6%	46.5%	14.0%	4.7%	4.7%

G. Purchasing and Warehousing

		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
36.	Students are issued textbooks in a timely manner.	9.3%	69.8%	2.3%	11.6%	2.3%	4.7%
37.	Textbooks are in good shape.	9.3%	65.1%	7.0%	13.9%	0.0%	4.7%

38.	The school library meets student needs for books and other resources.	11.6%	53.5%	11.6%	14.0%	4.7%	4.7%
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H. Food Services

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
39. My child regularly purchases his/her meal from the cafeteria.	25.6%	48.8%	7.0%	9.3%	4.7%	4.7%
40. The school breakfast program is available to all children.	25.6%	60.5%	9.3%	0.0%	0.0%	4.7%
41. The cafeteria's food looks and tastes good.	14.0%	27.9%	14.0%	20.9%	18.6%	4.7%
42. Food is served warm.	14.0%	53.5%	16.3%	11.6%	0.0%	4.7%
43. Students have enough time to eat.	9.3%	27.9%	4.7%	25.6%	30.2%	2.3%
44. Students eat lunch at the appropriate time of day.	7.0%	37.2%	2.3%	25.6%	23.3%	4.7%
45. Students wait in food lines no longer than 10 minutes.	7.0%	34.9%	30.2%	18.6%	7.0%	2.3%

46.	Discipline and order are maintained in the school cafeteria.	16.3%	65.1%	11.6%	0.0%	2.3%	4.7%
47.	Cafeteria staff is helpful and friendly.	25.6%	44.2%	16.3%	7.0%	2.3%	4.7%
48.	Cafeteria facilities are sanitary and neat.	25.6%	55.8%	9.3%	4.7%	0.0%	4.7%

I. Transportation

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
49.	My child regularly rides the bus.	27.9%	32.6%	18.6%	7.0%	11.6%	2.3%
50.	The bus driver maintains discipline on the bus.	16.3%	44.2%	27.9%	4.7%	2.3%	4.7%
51.	The length of the student's bus ride is reasonable.	16.3%	44.2%	27.9%	7.0%	0.0%	4.7%
52.	The drop-off zone at the school is safe.	27.9%	51.2%	16.3%	0.0%	0.0%	4.7%
53.	The bus stop near my house is safe.	18.6%	51.2%	23.3%	0.0%	2.3%	4.7%
54.	The bus stop is within walking distance from our home.	16.3%	46.5%	23.3%	4.7%	4.7%	4.7%

55.	Buses arrive and depart on time.	23.3%	48.8%	23.3%	0.0%	0.0%	4.7%
56.	Buses arrive early enough for students to eat breakfast at school.	23.3%	48.8%	20.9%	2.3%	0.0%	4.7%
57.	Buses seldom break down.	16.3%	48.8%	20.9%	7.0%	2.3%	4.7%
58.	Buses are clean.	14.0%	53.5%	20.9%	7.0%	0.0%	4.7%
59.	Bus drivers allow students to sit down before taking off.	20.9%	44.2%	20.9%	9.3%	0.0%	4.7%
60.	The district has a simple method to request buses for special events.	4.7%	37.2%	48.8%	4.7%	0.0%	4.7%

J. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
61.	Students feel safe and secure at school.	18.6%	65.1%	4.7%	9.3%	0.0%	2.3%
62.	School disturbances are infrequent.	16.3%	58.1%	4.7%	16.3%	0.0%	4.7%
63.	Gangs are not a problem in this district.	23.3%	58.1%	2.3%	11.6%	0.0%	4.7%
64.	Drugs are not	9.3%	18.6%	14.0%	46.5%	9.3%	2.3%

	a problem in this district.						
65.	Vandalism is not a problem in this district.	7.0%	32.6%	18.6%	34.9%	4.7%	2.3%
66.	Security personnel have a good working relationship with principals and teachers.	7.0%	51.2%	34.9%	4.7%	0.0%	2.3%
67.	Security personnel are respected and liked by the students they serve.	11.6%	53.5%	25.6%	7.0%	0.0%	2.3%
68.	A good working arrangement exists between the local law enforcement and the district.	16.3%	67.4%	11.6%	2.3%	0.0%	2.3%
69.	Students receive fair and equitable discipline for misconduct.	16.3%	30.2%	7.0%	34.9%	9.3%	2.3%
70.	Safety hazards do not exist on school grounds.	7.0%	32.6%	32.6%	18.6%	7.0%	2.3%

K. Computers and Technology

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
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71.	Teachers know how to use computers in the classroom.	14.0%	34.9%	30.2%	16.3%	2.3%	2.3%
72.	Computers are new enough to be useful to teach students.	58.1%	9.3%	16.3%	2.3%	2.3%	11.6%
73.	The district meets student needs in computer fundamentals.	9.3%	48.8%	16.3%	18.6%	4.7%	2.3%
74.	The district meets student needs in advanced computer skills	9.3%	32.6%	20.9%	30.2%	4.7%	2.3%
75.	Students have easy access to the Internet.	7.0%	46.5%	18.6%	18.6%	7.0%	2.3%

Center Point Parents Comments:

- I personally feel that sports are emphasized excessively in Center Point.
- My children would like better food and more of it (small portions. , cleaner restrooms, better student desks, less crowded buses (3-4 kids to a seat. , better handicapped accessibility, a bigger library for middle and high school and more funding for music (band. .
- The principal punishes students before the facts are found out and pressures innocent kids into confessions for fear of severe punishment (Alternative school. .
- The school board mishandled funds, which they are paying back, and the loss of funds are affecting the students by programs being cut, etc.
- Good information, glad to answer these questions.
- To whom it may concern: Our schools are very much in need of proper special education programs, such as Reading, Math, Spelling and Summer school programs. There are students with special education needs that are not having these needs met due to the schools lack of priority to offer classes that will improve our children's education.
- Center Point ISD does not offer a respectable dyslexia program to help our children. They claim to offer a program for the needs of dyslexia students, on paper only, but do not offer substantial testing, nor do they offer qualified staff for dyslexia students.
- Although most classes are pretty well supervised, there are those, such as the agriculture class, that are not. The students who participate in this class are commonly left unattended throughout the duration of the class.
- The schools offer no extra help (aides. for their classes. The classes in which there should be more than one person teaching and working with the students have no help, nor are they offered any. The special education teacher, for instance, has a minimum of five to six students in the class at a time, needing one-on-one assistance, but cannot fully receive that because of the lack of help (aide. offered to the teacher.
- CPISD needs more money to fund the educational programs and the help needed to make these programs prosper and grow while giving our students the education they will need in the future.
- Cafeteria food does not taste or look healthy and is commonly served cold. Our children begin eating lunch at 10:00 a.m. and are very hungry by 3:30 p.m. The cafeteria is shared by three campuses, leaving our children hungry before the schools are out.
- Throughout the elementary school, students receive fair and equitable discipline for misconduct. At the middle school, and more commonly the high school, discipline is not consistently

applied. It all depends on who you are and if you're in athletics or not, that's how your punishment is decided.

- Center Point students have a nice set of computers offered to them, although the Internet is not easily and conveniently available for student use.
- Most Web sites are blocked and cannot be accessed, including those that are used for research, leaving the students to find other ways to do research and have access to the Internet.
- Center Point could and would be a great school if the right people came in and helped, and if funding were properly used and asked for. Our children deserve the best possible education they can possibly receive, so why deny them of the chance to accomplish this goal? Thank you very much for having an interest in where our students' education stands.
- My son says that sometimes when he goes over to breakfast he sees older children giving younger kids a hard time. I think this scares him at times, however, he knows to tell an adult if this happens to him. He feels better if he goes to eat with a friend. On the school bus the bigger kids will talk inappropriately, therefore I have suggested they sit up front behind the driver and this seems to work.
- Quit taking the teacher's rights away. Put God back in school. Where do you think we are all from?
- We need more classrooms.
- CPISD is a small district with a high percent of economically disadvantaged students. With the present funding method, it is very difficult to find and hire Good Teachers. There seems to be a stronger emphasis on Passing this TAAS Test than on truly educating our children.
- Currently, they are in the process of finding a new superintendent. So the answers to those questions were no opinion. All other no-opinion answers were because of lack of first hand experience or knowledge on my part: Our child has had consistently lower scores on the TASS tests, in the English area!! I know several of the Board members, and they all seem to just go through the motions. The financials and conduct of the district's boards and upper management levels are all very wishy-washy to me! Nothing is clear, explained, or understood, from my point of view!
- I feel the district could use some focus on the special needs of the ADD and AD&D children with learning disability (ies). These children seem to fall through the cracks of a small school.
- I have found out that sometimes students are forbidden from speaking Spanish. Students are going to learn English eventually and they won't forget Spanish. Also, Hispanics are treated differently than are Anglos. For instance, in the color of clothes that students choose to wear, Anglos can wear the color yellow,

but Hispanics can't. They also can't wear white shirts. They (school staff. have explained their motives for this, but it is still a problem. Like other alumni, I think the school district does this without bad intentions. Still, like my children tell me, they feel they are treated differently and begin to feel resentment toward the Anglos. But, I as a mother don't want my children to feel this way. I give my children advice and tell them that your (school staff. job is very difficult. Having success in school will help us have a better future. Thank you very much for allowing me to talk about my concerns regarding my children and other students. I hope to be excused for my use of language.

- I feel CPISD is doing a pretty good job overall. We do have a huge problem with our kids eating lunch much too early. Our 1st graders and headstart eat at 10:40, entirely too early!
- This school discriminates against home schoolers. Some employees of our school use the schools equipment and such for their personal use.
- My child has needed help with reading since 2nd grade and has been tutored in science. Classes need to be smaller, especially during that first four years of school. Each child needs to learn to read by the 1st grade. The school at Center Point is old, but a good school going through changes, adding a new cafeteria and classrooms and it takes money. The teachers do care and are concerned about the students.
- School is in need of a strong leader at the top. The superintendent has been here six years. School has great potential under the right leadership.
- The first year our child went to college, she was not prepared in the "fundamentals" of math. I personally believe the district strives for a higher athletic program, than an education.
- We have a lot of really great teachers, but there are also a couple of bad seeds. The overall organization of things is lacking, from administration down. I would like to see more offered to the kids educationally.
- We need help. Dollars never go to the right place. Teacher do not get help or dollars they need.
- Board members spend a lot of time stirring up problems in education rather than supporting the needs of the district.
- I feel our financial situation over the past two years was a direct result of the mismanaging created by our administration. The funds that had to be paid back to the state, were much needed to start the construction of our new cafeteria and additional buildings. Our kids are having to eat lunch at 10:40, with approximately 15 minutes to get served and eat. There should be a statewide contract with providers. Also, I believe the citizens should have a say (50 percent vote. , on administrative staff (principals. . Finally, the

teachers poorly paid and there are insufficient programs for the kids.

- The school as a whole is a very good school. Ratio of teachers to students good. You are able to meet and know teachers. Most of the teachers care about your child and will go the extra step to help them out.
- I think that Center Point is a great school. It meets children's needs, is safe and has discipline to keep kids from getting into trouble. Almost no problems with fights, drugs and never has had any deaths since I have been living here. It is a very educated school and children really love it.
- For a small school Center Point does an adequate job. However, there are some places for improvement. Discipline needs to be enforced, but I believe that sometimes, CPISD has no punishment to fit the crime. It's either AEP or nothing. The school district is small and certain citizens and their children get special treatment. Some of the teachers don't know how to inspire the students. The school and the community don't always work well together.
- Center Point does not prepare students for college.
- We need vents and heaters for the students on the bus. The buses also need seat belts in them so the kids can buckle up and be safe.

Appendix E

SUPERINTENDENT'S COMMENTS

In reviewing the public forum comments and the survey comments, I think I will not comment on the latter. They probably represent an average distribution of positive and negative comments on these kinds of anonymous surveys. Since reports indicate that only three persons attended the public forum, those comments will certainly be skewed, so I shall respond to the perceptions presented as follows:

There are arts and crafts classes in the curriculum with a full-time arts and crafts teacher employed. There is also fine arts opportunities through the instrumental music and theater arts classes. There is service for dyslexic students as they are identified in need and parents wish them to participate. Phonics is the basic program utilized to teach reading at the elementary level. There are three special education aides employed by the district. A cursory review of the high school's course description catalog will reveal numerous college preparatory opportunities, including Calculus, Physics, English IV Dual Credit through the classroom and virtually any dual-credit course a student would want to take through the Internet. This accounting represents just a few college preparatory classes available. Actually, virtually every course in the curriculum from the freshman year on is college preparatory.

In 1998, the district received a \$245,000 TIF grant for technology updates and has subsequently received and implemented grants for additional technological opportunities for its students. The district recently implemented a \$275,000 grant for technology updates and has subsequently received and implemented grants for additional technological opportunities for its students. The district is completely networked in every classroom and administrative office and has Internet and e-mail access in all areas. Center Point is on the front edge of technological opportunities for its students, especially relative to other districts in the area, both smaller and larger.