

TRANSMITTAL LETTER

May 21, 2003

The Honorable Rick Perry, Governor
The Honorable David Dewhurst, Lieutenant Governor
The Honorable Thomas R. Craddick, Speaker of the House
Commissioner Felipe Alanis, Ph.D.

Fellow Texans:

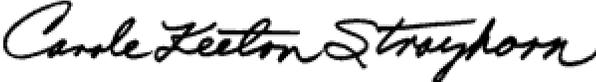
I am pleased to present my performance review of the Chilton Independent School District (CISD).

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

I have made a number of recommendations to improve CISD's efficiency. I also have highlighted a number of "best practices" in district operations-model programs and services provided by the district's administrators, teachers, and staff. This report outlines 30 detailed recommendations that could save CISD more than \$1.3 million over the next 5 years, while reinvesting \$711,225 to improve educational services and other operations. Net savings are estimated to reach \$639,442 that the district can redirect to the classroom. I am grateful for the cooperation of CISD's board, staff, parents and community members. I commend them for their dedication to improving the educational opportunities for our most precious resource in CISD? 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/chilton/>.

Sincerely,



Carole Keeton Strayhorn
Texas Comptroller

c: Senate Committee on Education
House Committee on Public Education
The Honorable Kip Averitt, Texas Senate District 22
The Honorable Jim Dunnam, Texas House of Representative District 57

EXECUTIVE SUMMARY

In October 2002, Texas Comptroller Carole Keeton Strayhorn announced her intention to review the Chilton Independent School District (CISD) as part of a larger project to review all of the Falls County school districts including Marlin, Rosebud-Lott and Westphalia. Onsite work began on November 26, 2002. Based upon nearly six months of work, this report identifies CISD's exemplary programs and suggests concrete ways to improve district operations. If fully implemented, the Comptroller's 30 recommendations could result in net savings of \$639,442 over the next five years.

Improving the Texas School Performance Review

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

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

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

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

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

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

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

TSPR in Chilton ISD

In October 2002, Comptroller Strayhorn chose to review CISD because the district's fund balance was low at 5.9 percent of total budgeted funds, and student passing rates on the math and reading portions of Texas' education accountability system ranked among the bottom 20 districts in the state.

Comptroller Strayhorn contracted with SoCo Consulting, Inc. to assist with the review of Chilton ISD at a cost of \$26,000. The team interviewed district employees, school board members, parents and community members and conducted one public forum at the Chilton ISD Cafetorium, on October 15, 2002 from 5 p.m. to 8 p.m.

In an effort to ensure that all stakeholders had an opportunity to provide input, the review team sent surveys to teachers, students, administrators, support staff and parents. The review team received 106 survey responses from: 10 administrators and support staff; 11 teachers; 46 parents; and 39 students. Details from the surveys and public forums appear in **Appendices A through E**.

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

CISD selected peer districts for comparisons based on similarities in student enrollment. The selected peer districts were Abbott, Calvert, Jonesboro and Milano. TSPR also compared CISD to district averages in the TEA's Regional Education Service Center XII (Region 12), in which CISD is located, and to the state as a whole.

TSPR's challenge was to develop sound recommendations to help CISD improve student performance and district operations with the district's limited resources. TSPR developed 30 recommendations to improve district operations and save taxpayers more than \$1.3 million by 2007-08. Cumulative net savings from all recommendations (savings minus recommended investments or expenditures) would reach \$639,442 by 2007-08.

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

Acknowledgments

The Comptroller's office and SoCo Consulting, Inc. wish to express appreciation to the CISD Board of Trustees, Superintendent Benny Bobo, district employees, students, parents and community residents for their assistance and input during the review. Special thanks goes to Superintendent Bobo who responded to numerous data requests and accommodated the review team's needs.

CISD in Profile

CISD is located in Falls County, 12 miles west of Marlin in the City of Chilton, a small rural community. In 2002-03, the district served 384 students on one campus that includes pre-kindergarten through grade 12.

The district is predominantly low to moderate income and ethnically diverse. The student population is 43.8 percent Hispanic, 32.6 percent Anglo and 23.7 percent African American. With 82.3 percent of its students classified as economically disadvantaged, CISD has a significantly higher percentage of economically disadvantaged students than the state's 51.9 percent.

In 2002-03, the district employs 75 staff, which includes 37 teachers. **Exhibit 1** compares CISD demographic characteristics to its peer districts, the region and the state.

**Exhibit 1
Demographic Characteristics
CISD, Peer Districts, Region 12 and the State
2002-03**

District	Student Enrollment	Ethnic Group (Percent)	Economically Disadvantaged
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	2002-03	5-Year Percent Change*	African American	Hispanic	Anglo	Other	
Milano	389	6.3%	8.7%	10.8%	79.9%	0.5%	37.5%
Chilton	384	0.3%	23.7%	43.8%	32.6%	0.0%	82.3%
Calvert	287	(9.5%)	85.4%	10.5%	4.2%	0.0%	94.1%
Abbott	250	(3.8%)	0.4%	12.5%	85.7%	1.5%	36.2%
Jonesboro	188	(6.1%)	1.6%	3.7%	94.1%	0.5%	40.4%
Region 12	139,468	0.5%	23.2%	22.0%	52.6%	2.1%	49.9%
State	4,239,911	7.5%	14.3%	42.7%	39.8%	2.2%	51.9%

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

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

The district's 2001-02 overall passing rate on the state's education accountability system was 65.8 percent compared to the state average of 85.3 percent and the regional average of 85.2 percent. While the district's 96.5 percent attendance rate exceeds the statewide average of 95.5 percent, its 2000-01 3.9 percent dropout rate ranks well above the state's 1.0 percent average. The district spends 55.1 cents of every education dollar on instruction, compared to 51 cents statewide. **Exhibit 2** compares CISD's performance on Texas Assessment of Academic Skills (TAAS) to its peers, Region 12 and the state.

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

District	1997-98*	1998-99**	1999-2000**	2000-01**	2001-02	Percentage Point Change 1997-98 to 2001-02
Abbott	89.3%	89.1%	90.0%	91.6%	93.3%	4.0%
Milano	78.8%	83.9%	79.9%	88.3%	89.6%	10.8%

Jonesboro	77.9%	87.6%	83.3%	79.6%	72.0%	(5.9%)
Chilton	64.3%	57.5%	55.9%	59.3%	65.8%	1.5%
Calvert	36.0%	42.5%	45.6%	58.3%	77.0%	41.0%
Region 12	78.2%	79.9%	81.2%	82.5%	85.2%	7.0%
State	77.7%	78.1%	79.5%	82.1%	85.3%	7.6%

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

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

**Recalculated from original posting to include special education and grades 3 through 6 Spanish TAAS.

Already experiencing low passing scores on the TAAS math and reading tests, CISD's primary challenge will be to improve student performance as the state implements the more rigorous Texas Assessment of Knowledge and Skills (TAKS). As the district works to improve its services, it will need to:

- evaluate and strengthen academic programs;
- maximize financial resources; and
- improve planning efforts.

Key Findings and Recommendations

Evaluate and Strengthen Academic Programs

Use test data to identify areas of weakness and strengthen the academic programs. CISD does not effectively use test data to identify program or curriculum weaknesses, nor does the district modify instructional strategies to improve student performance. Overall, the district's TAAS scores improved by only 1.5 percentage points in five years. Using test data to modify the curriculum will help district students meet the challenges posed by the more rigorous TAKS.

Evaluate the use of State Compensatory Education funds and incorporate specific and measurable evaluation strategies in the District Improvement Plan. CISD's District Improvement Plan does not explain how the district allocates or evaluates its use of compensatory funds, as required by state law. Districts must use state compensatory education

funds to provide support to students at risk of dropping out of school and must redirect the funds when evaluations indicate that programs and/or services are unsuccessful in producing desired results. Regular and thorough evaluation of programs and services funded with compensatory funds will help guide the district in allocating these funds.

Increase the CISD teacher pay scale to enhance the district's ability to attract and retain highly qualified, experienced teachers. CISD's pay scale averages \$3,321 less than the regional average for teachers at all levels of experience. CISD's low pay scale contributed to a 37-percent turnover rate in 2001-02 and teaching staff with little experience, as nearly 48 percent have less than six years experience. Increasing teacher salaries by a minimum of \$3,000 annually will help CISD recruit and retain highly qualified teachers, essential to improving student academic performance. Based on the number of teachers in 2002-03, the annual cost of implementing this recommendation would be \$120,546.

Maximize Financial Resources

Contract with the Falls County Tax Assessor-Collector to collect current and delinquent property taxes. CISD's in-house tax collection process is not cost-effective. In 2001-02, CISD's annual in-house tax collection cost \$31,453 not including \$8,425 for software to automate the tax collection process. The district's overall delinquency rate has increased every year since 1998-99, reaching 32.5 percent in 2001-02. Contracting with Falls County Tax Assessor-Collector would cost \$5,400 and potentially increase the overall tax collection rate, netting revenues and savings of \$39,220 annually.

Use purchasing cooperatives to maximize purchases and to conform with district purchasing policies. The district does not document whether purchases are being made following board policy, which requires competitive bidding for cumulative purchases of \$10,000 or more. By joining the multi-region cooperative offered through Region 10, CISD could meet the district requirements for competitive bidding and save time, money and energy. By using the cooperative for just food purchases, the district could save \$18,011 annually.

Use cash forecasting to determine cash requirements and invest available funds in higher interest-earning accounts. CISD does not routinely use cash flow forecasting to determine funds needed to meet district expenditures nor does it invest available funds in higher-yielding securities. The district places funds in demand deposit accounts earning less than 1 percent interest. By using cash forecasting and investing excess cash in a money market savings account, the district could earn \$4,604 annually in interest.

Improve Planning Efforts

Integrate the district's planning documents into a district strategic plan and link it to the budget. The CISD board and administrators do not engage in a formal strategic planning process. While CISD has a District Improvement Plan and a technology plan, the district lacks a comprehensive long-range strategic plan linked to the budget that addresses and prioritizes areas of need within academics as well as operational areas. By expanding the district's current planning process and linking the plan to the budget, the district, board, staff and community can focus on developing and accomplishing its long-term goals.

Create a facilities planning committee and develop a long-range facilities plan. CISD does not establish priorities for capital improvement projects, determine a funding approach or link the funding to priorities. For example, although administrators and the board said they would like to build a new secondary school to separate the younger and older students, the district has not conducted a cost-benefit analysis or demographic projections to determine feasibility. A facilities planning committee consisting of community members, district staff, board members, maintenance staff and teachers should develop a long-range facilities plan to guide the district in setting building priorities based on identified needs.

Update the five-year technology plan annually with community, parent and school district support. CISD's technology plan does not adequately guide the district's technology needs nor is it updated on a regular basis. Although approximately 68 percent of CISD's computers are more than eight years old, the current plan does not address replacing outdated computer equipment nor does it establish hardware standards to ensure adequate maintenance and training. An updated technology plan will provide CISD with direction to meet the district's technology needs in a cost-effective way.

Implement a staffing allocation formula. While student enrollment decreased by 4 percent from 1997-98 to 2001-02, teacher and overall staff levels increased by 4.8 percent and 6 percent, respectively. By implementing a staffing allocation formula and reducing the staff by three teachers and 10 educational aides, the district could save \$186,045 annually, dollars that could be dedicated to teacher pay raises to ensure that the most highly qualified teachers are recruited and retained in the classrooms.

Exemplary Programs and Practices

TSPR identified "best practices" in CISD. Through commendations in each chapter, the report highlights model programs, operations and services provided by CISD administrators, teachers and staff. The Comptroller encourages other Texas school districts to examine these exemplary programs and services to see if they could be adapted to meet local needs. TSPR's commendations include the following:

- ***CISD partners with a local college to offer dual college credit courses using distance learning technology.*** CISD uses distance learning to offer advanced-level courses that limited resources prevent it from offering otherwise. The district received a \$50,000 Telecommunications Infrastructure Fund (TIF) grant in 2002-03 to purchase distance learning equipment and partnered with McLennan Community College to offer college algebra, government, trigonometry, economics and composition.
- ***CISD's Board of Trustees adopted a successful long-term strategy to manage the district's finances.*** In 1997-98, the board began contracting with an external auditor to help eliminate its Capital Projects fund debt, rebuild its fund balance and pay off remaining debt in other funds. Each January, the district discusses the previous year's external audit report with the auditor to develop financial goals and plans for achieving those goals in the following year. The district's long-term goal is to eliminate its debt within five years from 2001-02.
- ***CISD supplements its instructional resources with grant funding.*** CISD pursues and obtains grants to enhance its instructional resources. The elementary principal completed a grant writing course to help prepare grants. The elementary level principal, counselor and superintendent help identify grant opportunities. From 1999-2000 to 2002-03, CISD obtained \$228,760 in grant funds.
- ***CISD's library meets the "Exemplary" standard for the size of its collection.*** The district invests in its library by contracting with a part-time certified librarian who works one day a week. The librarian reviews and updates the collection and orders books and computer software. CISD keeps its library staffed full-time with the assistance of two library aides.

Savings and Investment Requirements

TSPR recommendations would result in savings and increased revenue that the district could redirect into instructional programs. The savings opportunities identified in this report are conservative and should be

	qualified, experienced teachers. p. 30							
7	Implement a staffing allocation formula. p. 33	\$186,045	\$186,045	\$186,045	\$186,045	\$186,045	\$930,225	\$0
8	Ensure the district's childcare facility recovers all annual operating costs. p. 35	\$22,023	\$22,023	\$22,023	\$22,023	\$22,023	\$110,115	\$0
Totals-Chapter 1		\$87,522	\$87,522	\$87,522	\$87,522	\$87,522	\$437,610	(\$2,000)
Chapter 2: Educational Service Delivery								
9	Use test data to identify areas of weakness and strengthen the academic programs.p. 48	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10	Work with Region 12 to develop and update curriculum guides for all grade levels and subject areas. p. 51	(\$3,000)	(\$3,000)	(\$3,000)	(\$3,000)	(\$3,000)	(\$15,000)	\$0
11	Increase parent and student awareness of post-secondary education and develop strategies to better prepare students for college entrance exams. p. 53	\$0	\$0	\$0	\$0	\$0	\$0	\$0

12	Comply with the <i>Texas State Plan for the Education of Gifted/Talented Students</i> .p. 57	(\$1,500)	(\$1,500)	(\$1,500)	(\$1,500)	(\$1,500)	(\$7,500)	\$0
13	Evaluate the use of State Compensatory Education funds and incorporate specific and measurable evaluation strategies in the District Improvement Plan. p. 61	\$0	\$0	\$0	\$0	\$0	\$0	\$0
14	Decrease dropout rate by monitoring the success of dropout prevention programs and strategies. p. 64	\$0	\$0	\$0	\$0	\$0	\$0	\$0
15	Strengthen the English as a Second Language plan and encourage teachers to become English as a Second Language certified. p. 70	(\$3,000)	(\$3,000)	(\$3,000)	(\$3,000)	(\$3,000)	(\$15,000)	\$0
16	Work with local law enforcement to help ensure school security. p. 77	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Totals-Chapter 2		(\$7,500)	(\$7,500)	(\$7,500)	(\$7,500)	(\$7,500)	(\$37,500)	\$0

Chapter 3: Financial Management

17	Document the board's fund balance and debt management plans, policies and procedures in the district's policy manual.p. 89	\$0	\$0	\$0	\$0	\$0	\$0	\$0
18	Contract with the Falls County Tax Assessor-Collector to collect current and delinquent property taxes. p. 94	\$39,220	\$39,220	\$39,220	\$39,220	\$39,220	\$196,100	\$0
19	Use the encumbrance function of the district's accounting system to prevent purchases from exceeding the budget. p. 96	\$0	\$0	\$0	\$0	\$0	\$0	\$0
20	Use purchasing cooperatives to maximize purchases and to conform with district purchasing policies. p. 97	\$18,011	\$18,011	\$18,011	\$18,011	\$18,011	\$90,055	\$0
21	Include an executive summary and other narrative in the district's budget	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	document. p. 100							
22	Use cash forecasting to determine cash requirements and invest available funds in higher-interest earning accounts. p. 105	\$5,756	\$4,604	\$4,604	\$4,604	\$4,604	\$24,172	\$0
23	Ensure that complete physical inventories are conducted annually and reconciled to the fixed asset database. p. 107	\$0	(\$100)	(\$100)	(\$100)	(\$100)	(\$400)	(\$2,250)
Totals-Chapter 3		\$62,987	\$61,735	\$61,735	\$61,735	\$61,735	\$309,927	(\$2,250)
Chapter 4: Operations								
24	Create a facilities planning committee and develop a long-range facilities plan.p. 115	\$0	\$0	\$0	\$0	\$0	\$0	\$0
25	Implement sound internal control practices to ensure safekeeping of cash on hand. p. 118	\$0	\$0	\$0	\$0	\$0	\$0	(\$1,000)
26	Adopt a school bus replacement policy. p. 122	\$0	\$0	\$0	\$0	(\$60,000)	(\$60,000)	\$0
27	Update the five-year technology	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	plan annually with community, parent and school district support.p. 128							
28	Subscribe to Region 12's online grade reporting and student attendance modules. p. 129	(\$600)	(\$600)	(\$600)	(\$600)	(\$600)	(\$3,000)	(\$1,000)
29	Develop a work order process and purchase service management work order software. p. 131	\$0	\$0	\$0	\$0	\$0	\$0	(\$1,345)
30	Develop a disaster recovery plan. p. 132	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Totals-Chapter 4		(\$600)	(\$600)	(\$600)	(\$600)	(\$60,600)	(\$63,000)	(\$3,345)
Total Savings								
		\$271,055	\$269,903	\$269,903	\$269,903	\$269,903	\$1,350,667	\$0
Total Costs								
		(\$128,646)	(\$128,746)	(\$128,746)	(\$128,746)	(\$188,746)	(\$703,630)	(\$7,595)
Net Savings/(Costs)								
		\$142,409	\$141,157	\$141,157	\$141,157	\$81,157	\$647,037	(\$7,595)

Total Gross Savings	\$1,350,667
Total Gross Costs	(\$711,225)
Net Savings	\$639,442

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

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

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

The organization and management of a school district require cooperation between the elected members of the Board of Trustees and the staff of the district. The board sets goals and objectives for the district in instructional and operational areas; determines the policies that govern the district; approves the plans to implement those policies; and provides funding necessary to carry out the plans.

The superintendent serves as the district's chief executive officer for a period set by a contract, which is subject to renewal, non-renewal or dismissal. The superintendent recommends staffing levels and resources needed to operate the district and accomplish the board's goals and objectives. The superintendent reports management information to the board and ensures the district is held accountable for its performance as measured against established goals.

BACKGROUND

CISD is in the town of Chilton, 12 miles west of Marlin, and 21 miles south of Waco, in northwestern Falls County. In 1854, the first five Missouri families settled in the Chilton area. The early settlers established a wagon line to Galveston to supply their community. When the San Antonio and Aransas Pass Railway were built through the county in 1888, the town was moved closer to the tracks and was officially designated Chilton by the Texas Townsite Company. Chilton became one of several railroad stations in Falls County and also served as a shipping center.

In 1884, the town had a population of 100, a steam flour mill, a cotton gin, a Baptist church, a First Christian church, and a district school. By 1896, the Chilton school had three teachers. Chilton's population estimates for the early 20th century vary widely, from 230 to 750. By 1914 Chilton had a bank, three churches, a large lumberyard, two cotton gins, a new schoolhouse, a telephone system, and a weekly newspaper, the *Chilton Homeland*. In the 1930s the town had 25 businesses, but by 1966 the

number had dropped to 11. Currently, the town remains a small farming community with very few businesses.

The district's 2002-03 enrollment was 384 students with 23.7 percent African American, 43.8 percent Hispanic, 32.6 percent Anglo and 82.3 percent economically disadvantaged. Chilton ISD has one campus serving grades Pre-K through 12.

CISD selected four Texas school districts to serve as peer districts for comparative purposes: Abbott, Calvert, Jonesboro and Milano. The Texas Education Agency (TEA) provided student performance information from the state's education accountability system and other student performance measures.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

A. BOARD GOVERNANCE

CISD's Board of Trustees has seven trustees, elected from at-large districts. Trustees serve three-year terms on a rotating basis. **Exhibit 1-1** presents information on CISD's board members.

Exhibit 1-1
CISD Board of Trustees
2002-03

Board Member	Board Title	Term Expires	Full Years of Service	Occupation
Randy Phelps	President	2005	12	Farmer
Rodney Hall	Vice President	2004	2	Maintenance
Suzanna Collins	Secretary	2006	5	Sales
Fred Storm	Member	2006	3	Retired Farmer
Jarrett Hawkins	Member	2005	2	Welder/fitter
Julie deGraffenried	Member	2005	0	Lecturer/professor
Nita Wuebker	Member	2005	0	Juvenile probation officer

Source: CISD, board member interviews.

Regular board meetings are held on the third Wednesday of every month. In addition, the board holds special meetings when it deems them necessary. The board faxes the agenda to the local newspaper to keep the community informed of the upcoming board meeting and the items to be discussed. The meeting notice is posted on the bulletin board in the superintendent's suite of offices three business days before the board convenes.

According to survey responses from parents, district staff and teachers, the Chilton board listens to the opinions of others and provides adequate time for public input as demonstrated in **Exhibit 1-2**.

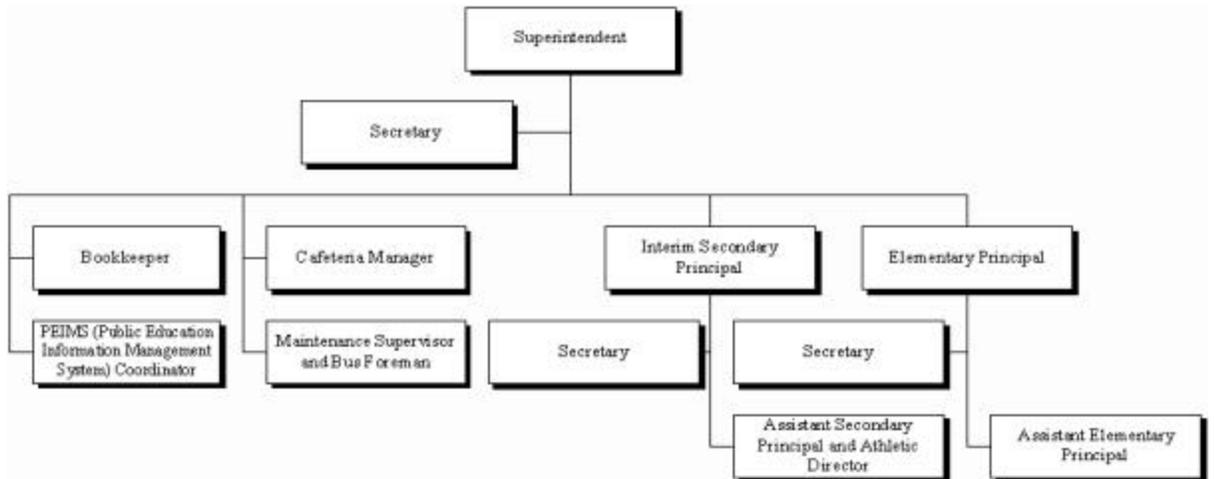
**Exhibit 1-2
TSPR Survey Regarding Board Effectiveness**

Survey Question	Parent's Response (Agree)	District Staff Response (Agree)	Teacher Response (Agree)
School board members listen to the opinions and desires of others?	71.8%	75.0%	72.7%
The school board allows sufficient time for public input at meetings?	61.0%	62.5%	63.7%

Source: TSPR surveys, November 2002.

The district is organized in the following manner (**Exhibit 1-3**).

**Exhibit 1-3
CISD Organizational Structure
2002-03**



Source: CISD administrators.

As shown in **Exhibit 1-4**, CISD's cost per student peer total budgeted expenditures is lower than all but one peer district and is lower than the Regional Education Service Center XII (Region 12) and state averages.

**Exhibit 1-4
Peer District Comparison of Total Budgeted Expenditures
2001-02**

District	Total	Student	Cost
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	Budgeted Expenditures	Enrollment	per Student
Calvert	\$2,587,208	299	\$8,653
Abbott	\$2,103,523	250	\$8,414
Milano	\$2,989,664	389	\$7,686
Chilton	\$2,630,130	382	\$6,885
Jonesboro	\$1,312,925	216	\$6,078
Region 12	\$939,439,064	136,137	\$6,901
State	\$28,667,838,747	4,146,653	\$6,913

Source: TEA, Academic Excellence Indicator System (AEIS), 2001-02.

Note: The above chart is organized by budgeted expenditures per student.

FINDING

CISD staff and management prepare written reports and present them to the board on a monthly basis. The elementary principal's report contains enrollment counts; six-week progress reports regarding student performance; information relating to any parental involvement efforts; an update about the teachers; progress made on grants; and the status of special projects. The high school principal reports enrollment counts and special activities. The athletic director reports the results of recent athletic events. The Maintenance/Transportation supervisor reports significant information regarding construction, buses, grounds work and preventive maintenance projects. This reporting process holds individual administrators accountable and gives them the opportunity to build rapport with board members.

COMMENDATION

CISD involves campus and department staff in monthly board updates to increase board knowledge of current student, staff and campus developments and to enhance the rapport between staff and the board.

FINDING

Most CISD board members have not fulfilled their required annual continuing education hours as established by law according to Education Code 11.159. Each board member said during interviews that it was very difficult to get away from work to attend continuing education classes.

Exhibit 1-5 summarizes the number of continuing education hours required by each board member, the number of hours taken this year and the resulting shortfall.

**Exhibit 1-5
Board Member Continuing Education Requirements
2001-02 through 2002-03**

CISD Board Member	2001-02			2002-03		
	Req. Hours	Hours Taken	Deficiency	Req. Hours	Hours Taken	Deficiency
Randy Phelps	5	3	(2)	5	3	(2)
Rodney Hall	5	3	(2)	5	3	(2)
Suzanna Collins	5	2	(2)	5	0	(5)
Fred Storm	5	0	(5)	5	3	(2)
Jarrett Hawkins	5	3	(2)	5	0	(5)
Julie deGraffenried	13	8	(5)*	5	3	(2)
Nita Wuebker	0	0	(0)*	13	3	(10)

Source: Texas Association of School Boards (TASB) Board Member Continuing Education Report 01/01/1998 - 09/26/2002 and the CISD superintendent's office.

**Note: Julie deGraffenried was elected in May 2002; Nita Wuebker was appointed in October 2002.*

Region 12 notifies CISD of all upcoming continuing education events being offered within the region. The superintendent's secretary forwards the flyers to board members for consideration. The secretary also maintains the continuing education records for the board members.

CISD board members are required by law to develop a broad understanding of CISD and other districts through required training. The Education Code specifies, "A trustee must complete any training required by the State Board of Education." CISD policy states, "Each Trustee must complete any training required by the State Board of Education. Education Code 11.159." Board members must fulfill three different kinds of continuing education, referred to as Tiers One, Two and Three. Tier One provides the orientation sessions required for newly elected members and the Texas Education Code update after each legislative session for all

board members. Tier Two encompasses teamwork training for all board members and the superintendent to enhance the team's effectiveness. Tier Three specifies a certain number of discretionary hours for areas of need. **Exhibit 1-6** details the continuing education requirements for school board members.

Exhibit 1-6
Continuing Education Requirements for School Board Members

Type of Continuing Education	First-Year Board Member Requirements	Experienced Board Member Requirements	Provider
Local district orientation	Required within 60 days of election or appointment	Not required	Local district
Orientation to the Texas Education Code	Three hours	Not required	Education Service Center
Update to the Texas Education Code	After legislative session	After legislative session	Education Service Center
Team-building session/assessment of continuing education needs of the board-superintendent team	At least three hours	At least three hours of the five-hour total	TEA-registered provider
Additional continuing education, based on assessed needs and the framework for governance leadership	At least 10 hours	At least five hours	TEA-registered provider
Total Minimum Number of Hours	13 hours plus local district orientation and TEC update	Five hours plus TEC update	

Source: TASB, Leadership Team Services and TASB Web site at www.tasb.org.

During the yearly meeting at which the board calls for the board election, the president of the board must announce the members of the board who have met their annual training obligation and those who have not. The board must also report this information to the media. CISD policy states, "Annually, at the meeting at which the call for election of board members

is normally scheduled, the president shall announce the name of each board member who has completed the required continuing education, who has exceeded the required hours of continuing education, and who is deficient in the required continuing education. The president shall cause the minutes to reflect the information and shall make this information available to the local media." The district is not following its own policy, as this announcement was not made.

Failure of one or more board members to comply with this rule can affect a district's accreditation status. The TEA may request evidence at any time of board member compliance with the continuing education rule. TEA has not requested any evidence to date.

The Regional Education Service Centers provide school districts with the technological capacity to access training classes on the Internet through distance learning. Region 12 has a video and teleconferencing component to enable districts to obtain training using distance learning. Most of the other Regional Education Service Centers in the state also offer a variety of classes this way.

Recommendation 1:

Ensure board members comply with the law and district policy in fulfilling annual training requirements.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent notifies board members quarterly of the insufficient hours.	Quarterly beginning June 2003
2.	The superintendent checks with Region 12 to determine if any continuing classes for board members will be available using the distance learning equipment.	June 2003
3.	The superintendent forwards Region 12 announcements and the distance learning schedule to each board member upon receipt, with their hour total.	June 2003 and Ongoing
4.	The superintendent presents to the board the list of board members who have completed the required continuing education, exceeded the required hours of continuing education and are deficient in the required continuing education.	September 2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

CISD board minutes lack enough detail to fully document board decisions. The minutes contain the date of the board meeting; the times of call to order and adjournment; agenda item titles; motions made, including the names of individuals making and seconding the motions; and the votes taken by the board. Minutes do not describe the content of any discussions relating to the agenda items that would allow the public to understand how the board reached decisions. For example, the November 2002 minutes authorize the superintendent to contact a property owner to ask about using or purchasing his property, but do not reflect the use of the property, the need, where the funds would come from or whether this alternative would be in the best long-term interest of the district. The district could not produce any record of board meeting discussions for 2001-02.

Exhibit 1-7 presents examples of minutes from CISD board meetings.

**Exhibit 1-7
Excerpts Taken from CISD Board Minutes**

Board Agenda Item	Actual Recorded Minutes	TSPR Assessment
November 20, 2002 Item #3	"To authorize the superintendent to contact the owner of the property on the corner of Highway 7 and County Road 4012 to ask for the use of or purchase of property by the school."	Minutes did not reflect why the district wanted to purchase the property, whether it fit into the facilities master plan, where the funding would come from or any alternatives reviewed.
October 16, 2002 Item #5	"To table renewal contract with TASB for property insurance."	Minutes did not reflect any concerns the board had with the new contract or any action items that needed to be completed before the renewal.

Source: CISD, board meeting minutes, November and October 2002.

The *Handbook of Educational Administration* states that board actions should contain "complete information as to each subject of the board's deliberations." Board minutes constitute the only legal evidence of board action (Lewis v. Board of Education, 348 S.W. 2d 921 [Ky. 1961]). CISD board policy states: "Board action shall be carefully recorded by the

secretary or clerk; when approved, these minutes shall serve as the legal record of official board actions. BE(local)."

Exhibit 1-8 demonstrates a format for minutes that fully documents a discussion.

**Exhibit 1-8
Suggested Minutes**

Board Minutes for xx/xx/xx		
Item Number:	Topic:	
<i>Item Description:</i>		
<i>Discussion:</i>		
<i>Motion:</i>		
<i>Motion by:</i>		<i>Seconded by:</i>
<i>Votes:</i>		
<i>Vote Count: YES votes: ; NO votes: ; Abstentions:</i>		
<i>Follow-Up Action Items</i>		
<i>Action Item</i>	<i>Assigned To</i>	<i>Return Date</i>

Source: SoCo Consulting, Inc.

School board minutes are extremely important for all districts as the official record of all board proceedings and actions. Meetings provide the formal opportunity for exchanging information and views, discussing policy and making decisions. Successfully recording minutes, at any level in a given district, depends on representing the matters discussed clearly and accurately.

Recommendation 2:

Ensure that board minutes fully document each subject of the board's deliberations.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board secretary uses the suggested format as a starting point to design a standardized format to fully document board meeting minutes.	June 2003
2.	The board secretary starts documenting minutes in the new format.	June 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Board meetings lack the necessary procedures to efficiently review agenda items. Regular board meetings last an average of 4.4 hours as depicted in **Exhibit 1-9**. The board spends one to two hours reviewing each check to be paid by the district and approving the minutes from previous meetings. Every board member interviewed said the board meetings could be shortened. **Exhibit 1-9** shows the time spent in the board meetings from April 2002 through November 2002.

Exhibit 1-9
Summary of Board of Trustee Meetings
April 2002 through November 2002

Meeting Date	Day	Type of Meeting		Regular Meeting			Time Spent in Executive Session
		Regular	Special	Start Time	End Time	Duration	Start-End/Duration
11/20/02	Wednesday	X		7:00 p.m.	11:30 p.m.	4.5	7:45-10:30 p.m. / 2.8
10/16/02	Wednesday	X		7:00 p.m.	10:25 p.m.	3.4	9:05-10:20 p.m. / 1.3
10/7/02	Monday		X	7:35 a.m.	7:45 a.m.	0.2	None
9/18/02	Wednesday	X		7:00 p.m.	9:55 p.m.	2.9	8:55-9:50 p.m. / 0.9
8/28/02	Wednesday		X	6:00 p.m.	6:45 p.m.	0.8	None
8/28/02	Wednesday	X		7:00 p.m.	12:30 a.m.	5.5	10:30-12:20 a.m. / 1.8
8/19/02	Monday		X	7:30 a.m.	7:45 a.m.	0.3	None
8/1/02	Thursday		X	7:00 p.m.	9:18 p.m.	2.3	8:40-9:15 p.m. / 0.6

7/19/02	Friday		X	7:00 p.m.	10:30 p.m.	3.5	None
7/17/02	Wednesday	X		7:00 p.m.	11:28 p.m.	4.5	10:40-11:25 p.m. / 0.8
6/19/02	Wednesday	X		7:00 p.m.	1:15 a.m.	6.3	11:10-1:00 a.m. / 1.8
5/28/02	Tuesday		X	7:00 p.m.	8:22 p.m.	1.4	7:40-8:20 p.m. / 0.7
5/15/02	Wednesday	X		7:30 p.m.	11:45 p.m.	4.3	None
5/7/02	Tuesday		X	7:30 p.m.	10:28 p.m.	3.0	8:55-9:15 p.m. / 0.3
4/17/02	Wednesday	X		7:30 p.m.	11:40 p.m.	4.2	10:25-11:20 p.m. / 0.9
Average for all board meetings						3.1	0.8 or 25%
Average for regular board meetings						4.4	1.3 or 29%
Average for called board meetings						1.6	

Source: CISD board minutes, April 2002 through November 2002.

The Ingram ISD and Dripping Springs ISD introduced consent agendas to reduce the length of board meetings. The consent agenda helped reduce the length of meetings from an average of five hours to two hours. A consent agenda groups a number of items that can be approved or accepted with one motion, thus saving the time to approve each item individually.

The board members can ask questions related to the consent agenda items. Once the board deals with any questions, the vote on the single motion addresses all the consent agenda reports. The board should remove items from the consent agenda that require action or significant discussion. Any board member can request that an item be removed from the consent agenda, but the majority makes the decision. The consent agenda is part of the regular agenda for the meeting and is typically one of the first agenda items.

A consent agenda includes minutes of the previous board meeting minutes, checks to be issued that month, the previous month's tax office report, the quarterly investment report and the second reading of board policy updates that have not experienced any problems during the first reading. Items that are for information only, and do not require a decision or any board action, should be included in the consent agenda.

Recommendation 3:

Implement a consent agenda to reduce the length of the board meetings.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent designs and presents a consent agenda procedure and format to the board for approval.	June 2003
2.	The superintendent packages the consent agenda and forwards it to each board member one week before the board meeting.	June 2003
3.	The board begins using the consent agenda during the board meetings.	July 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

B. DISTRICT MANAGEMENT AND PLANNING

Effective school districts meet the needs of the communities they serve. Population diversity; the economic and ethnic backgrounds of the students; special service requirements; adequacy of facilities; staffing resources; and instructional priorities of the community contribute to shaping the unique organization of each school. District management and planning integrate these criteria.

While a district's board of trustees sets policy, the superintendent carries out that policy and manages the district in the most effective and efficient manner possible. The goal of administration should always be to facilitate and support the instruction of students by ensuring that every possible dollar and resource is directed to the classroom. As specified by §11.201 of the Texas Education Code, the superintendent is responsible for:

- planning, operating, supervising and evaluating the educational programs, services and facilities of the district and for annual performance appraisals of the staff;
- assigning and evaluating all district personnel;
- terminating or suspending staff members or not renewing of staff members' term contracts;
- managing day-to-day district operations;
- preparing district budgets;
- preparing policy recommendations for the board and implementing adopted policies;
- developing appropriate administrative regulations to implement board policies;
- providing leadership in improving student performance; and
- organizing the district's central administration.

Planning is essential to effective school district management. Proper strategic planning establishes a mission; identifies goals and objectives; sets priorities; identifies ways to complete the mission; and determines performance measures and benchmarks to achieve goals and objectives. In its purest sense, strategic planning anticipates the effect of decisions; indicates the possible financial consequences of alternatives; focuses on educational programs and methods of support; and links student achievement to the cost of education. It provides the essential foundation for program evaluation.

FINDING

CISD's board and administrators do not fully engage in a formal strategic planning process that is linked to the budget. While the district's site-based decision-making (SBDM) committees updated an annual District Improvement Plan (DIP) in 2003 that focuses on education, the board and administrators are not involved in long-range planning that includes comprehensive budgetary considerations.

Furthermore, CISD's planning efforts are not timely or consistent. The district recently updated its technology plan, which had expired during 2000-01, and the recently adopted 2002-03 DIP was updated last in 2000-01.

Exhibit 1-10 lists the elements of a solid planning process and provides an assessment of the CISD planning efforts.

**Exhibit 1-10
CISD Planning Assessment**

School District Planning Components	TSPR Assessment
Board Planning - To understand the external and internal environments and their probable changes, and to clarify and articulate the mission and goals of the district.	Each board member stated during the TSPR interviews that the district has not done any planning at the board member level.
Facilities Plan - To develop and communicate an efficient process to change the district's school facilities to better accommodate and support its current and future educational programs on a regularly updated basis. This is an ongoing process that results in the creation of an evolving document, which is designed to ensure that a school- and community-based plan is created through consensus of participants in the Facilities Master Plan process.	The district does no facilities planning and has not produced a facilities master plan document. This report discusses this issue further in the Operations chapter.
Translation into Budget - To show allocation of available funds and their sources. Purchases and other expenses incurred during implementation of the plans should be included.	The budget does not reference goals, objectives or strategies of the district. The DIP is not linked to the budget.

Source: CISD board member, superintendent and principal interviews, November 2002.

Planning plays a critical and indispensable role in school districts. Long-range planning anticipates and prepares for the future by forming a set of pre-planned rational steps.

Crystal City ISD (CCISD) involved district staff and community members in an extensive long-range planning process. CCISD successfully drafted a long-range plan that incorporated important information on the district and its resources and identified specific objectives and timelines for implementing improvements. Sometimes districts appoint a planning coordinator to work with an external planning facilitator to ensure the long-range planning process is successful.

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 for academic excellence achievement and achieve its technology and facility goals.

Recommendation 4:

Integrate the district's planning documents into a district strategic plan and link it to the budget.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent selects a planning facilitator for a board planning meeting and a CISD planning coordinator from the SBDM.	September 2003
2.	The planning facilitator guides the CISD board and administrators through a board planning session designed to develop a district mission and goals that are linked to the budget.	October 2003
3.	The planning coordinator, with the assistance from the planning facilitator and the SBDM, integrate the district's planning documents into a strategic plan based on the district's mission and goals.	November 2003 -January 2004
4.	The board reviews and the SBDM updates the strategic plan as needed.	May 2005 and Ongoing

FISCAL IMPACT

This recommendation assumes that the district will contract with Region 12 to provide a consultant to facilitate the board planning sessions and assist CISD's planning coordinator for \$2,000 in 2003-04, while the district should update the plan as needed thereafter.

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Integrate the district's planning documents into a district strategic plan and link it to the budget.	(\$2,000)	\$0	\$0	\$0	\$0

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

C. COMMUNITY INVOLVEMENT

Local school districts were established to be responsive to the needs of their communities, which include students, parents, non-parent residents and taxpayers. Similarly, the community must be well informed about issues facing the district for the community to be able to respond appropriately to the district's needs and concerns. For this reason, districts need mechanisms to disseminate information and to gather feedback from community members. Effective two-way communication enables school districts to win the confidence, support and involvement of their local communities. School districts need the support of local organizations and businesses to enhance educational programs.

CISD community involvement, like many other smaller districts, must rely on a handful of people who perform a variety of community relations functions. The superintendent and the board play the most significant roles in community involvement.

CISD's Parent Teacher Association (PTA) is active in fundraising for special needs within the school district. In 2002-03, the PTA purchased and installed new playground equipment for the elementary school. The Quarter-Back Club supports the school's athletic events by staffing the concession stands and selling items to the community for the benefit of the school. The community donated approximately \$20,000 to build a new weight room for the high school athletes.

FINDING

In 2002, CISD developed and implemented procedures for the community use of district facilities. The process began in fall 2002 with discussions about community use of district facilities at two board meetings. Using input from these meetings, the superintendent developed procedures for community use of the facility. The procedures cover a cleaning and/or repair deposit; criteria for return of the deposit; activities allowed and prohibited on school district property; trash removal and security precautions. Local churches and the fire department are among those groups that have used the school cafeteria to hold their functions. The local groups either staff the event themselves or hire CISD's cafeteria staff to cook for the organization's festivities.

Under the policy, local groups must submit applications to use district facilities. School principals, the athletics director and the superintendent

approve applications in their respective areas. A deposit fee of \$100 is required to use a district facility and is refunded if the group does not damage the facility and cleans it appropriately.

COMMENDATION

CISD has developed a process to allow the Chilton community to use the district's facilities.

FINDING

CISD's Web site is missing important information as shown in **Exhibit 1-11**.

Exhibit 1-11 CISD Web Page Assessment

Web Page Information	Available
Board of Trustees: pictures, bios, term, upcoming agenda, previous minutes, policies, board meeting policies, mission, vision, goals and objectives, e-mail contacts	No
Superintendent: picture, bio, district improvement plan, contact information	No
Community Involvement: volunteer opportunities and contact information, automatic signup for volunteering, wish list	No
Human Resources: staff listing with telephone numbers and e-mail addresses, salary structure, benefits, employment application, employment opportunities, link to HR policies, payroll time submission, HR procedures	No
Facilities: district map, campus maps, square footage, acreage, community use of facilities procedures/signup/costs, link to facility policies	No
Finance: current financial reports, fund balance, budget	No
Purchasing: online requisition, online purchase order, purchasing policies and procedures	No
Technology: online help request, standard equipment and software configuration, network schematic, technology plan	No
Food Services: menu, meal prices, staff, employment application process	Menu Only
Transnortation: Bus schedules, routes, student policies, staff	No

policies, staff	
Safety: incident reporting, parental involvement contacts	No
Campuses: calendars, student code of conduct, principal's greeting, registration, contacts, bus schedule, library information, guidance counselor, financial aid, school supply listing, school map	No
Sporting Events:	Yes

Source: CISD Web site, November 2002.

The technology coordinator updates and maintains the Web site but is only able to spend one to one-and-a-half hours per day providing support. The coordinator also teaches three classes and coaches football, tennis and golf, and therefore has limited time to dedicate to this effort.

Smithville ISD disseminates 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 and specific campus information. Homework guidelines with strategies for teachers and parents are 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 news items.

Recommendation 5:

Improve the district's Web site and update it on a regular basis.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The technology coordinator researches other school district Web sites and gathers information that can be used on CISD's Web site.	September 2003
2.	The technology coordinator presents ideas from other Web sites and asks teachers, students, parents and community members to provide feedback on the Web site.	October 2003
3.	The technology coordinator updates the district's Web site based on feedback from staff, students, parents and community members.	February 2004

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

D. PERSONNEL

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

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

Like most employers, CISD must comply with a variety of state and federal laws that govern human resources management. These laws include:

- the Fair Labor Standards Act, which governs wage and hour payments;
- the Americans with Disabilities Act, which states that an employer must provide reasonable accommodation to any employee or applicant for a position who has a disability without which he or she would be able to carry out the job's duties; and
- the Equal Employment Opportunity Act, which prevents employers from making hiring and termination decisions based on age, race, religion, gender, or other non-performance-related factors.

There are also state laws governing the personnel administration of school districts.

The personnel responsibilities at CISD are shared between the superintendent and the principals. The principals evaluate teachers and aides. The superintendent is responsible for recruiting and hiring efforts and auxiliary employee evaluations. **Exhibit 1-12** shows CISD's staffing information by category for 2001-02.

Exhibit 1-12
CISD Employees by Job Category
1997-98 through 2001-02

Employee Category	1997-98	1998-99	1999-2000	2000-01	2001-02
Teachers	35.7	33.0	35.5	36.2	37.4
Professional Support	0.0	0.5	1.0	1.0	1.0
Campus Administration	2.3	2.0	2.0	2.3	2.0
Central Administration	1.0	1.0	1.0	1.0	1.0
Total Professional Staff	39.0	36.5	39.5	40.5	41.3
Educational Aides	11.5	12.4	12.1	12.4	13.5
Auxiliary Staff	20.0	20.0	18.5	19.0	19.9
Total Staff	70.5	68.9	70.1	71.9	74.7
Enrollment	398.0	383.0	384.0	370.0	382.0

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

Exhibit 1-13 shows the average salaries earned by these employees over the past three years.

Exhibit 1-13
Average Actual Salaries
1999-2000 through 2001-02

	1999-2000	2000-01	2001-02	3-Year Change More or (Less)
Teachers	\$31,395	\$32,536	\$31,984	1.9%
Professional Support	\$31,384	\$31,894	\$32,296	2.9%
Campus Administrators	\$48,100	\$45,259	\$48,000	(0.2%)
Central Administration	\$55,000	\$55,000	\$60,000	9.1%

Source: TEA, AEIS, 1999-2000 through 2001-02.

The district teachers have much less experience than the peer districts and the state average, as shown in **Exhibit 1-14**. Only 52.3 percent of its staff has six or more years of experience - the lowest among the peer districts.

Exhibit 1-14
Teachers' Experience
CISD, Peer Districts, Region 12 and the State
2001-02

District	Beginning	1-5 Years	6-10 Years	11-20 Years	> 20 Years	> 5 Years
Abbott	0.0%	22.4%	8.0%	48.5%	21.1%	77.6%
Calvert	8.8%	26.3%	13.1%	23.4%	28.5%	65.0%
Chilton	16.1%	31.6%	9.5%	29.4%	13.4%	52.3%
Jonesboro	0.0%	18.8%	6.2%	43.8%	31.2%	81.2%
Milano	10.6%	20.3%	19.2%	30.7%	19.2%	69.1%
Region 12	8.0%	26.9%	18.8%	25.6%	20.8%	65.2%
State	7.8%	27.8%	18.1%	24.7%	21.6%	64.4%

Source: TEA, AEIS, 2001-02.

The superintendent is responsible for recruiting and hiring in the district. Applicants can submit an application to the district at any time. The district files these applications and reviews them first to fill any vacant positions in the district. If the district cannot fill a vacancy from the applicants on file, it advertises vacant positions through Region 12 and other education groups. The district also posts vacancy notices in the local newspaper.

District employees receive five personal days that are offered through the state and two personal days that are paid from local funds. The district also offers an extended sick leave policy. A full-time employee who has exhausted leave benefits can use up to 20 days of extended local sick leave for the employee's personal illness or disability. The district deducts a substitute's daily pay rate from the employee's pay during this time.

FINDING

CISD's teacher salaries limit the district's ability to attract and retain highly qualified, experienced teachers.

Exhibit 1-15 presents average actual CISD teacher pay divided by level of teacher experience for 2001-02 and illustrates that CISD teacher pay levels are significantly below state and regional averages at all levels of teacher experience. At the beginning level, CISD teacher pay is \$4,919 per year lower than the regional average, a 17.4 percent difference. CISD pay is less than the regional average by \$3,909 for teachers with one to five years of experience, by \$2,149 for teachers with six to 10 years of experience, by \$3,172 for teachers with 11-20 years of experience, and by \$2,458 for

teachers with more than 20 years of experience. Overall CISD teacher pay on average is \$3,321 less than the Region 12 average.

Exhibit 1-15
CISD, Region 12 and the State
Average Actual Teacher Salaries
2001-02

District	Beginning	1-5 Years	6-10 Years	11-20 Years	Over 20 Years
Chilton	\$23,367	\$26,400	\$32,066	\$37,634	\$43,028
Region 12	\$28,286	\$30,309	\$34,215	\$40,806	\$45,486
State	\$30,940	\$33,093	\$36,169	\$42,298	\$49,185

Source: TEA, AEIS, 2001-02.

In response to its teacher pay scale, CISD has a high proportion of new teachers, with 16.1 percent of its faculty consisting of beginning-level teachers and 31.6 percent with one to five years experience, for a total of 47.7 percent with less than six years experience (**Exhibit 1-16**).

Exhibit 1-16
Teachers by Experience Level
CISD, Region 12 and the State
2001-02

Experience	Chilton	Region 12	State
Beginning Teachers	16.1%	8.0%	7.8%
1-5 Years	31.6%	26.9%	27.8%
6-10 Years	9.5%	18.8%	18.1%
11-20 Years	29.4%	25.6%	24.7%
More than 20 Years	13.4%	20.8%	21.6%

Source: TEA, AEIS, 2001-02.

CISD also experiences an extremely high teacher turnover rate that has significantly increased over the past several years. At 37 percent in 2001-02, CISD's teacher turnover rate was more than twice the state and regional averages.

Many factors contribute to the academic outcomes students ultimately achieve within a school district. These include expectations for student

achievement, the quality of instructional curriculum and facilities and parental involvement. However, the creation and maintenance of a stable, highly qualified, experienced faculty is one of the most important of these factors. The fact that CISD's faculty is relatively inexperienced and less stable than the regional and the state averages represents a significant handicap to the district's ability to help students achieve their academic potential.

The Bastrop Independent School District (BISD) sought to combat teacher turnover by adopting higher teachers' salaries. In 1996-97, 21.9 percent of all BISD teachers with one to five years of experience left the district. For 1997-98, the turnover in that group rose to 26.6 percent, and for 1998-99, the turnover was 26.4 percent. A major factor contributing to high turnover was teacher salaries. Principals explained that new teachers came to BISD, worked several years and then left for a district with higher pay. To address this situation, BISD increased teacher salaries across the board, adopting the highest salaries for all teachers in the Central Texas area. As a result, teacher turnover decreased in 1999-2000. The turnover rate among teachers with one to five years of experience was reduced from 26.4 percent to 17.9 percent.

Recommendation 6:

Increase the CISD teacher pay scale to enhance the district's ability to attract and retain highly qualified, experienced teachers.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent drafts an amended teacher pay scale based on regional salary averages and validates the financial impact of implementation on the district.	June 2003
2.	The superintendent presents the recommended pay scale to the board for adoption.	June 2003
3.	The superintendent applies the new teacher pay scale to existing CISD teacher positions and coordinates with the payroll staff to implement revised pay standards.	September 2003
4.	The superintendent monitors regional teacher pay standards and presents updates as necessary to the board to ensure CISD teacher pay is competitive.	Ongoing

FISCAL IMPACT

To effectively address CISD's high turnover rate, the proposed salary increase would be set at \$3,000 plus some benefit adjustments. The fiscal

impact is calculated by adding the increase in salary (\$3,000/teacher) and a percentage of the salary for benefits at 8.6 percent, then multiplying the result ($\$3,000 + (\$3,000 \times 8.6 \text{ percent}) = \$3,258$) by the number of teachers. Assuming CISD has the same numbers of teachers it had at the beginning of 2002-03, 37 teachers would receive the across-the board pay increase at an annual cost of \$120,546 ($\$3,258 \times 37 = \$120,546$).

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Increase the CISD teacher pay scale to enhance the district's ability to attract and retain highly qualified, experienced teachers.	(\$120,546)	(\$120,546)	(\$120,546)	(\$120,546)	(\$120,546)

FINDING

The district does not use a staffing formula. In 2002-03, the district employed almost 75 people and had an enrollment of 384 students while in 2001-02, the district enrolled students. This student/staff ratio of 5.1 is much lower than the state average of 7.4.

CISD has not adjusted the size of its teaching staff or overall staffing levels to reflect the decrease in its student enrollment. Enrollment has decreased 4 percent from 1997-98 to 2001-02, while both teacher and overall staffing levels have increased from 4.8 percent to 6 percent, respectively. Furthermore, educational aides increased by 17.4 percent during this same period. With a declining enrollment and a low fund balance, this is neither a prudent nor fiscally responsible action (**Exhibit 1-17**).

Exhibit 1-17
CISD Student Enrollment vs. Staffing
1997-98 through 2001-02

	1997-98	1998-99	1999-2000	2000-01	2001-02	Percent Change 1997-98 through 2001-02
Student Enrollment	398.0	383.0	384.0	370.0	382.0	(4.0%)

Staff	70.5	68.9	70.1	71.9	74.7	6.0%
Student/Staff Ratio	5.6	5.6	5.5	5.1	5.1	(9.4%)
Teachers	35.7	33.0	35.5	36.2	37.4	4.8%
Student/Teacher Ratio	11.1	11.6	10.8	10.2	10.2	(8.4%)
Educational Aides	11.5	12.4	12.1	12.4	13.5	17.4%
Student/Educational Aide Ratio	34.6	30.9	31.7	29.8	28.3	(18.2%)

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

Exhibit 1-18 breaks the student enrollment down by grade level and also demonstrates a vast difference in class size averages by grade level, from a high of more than 26 students in a class in grade 4 during 2001-02 to a low of less than seven students in secondary mathematics in that same year.

Exhibit 1-18
CISD Enrollment by Grade and Class Size Averages
1998-99 through 2002-03

Enrollment by Grade	1998-99	1999-2000	2000-01	2001-02	2002-03
Pre-K	25	24	26	29	24
Kindergarten	22	25	30	28	29
1	33	26	25	41	30
2	29	30	29	24	47
3	25	29	31	27	25
4	24	23	29	29	27
5	31	28	25	33	26
6	22	31	30	22	32
7	32	24	31	32	28
8	23	30	14	27	28
9	34	30	27	20	32
10	30	28	24	24	14
11	30	24	25	22	24
12	23	32	24	24	18

Total	383	384	370	382	384
Class Size Averages					
K	N/A	12.0	13.2	13.2	N/A
1	N/A	13.0	16.7	16.7	N/A
2	N/A	15.0	15.0	15.0	N/A
3	N/A	14.5	24.0	24.0	N/A
4	N/A	11.5	14.7	26.8	N/A
5	N/A	14.0	11.0	22.2	N/A
6	N/A	15.5	14.5	16.7	N/A
Mixed Grades	N/A	N/A	N/A	N/A	N/A
Secondary Subjects Class Size Averages					
English/ Language Arts	14.4	14.2	15.5	12.0	N/A
Mathematics	11.0	10.0	N/A	6.6	N/A
Foreign Languages	15.9	13.3	9.4	10.7	N/A
Science	19.3	18.0	19.7	13.8	N/A
Social Studies	17.7	18.8	17.6	11.6	N/A

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

Note: N/A means the information was not available on PEIMS.

The district accounts for its low class sizes in part due to the large economically disadvantaged population of 82.3 percent in 2002-03 and CISD's increasing Limited English Proficiency (LEP) population. CISD's LEP population has grown from 19.6 percent of the student body in 1997-98 to more than 25 percent in 2001-02. This equates to an increase in LEP participation of 19 students. Due to the district's limited number of bilingual/ESL certified teachers, CISD often uses bilingual aides to translate for LEP students. Though this growth in the district's LEP population partially explains the increase in both teacher and educational aide staffing levels, the levels set by the district does not adequately address an industry standard such as the Texas Association of Rural Schools (TARS).

TARS sponsored research on the issue of staffing allocations in rural districts and issued a report in April 1996 entitled *Performance and Diseconomies of Scale in Texas School Districts of Less Than 5,000 Students*. The report recommends models of staffing for elementary, middle/junior high, and high schools of various student populations. **Exhibit 1-19** illustrates the suggested staffing according to the report and compares it to the staffing in Chilton.

Exhibit 1-19
Comparison of TARS Staffing to CISD Staffing
August 2002

	Elementary	Middle	High	Total	Chilton	Difference
Classroom Teachers	16.0	5.0	9.0	30.0	37.0	7.0
Principals	1.0	0.5	0.5	2.0	2.0	0.0
Assistant Principals	0.0	0.0	0.0	0.0	0.5	0.5
Counselors	0.0	0.5	0.5	1.0	1.0	0.0
Librarians	0.5	0.5	0.5	1.5	0.2	(1.3)
Library Aide	1.0	0.0	0.5	1.5	2.0	.5
Nurse	0.5	0.3	0.3	1.1	As needed*	
Secretary	1.0	0.5	0.5	2.0	3.0	1.0
Instructional Aide	3.0	0.0	0.5	3.5	16.0	12.5
Office Clerk	0.0	0.5	0.5	1.0	2.0	1.0

Source: CISD staffing list and salary schedule, August 2002 and TARS Performance and Diseconomies of Scale in Texas School Districts of Less Than 5,000 Students, April 1996.

**CISD is a member of a Region 12 Coop that provides this service.*

The superintendent is familiar with staffing ratios and commented that he reviews them annually for the budget. However, although the superintendent graphs and charts the data, he does not compare it to industry standards.

The district currently receives more than \$214,000 in Title I funds. Two teachers have a portion of their salary covered by these monies along with two educational aides being fully paid by Title I funds.

Grape Creek ISD (GCISD) controls the amount of resources in the classroom and has taken steps to increase the level of support to campuses. The number of employees in the district has increased slightly since 1997-98, from 146.8 FTEs in 1997-98 to 153.4 FTEs in 2000-01, a net increase of 6.6 FTEs. During the same time period, student enrollment increased from 929 to 1,151, a net increase of 222 students. In 1998-99, the district initiated periodic reviews of all staffing levels and began assessing the teaching and administrative requirements of each campus and the district. As a result, the district eliminated several administrative positions. The district also filled several vacant administrative positions at a lower salary level. The district created a new Director of Public Information and Grants position to develop additional funding sources for the district. The district also reduced the number of auxiliary staff by contracting for maintenance services. This saved the district additional funds that could be reallocated to classroom or other needed positions

Recommendation 7:

Implement a staffing allocation formula.

By implementing this recommendation, the district can ensure that the monies saved by reducing 10 educational aides and three teachers are redirected at increasing teacher salaries across the board. Furthermore, a number of strategies can be used to appropriately reallocate teachers and aides across the CISD campus including fully operating in a multi-grade classroom environment. Also, the district could examine offering low enrollment classes via distance learning.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent uses standard staffing allocation methodologies to analyze staffing levels.	June 2003
2.	The superintendent presents suggested staffing changes to the board.	July 2003
3.	The superintendent adjusts staffing levels where necessary.	July 2003
4.	The superintendent adjusts the budget according to recommendations.	August 2003
5.	The superintendent recalculates the staffing levels and analyzes teaching positions before renewing contracts.	February 2004

FISCAL IMPACT

According to TARS guidelines, CISD could reduce staff by seven teachers and 12.5 instructional aide positions. Due to the Title I funds the district

receives, the teaching positions and instructional aide positions receiving these monies should not be reduced. Furthermore, the district's student demographics warrant an even smaller reduction in teaching staff. As a result, the fiscal impact assumes that CISD could reduce three teaching positions and 10 instructional aide positions. The librarian works part-time, coming in once a week and is supplemented by full-time library aides; therefore, CISD is close to the recommended allocation in this area. The fiscal impact does not assume the assistant principal, secretary or office clerk reductions.

Taking into account the already low pay scale for district teachers and instructional aides, this fiscal impact uses the lowest salary for both groups, with a 8.6 percent variable and \$1,800 fixed benefit rate based on salary level. The total fiscal impact is \$186,045 (\$84,375 teachers + \$101,670 instructional aides). Reducing three teachers results in net savings of \$84,375 (\$24,240 salary + \$3,885 benefits (\$24,240 salary x 8.6 percent variable + \$1,800 fixed benefits = \$3,885) = \$28,125 per teacher x 3 teachers = \$84,375). Reducing 10 instructional aides results in net savings of \$101,670 (\$7,704 salary + \$2,463 benefits (\$7,704 salary x 8.6 percent variable + \$1,800 fixed benefits = \$2,463) = \$10,167 per instructional aide x 10 positions = \$101,670).

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Implement a staffing allocation formula.	\$186,045	\$186,045	\$186,045	\$186,045	\$186,045

FINDING

The district's licensed, on-site childcare center for children of district employees and students is currently operating at a loss. The childcare facility cost the district \$33,723 to operate during the 2001-02 while only receiving revenue of \$11,700, a loss of \$22,023. Nine of the 37 teachers in the district use the childcare center. Since there are no daycare facilities in Chilton, the previous superintendent started the center during the 2001-02 as an additional benefit to attract and retain teachers.

The district owns the portable that houses the center, so it does not pay rent or a mortgage on the facility, but does pay staff costs. The superintendent is actively pursuing a grant to supplement the cost of operating the childcare center. The center is licensed by the Texas Department of Protective and Regulatory Services (TDPRS) and presently holds a level II license. It is authorized as a group day home and can care for up to 12 children.

Some districts operate an in-house childcare center for the children of district staff. These districts often charge a tuition, that ensures that there will be no net operating loss for the center at the end of the fiscal year. Other districts choose to outsource the daycare operations to a private vendor. Furthermore, some districts, after careful analysis of the district's daycare financial statements, make the decision to discontinue services. Still other districts actively pursue grants that will ensure sufficient funds are available to operate the childcare centers without supplemental district funds.

Recommendation 8:

Ensure the district's childcare facility recovers all annual operating costs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent performs a cost analysis for the district's childcare center and determines the pricing structure and/or other strategies necessary to recover all costs.	June 2003
2.	The superintendent requests board approval for the new childcare center funding structure.	July 2003
3.	The superintendent implements the revised funding structure and informs staff.	August 2003 and Ongoing

FISCAL IMPACT

As the CISD childcare center's operating loss in 2001-02 was \$22,023 (\$33,723 operating costs - \$11,700 revenues), the district could recover these costs by using one of the strategies listed above.

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Ensure the district's childcare facility recovers all annual operating costs.	\$22,023	\$22,023	\$22,023	\$22,023	\$22,023

Chapter 2

EDUCATIONAL SERVICE DELIVERY

This chapter discusses the Chilton Independent School District (CISD) educational service delivery system in the following sections:

- A. Student Performance and Instructional Resources
- B. Special Programs
- C. Safety and Security

An effective educational service delivery system aids student achievement and uses staff and financial resources in a well-planned and coordinated manner.

BACKGROUND

CISD selected four Texas school districts to serve as peer districts for comparative purposes: Abbott, Calvert, Jonesboro and Milano. The Texas Education Agency (TEA) provided student performance information from the state's education accountability system and other student performance measures.

Demographic, staffing and financial data for each school district and school are reported in TEA's Academic Excellence Indicator System (AEIS) reports. These reports are sent to each school and district and are available on TEA's Web site at www.tea.state.tx.us. The latest AEIS data, published by TEA in November 2002, are for 2001-02. Data from the fall 2002 Public Education Information Management System (PEIMS) submission are used as appropriate.

CISD serves students in grades pre-kindergarten through 12 on one campus. The campus is composed of two buildings and a cafeteria. The main building houses the administrative offices and grades 7 through 12. The elementary building houses grades pre-K through 5. The sixth grade students have their classroom in a portable building.

Exhibit 2-1 presents demographic information for CISD, its peer districts, districts served by Regional Education Service Center XII (Region 12) and the state.

Exhibit 2-1
Demographic Characteristics of CISD,
Peer Districts, Region 12 and the State
2002-03

District	Student Enrollment		Ethnic Group (Percent)				Economically Disadvantaged
	2002-03	5-Year Percent Change*	African American	Hispanic	Anglo	Other	
Milano	389	6.3%	8.7%	10.8%	79.9%	0.5%	37.5%
Chilton	384	0.3%	23.7%	43.8%	32.6%	0.0%	82.3%
Calvert	287	(9.5%)	85.4%	10.5%	4.2%	0.0%	94.1%
Abbott	250	(3.8%)	0.4%	12.5%	85.7%	1.5%	36.2%
Jonesboro	188	(6.1%)	1.6%	3.7%	94.1%	0.5%	40.4%
Region 12	139,468	0.5%	23.2%	22.0%	52.6%	2.1%	49.9%
State	4,239,911	7.5%	14.3%	42.7%	39.8%	2.2%	51.9%

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

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

CISD serves 384 students in 2002-03, of whom 43.8 percent are Hispanic, 32.6 percent are Anglo, 23.7 percent are African American and 82.3 percent are economically disadvantaged. CISD has the second lowest percentage of Anglo students, the second highest percentage of African American students and the highest percentage of Hispanic students among its peer districts. The district's percentage of Hispanic and African American students are higher than the Region 12 and the state averages. Compared to its peers, CISD has the second highest percentage of economically disadvantaged students. Its percentage of economically disadvantaged students is higher than both the regional and state averages.

Exhibit 2-2 shows the number of students served in each grade level in 2001-02, the most current information available on the AEIS system.

Exhibit 2-2
CISD Students by Grade Level
2001-02

Grade	Number of
-------	-----------

Level	Students
Pre-K	29
Kindergarten	28
Grade 1	41
Grade 2	24
Grade 3	27
Grade 4	29
Grade 5	33
Grade 6	22
Grade 7	32
Grade 8	27
Grade 9	20
Grade 10	24
Grade 11	22
Grade 12	24

Source: TEA, AEIS, 2001-02.

Exhibit 2-3 shows budgeted instructional expenditures for CISD and its peer districts in 2001-02. CISD has the second lowest percentage of instructional expenditures per student among its peers. The district has the lowest percentage of expenditures for Special Education and the highest percentage of expenditures for Compensatory Education and Bilingual/ESL. It has the second highest percentage of expenditures for Career and Technology Education (CATE) and Gifted and Talented (G/T), and ranks in the middle among its peers in its percentage of Regular Education expenditures.

Exhibit 2-3
Budgeted Instructional Expenditures
CISD, Peer Districts, Region 12 and the State
2001-02

District	Total Instructional Expenditures*	Instructional Expenditures Per Student	Percent Regular Education	Percent G/T	Percent Special Education	Percent CATE	Percent Bilingual/ESL	Percent Compensatory Education
Milano	\$1,552,187	\$3,990	62.7%	0.5%	18.2%	6.6%	0.0%	12.0%

Chilton	\$1,450,147	\$3,796	65.7%	0.5%	6.9%	7.2%	3.4%	16.3%
Calvert	\$1,431,438	\$4,787	65.0%	0.3%	12.7%	8.4%	0.2%	13.3%
Abbott	\$1,200,763	\$4,803	80.0%	0.0%	12.5%	5.5%	0.1%	1.8%
Jonesboro	\$706,878	\$3,273	78.6%	1.3%	13.8%	2.9%	0.0%	3.4%
Region 12	\$473,751,613	\$3,554	73.8%	1.8%	12.0%	4.4%	1.4%	6.5%
State	\$14,631,385,818	\$3,611	70.9%	1.8%	12.6%	4.1%	4.3%	6.4%

Source: TEA, AEIS, 2001-02.
 *Includes functions 11, 95 and 21.

As shown in **Exhibit 2-4**, CISD ranks first among its peers in the percentage of students enrolled in bilingual/ESL programs. It also has the second highest percentage of CATE students, it ranks in the middle in percentage of students enrolled in G/T and it has the lowest percentage of students in Special Education. CISD's percentage of students in Special Education and in G/T is lower than the regional average. Its percentage of students in CATE and bilingual/ESL, however, is higher than the regional and state averages.

Exhibit 2-4
Student Enrollment by Program
CISD, Peer Districts, Region 12 and the State
2001-02

District	Percent Gifted and Talented	Percent Special Education	Percent Career and Technology	Percent Bilingual/ESL
Abbott	7.6%	20.8%	24.0%	1.2%
Milano	6.4%	17.5%	41.9%	2.1%
Chilton	5.0%	12.8%	32.7%	25.4%
Jonesboro	4.6%	15.7%	31.5%	2.3%
Calvert	2.3%	19.4%	19.7%	3.0%
Region 12	7.2%	15.0%	19.0%	4.2%
State	8.2%	11.7%	19.3%	13.1%

Source: TEA, AEIS, 2001-02.

Exhibit 2-5 illustrates shares of expenditures by instructional function for CISD, peer districts and the state. CISD ranks midway among its peers in its percentages of expenditures on instruction, school leadership and near the bottom on student support services. Its percentage of instructional expenditures is higher than Region 12 and the state averages. CISD spends 55.1 cents of every education dollar on instruction, compared to 51 cents statewide.

Exhibit 2-5
Percent of Budgeted Expenditures by Instructional Function
CISD, Peer Districts, Region 12 and the State
2001-02

Expenditures by Function	Abbott	Calvert	Chilton	Jonesboro	Milano	Region 12	State
Instruction (11,95)	57.1%	55.3%	55.1%	53.8%	51.9%	50.4%	51.0%
Instruction-Related Services (12,13)	2.0%	1.8%	1.8%	0.3%	2.4%	3.0%	2.7%
Instructional Leadership (21)	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%	1.2%
School Leadership (23)	3.7%	6.3%	5.4%	3.7%	6.2%	5.4%	5.2%
Student Support Services (31,32,33)	3.4%	1.5%	1.5%	1.5%	2.2%	3.7%	4.0%
Student Transportation (34)	2.1%	2.2%	1.3%	4.1%	2.7%	2.5%	2.6%
Food Services (35)	4.7%	5.6%	7.0%	6.6%	3.7%	4.9%	4.8%
Co-curricular/ Extracurricular Activities (36)	5.8%	3.2%	3.3%	3.4%	4.7%	3.2%	2.2%
Central Administration	6.0%	8.6%	8.5%	10.4%	6.8%	4.1%	3.5%

(41,92)							
Plant Maintenance and Operations (51)	7.8%	11.3%	8.8%	9.3%	8.6%	10.7%	10.1%
Security and Monitoring Services (52)	0.0%	0.0%	0.0%	0.0%	0.1%	0.4%	0.6%
Data Processing Services (53)	2.2%	0.0%	0.0%	0.0%	0.0%	1.2%	1.1%
Other*	5.2%	4.0%	7.3%	6.8%	10.8%	9.4%	10.8%
Total Budgeted Expenditures	100%	100%	100%	100%	100%	100%	100%

Source: TEA, AEIS, 2001-02.

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

Exhibit 2-6 shows the percentage of professional staff in various categories in 2001-02 for CISD, peer districts, Region 12 and the state. CISD ranks right in the middle among its peers in its percentages of teachers, professional support, educational aides and auxiliary staff. It has the second lowest percentage of school administration and the lowest percentage of central administration. CISD's percentage of professional support staff is lower than the regional and state averages, while its percentage of educational aides is higher than the regional and state averages.

Exhibit 2-6
Professional Staff
CISD, Peer Districts, Region 12 and the State
2001-02

Professional Staff	Milano	Abbott	Chilton	Jonesboro	Calvert	Region 12	State Average
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Teachers	54.6%	53.2%	50.0%	48.5%	37.1%	49.4%	50.5%
Professional Support	1.1%	1.6%	1.3%	0.0%	3.4%	6.2%	8.9%
Campus Administration	3.2%	3.5%	2.7%	0.0%	3.3%	3.3%	2.7%
Central Administration	1.4%	1.4%	1.3%	3.0%	1.6%	1.1%	1.0%
Educational Aides	16.7%	19.3%	18.1%	9.1%	27.6%	13.1%	10.3%
Auxiliary Staff	23.0%	21.0%	26.6%	39.3%	27.0%	26.8%	26.5%

Source: TEA, AEIS, 2001-02.

Exhibit 2-7 shows that, compared to the peer districts and the state averages, CISD has the least experienced teacher population: it has the highest percentage of beginning teachers as well as the highest percentage of teachers with one to five years of experience, with nearly half of all its teachers having five or less years of teaching experience. CISD also has the highest teacher turnover rate, which is more than twice the state average. According to the superintendent, the high rate for 2001-02 is due to teachers moving out of district and to resignations. In 1999-2000 and 2000-01, CISD's teacher turnover rate was similar to the state average or below it.

Exhibit 2-7
Teacher Experience and Turnover Rate
CISD, Peer Districts, Region 12 and the State
2001-02

Experience	Milano	Abbott	Chilton	Jonesboro	Calvert	Region 12	State Average
Teachers as Percent of Staff	54.6%	53.2%	50.0%	48.5%	37.1%	49.4%	50.5%
Beginning Teachers	10.6%	0.0%	16.1%	0.0%	8.8%	8.0%	7.8%
1-5 Years	20.3%	22.4%	31.6%	18.8%	26.3%	26.9%	27.8%
6-10 Years	19.2%	8.0%	9.5%	6.2%	13.1%	18.8%	18.1%
11-20 Years	30.7%	48.5%	29.4%	43.8%	23.4%	25.6%	24.7%

More than 20 Years	19.2%	21.1%	13.4%	31.2%	28.5%	20.8%	21.6%
Turnover Rate	22.8%	4.0%	37.0%	25.0%	35.3%	17.9%	15.7%
Average Years of Experience	11.3%	15.4%	9.5%	15.3%	13.0%	11.8%	11.9%

Source: TEA, AEIS, 2001-02.

All CISD and peer district teachers have degrees (**Exhibit 2-8**). CISD ranks midway among its peers in its percentage of teachers with master's degrees. In 2001-02, all teachers in CISD and three of its peers were certified. In 2002-03, six out of 37.4 teachers either have emergency permits or are in certification programs: one of these is a long-term substitute and the others are new teachers, participating in Region 12 certification programs.

Exhibit 2-8
Teacher Degrees
CISD, Peer Districts, Region 12 and the State
2001-02

Education Level	Jonesboro	Milano	Chilton	Abbott	Calvert	Region 12	State Average
No Degree	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%	1.4%
Bachelor	100.0%	96.8%	83.9%	80.0%	76.6%	82.2%	75.3%
Master	0.0%	3.2%	16.1%	20.0%	21.9%	16.5%	22.8%
Doctorate	0%	0.0%	0.0%	0.0%	1.5%	0.3%	0.5%

Source: TEA, AEIS, 2001-02.

Up through 2001-02, under the state's education accountability system, TEA assigned annual ratings to each district and school based upon the Texas Assessment of Academic Skills (TAAS), dropout rates and data quality. The accountability system included five ratings for districts: Exemplary, Recognized, Academically Acceptable, Academically Unacceptable and Unacceptable: Data Quality. To receive an Exemplary rating, at least 90 percent of all students and 90 percent of African American, Hispanic, Anglo and Economically Disadvantaged students had to pass the reading, writing and mathematics portions of the TAAS.

To achieve a Recognized rating, 80 percent of all students and each student group had to pass the reading, writing and mathematics portions of the TAAS, while only 50 percent of each student group had to pass these portions to achieve an Academically Acceptable rating. Effective in 2000, scores for students with disabilities and scores from all grade levels of the Spanish version of the TAAS reading and mathematics portions were included in the accountability calculations. Although the state accountability system also considered dropout rates, TAAS was the key-determining factor in ratings.

In 2002-03, the TAAS is being replaced with the Texas Assessment of Knowledge and Skills (TAKS) and the state has yet to set standards for the accountability rating system.

Exhibit 2-9 shows that, in 1998, only Abbott achieved an Exemplary rating, while Milano and Jonesboro were rated as Recognized, and Chilton and Calvert were rated as Academically Acceptable. Over the past five years, Chilton and Calvert have maintained an Acceptable rating, while the other three districts have both lost and gained in ratings.

**Exhibit 2-9
Accountability Ratings
CISD and Peer Districts
1997-98 through 2001-02**

District	1998	1999	2000	2001	2002
Abbott	Exemplary	Exemplary	Recognized	Recognized	Recognized
Milano	Recognized	Recognized	Academically Acceptable	Recognized	Recognized
Jonesboro	Recognized	Exemplary	Recognized	Recognized	Academically Acceptable
Chilton	Academically Acceptable				
Calvert	Academically Acceptable	Academically Acceptable	Academically Acceptable	Academically Acceptable	Academically Unacceptable

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

Chapter 2

EDUCATIONAL SERVICE DELIVERY

A. STUDENT PERFORMANCE AND INSTRUCTIONAL RESOURCES

For instructional programs to succeed, administrators must ensure that resources allocated to instructional programs produce continual improvements in student performance. This requires systems for planning, monitoring and evaluating personnel and programs, as well as a comprehensive testing program that provides an accurate evaluation of achievement across all content areas in all grades.

Beginning in Spring 2003, the TAKS will be used to measure student academic performance. This assessment includes more of the Texas Essential Knowledge and Skills (TEKS) curriculum than the TAAS and is expected to be much more rigorous. The TEKS are a set of educational objectives for each grade level developed by TEA. The TAKS will be administered in grades 3 through 11. Math will be assessed in grades 3 through 11; reading in grades 3 through 9; and English in grades 10 and 11. Writing will be assessed in grades 4 and 7; social studies in grades 8, 10 and 11; and science in grades 5, 10 and 11. The exit-level examination will be administered in grade 11. Beginning in 2002-03, third grade students will have to pass the TAKS before being promoted to the fourth grade.

The State Developed Alternative Assessment (SDAA), introduced in 2001, assesses special education students in grades 3 through 8 who receive instruction in the TEKS, but for whom TAAS is not an appropriate measure of academic performance. The test assesses students in reading, writing and math in their appropriate instructional levels as determined by their Admission, Review and Dismissal (ARD) committees.

FINDING

CISD pursues and obtains grants to supplement its instructional resources. From 1999-2000 to 2002-03, the district has received grants totaling \$228,760 that it used to enhance instructional technology resources, expand CATE offerings and administer the PSAT to all sophomore students as preparation for the PSAT students take in their junior year.

The district is encouraging all students to take the PSAT at the sophomore level by paying for the test fee. **Exhibit 2-10** lists the grants CISD received between 1999-2000 and 2002-03.

**Exhibit 2-10
CISD Grants
1999-2000 through 2002-03**

Year	Grant Type	Amount	Use
2002-03	TIF	\$83,333	TIF Community Network 3 (CN3). CISD applied for the \$250,000 grant jointly with Rosebud-Lott ISD and Westphalia ISD as part of the West Falls Internet Cooperative. CISD plans to use the grant to set up a computer lab with 20 stations and open it to the community, as well as provide staff development and offer computer training to community members.
2002-03	TIF	\$30,000	CISD used the grant to purchase elementary and secondary library computers, to upgrade the cataloging system and to buy audiovisual equipment.
2002-03	TIF	\$50,000	CISD used the grant for a video technology and Web-mastering lab in the secondary school with 10 stations.
2002-03	Federal	\$19,947	Small Rural School Achievement Program. CISD will use the funds to upgrade the elementary computer lab.
2001-02 through 2002-03	Texas Center for AP-IB Initiative	\$480	Pays for students' PSAT tests. CISD paid \$130 for 13 sophomores in 2001-02 to take the PSAT. CISD will pay \$350 for 35 sophomores to take the PSAT in 2002-03.
1999-2000	TIF	\$45,000	Purchased equipment to enhance Internet access and video conferencing equipment to improve distance learning capabilities.
Total		\$228,760	

Source: CISD superintendent.

The district superintendent, elementary school principal and counselor are involved in identifying grant opportunities and preparing grant applications within their areas of expertise. They locate grant possibilities through multiple sources, including a Region 12 newsletter, TEA information, grant workshops and the federal grant Web site. The elementary principal, who took a grant-writing class to assist with the writing of all CISD grants, identifies grant opportunities and prepares

grants targeted at elementary students. The counselor, on the other hand, identifies and prepares grants aimed at secondary or high school students. The CISD superintendent reviews and approves all grant applications before they are submitted and seeks board approval for grants that require matching funds.

COMMENDATION

CISD supplements its instructional resources with grant funding.

FINDING

CISD does not effectively use test data to identify program or curriculum weaknesses, nor does the district modify instructional strategies to improve student performance. Even though administrators said the district examines TAAS scores in the process of revising its annual District Improvement Plan (DIP), the goals and strategies for improving student performance remain virtually unchanged since 2000-01.

As shown in **Exhibit 2-11**, the district's students have made minimal improvement in TAAS scores over the past five years. CISD's passing rates on the state assessment were below the 1997-98 levels in 1998-99 through 2000-01. Overall, the district students' TAAS scores improved by 1.5 percentage points over five years. CISD's rate of improvement is below the average rate of improvement of the region and state. As compared to its peers, CISD was near the bottom in terms of improvement. Only Jonesboro ISD was lower with a 5.9 percentage point drop in average scores.

Exhibit 2-11
Percent of Students Passing TAAS, All Tests Taken (Grades 3-8 and 10)
CISD, Peer Districts, Region 12 and the State
1997-98 through 2001-02

District	1997-98*	1998-99**	1999-2000**	2000-01**	2001-02	Percentage Point Change 1997-98 to 2001-02
Abbott	89.3%	89.1%	90.0%	91.6%	93.3%	4.0
Milano	78.8%	83.9%	79.9%	88.3%	89.6%	10.8
Jonesboro	77.9%	87.6%	83.3%	79.6%	72.0%	(5.9)
Chilton	64.3%	57.5%	55.9%	59.3%	65.8%	1.5

Calvert	36.0%	42.5%	45.6%	58.3%	77.0%	41.0
Region 12	78.2%	79.9%	81.2%	82.5%	85.2%	7.0
State	77.7%	78.1%	79.5%	82.1%	85.3%	7.6

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

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

**Recalculated from original posting to include special education and grades 3 through 6 Spanish TAAS.

CISD's TAAS performance in 2001-02 was lower than its performance in 1997-98 in grade 3 reading, math and all tests taken and in grade 4 reading and writing. Performance in 2001-02 was lower than in 1997-98 in grade 7 in all subject areas and in all tests taken. Performance was also lower in 2001-02 in grade 8 math, social studies and all tests taken (**Exhibit 2-12**). CISD's performance was below regional and state averages in 2001-02 in grades 3, 4, 5, 7 and 8 in all subject areas and in all tests taken. It was below regional and state averages in grade 6 reading and all tests taken and grade 10 math.

Exhibit 2-12
Percent of Students Passing TAAS (English version)
in CISD, Region 12 and the State
1997-98 and 2001-02

Grade Level	Reading		Mathematics		Writing		Science		Social Studies		All Tests Taken	
	1997-98	2001-02	1997-98	2001-02	1997-98	2001-02	1997-98	2001-02	1997-98	2001-02	1997-98	2001-02
Grade 3												
CISD	75.0%	50.0%	63.2%	52.6%							55.0%	47.4%
Region 12	86.3%	87.3%	81.5%	85.1%							76.5%	80.2%
State	86.2%	88.0%	81.0%	87.4%							76.6%	82.3%
Grade 4												
CISD	83.3%	69.6%	60.0%	73.9%	75.0%	72.7%					48.0%	56.5%

Region 12	89.0%	91.9%	86.3%	93.7%	89.0%	88.5%					77.8%	82.9%
State	89.7%	92.5%	86.3%	94.1%	88.7%	89.8%					78.6%	84.7%
Grade 5												
CISD	42.9%	70.4%	62.5%	74.1%							50.0%	63.0%
Region 12	88.3%	93.0%	89.3%	96.1%							83.3%	91.4%
State	88.4%	92.7%	89.6%	96.2%							83.9%	91.3%
Grade 6												
CISD	76.0%	82.4%	80.0%	100.0%							72.0%	83.3%
Region 12	87.1%	87.4%	86.9%	92.8%							81.4%	84.6%
State	85.6%	88.2%	86.1%	93.8%							79.9%	86.0%
Grade 7												
CISD	82.4%	57.1%	82.4%	81.0%							76.5%	54.5%
Region 12	87.4%	93.1%	84.9%	94.3%							80.3%	90.0%
State	85.5%	91.3%	83.7%	92.2%							78.5%	87.6%
Grade 8												
CISD	82.6%	90.9%	91.3%	86.4%	77.3%	81.8%	87.0%	90.9%	65.2%	54.5%	60.9%	43.5%
Region 12	86.5%	95.5%	85.9%	93.7%	83.0%	85.6%	85.7%	93.1%	71.2%	83.2%	62.1%	71.8%
State	85.3%	94.3%	83.8%	92.9%	84.0%	85.3%	84.3%	93.0%	69.9%	83.7%	61.8%	73.4%
Grade 10												
CISD	84.0%	95.7%	76.0%	87.0%	88.0%	100.0%					68.0%	87.0%
Region 12	88.9%	94.3%	80.1%	91.9%	90.1%	91.4%					74.4%	85.5%
State	88.3%	94.5%	78.4%	92.2%	89.9%	91.3%					73.1%	85.7%

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

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

Chilton now faces the much more rigorous TAKS. The 2003 Early Indicator Summary Report, a TEA report based on student TAAS scores

in May 2002, predicts that CISD students will experience significant decreases on the state assessment. The decrease is expected to be the greatest in grade 3 math scores-the scores on the summary report predict that only 27 percent of students in grade 3 will meet the minimum standards, compared to the 50 percent that passed the TAAS in 2002.

Aware of the challenges posed by TAKS, district administrators are making efforts to prepare teachers and students for the more difficult standards. In 2002-03, CISD teachers participated in the *TAKS Academics* training provided by Region 12. The district is offering students all of the following: TAKS remediation classes; activities involving TAKS objectives; after-school programs for elementary students; mandatory writing assignments for all secondary classes; reading classes for junior high students; and summer school. CISD also initiated the Pirates Against Zeros (PAZ) program that provides students with incentives and rewards for performance.

In its 2002-03 DIP, the district's goal is to achieve at least 80 percent mastery in TAKS reading, writing and math, and to improve social studies and math to meet or exceed state standards. The DIP does not include timelines or specific measures for evaluating the strategies for obtaining this goal. With the exception of replacing TAAS with TAKS, this goal has remained unchanged from the 2000-01 DIP. In 2001-02, the district met this goal in grades 6, 8 and 10, but failed to meet the goal in grades 3, 4, 5 and 7.

In the past three years, the district's DIP has included multiple strategies for improving student performance, but according to district administration, only some of the strategies were implemented. For example, of the strategies listed for improving TAAS scores in reading, math and writing to 80 percent mastery, CISD did not implement strategies associated with instruction such as accelerating teacher planning and use of curriculum tools, greater emphasis on the Texas Essential Knowledge and Skills (TEKS) and more use of varied teaching techniques. Since many of the strategies for improving student performance were not implemented, it was not possible to evaluate and modify the strategies based on level of effectiveness.

In a TSPR survey of CISD teachers (**Exhibit 2-13**), the 11 teachers who responded did not show overwhelming confidence in the district's educational programs.

Exhibit 2-13
TSPR Teacher Survey Results
Effectiveness of CISD Educational Programs

Teachers					
The district has effective educational programs for the following:	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Reading	27.3%	27.3%	0%	45.5%	0%
Writing	9.1%	45.5%	9.1%	36.4%	0%
Mathematics	9.1%	45.5%	45.5%	0%	0%
Science	0%	63.6%	0%	36.4%	0%
English or Language Arts	9.1%	54.6%	0%	36.4%	0%
Computer Instruction	9.1%	36.4%	9.1%	36.4%	9.1%
Social Studies	0%	63.6%	0%	36.4%	0%
Fine Arts	0%	27.3%	27.3%	27.3%	18.2%

Source: TSPR, Survey Results, 2002.

Abbott ISD, a district with 250 students, which has maintained a Recognized status from 1999-2000 to 2001-02, obtains from TEA a TAAS analysis for each student. Teachers review how each student in their class performed on TAAS, they identify areas of weakness and then design instructional strategies for working with groups of students that have similar areas of weakness. The district also sets high expectations for its students and works with its students and their parents to meet those expectations.

Recommendation 9:

Use test data to identify areas of weakness and strengthen the academic programs.

The district should engage assistance from Region 12 to conduct a comprehensive analysis of TAKS/TAAS scores and instructional strategies, and then identify strategies to improve student performance. The DIP should be revised to incorporate the instructional strategies developed in conjunction with Region 12. The goals should include measurable objectives, specific strategies and evaluation measures. The superintendent, elementary principal and secondary assistant principal should monitor the implementation of the instructional strategies and evaluate their effectiveness.

Region 12 will help the district analyze its TAKS/TAAS scores free of cost.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent contacts Region 12 for help with conducting a comprehensive analysis of TAKS/TAAS scores and instructional strategies.	June 2003
2.	With assistance from Region 12, the superintendent, elementary and secondary principals and selected teachers review CISD's District Improvement Plan (DIP) and TAKS performance, as well as the current instructional strategies. After reviewing, they develop recommendations for modifications in instruction, remediation and TAKS preparation.	June 2003
3.	The site-based decision-making committee updates the CISD DIP according to the recommendation made by Region 12, the superintendent, principals and teachers.	June - July 2003
4.	Elementary and secondary principals work with the counselor and teachers to integrate the recommended changes into the curriculum and instruction.	September 2003 -May 2004
5.	The elementary and secondary principals monitor implementation of changes and evaluate student performance.	May 2004 Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

CISD has not developed curriculum guides for all grade levels, subject areas and courses. Curriculum guides provide direction for teachers concerning student objectives, assessment methods, prerequisite skills, instructional materials and resources and classroom strategies.

A committee of teachers developed curriculum guides for the elementary grades in 1998-99. These guides identify the skills that students are expected to have at the end of the school year and describe the course material that will be taught in each six-week period. They were designed to correspond with the TAAS and TEKS and have not been updated. At the secondary level, CISD has curriculum guides for the Career and Technology Education (CATE) program and for history.

Only 36.4 percent of the CISD teachers who responded to the TSPR survey think that the district curriculum guides are effective (**Exhibit 2-14**). Nearly 40 percent disagreed that the curriculum guides are appropriately aligned and coordinated. More than 45 percent were critical

of the curriculum guide's effectiveness because the guide does not clearly outline what to teach and how to teach it.

Exhibit 2-14
TSPR Teacher Survey Results
CISD Curriculum Guides

Teachers					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
The district provides curriculum guides for all grades and subjects.	9.1%	45.5%	9.1%	18.2%	18.2%
The curriculum guides are appropriately aligned and coordinated.	9.1%	36.4%	18.2%	18.2%	18.2%
The district's curriculum guides clearly outline what to teach and how to teach it	0%	36.4%	18.2%	27.3%	18.2%

Source: TSPR, Survey Results, 2002.

The district's DIP lists vertical planning as one of its strategies for improving student performance and it recognizes the need for more contact between grade 6 and grade 7 teachers in all core curricular areas. CISD, however, does not have vertical alignment teams for the elementary and secondary levels. Student performance on TAAS in grade 7, which is the first secondary school grade, is lower than the performance of the same students in grade 6 (**Exhibit 2-15**).

Exhibit 2-15
CISD Percent of Students Passing TAAS
2000-01 through 2001-02

Grade	2000-01	2001-02
Reading		
Grade 6	70.0%	
Grade 7		57.1%
Math		
Grade 6	90.5%	

Grade 7		81.0%
All Tests Taken		
Grade 6	66.7%	
Grade 7		54.5%

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

Region 12 offers an Enhanced Core Curriculum Plus package that assists school districts throughout the year in areas including curriculum development, on-line staff development and new teacher training. CISD is currently a member of Region 12's Enhanced Core Curriculum Cooperative, which provides training to teachers at no additional cost to the district. Region 12 will work with CISD make sure that cost is not a factor in whether a school district chooses to take advantage of this package.

Lyford Consolidated ISD has created vertical alignment teams to help prepare district students for the TAKS. It has organized the teams, which are composed of expert teachers at each grade level, to revise the K-12 curriculum guides. Teams have been created in mathematics, science, social studies and language arts. The teams are amending curriculum guides offered through Region 1 to meet the district's specific needs and to ensure that they meet Texas Essential Knowledge and Skills (TEKS) objectives. TEKS are a set of educational objectives for each grade level developed by TEA to guide teachers in curriculum development. The teams of expert teachers assign content as well as competencies to particular grade levels. Their efforts help to do the following: eliminate gaps and redundancies; design a curriculum of skill building from one grade to the next; and ensure that the curriculum increases in difficulty so that its content, and the skills required to understand it, are more complex as a student progresses through the grades. The teams meet once a month to discuss and identify group tasks and objectives.

Recommendation 10:

Work with Region 12 to develop and update curriculum guides for all grade levels and subject areas.

Through the Enhanced Core Curriculum Plus package, Region 12 will help CISD teachers develop curriculum guides. CISD is currently a member of Region 12's Enhanced Curriculum Cooperative at a cost of \$9,500 a year. It would cost the district an additional \$3,000 a year to upgrade to the Enhanced Core Curriculum Plus package. The cost of this package is based on a percentage of district Title 2 and Title 6 funds,

however, Region 12 staff said they would work with the district to make sure the cost is not prohibitive.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent contacts Region 12 for assistance with curriculum development and alignment.	June 2003
2.	The district teachers works with Region 12 to develop and update curriculum guides.	August 2003 - May 2004

FISCAL IMPACT

This fiscal impact is based on the assumption that CISD will upgrade to the Enhanced Core Curriculum Plus package at a cost of \$3,000 per year in order to get help with developing curriculum guides.

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Work with Region 12 to develop and update curriculum guides for all grade levels and subject areas.	(\$3,000)	(\$3,000)	(\$3,000)	(\$3,000)	(\$3,000)

FINDING

CISD students' participation in college entrance exams is below regional and state averages, and is the lowest among the peer districts (**Exhibit 2-16**). CISD's student participation rate is 39 or more percentage points lower than the regional and state averages, and is also lower than the participation rates of its peer districts.

**Exhibit 2-16
College Entrance Examination Scores
CISD, Peer Districts, Region 12 and the State
Class of 2001**

District	Percent of Students Taking Examinations
Abbott	*
Milano	67.4%
Jonesboro	46.2%
Calvert	40.0%

Chilton	20.0%
Region 12	59.5%
State Average	62.9%

Source: TEA, AEIS, 2001-02.

*No information for 2001-02; 95 percent were tested in 2000-01.

The Academic College Test (ACT) assesses skills in English, mathematics, reading and science reasoning, with scores ranging from 1 to 36 in each area. The ACT composite score is the average of the four component scores. The SAT assesses verbal and mathematics skills. Scores range from 200 to 800 for each area. The combined total is the reported score and ranges up to a maximum score of 1600. TEA set the scores of 24 on the ACT and 1110 on the Scholastic Aptitude Test (SAT) as the minimum criterion for student scores to be acknowledged in the district's accountability rating.

District administrators said that the class of 2001 had an unusually low number of students taking college entrance exams. **Exhibit 2-17** shows that in 2001 there was a significant drop in the percentage of students taking the SAT and ACT when compared to previous years' percentages. In 2001, the number of CISD students taking college admission tests was less than five students out of a graduating class of 24.

Exhibit 2-17
CISD Student Participation in College Admission Tests
1997-98 through 2001-02

Class	Number Tested	Percent of Students Meeting the Criterion	Average SAT Score	Average ACT Score
2001	20.0%	*	*	*
2000	50.0%	9.1%	887	18.7
1999	50.0%	0.0%	836	17.4
1998	35.0%	14.3%	846	*
1997	80.0%	0.0%	892	18.8

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

*Percentage not calculated in AEIS.

One of the objectives on Chilton's DIP is to improve average college entrance exam scores and increase the number of students who take the exams. The four strategies to meet this objective include: counseling to help students understand their options and available tests; ACT/SAT tutorials; administering the PSAT to all sophomores; and providing information on available grants and scholarships. These strategies were fully implemented when the district hired a full-time counselor in 2002-03.

The district is taking steps to increase the number of students who pursue higher education. For example, CISD began offering pre-AP courses in 2002-03. High school teachers hope that the CISD pre-AP program will increase student interest in attending college. Also, the district counselor is encouraging all sophomore students to take the PSAT, in part to help students realize that college is an option and to help prepare them for taking the test as high-school juniors. In 2002-03, all incoming CISD high-school freshman are on the recommended high school program. The classes of 2000 and 2001 had only 29 to 30 percent of the students in the recommended high school program.

Abbott ISD, a district with 250 students, has maintained a high student participation rate in college entrance exams. The district has a full-time counselor who works closely with students and parents to increase their awareness of the required college entrance exams for post-secondary education.

Many Texas districts encourage secondary students to take college entrance exams before graduation by initiating a PSAT/SAT program targeted at younger students. These programs provide grade 8 and high school students an opportunity to take a version of the SAT that targets their abilities. This gives students the experience of taking tests, as well as a score that can be used as a guide for improvement.

Many districts also offer a financial incentive to students by waiving or discounting test fees for both the PSAT and SAT, and provide teacher training in strategies designed to improve students' performance on college entrance exams. Region 12 also provides staff development for teachers to prepare students for college entrance exams.

Recommendation 11:

Increase parent and student awareness of post-secondary education and develop strategies to better prepare students for college entrance exams.

CISD should begin preparing students for college in grades 7 and 8. The district can achieve this by informing students and their parents about advanced course options, college entrance exams and any available financial resources for college tuition.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The counselor identifies and obtains information and materials from districts that have high student participation in and high performance on college entrance examinations.	November 2003
2.	The counselor develops a plan to increase parent and student awareness of the importance of ACT/SAT participation and performance, using information on effective strategies used by other districts.	January 2004
3.	The counselor and secondary school teachers implement the plan to increase parent and student awareness of the ACT/SAT and the resources available to them.	March 2004
4.	The district offers an ACT/SAT preparation course.	August 2004
5.	The counselor monitors student participation in the preparation course, participation in the tests and performance on the ACT/SAT.	August 2004 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

B. SPECIAL PROGRAMS - PART 1

Advanced Academics

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

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

FINDING

CISD is offering dual-credit classes via distance learning to enhance its advanced-level course options and better prepare students for college. As an incentive for students to excel in these classes, the district reimburses the students for the cost of the courses based on their final course grades (**Exhibit 2-18**).

Exhibit 2-18
Student Dual Credit Course Pricing
2002-03

Grade Achieved by the Student	Paid by CISD	Paid by the Student
A	100% or \$500	0% or \$0
B	75% or \$375	25% or \$125
C	50% or \$250	50% or \$250
D or less	0% or \$0	100% or \$500

Source: CISD's school counselor interview.

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. A master teacher teaches a class from a central location that is then broadcast via television to several remote locations. School districts often use distance learning so one teacher can teach students in more than one school at the same time. Distance learning can be especially beneficial in rural districts where courses are not available due to resource constraints.

The district received a Telecommunications Infrastructure Fund (TIF) grant in 2002-03 for \$50,000 to purchase distance learning equipment. The district installed the equipment in the high school library, and the students meet there on the designated times and days to attend classes via television. McLennan Community College provides the teaching expertise.

The class offerings have included college algebra, government, trigonometry, economics and composition. The district has priced the service to the student in a way that promotes success.

COMMENDATION

CISD partners with a local college to offer dual college credit courses using distance learning technology.

FINDING

CISD's Gifted and Talented (G/T) program is fragmented and not effectively implemented. The district does not have a G/T coordinator or a G/T plan, and several teachers said they did not know whether the district had a G/T program. At the secondary level, teachers were not able to identify which students were in the G/T program. At the elementary level, two teachers administer the G/T program: one teacher works with G/T students in grades 1 through 3, and the second teacher works with students in grades 4, 5 and 6. At the secondary level, the G/T program is administered through pre-Advanced Placement (pre-AP) courses. One of the teachers who administers the program at the elementary level is a long-term substitute and has an emergency teaching permit.

Less than 30 percent of the teachers who responded to the TSPR survey said that the G/T program is effective (**Exhibit 2-19**). Nearly three-quarters of the teachers either said that the program was not effective or did not express an opinion on it.

Exhibit 2-19
TSPR Teacher Survey Results
CISD Gifted and Talented Program

Teachers					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
The district has an effective Honors/ Gifted and Talented Education program	0.0%	27.3%	36.4%	27.3%	9.1%

Source: TSPR Survey Results, 2002.

The number of CISD students participating in the G/T program decreased between 1997-98 and 2001-02 by 5 percent, as shown in **Exhibit 2-20**. Only one of the five peer districts increased the percent of students identified as G/T between 1997-98 and 2001-02. CISD has experienced the smallest decrease in the percent of G/T students over this period.

Exhibit 2-20
Number of Students in G/T Program in CISD and Peer Districts
1997-98 through 2001-02

District	1997-98	1998-99	1999-2000	2000-01	2001-02	Percent Change 1998-2002*
Abbott	27	22	19	16	19	(29.6%)
Chilton	20	19	17	23	19	(5.0%)
Calvert	18	15	13	10	7	(61.1%)
Jonesboro	12	9	20	15	10	(16.7%)
Milano	5	17	16	25	25	400.0%

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

**Percent change was calculated by subtracting the 2001-02 percent from the 1997-98 percent and dividing the difference by the 1997-98 percent.*

In 2002-03, CISD's G/T program includes 34 students: 20 in grades 2-6; 14 in grades 7-12; and eight in grades 9-12. The G/T program is not representative of CISD's student population: 76.5 percent of the students are Anglo, 8.8 percent are Hispanic and 14.7 percent are African

American. This compares to a district population of 29.8 percent Anglo students, 43.7 percent Hispanic and 26.4 percent African American. District administrators said they recognize the need to examine the testing instruments that the district uses to screen students to determine whether they need to add nonverbal tests, Spanish versions of the tests or expand the screening criteria. Currently, though, they have no plans to diversify the group of students in the G/T classes.

Parents, school personnel and community members can nominate students to the G/T program. CISD asks for nominations in September although students can be nominated throughout the year. Nomination forms are available both in English and Spanish. Teachers and parents of nominated children complete checklists rating the child's behavior and abilities.

CISD screens all kindergarten students early in the year for G/T potential. The district uses standardized test scores such as the Iowa Test of Basic Skills (ITBS), gifted screening instruments such as Screening Assessment for Gifted Elementary Students (SAGES), teacher checklists of gifted characteristics, a parent survey and student grades in the first six-week grading period to identify students for the G/T program. The CISD counselor administers the tests and screens the nominated students. The G/T committee consists of the principal, a teacher who has received G/T training, the counselor and a special education teacher. The district notifies the parents of whether their child qualifies and parents must grant permission for students to participate in the program.

The district administers the G/T program at the elementary level through a 60-minute-a-week pull-out program. Students are placed into two groups: grades 1-3 and grades 4-6. Each group is pulled out of the regular classroom for 30 minutes twice a week. The G/T program either chooses a theme for the year and bases all activities on the selected theme or assigns core area-related projects to G/T students. For example, in 2001-02, the G/T elementary program chose the rainforest theme. In 2002-03, instead of a theme, the GT teachers chose to assign one major project to the students and core area-related activities.

At the secondary level, the G/T program is administered through pre-AP courses. CISD implemented pre-AP courses in 2002-03: 19 junior high and 15 high school students are participating in these courses. At the junior high level, the district offers pre-AP courses in English, math and history. At the high school level, it offers pre-AP courses in English I, English II and Algebra I. CISD participates in a Region 12 G/T program that provides program materials and training to teachers. All pre-AP teachers are G/T certified. The district has not conducted a formal evaluation of its G/T program.

Hunt ISD (HISD), a school district with 215 students, has a well-organized and well-managed G/T program. The Hunt ISD G/T coordinator develops an Individualized Educational Plan (IEP) for each G/T student. The student, teachers and parents provide input into the plan. The program offers a variety of group activities in the form of a pull-out program and recruits teachers with strong interests in particular projects to lead them. Activities include writing and designing for school publications, puzzle or games clubs, group research projects or enrichment through music. The classroom teacher also provides enrichment activities to identified G/T students. The G/T coordinator regularly confers with the teachers and identifies materials and enrichment activities for these students. G/T students also have opportunities to work with mentors, who are adult members of the community that engage in work in which the student has expressed interest.

Lyford Consolidated ISD (LCISD), a district with 1,540 students, makes effective use of services provided by Regional Education Service Center I (Region 1), area universities and state and federal grants. LCISD participates in several programs offered through Region 1 that enable it to provide staff development in G/T teaching strategies to teachers. The district also prepares and applies for grants to support its G/T program.

Recommendation 12:

Comply with the *Texas State Plan for the Education of Gifted/Talented Students*.

Designate lead teachers to coordinate the G/T program at the elementary and secondary levels. The lead teachers - one each from the elementary and secondary school levels - will develop and coordinate the G/T plan. The lead teachers should meet with Region 12 to identify and obtain G/T curricula and materials; identify and implement strategies for identifying G/T ethnic minority students; and arrange for teachers and administrators to get G/T and AP training. The lead teachers will meet quarterly to coordinate planning efforts. Each lead teacher will receive a \$1,500 annual stipend for this additional function.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and principals select G/T lead teachers.	August 2003
2.	The G/T lead teachers and counselor review the district's G/T program.	September 2003
3.	The G/T lead teachers meet with Region 12 to develop an effective G/T plan.	September - October 2003

4.	The G/T lead teachers develop a G/T plan and submit it to the superintendent and principals for review and approval.	October - November 2003
5.	The G/T coordinator implements the program.	January 2004
6.	The G/T lead teachers meet quarterly to assess the progress of the plan.	March 2004 and Ongoing

FISCAL IMPACT

This fiscal impact is based on the assumption that CISD designates two lead teachers to oversee the program at the elementary and secondary levels. The teachers will get an annual stipend of \$750 each. The district will pay the first stipend of \$750 for each teacher in 2003-04 and annually thereafter, for an annual cost of \$1,500 (\$750 x 2 teachers).

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Comply with the <i>Texas State Plan for the Education of Gifted/Talented Students</i> .	(\$1,500)	(\$1,500)	(\$1,500)	(\$1,500)	(\$1,500)

Compensatory Education/Title I

The objective of State Compensatory Education (SCE) funds is to provide special support for students at risk of dropping out and students who are not performing at grade level. According to Senate Bill 702, a student is at risk of dropping out if the student is under 21 years old and meets any of the following criteria:

- pre-kindergarten through 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- grades 7 through 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- was not advanced from one grade level to the next for one or more school years;
- did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;

- is pregnant or is a parent;
- has been placed in an alternative education program during the preceding or current school year;
- has been expelled during the preceding or current school year;
- is currently on parole, probation, deferred prosecution, or other conditional release;
- was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- is a student of limited English proficiency;
- is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- is homeless; or
- resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

In 2001-02 CISD had 209 students classified as at-risk, or 54.7 percent of its student population (**Exhibit 2-21**). CISD's percentage of at-risk students is higher than the regional average by more than 23 percentage points, and it is higher than the state average by 14.6 percentage points.

Exhibit 2-21
Number and Percentage of At-Risk Students
CISD, Peer Districts and the State
2001-02

District	Number of At-Risk Students	Percent of At-Risk Students
Chilton	209	54.7%
Calvert	185	61.9%
Milano	143	36.8%
Abbott	56	22.4%
Jonesboro	65	30.1%
Region 12	42,495	31.2%
State	1,664,473	40.1%

Source: TEA, AEIS, 2001-02.

CISD's 2002-03 SCE budget is \$234,890. CISD ranks first among its peers in SCE expenditures as percent of budget and second among its peer districts in SCE expenditures per student (**Exhibit 2-22**). The district's SCE expenditures as percent of the total budget are higher than the regional and state averages. CISD is in the middle position among its peers in the percent of teachers whose salaries are paid with compensatory education funds. CISD's percent of teachers paid with compensatory education funds is above the regional and state averages.

Exhibit 2-22
CISD, Peer Districts, Region 12 and the State
SCE Budget, Expenditures per Student and SCE Teachers
2001-02

District	SCE Budget Expenditures	Percent of Total Budget	Amount Per Student*	Compensatory Education Teachers (FTEs)	Percent of Total FTEs
Chilton	\$235,697	16.3%	\$1,128	3.1	8.2%
Calvert	\$191,031	13.3%	\$1,033	2.0	8.6%
Milano	\$186,225	12.0%	\$1,302	4.1	11.0%
Jonesboro	\$24,104	3.4%	\$371	0.0	0.0%
Abbott	\$21,765	1.8%	\$389	0.0	0.0%
Region 12	\$30,750,454	6.5%	\$724	437.8	4.4%
State	\$931,021,213	6.4%	\$559	8,778.8	3.1%

Source: TEA, AEIS, 2001-02.

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

CISD uses SCE funds to pay teacher salaries, library aide salaries, the technology specialist's salary and part of the counselor's salary. The district also uses SCE funds to pay tuition for CISD students placed in the Disciplinary Alternative Education Program in Marlin.

CISD hired a full-time counselor in 2002-03, replacing the part-time counselor that Region 12 assigned to the district. The counselor is responsible for following the progress of all students who meet "at-risk" criteria. The following services are offered to this population:

- reading specialist who works with 32 students with reading difficulties and also trains teachers in reading strategies;
- speakers on topics such as drug dependency;
- health class;
- class on life choices;
- TAKS remediation class for students in grades 7 and 8;
- mandatory remediation class for secondary level students; and
- Pirates Against Zeros (PAZ), a program rewarding students for good behavior and good performance.

CISD is preparing a grant application to Texas A&M University to improve the math performance of at-risk students. In addition, teachers tutor students voluntarily before and after school.

TEA distributes Title I, Part A funds of the Elementary and Secondary Education Act (ESEA) to provide school districts with extra resources to help improve instruction in high-poverty schools. It also ensures that poor and minority children have the same opportunity as other children to meet state academic standards. Funds are distributed based on the number of economically disadvantaged students in a school. Economically disadvantaged students are typically those who are eligible for free or reduced-priced lunches or breakfasts. The students served, however, are selected based on educational need, not economic status. Funds are distributed on the basis of the number of economically disadvantaged students, but students served do not need to be economically disadvantaged. The law allows a school to be designated as a Title I, Part A schoolwide program if 50 percent or more of students at the school, or in the attendance zone, are low income. CISD is a designated schoolwide Title I, Part A program. The *No Child Left Behind Act* (NCLB) of 2001 re-authorizes the ESEA. It mandates school districts to use Title I funds for activities that scientific-based research suggests will be most effective in helping all students meet state standards. Under Title I, Part A, districts are required to coordinate and integrate Title I, Part A services with other educational services to increase program effectiveness, eliminate duplication and reduce fragmentation of instructional programs.

In 2001-02, CISD had the second highest percentage of students classified as economically disadvantaged among its peers (**Exhibit 2-23**). About 80 percent of CISD students are classified as economically disadvantaged. CISD's percentage of economically disadvantaged students is higher than the regional average by 31.2 percentage points, and it is higher than the state average by 29.1 percentage points.

Exhibit 2-23
Number and Percentage of
Economically Disadvantaged Student Enrollment

**CISD, Peer Districts, Region 12 and the State
2001-02**

District	Number	Percent
Chilton	304	79.6%
Calvert	279	93.3%
Milano	146	37.5%
Jonesboro	87	40.3%
Abbott	83	33.2%
Region 12	65,900	48.4%
State	2,093,511	50.5%

Source: TEA, AEIS, 2001-02.

CISD receives \$104,625 in Title I, Part A funds in 2002-03. CISD uses Title I, Part A funds for the salaries of two teachers (one elementary and one secondary) and an aide, staff development, supplies and a shared service agreement with Region 12 for preparing the Title I application.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

B. SPECIAL PROGRAMS - PART 2

FINDING

The district's 2002-03 DIP does not show how the district allocates or evaluates its use of SCE funds. State law requires that district and school improvement plans must include a needs assessment, measurable performance objectives, strategies for student performance improvement, a time line, formative and summative evaluation criteria and resources and staff associated with each strategy funded through SCE. Each district is responsible for evaluating the effectiveness of the locally designed program in reducing any disparity in performance and documenting the results of the evaluation. Compensatory education resources must be redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students in at-risk situations.

According to the TEA *Financial Accountability System Resource Guide* (FASRG), the district/school plan should explain the goals and objectives of different compensatory education strategies at each school. The plan also should explain budget requirements, staffing, curriculum strategies, specialized needs for supplies and equipment and special programs like tutorials that enhance the regular education program.

The current DIP includes a budget column, but does not specify the source of the funds. CISD did not have an updated DIP in 2001-02 as required by the Texas Education Code 11.251-11.253. As cited in the external audit of the district's State Compensatory Education funds, the district used the 2000-01 DIP approved the previous year, so the audit was unable to compare the DIP plans for the use of SCE funds to the general funds. CISD's 2000-01 DIP referenced SCE as a resource and indicated the amount of SCE funds that the district planned to use to support the strategies listed in the plan. However, CISD did not modify this DIP as recommended in the TEA District Effectiveness and Compliance (DEC) Report of June 2000 with regard to evaluation strategies. The 2000-01 DIP used the same evaluation strategies for assessing the effectiveness of SCE and Title I funds that the June 2000 DEC Report declared "very generic and vague." The current DIP continues to have very vague strategies and inadequate evaluation measures. For example, a strategy is "reduced class size in elementary" with an evaluation measure as "increased opportunity for learning in small classes."

District and school improvement plans are required to have specific, measurable and quantitative criteria to determine degree of successful implementation. The CISD 2000-01 DIP used evaluation criteria such as "more progress in classes with assistants" to evaluate its reduced class sizes' activity and "students will be able to do their work in another setting" to evaluate the establishment of an in-school suspension program funded with SCE funds. The DEC Report declared these evaluation methods unsatisfactory.

Recommendation 13:

Evaluate the use of State Compensatory Education funds and incorporate specific and measurable evaluation strategies in the District Improvement Plan.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and site-based decision-making committee evaluate the district SCE programs.	June 2003
2.	The superintendent and site-based decision-making committee develop specific evaluation strategies for each SCE activity in the District Improvement Plan.	June 2003
3.	The superintendent oversees the implementation, success and compliance of state compensatory education programs and reports to the board annually.	August 2003 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

CISD does not have an effective dropout prevention program. CISD's dropout rate increased to 3.9 percent in 2000-01. Compared with its peer districts, CISD had the highest dropout rates in 1996-97, 1997-98, 1998-99 and 2000-01, and the second highest rate in 1999-2000 (**Exhibit 2-24**). CISD's dropout rates in 1996-97, 1997-98, 1998-99 and 2000-01 were higher than the regional and state dropout averages.

**Exhibit 2-24
Annual Dropout Rates
CISD, Peer Districts, Region 12 and the State
1996-97 through 2000-01**

District	1996-97	1997-98	1998-99	1999-2000	2000-01
Chilton	2.7%	4.3%	2.6%	1.1%	3.9%
Abbott	0.7%	2.1%	0.0%	0.0%	0.0%
Calvert	0.7%	0.8%	2.9%	0.0%	0.0%
Milano	0.4%	0.0%	0.0%	0.4%	0.0%
Jonesboro	0.0%	0.8%	0.9%	0.8%	0.9%
Region 12	0.9%	1.1%	1.3%	1.1%	1.1%
State Average	1.6%	1.6%	1.6%	1.3%	1.0%

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

Note: Dropout Rates are reported for the prior year in AEIS reports.

One of the objectives the district set in its 2000-01 DIP is to decrease its dropout rate to 1.6 percent. The district listed several strategies for accomplishing this objective:

- adding vocational classes;
- bringing in college and workforce speakers;
- early identification of potential dropouts;
- attendance monitoring;
- discipline monitoring;
- grades monitoring;
- extended year program;
- drug education; and
- referral of students to the disciplinary alternative education program in Marlin.

The district did not document how and if these strategies were implemented. The superintendent did say that this is the first year with a full-time counselor on staff who is expected to work more closely with students at risk of dropping out. CISD reported 30 leavers for 2001-02. **Exhibit 2-25** shows reasons for leaving and the percent associated with each reason. In 2002-03, CISD added CATE classes on Video Technology and Web Mastering, to provide engaging course options for students at risk of dropping out, and it hired a full-time counselor to provide individual and group counseling. It also increased parent involvement by starting a parent volunteer group. In addition, the district is calling parents of students with academic or discipline problems.

Exhibit 2-25
CISD Percentage of Students by Leaver Category
2001-02

Leaver Codes	2001-02
(28) Student intends to enroll in a Texas public school	70.0%
(07) Left with intent to enroll outside of Texas	3.3%
(61) Incarcerated outside district	3.3%
(29) Student intended to enroll in a Texas private school	3.3%
(60) Withdrew for home schooling	6.7%
(22) Enrolled in alternative program, in compliance, working toward a GED	3.3%
(99) Other (reason unknown or not listed)	10.0%
Total Students	30

Source: CISD, School Leaver Summary.

About one-half of the CISD teachers who responded to the TSPR survey did not think that the district has effective programs for at-risk students (**Exhibit 2-26**). Only 18.2 percent of the teachers thought that the district has effective programs for students at-risk of dropping out, and only 9.1 percent thought that the district has an effective dropout prevention program. Between 36.4 and 54.6 percent of the teachers were not familiar with the district's effort in this area; between 36.4 percent and 45.5 percent thought that the district's programs were ineffective.

Exhibit 2-26
TSPR Teacher Survey Results
CISD Programs for At-Risk Students

Teachers*					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
The district has effective programs for students at risk of dropping out of school.	0.0%	18.2%	36.4%	36.4%	9.1%
The district has an effective dropout prevention program	0.0%	9.1%	54.6%	27.3%	9.1%

Source: TSPR, Survey Results, 2002.

Wall ISD (WISD), a district with 913 students, had an annual dropout rate of 0.4 percent and a zero longitudinal dropout rate for the class of 1999-2000. In fact, 98.6 percent of the students in that class graduated from high school. WISD attributed this low dropout rate to personal attention to students at risk of dropping out. The counselor met individually with each of these students, conducted individual performance analyses of each student and offered individual counseling. Students not responding to the counseling were considered for placement in an alternative education program (AEP). The counselor applied for grants to establish a reading program for at-risk students. The district also assigned a certified teacher to work with students who were repeatedly placed in detention to prevent these students from falling behind academically. Although CISD is smaller than WISD, smaller districts can use these strategies.

Recommendation 14:

Decrease dropout rate by monitoring the success of dropout prevention programs and strategies.

CISD should review its dropout prevention strategies and the services it provides to students at risk of dropping out and determine how effectively these strategies have been implemented. CISD should adopt strategies such as individual and small group tutoring, counseling, mentoring, increasing student performance expectations and providing individualized academic support to students at-risk of dropping out. The district should also contact districts like Wall ISD and obtain information about the programs and services they provide to at-risk students. The CISD counselor should develop and implement a dropout prevention plan.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The counselor reviews the district's dropout prevention strategies and services to students at risk of dropping out, and then evaluates their implementation and effectiveness.	June 2003
2.	The counselor contacts similar districts with effective dropout prevention programs and obtains information about their programs.	June 2003
3.	The counselor develops a dropout prevention plan.	July 2003
4.	The counselor informs teachers about the plan.	August 2003
5.	The counselor and teachers implement the plan.	August 2003 - May

		2004
6.	The counselor monitors the plan and its effectiveness in reducing the district's dropout rate.	May 2004

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Special Education

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

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

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

- *Provision of educational services and supports according to a written Individualized Education Plan (IEP):* The IEP developed by the ARD committee includes information about the classes, subject areas, developmental areas and/or life skills courses in which the student will be instructed, how much time will be spent in general 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. An ARD committee meeting is held to discuss the results of the re-evaluation and determine if the student still qualifies for special education services in the same category.
- *Dismissal from the special education program:* If and when a student no longer meets the eligibility criteria, the student is dismissed from special education. The ARD committee must make this decision.

FINDING

CISD's special education program meets the needs of its students. The district is a member of the Falls Education Cooperative, located in Marlin. The Cooperative serves six small districts including Chilton, Marlin, Mart, Riesel, Rosebud-Lott and Westphalia, and serves 836 students including 54 CISD special education students in 2002-03. It also provides instructional programming and supportive staff services to CISD consisting of two special education aides; all diagnostic services; speech, physical and occupational therapy; and psychological and social work services. CISD has access to services in Marlin that include: a behavioral adjustment class; a Preschool Program for Children with Disabilities (PPCD); a Life Skills class for students with severe educational deficits or multiple disabilities who need instruction and training in independent living skills; minimal basic academic skills or functional living; a sheltered workshop for students with mental retardation; and services for CISD students with visual impairments. The Cooperative conducts all the testing of CISD students referred to special education and its diagnostician or speech therapist attend all CISD ARD meetings; it trains teachers on accommodations and monitors its member districts on compliance with least restrictive environment laws every six weeks; it reviews students' IEPs annually, reviews special education students' folders to ensure their completeness; and, finally, a Falls Education Cooperative diagnostician works with teachers on updating students' IEPs and respective files.

CISD has two special education teachers, one for elementary grades and one for secondary grades. The speech, occupational and physical therapists come to CISD as needed. All special education teachers of the Falls Education Cooperative's district members receive two-day training every two years.

CISD serves special education students either through *mainstream* or *resource* classes. Mainstream classes are the least restrictive alternatives. To determine the least restrictive environment for each student, district personnel first must consider providing services in general education with supplementary aides. Students with disabilities who spend all of their classroom hours in a regular classroom are called "mainstreamed." CISD special education students spend most of their day in regular classrooms. *Resource* classes are special education classrooms in which students are placed upon the recommendation of an ARD committee. These classrooms are designed to serve students who would have difficulty succeeding in a regular classroom. CISD has two resource classes, one for elementary students and one for secondary students.

In each of these settings, CISD provides appropriate curriculum modifications and services. ARD committees composed of parents and professional staff members determine program eligibility and participation, draft individual educational plans and make placements in and dismissals from special education.

Exhibit 2-27 shows the number of students enrolled in special education and special education expenditures in CISD, peer districts, Region 12 and the state. CISD has the smallest percentage of special education students among its peers, though its percentage of special education students is higher than the state average but lower than the Region 12 average. CISD has the lowest percentage of special education budgeted instructional expenditures and the lowest per student expenditure. CISD's percentages of budgeted special education expenditures and per student expenditure are below the regional and state averages.

Exhibit 2-27
Special Education Enrollment and Expenditures
CISD, Peer Districts, Region 12 and the State
2001-02

District	Number of Special Education Students	Percent of Special Education Students	Budgeted Special Education Expenditures	Percent of Budgeted Instructional Expenditures	Per Student Expenditure
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Milano	68	17.5%	\$281,989	18.2%	\$4,147
Calvert	58	19.4%	\$181,686	12.7%	\$3,133
Abbott	52	20.8%	\$150,337	12.5%	\$2,891
Chilton	49	12.8%	\$100,715	6.9%	\$2,055
Jonesboro	34	15.7%	\$97,620	13.8%	\$2,871
Region 12	20,467	15.0%	\$56,818,528	12.0%	\$2,776
State	485,010	11.7%	\$1,841,869,962	12.6%	\$3,798

Source: TEA, AEIS, 2001-02.

Exhibit 2-28 displays the percentage of students by disability in 2002-03. Of the total CISD special education students served, 50.8 percent have learning disabilities, 16.9 percent have speech impairments, 12.3 percent have emotional disturbances and 12.3 percent have other health impairments. The remaining 7.7 percent of students are served in programs for mental retardation, autism, visual or orthopedic impairment and/or non-categorical early childhood.

Exhibit 2-28
CISD Percent of Students Enrolled in Special Education
by Primary Disability
2002-03

Disability	Percent of Students
Learning Disability	50.8%
Speech Impairment	16.9%
Emotional Disturbance	12.3%
Other Health Impairments	12.3%
Mental Retardation	*
Autism	*
Visual Impairment	*
Orthopedic Impairment	*
Non-categorical Early Childhood	*
Total	100.0%

Source: Falls Education Cooperative.

**Less than five students.*

CISD participates in the School Health and Related Services (SHARS) program. SHARS provides reimbursement for services determined to be medically necessary and reasonable to ensure that a disabled child under the age of 21 receives the benefits of a free and appropriate public education. Services for which districts can be reimbursed under SHARS include assessment, audiology, counseling, medical services, school health services, occupational therapy, physical therapy, speech therapy, physiological services and associated transportation. The Falls Education Cooperative gets all district members' SHARS reimbursed funds. In 2001-02, the Cooperative received \$70,000 in SHARS funds for all its district members.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

B. SPECIAL PROGRAMS - PART 3

COMMENDATION

CISD is a member of a special education cooperative that meet its students' needs.

Bilingual Education/English As A Second Language

Texas Education Code Chapter 29 requires that every Texas student who is identified as limited English proficient be provided a full opportunity to participate in a bilingual or English as a second language (ESL) program. Limited English proficiency students are defined as those whose primary language is something other than English and whose English language proficiency limits their participation in an English-language academic environment.

All school districts with 20 or more limited proficiency students in the same grade level are required to offer bilingual/ESL or an alternative language program. Schools must provide bilingual education in pre-kindergarten through the elementary grades.

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

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

The education of limited English proficiency students is an important task for Texas public schools. Nearly 542,312, or 13.1 percent, of Texas students were enrolled in bilingual or ESL programs in 2001-02. The State Board of Education's *Long-Range Plan for Public Education 2001-06* states "enrollment in the state's bilingual education program is projected to increase by 22 percent over the next five years."

The *No Child Left Behind* (NCLB) Act of 2001 requires that states report progress annually by poverty, race, disability and limited English proficiency to ensure that no group of students is overlooked. Title III,

Part A of NCLB addresses English Language Acquisition, Language Enhancement and Academic Achievement. Title III, Part A states that the purpose of the NCLB Act is to help ensure that (1) children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English and meet the same challenging state academic content and student academic achievement standards as all children are expected to meet; (2) these children achieve at high levels in the core academic subjects; and (3) that districts develop high-quality language instruction educational programs.

CISD had the highest percentage of bilingual/ESL students among its peers in 2001-02. Its bilingual/ESL population was 21.2 percentage points higher than the regional average and 12.3 percentage points higher than the state average.

The district's per student expenditure for bilingual/ESL was the highest among its peers but was below the state and regional averages (**Exhibit 2-29**).

Exhibit 2-29
Bilingual/ESL Student Enrollment, Budget and Expenditure
CISD, Peer Districts, Region 12 and the State
2001-02

District	Students Enrolled in Bilingual/ESL	Percent of Total Enrollment	Total Budgeted Expenditures	Percent of Budgeted Expenditure	Per Student Instructional Expenditure
Chilton	97	25.4%	\$49,401	3.4%	\$509
Calvert	9	3.0%	\$2,750	0.2%	\$306
Milano	8	2.1%	\$0	0.0%	\$0
Jonesboro	5	2.3%	\$0	0.0%	\$0
Abbott	*	1.2%	\$1,510	0.1%	*
Region 12	5,698	4.2%	\$6,802,196	1.4%	\$1,194
State	542,312	13.1%	\$625,092,391	4.3%	\$1,153

Source: TEA, AEIS, 2001-02.

*Fewer than five students.

CISD identifies students with limited English proficiency (LEP) based on the Home Language Survey that is completed for each student by the parent (PK-8) or the student (9-12) during pre-registration or registration. CISD administers the Language Assessment Scales (LAS) or pre-LAS tests during the second week of school to any student whose home language is not English. CISD places students in ESL based on the test results. The CISD ESL program serves students in PK-12. Because it has fewer than 20 limited English proficient (LEP) students in each grade level, it is not required to offer a bilingual program.

FINDING

CISD's ESL plan does not describe the mission of the program, the identification, placement and exit processes, exit criteria and the Language Proficiency Assessment Committee's (LPAC) role and responsibilities. Nor does the district have an ESL curriculum or curriculum guides.

The district has a certified ESL teacher and an aide to serve students at the elementary level. At the secondary level, ESL students are being served by an experienced, but not bilingual, teacher due to the retirement of the certified ESL teacher at the end of 2001-02. The secondary ESL teacher has a bilingual instructional aide to assist her. The district's ESL students are served through a pull-out program in 30-minute sessions for a total of 60 to 150 minutes a week. The students receive primary instruction in the regular classroom with individual help provided in the ESL classroom for content and language. The district scheduled the ESL period so that students would not miss any of their regular classes.

The ESL elementary teacher meets with the ESL students' home teachers who identify the topics, concepts or skills the ESL teachers should address. The district uses the Rosetta Stone program, which is a conversational English program that shows students pictures and asks them to describe the pictures in English. At the secondary level, the ESL teacher and aide help with school and homework assignments.

The performance of LEP and ESL students is lower than the performance of students who are not LEP or ESL (**Exhibit 2-30**). Secondary teachers said that ESL students are poorly prepared for secondary school. The English proficiency of these students is low, their vocabulary is limited and they have difficulties reading at grade level.

Exhibit 2-30
Percent of LEP and ESL and Non-LEP and Non-ESL Students
Passing TAAS
2001-02*

	LEP Students	Non-LEP Students	ESL Students	Non-ESL Students
Grade 3				
Reading	43%	64%	50%	60%
Math	38%	57%	43%	53%
All Tests Taken	38%	50%	43%	47%
Grade 4				
Reading	63%	73%	63%	73%
Math	63%	80%	63%	80%
Writing	63%	79%	63%	79%
All Tests Taken	38%	67%	38%	67%

Source: TEA, TAAS Summary Report, May 2002.

*Grades 5-8 and 10 had fewer than five LEP or ESL students per grade.

The Language Proficiency Assessment Committee (LPAC) for the elementary grades PK-6 consists of the principal, a reading specialist, a grade 1 teacher who is ESL certified, a library aide who is bilingual and a parent contact. The LPAC meets about three times a year. The LPAC discusses student testing and placement, student progress and exit from the program. The LPAC monitors students who exit the ESL program for two years. CISD does not exit ESL elementary students before grade 4 to ensure that students are well prepared for regular classes in English. Students who exit the program have placed Advanced on the Reading Proficiency Test in English (RPTE) and passed TAAS reading.

School administrators said that CISD made several changes in its ESL program in 2002-03 because of the program's ineffectiveness in 2001-02. In addition to assigning an experienced, ESL-certified teacher to the elementary grades, the district also hired an aide to work with students in grade 3 because of the large number of limited English proficiency students. CISD added an ESL period so as not to pull ESL students out of their regular classroom during reading or language arts. The district also identified teachers to become ESL certified. In 2002-03, the elementary school principal and four elementary teachers are ESL certified. No secondary school teachers have ESL certification. In 2002-03, the CISD counselor reviewed all ESL student folders to check their completeness and ensured that students are properly tested and exited from the program. The counselor found that ESL student files were incomplete, missing

testing records and that some ESL students were not tested to determine their progress and readiness for exiting the program.

Districts in need of bilingual/ESL teachers often provide stipends to their teachers to encourage them to obtain bilingual/ESL certification or endorsement. For example, the Bilingual/ESL Department in Tyler ISD has a stipend program for teachers and paraprofessionals to work towards bilingual/ESL certification. Small districts also use services and programs in the bilingual/ESL area that their regional service center provides. Lyford ISD, a district with 1,540 students, participates in educational programs that the regional education service center offers for bilingual/ESL teachers. The district also actively seeks state, federal and foundation grants to supplement its funds for specific programs. The staff of Wall ISD, a district with 913 students, attends meetings at the regional education service center for special interest groups to share ideas and best practices on bilingual/ESL.

Recommendation 15:

Strengthen the English as a Second Language plan and encourage teachers to become English as a Second Language certified.

CISD should work with Region 12 to develop an ESL plan with clearly defined program objectives, polices, procedures and content. The district should designate the elementary and secondary level ESL teachers to coordinate the ESL program. The CISD principals and counselor should monitor ESL student performance at the elementary and secondary level to ensure student progress and preparedness when exiting the program. CISD should provide \$250 stipends as an incentive for teachers to become ESL-certified and offer an annual \$1,500 stipend to each ESL coordinator.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The elementary and secondary principals, counselor and ESL teachers work with Region 12 to review the ESL program and identify needed changes at the elementary and secondary levels.	June 2003
2.	The counselor and ESL teachers make revisions to the ESL plan and submit it to the superintendent for review and approval.	July 2003
3.	The superintendent designates the ESL teachers as responsible for implementing and overseeing the ESL program at the elementary and secondary levels.	July 2003
4.	The ESL teachers implement the plan.	August 2003 - May 2004

5.	The ESL teachers meet quarterly to review ESL student progress and revise the ESL plan accordingly.	August 2003 - May 2004
6.	The elementary and secondary principals and counselor monitor the ESL program and ESL student progress.	August 2003 - May 2004

FISCAL IMPACT

This fiscal impact is based on the assumption that CISD will designate elementary and secondary level teachers to coordinate the ESL program. The selected teachers will each get an annual stipend of \$1,500 to oversee the ESL program in addition to their regular teaching duties. The district will pay the first stipend of \$1,500 for 2003-04 and annually thereafter, for a total annual cost of \$3,000 (\$1,500 x 2 teachers).

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Strengthen the English as a Second Language plan and encourage teachers to become English as a Second Language certified.	(\$3,000)	(\$3,000)	(\$3,000)	(\$3,000)	(\$3,000)

Career and Technology Education

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

CISD has two certified CATE teachers: an agricultural science teacher and a family and consumer science teacher.

CISD served 125 students in 2001-02 in its CATE program (**Exhibit 2-31**). CISD has the second highest percentage of students enrolled in CATE among its peers.

Exhibit 2-31
Percent of Student Enrollment and Budgeted Expenditures in CATE
CISD, Peer Districts, Region 12 and the State
2001-02

District	Number of Students in CATE	Percent Enrolled in CATE	Budgeted CATE Expenditures	Budgeted Career and Technology Expenditures	Per Student Expenditure
Milano	163	41.9%	\$103,085	6.6%	\$632
Chilton	125	32.7%	\$104,068	7.2%	\$833
Jonesboro	68	31.5%	\$20,210	2.9%	\$297
Abbott	60	24.0%	\$66,029	5.5%	\$1,100
Calvert	59	19.7%	\$119,986	8.4%	\$2,034
Region 12	25,856	19.0%	\$20,973,009	4.4%	\$811
State	802,149	19.3%	\$599,190,896	4.1%	\$747

Source: TEA, AEIS, 2001-02.

The most effective CATE programs have advisory committees composed of business representatives. CISD's CATE program has not had an advisory committee in the past two years because the district has few businesses. The CISD CATE program currently does not have any articulation agreements? a formal written contract between a public school system and a post-secondary institution? with colleges because of the district's distance from the nearest college. The program did have an articulation agreement with the Central Texas College in 1991 in the area of Agriculture-Farm and Ranch Management. CATE teachers attend their respective associations' conferences for professional development.

CATE teachers evaluate the CATE program annually using a detailed evaluation instrument. The evaluation instrument looks at program goals and objectives, curriculum and instruction, professionalism, membership in organizations such as the Future Farmers of America (FFA) and program facilities and equipment. The program evaluation also considers how CISD teams and students performed in competitions and the amount they received in scholarships. The evaluation also looks at CATE students' employment and post-secondary education.

The CISD CATE program participates in the Future Farmers of America (FFA) and the Future Homemakers of America (FHA). CISD CATE students received scholarships ranging from \$750 to \$21,000 through FFA

competitions. In the past five years, eight CISD CATE students received \$44,750 in scholarships, as shown in **Exhibit 2-32**.

**Exhibit 2-32
CATE Scholarships
1997-98 through 2001-02**

Year	Number of CATE Students Receiving Scholarships	Total Scholarship Amount
2001-02	1	\$750
2000-01	0	\$0
1999-2000	3	\$21,000
1998-99	2	\$21,000
1997-98	2	\$2,000
Total	8	\$44,750

Source: CISD, CATE.

FINDING

CISD has expanded its students' career and technology educational opportunities by increasing the number and type of course offerings and through contractual arrangements with a neighboring district. CISD's CATE program targets students in grades 9 through 12. In grades 7 and 8, CISD offers courses in career exploration/living skills. As part of this course, students take a career inventory to determine their career interests. The CATE program at the high school includes Family and Consumer Science, Agricultural Science and Business Technology. CISD students who participate in CATE follow a coherent sequence of courses designed to guide them in a particular career direction. **Exhibit 2-33** lists the CATE courses CISD offers at the high school.

**Exhibit 2-33
CISD CATE Program Courses
2002-03**

Career and Technology Classes
Agricultural Science

Introduction to World Agriculture Science and Technology Applied Agriculture Science and Technology Plant and Animal Production Animal Science Agricultural Structures Technology Agricultural Metal Fabrication Technology Horticulture Plant Production Landscape Design, Construction and Maintenance Entrepreneurship in Agriculture Agricultural Communications Personal Skill Development in Agriculture
Family and Consumer Science
Personal and Family Development Family and Career Management Individual and Family Life Preparation for Parenthood Nutrition and Food Science Consumer Economics Apparel Skills for Living (Grade 7)
Business and Technology*
Record Keeping Accounting Business Computer Information I and II Web Mastering Introduction to Business Business Law

Sources: CISD, 2002-03, and Chilton High School Registration, 2002-03.

**Teachers teaching Business and Technology courses do not have vocational certification.*

In 2002-03 CISD added courses in Business Computer Information and Web Mastering. CISD also contracts with a neighboring district in the areas of cosmetology, small engine repair, automotive repair and electronics. CISD provides transportation to students who take CATE courses in the neighboring district and pays the district for CISD students who participate in this district's CATE courses.

CISD offers semester courses, four courses in each area per semester, one course in each area per grade level. The CATE program may offer more than one section of a course. There is no minimum or maximum

enrollment; 32 freshmen students are enrolled in the 2002-03 Introduction to Agriculture course. CISD has curriculum guides for all CATE courses. CATE teachers take into consideration students' interests and, in turn, add new courses. The CATE program added an Entrepreneurship course and an Agricultural Structures course. CATE teachers review Texas Workforce Commission (TWC) reports to identify high demand occupational areas.

COMMENDATION

CISD has expanded students' career and technology education opportunities by increasing the number of courses it offers through contracting with a neighboring district.

Library/Media Services

In May 1997, the Texas State Library and Archives Commission adopted a series of recommended standards published as *School Library Program Standards: Guidelines and Standards*. The goal of school library programs, as outlined in the *Guidelines and Standards*, is to ensure that students and staff alike effectively use ideas and information and become literate, life-long learners. To accomplish this task, the library program should provide instruction in research and the evaluation of resources, individual guidance and access to materials in multiple formats. The guidelines offer criteria that identify library programs as exemplary, recognized, acceptable or below standard in the areas of the library learning environment, curriculum integration, resources, library program management and facilities. *The No Child Left Behind* (NCLB) legislation; Subpart 4-Improving Literacy Through School Libraries-emphasizes the importance of libraries. NCLB considers libraries as resources for improving literacy skills and academic achievement of students by providing students with increased access to up-to-date school library materials, a well-equipped, technologically advanced school library media center and well-trained, professionally certified school library media specialists.

The CISD library is housed in two facilities: one serving elementary grades (PK-6) and a second serving secondary grades (7-12). The libraries are staffed by a certified librarian who works in CISD one day a week, and two full-time library aides (one aide per library facility) who have received training from Region 12 on library operations, library aide role and responsibilities, effective school research and curriculum. The district uses SCE funds to pay the library aides' salaries. The certified librarian is an independent contractor. CISD is a member of the Texas Library Collection (TLC), a statewide resource sharing system administered by TEA that facilitates libraries' technical services and local collection

development and provides access to electronic full-text resources. The librarian oversees the two library facilities, orders books and the library collection. Aside from managing the libraries on a daily basis, the library aides perform the following: administer the Accelerated Reading program to elementary and secondary students; conduct needs assessments by surveying teachers about library materials they require and, from that, prepare a library needs list; teach library skills to students, including the use of online resources; train teachers in CISD's Athena automated cataloging system, which allows teachers to access the library catalog from every computer; and assist in preparing a Technology Infrastructure Fund (TIF) grant, while looking for other grant opportunities to supplement library funds. The CISD library is open to the public because Chilton does not have a public library. Community members, including former students, use the library.

CISD's library budget and expenditures per student increased in 2000-01 and decreased in 2001-02, as shown in **Exhibit 2-34**.

Exhibit 2-34
CISD Library Budget and Expenditures Per Student
1999-2000 through 2001-02

School	1999- 2000	2000- 01	2001- 02
Elementary School Library Budget	\$6,355	\$6,809	\$6,287
Elementary School Library Expenditures Per Student	\$29.42	\$30.13	\$26.64
Secondary Library Budget	\$6,734	\$7,202	\$6,258
Secondary School Library Expenditures Per Student	\$40.32	\$49.67	\$42.00

Source: CISD, Library.

FINDING

The CISD library meets the "Exemplary" level for the size of their library collection specified in the state's *School Library Programs Standard*. The *School Library Standards* define an "Acceptable" collection as a balanced collection of 9,000 books, software and electronic resources such as Internet access for schools with enrollments of 600 or below. For schools with enrollments exceeding 600, the "Acceptable" standard is defined as a minimum of 15 items per student. A "Recognized" collection is defined as a balanced collection of 10,800 items for schools with 600 or fewer students and for schools with enrollment exceeding 600 as a minimum of

18 items per student. An "Exemplary" collection is a balanced collection with at least 12,000 items for schools with 600 or fewer students and for schools with enrollments exceeding 600 as a minimum of 20 items per student. A balanced collection consists of books, software and electronic resources.

The CISD collection consists of 12,506 items including books, videotapes, CD ROMs, news media as well as online resources (**Exhibit 2-35**). The CISD library has 32.7 books and media per student. The library serving elementary grades has six computers. The library serving grades 7-12 has 12 computers, 10 of which were installed in 2002-03.

**Exhibit 2-35
GPISD Library Collection
2001-02**

School	Enrollment	Collection Size	Collection Per Student	Meets or Exceeds Standard
Grades PK-6	233	7,155	30.7	
Grades 7-12	149	5,351	35.9	
Total	382	12,506	32.7	Exemplary

Source: CISD, Library.

The district recognized the importance of the library to its students' performance. The 2000-01 CISD DIP includes the library as one of the strategies the district uses to enhance student achievement by increasing parental access to the library to promote parent-child reading and putting greater emphasis on the Accelerated Reading program to increase student reading. The certified librarian, who works at the district one day a week, reviews and updates the collection continuously, and orders books and library software. The two full-time library aides maintain the library. The library staff conducts a library needs assessment by talking to teachers and submits a list of library materials to the administration for approval. The district applied for a TIF grant for library computers, and the library staff is looking for other grant opportunities to supplement the library budget.

The CISD library has an automated card catalog, using the Athena system. The card catalog is loaded on every computer in the school, allowing administrators, teachers and students to access the catalog from every classroom and office.

COMMENDATION

CISD's library meets the "Exemplary" standard for the size of its collection.

FINDING

CISD upgraded its libraries with new circulation/catalog software. All books are checked out through the new computerized circulation program. The program tracks library inventory in real time and also makes checking out a book much easier, as it has up-to-date student information listed in its records. The school librarian and library aides no longer have to keep a paper list of students that have holds on their records preventing them from checking out books. The elementary and secondary libraries computers have access to the Internet.

COMMENDATION

CISD's library processes are automated and provide Internet access to students.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

C. 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* that is summarized in **Exhibit 2-36**.

Exhibit 2-36 **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; know 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 2-37**.

Exhibit 2-37
Major Legislative Issues Related to Safety and Security
1999 and 2001 Legislative Sessions

1999 Legislation	Major Issues Related to School Safety and Security
Senate Bill 260	Allows 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.
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.

FINDING

The Chilton secondary school/administrative offices building has many outside doors that are left unlocked during the school day. While Chilton is a very small community, all school districts run some risk have having unwanted intruders enter buildings.

Access into CISD schools is easy to obtain. The main building has at least 13 entrance doors-each one is accessible during the course of a school day. The review team was able to enter the main building from a series of outside doors and walk unchallenged through most areas. School

administrators said that doors are kept unlocked so that students and staff housed in the portables have easy access into the building.

In TSPR's *Keeping Texas Children Safe in School*, safe school districts "look for trouble" before it occurs. Awareness involves recognizing the critical need to keep all but the main entrance door locked after the start of school. Many school with established relationships with the local police arrange for safety and security evaluations from law enforcement.

Recommendation 16:

Work with local law enforcement to help ensure school security.

The superintendent with local law enforcement should complete a security threat assessment of the school. The assessment should include various security issues, such as ease of school entry on foot and by vehicle and include ideas for reducing security risks.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent contacts local law enforcement to conduct a security assessment of the school.	June 2003
2.	The superintendent presents the findings and his recommendations to the board.	July 2003
3.	The superintendent makes the necessary changes to ensure that security is present to protect students and teachers.	August 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 3

FINANCIAL MANAGEMENT

This chapter reviews the Chilton Independent School District's (CISD) financial management operations in the following sections:

- A. Fund Balance
- B. Accounting Department
- C. Purchasing and Accounts Payable Processing
- D. Budget Process
- E. Investments
- F. 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 the following: that internal controls are in place and operating as intended; that technology is maximized to increase productivity; and that reports are prepared timely and accurately to help management reach its goals.

BACKGROUND

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

Texas school districts are also required to submit, using standardized computer files, specific information about their finances, education statistics and personnel data for the Public Education Information Management System (PEIMS). PEIMS, the statewide data management system for public education information in Texas, exists to improve the education practices of local districts, technical support for gathering the data from district databases is supplied by one of 20 Regional Education Service Centers (RESCs) or by private vendors. A software system, which edits the data to enhance its quality, is used by the RESCs and TEA on district data submissions.

Successful financial management operations ensure that the district receives all available revenues from the state and federal government; the district maintains a track record of sound financial decisions and adequate

and equitable budget allocations; the district issues timely, accurate and informative reports on the its financial position; and the district keeps a consistent record of unqualified opinions on its external audits.

Within this overall financial framework are a district's more subtle operations: asset and risk management provide insurance coverage to adequately cover the district's assets with the lowest possible premiums; cash management places district funds in investments with good interest potential, while safeguarding the district's money; taxes are collected efficiently; and fixed assets are accounted for and protected against theft and obsolescence.

The purchasing function assures that goods and services are acquired at the best price, at the right time and in the right quantity to support the needs of the district and its personnel, while complying with local, state and federal regulations. Opportunities are identified to cooperatively purchase goods with other jurisdictions when it is mutually beneficial to all parties involved.

CISD receives revenue from local, state and federal sources. On average, Texas school districts receive about 54.9 percent of their revenues from local property taxes, 41.9 percent from the state, and 3.2 percent from federal sources. Historically CISD has received the majority of its funding from the state, as shown in **Exhibit 3-1**.

Exhibit 3-1
Historical Sources of CISD Revenue - General Fund
1998-99 through 2001-02

	1998-99	1999-2000	2000-01	2001-02
Local and Intermediate	17.7%	17.2%	20.8%	21.0%
State	77.2%	77.8%	74.6%	74.4%
Federal	5.0%	5.0%	4.7%	4.7%
Total	100%	100%	100%	100%
Total Budgeted Revenues	\$2,575,848	\$2,792,805	\$2,687,737	\$2,690,637

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

through 2001-02.

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

Exhibit 3-2 compares CISD's sources of revenue to the peer districts. The percentages reveal that CISD receives more state funding than all the peer districts, except Milano, and more than the state average.

**Exhibit 3-2
CISD Budgeted Revenue Comparison - General Fund
2001-02**

	Abbott	Calvert	Chilton	Jonesboro	Milano	State
Local and Intermediate	25.8%	31.0%	21.0%	32.8%	22.8%	54.9%
State	72.2%	64.2%	74.4%	64.9%	75.1%	41.9%
Federal	20%	4.8%	4.7%	2.3%	2.2%	3.2%
Total	100%	100%	100%	100%	100%	100%

Source: TEA, AEIS, 2001-02.

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

Exhibit 3-3 presents a summary of the state aid calculation for CISD in 2001-02. Since CISD receives almost 75 percent of their funding from the state, this funding is critical to the district. The legislative payment estimate is the state aid that was paid to the district based on estimated enrollment, while the near final calculation shows the actual amount that the district should have received based on information reported as of March 5, 2003. When complete information is received, the near final calculation is replaced with a final calculation.

**Exhibit 3-3
CISD State Aid Calculation
2001-02**

	Legislative Payment Estimate	Near Final Calculation
Regular block grant	\$1,072,288	\$1,105,290
Special education block grant	\$228,797	\$243,795
Career and technology block grant	\$116,418	\$78,906
Gifted and talented block grant	\$7,249	\$7,397
Compensatory education block grant	\$232,706	\$204,615
Bilingual education block grant	\$31,544	\$30,524

Public education grant student allotment	\$0	\$0
New instructional facilities allotment	\$0	\$0
Transportation	\$25,286	\$18,579
Less local share	(\$270,841)	(\$270,841)
State Share	\$1,443,447	\$1,418,265
Tier II Aid	\$587,599	\$579,890
Technology allotment	\$10,350	\$10,522
Chapter 46 existing debt allotment	\$0	\$0
Chapter 46 IFA	\$0	\$0
Other programs	\$0	\$0
Total State Aid	\$2,041,396	\$2,008,677

Source: TEA summary of finances, 2001-02 (as of 3/5/03).

The state is funding the district using enrollment figures that are close to the actual enrollment. The district received \$587,599 in Tier II funding during 2001-02. Tier II funding is provided to districts who cannot generate as much local revenue as other districts in the state.

CISD receives local revenue from taxes collected on property owned in the district. Chilton receives 37.7 percent of their local revenue from taxes on land, 31.3 percent from taxes on residential property and 27.6 percent on taxes from businesses. The state average shows that most districts receive the majority of their local revenue from taxes collected on residences. **Exhibit 3-4** presents taxable value by category for CISD, peer districts and state averages.

Exhibit 3-4
Taxable Value by Category
CISD, Peer Districts and the State
2001-02

Source	Abbott	Calvert	Chilton	Jonesboro	Milano	State
Business	30.3%	37.5%	27.6%	11.8%	22.4%	37.9%
Residential	27%	29.3%	31.3%	11.1%	11.4%	50.3%
Land	40.7%	24.6%	37.7%	75.7%	57.4%	6.7%
Oil and Gas	0%	7.2%	0%	0%	4.1%	4.0%

Other	2.0%	1.5%	3.4%	1.5%	4.7%	1.0%
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Source: TEA, AEIS, 2001-02.

Federal revenue is received by the district directly from the federal government or distributed by TEA or other state entities for programs such as career and technology education, programs for educationally disadvantaged children (the Education Consolidation and Improvement Act and the Elementary and Secondary Education Act), food service programs and other federal programs.

Exhibit 3-5 presents CISD's General Fund actual expenditures for each student for 1998-99 through 2001-02. The largest increase in expenditures was in Instruction and Instructional and School Leadership, which demonstrates that the district is spending more where it is needed.

Exhibit 3-5
CISD Actual Expenditures for Each Student - General Fund
1998-99 through 2001-02

	1998-99	1999-2000	2000-01	2001-02	Percent Change
Instruction	53.1%	58.2%	59.0%	59.0%	11.1%
Instructional and School Leadership	5.7%	5.6%	6.2%	6.1%	7.0%
Student Support Services	8.0%	8.0%	6.6%	7.2%	(10.0%)
Administration	9.5%	8.8%	9.1%	9.2%	(3.2%)
Non-student Support Services	10.2%	10.4%	10.5%	10.8%	5.9%
Ancillary Services	7.2%	4.7%	4.6%	4.6%	(36.1%)
Capital Outlay	3.3%	1.5%	1%	0%	(100.0%)
Intergovernmental Charges	3.0%	2.8%	3.0%	3.2%	(6.7%)
Total Budgeted Expenditures	100%	100%	100%	100%	

Source: TEA, Texas Public Education Portal, 1998-99 through 2000-01; CISD Audited Financial Statement, 2001-02.

Capital Outlay expenditures showed the largest decreases as a direct result of paying off the gymnasium that was completed in November 1996.

Exhibit 3-6 shows key financial data on a comparative basis with state and peer districts.

Exhibit 3-6
CISD Comparative Profile of Financial Performance - General Fund
2001-02

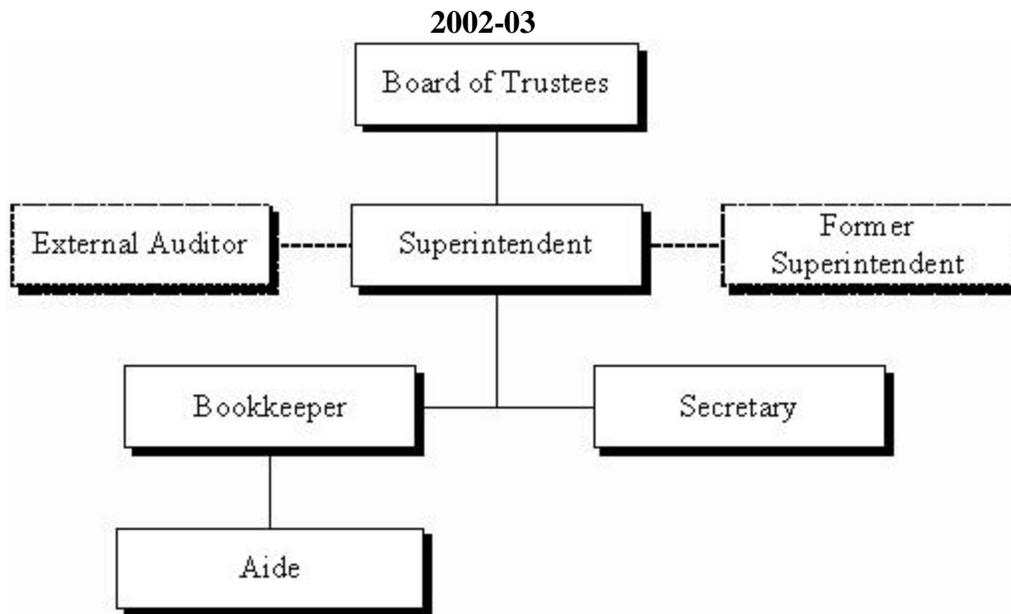
District	Total Revenues for Each Student	Total Expenditures for Each Student	Instructional Expenditures for Each Student	Students to Total Staff Ratio	Student to Teacher Ratio
Abbott	\$8,900	\$8,414	\$4,803	5.35	10.1
Calvert	\$8,730	\$8,653	\$4,787	4.86	13.1
Chilton	\$7,044	\$6,885	\$3,796	5.11	10.2
Jonesboro	\$6,426	\$6,078	\$3,273	6.55	13.5
Milano	\$7,790	\$7,686	\$3,990	5.64	10.3
State	\$6,769	\$6,913	\$3,611	7.40	14.7

Source: TEA, AEIS, 2001-02.

When compared to the peer districts, CISD aligns closely with the state average in terms of revenue received and expenditures. However, CISD's students to total staff ratio and its student to teacher ratio are still low when compared to the state average and the majority of their peers.

Exhibit 3-7 shows the organization and staffing of CISD's financial operations.

Exhibit 3-7
CISD Financial Operations Organization Chart



Source: Interviews with CISD staff.

Note: Dashes indicate consulting contract with CISD.

The superintendent reports directly to the Board of Trustees and is responsible for the district's financial duties. The new superintendent, appointed in January 2003, is the former high school principal and interim superintendent. He is assisted in this task by a full-time bookkeeper that has been with the district for 11 years. The superintendent's secretary is responsible for the student activity funds and other duties as assigned by the superintendent. An aide performs the PEIMS reporting duties and reconciles the district's bank accounts. Due to the recent turnover in the superintendent's position, the former superintendent, who is now retired and lives in the district, was called on often during the review to answer questions. The former superintendent will continue to assist the new superintendent in the financial duties. The district uses the Regional Service Center Computer Cooperative (RSCCC) Finance System accounting software provided and maintained by the Regional Education Service Center XII (Region 12) in Waco.

Chapter 3

FINANCIAL MANAGEMENT

A. FUND BALANCE

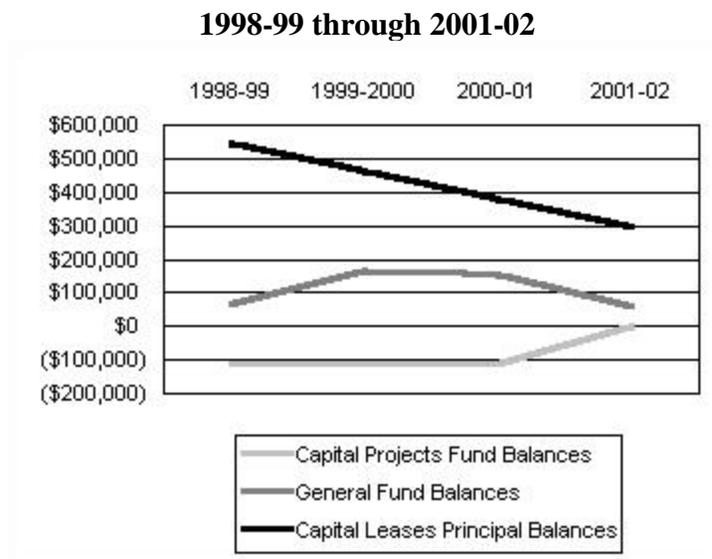
Fund balances, or reserve balances, are established by school districts to function similarly to a savings account. Fund balances serve as an emergency source of funds; a source of cash to pay bills in case the outflow of cash for expenditures temporarily occurs faster than the inflow of revenue; or as a place to build up savings to make large purchases not affordable within a single year (for example, facility improvements).

FINDING

CISD eliminated its Capital Projects fund debt in 2001-02 and is on track to be debt free within five years from 2001-02. Since 1997-98, when the district began contracting with the current external audit firm, CISD has taken steps to eliminate its Capital Projects fund debt, rebuild fund balance deficiencies and pay off remaining debt in other funds.

The board meets with the external auditor each January to discuss the external audit report for the previous year. At that time, they also discuss financial goals for the coming year and a general plan to achieve those goals. The board reviews the budgeted versus actual expenditures report provided by the superintendent at monthly board meetings to ensure the district's finances stay on track. Board members and the superintendent consult with the external auditor as new issues or questions arise during the year. The billing arrangement for these consultations is that the audit firm bills only an hourly rate for their time if more than a few minutes are involved. **Exhibit 3-8** shows the forward progress made in the Capital Projects fund, General fund and the Capital Leases principal balances for 1998-99 through 2001-02.

Exhibit 3-8
CISD's Capital Projects fund, General fund and Capital Leases
Principal Balances



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

As debts are eliminated, the available funds are being used to increase the district's General fund balance to match TEA's recommended optimum fund balance calculation.

COMMENDATION

CISD's board adopted a successful long-term strategy to manage the district's finances.

FINDING

A review of the district policy manual revealed that CISD has no formal, written guidelines or policies defining the district's process for planning and monitoring its fund balance. Cost overruns on the new gymnasium, which was completed in November 1996, depleted the district's fund balance. The project cost more money than the district had. Therefore, money from the general fund was transferred to the capital projects fund to cover the deficit. In 1997-98 the board consulted with its newly hired external audit firm about a plan to monitor its finances. CISD has had a positive fund balance in the General fund since 1998-99, as shown in **Exhibit 3-9**.

Exhibit 3-9
CISD's General Optimum Fund Balances and Capital Projects Fund Balances
1998-99 through 2001-02

	1998-99	1999-2000	2000-01	2001-02
Capital Projects Fund Balances	(\$111,671)	(\$111,671)	(\$111,671)	\$488
General Fund Balances	\$69,341	\$165,103	\$157,338	\$60,220
Optimum General Fund Balances	\$308,973	\$282,300	\$246,735	\$267,906

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

CISD's board members discuss and set fund balance policies during the external auditor's annual presentation of the external audit findings to the board each January. Though the district has improved its fund balance, as shown in **Exhibit 3-10**, CISD has not reached the optimal fund balance as calculated annually by the external auditors. For 2001-02, CISD was \$207,686 below its target optimum fund balance.

Exhibit 3-10
CISD General Fund Balance
1998-99 through 2001-02

	1998-99	1999-2000	2000-01	2001-02
General Fund Balance	\$69,341	\$165,103	\$157,338	\$60,220
Less: General Fund Optimum Fund Balance Calculation	\$308,973	\$282,300	\$246,735	\$267,906
Excess (Deficit) Undesignated Unreserved General Fund Balance	(\$239,632)	(\$117,197)	(\$89,397)	(\$207,686)

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

According to TEA, an attorney general's opinion dating back to 1942 specifies that state entities should not have a deficit fund balance, which the district incurred at the end of 1995. TEA takes the position that school districts should not pay for operations of the district from a subsequent fiscal year's tax levy. Expenditures may exceed revenues in the general fund during a fiscal year, but only if there is sufficient fund balance to maintain a positive unreserved and total fund balance in the general fund. However, districts are expected to safeguard against excessive unreserved fund balance declines. Although the laws do not specifically state what deficit amounts are allowable, TEA's position is that deficit fund balances are limited by the amount of delinquent property taxes.

The 77th Legislature (2001) enacted SB 218, which requires the implementation of a financial accountability rating system. In compliance

with this mandate, TEA has established the School Financial Integrity Rating System of Texas (School FIRST). The School FIRST rating system begins a transitional implementation for 2002-03 with preliminary and final paper reports to each district and its' regional education service center. Upon full implementation of the rating system in 2003-04, each board of trustees will publish an annual report describing the financial management performance of the district.

The primary goal of School FIRST is to achieve improved performance in the management of school districts' financial resource. The primary objective of the rating system is to assess the quality of financial management in Texas public schools. A secondary objective is to measure and report the extent to which financial resources in Texas public schools assure the maximum allocation possible for direct instructional purposes. Other objectives reflect the implementation of a rating system that fairly and equitably evaluates the quality of financial management decisions. After full implementation of the rating system, the district's ratings will be openly reported to the general public and to other interested persons and entities.

Districts' ratings are based upon the districts' numerical scores expressed as the count of indicators that show "No" answers. The four primary levels of ratings are based upon the count of "No" answers. The rating system contains 21 indicators that are assigned equal points. The ratings and scores are presented in **Exhibit 3-11**.

**Exhibit 3-11
School FIRST
Rating Criteria**

Rating	Score (Number of "No" Answers)
Superior Achievement	0 - 2
Above Standard Achievement	3 - 4
Standard Achievement	5 - 6
Substandard Achievement	=> 7 OR No to One Default Indicator
Suspended - Data Quality	Serious data quality issues

Source: TEA, School FIRST.

In addition to the point score, failure to meet the criteria for any one of three critical indicators, or failure to meet the criteria of both of two

additional criteria will result in an automatic rating of "Substandard Achievement." **Exhibit 3-12** details the five critical indicators.

**Exhibit 3-12
School FIRST
Critical Criteria Indicators**

Criteria Number	Criteria Description	Result of a "No" answer
1	Was total fund balance less reserved fund balance greater than zero in the General Fund?	Automatic Substandard Rating
2	Were there NO disclosures in the annual financial report and/or other sources of information concerning default on bonded indebtedness obligations?	Automatic Substandard Rating
3	Was the annual financial report filed within one month after the deadline depending on the district's fiscal year end	Automatic Substandard Rating
4	Was there an unqualified opinion in the annual financial report	4 AND 5 Automatic Substandard Rating
5	Did the annual financial report NOT disclose any instance(s) of material weakness in internal controls?	4 AND 5 Automatic Substandard Rating

Source: TEA, School FIRST.

Sanctions will be applied to districts that receive a "Substandard Achievement" rating. Additional sanctions could apply if issues arise relating to data quality. Sanctions could result in the assignment of a financial monitor or master by the TEA Accountability Department in accordance with Chapter 39 of the Education Code. Additional sanctions could involve an accreditation investigation that could result in specific requirements for improvements in financial management.

The most recent complete information available for CISD is for 2000-01. If the School FIRST rating had been applied to that year, the district would have received a Superior Achievement rating because they had only two "no" answers out of the 21 questions, and all of the critical criteria indicators had "yes" answers.

The two questions with "no" answers indicate areas for improvement in the district. Question 6 asks if the percent total tax collections, including delinquent, is greater than 96 percent. Since Chilton's percent of tax collections was only 93.42 percent, further discussion and recommendations are included later in this chapter. Question 14 asks if the ratio of cash and investments to deferred revenues in the General fund is greater than or equal to 1:1, excluding an amount equal to net delinquent taxes receivable. Since CISD's ratio was only 1:0.93, there is room for improvement in the General fund balance.

TEA's FASRG provides a computation of the optimum fund balance for the general fund. The "Computation Worksheet" for an optimal general fund is a required schedule in the annual external audit. TEA recommends that the optimal fund balance be: equal to the total reserved balance; total designated fund balance; an amount needed to cover fall cash flow deficits in the general fund; and one month of average cash disbursements during the regular (non-summer) school year. Reserved fund balances are those that are legally earmarked for future use, such as a reserve for encumbrances. Designated fund balances are those that are identified by the school district management to reflect tentative plans or commitments. The optimal fund balance calculation was performed by the district's external auditors for the 2001-02 audit. The calculation revealed that the district did not have enough money to cover one month's operating expenditures in their fund balance, as shown in **Exhibit 3-10**.

Board members effectively manage a school district's financial resources by understanding the district's true financial condition. By recognizing the impact their decision could have on the district's financial position, board members can make choices to protect the fund balance or, in Chilton's case, continue to build the fund balance to a more optimal level.

Recommendation 17:

Document the board's fund balance and debt management plans, policies and procedures in the district's policy manual.

These written sections should clearly explain the fund balance and debt management plans currently in place and also the current process for creating and adopting these plans. These new sections should also clearly explain the roles and responsibilities of the superintendent, board members, external auditor and any other key personnel in the process. In addition, short term and long term goals should be clearly stated along with key checkpoints to be used to monitor progress towards achieving the district's financial goals. The document should clarify the process for making adjustments to meet fund balance and debt management goals. It should also require that every agenda item for expenditure contain a fiscal

Chapter 3

FINANCIAL MANAGEMENT

B. ACCOUNTING DEPARTMENT

The responsibility for CISD's daily financial duties rests with a bookkeeper that reports to the superintendent. The bookkeeper is responsible for overseeing activities in accounting and budget monitoring, including payroll processing, purchasing, accounts payable processing and fixed asset accountability. The bookkeeper has been with the district for 11 years.

Payroll Processing

The district uses RSCCC to process payroll. The cafeteria and maintenance workers are paid hourly. Timesheets are required to be submitted by all hourly employees to the bookkeeper by the 10th day of each month. For all other employees, their salary is entered at the beginning of each school year. After the 10th day, the bookkeeper enters any overtime hours and any deductions or changes in salary information for each employee. A process is then run to generate the payroll, and the district prints detailed reports showing each employee's pay and deductions. The bookkeeper verifies that the information for each employee is correct. If there are any errors, corrections are made and payroll is regenerated. Once everything is correct, the checks are printed. All staff is paid on or around the 27th day of each month. Direct deposit is not offered to employees of the district. The superintendent signs all payroll checks. All quarterly payroll reports are completed and submitted by the bookkeeper using reports printed from the RSCCC system.

Tax Collections

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

Property values are important determinates of school funding at both the local and state levels. 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. **Exhibit 3-13** shows the property value for each pupil for CISD compared to the state.

Exhibit 3-13
Property Value for Each Pupil
CISD and State
2001-02

Wealthy District	CISD	State
\$305,000	\$84,129	\$234,607

Source: TEA, AEIS, 2001-02.

Since CISD's property value is low, they receive little funding from local property revenue. The majority of their funding comes from the state.

CISD has an in-house tax collection office to perform the tax collection duties. The tax collector submits monthly status reports to the district on collection activities before each board meeting. The district also contracts with a law firm to collect delinquent taxes. When requested by the board, a report is given to the tax collector by the law firm concerning progress made on collecting delinquent taxes.

FINDING

The district's in-house tax collection process is not a cost-effective way to collect current and delinquent property taxes. The district had the same half-time in-house tax collector for 30 years, but since her retirement two years ago, the position has undergone two changes in personnel. The most recent employee began in November 2002, and he works four hours every day. **Exhibit 3-14** illustrates the costs associated with having an in-house tax collection operation.

Exhibit 3-14
CISD's In-House Tax Collection Expenses
2000-01 and 2001-02

Description	2000-01	2001-02
Salary	\$8,523	\$9,006
Benefits	\$695	\$565
Tax Collection and Evaluation	\$14,881	\$16,546
Supplies	\$1,951	\$2,336

Software Maintenance	\$0	\$3,000
Total Annual Costs	\$26,050	\$31,453

Source: Report prepared by CISD, December 17, 2002.

Note: Tax Collection and Evaluation expense was adjusted to account for payments for 2000-01 that were actually made during 2001-02.

In addition, the district purchased a software package that was installed in October 2002 to automate the tax collection process. This software cost \$8,425, and the annual software maintenance costs \$3,000 per years.

Exhibit 3-15 presents a summary of CISD's Maintenance and Operations (M & O) tax collections and the corresponding tax collection limits for 1998-99 through 2001-02. During 1998-99, the district lost more than \$38,000 in state Tier II funds because M & O tax collections were not enough to qualify for the maximum award. Under state Tier II funding, the district receives \$24.70 per weighted average daily attendance (ADA) for each penny of local taxes collected. This funding guarantees the same minimum per pupil revenue per tax effort for M & O tax rates set between \$0.86 and \$1.50 statewide. Tier II aid for 2001-02 has not been finalized and preliminary results show that CISD's M & O collections are less than 5 percent above the minimum to qualify for the maximum award.

Exhibit 3-15
CISD Maintenance and Operations Tax Collections and
Tax Collection Limit for District Calculated Enrichment Tax Rate
1998-99 through 2001-02

Category	1998-99	1999-2000	2000-01	2001-02
Maintenance and Operations Tax Collections	\$380,449	\$388,665	\$406,017	\$426,139
Tax Collection Limit for District Calculated Enrichment Tax Rate (DTR)	\$392,806	\$352,844	\$387,645	\$405,920
Tax Collections Less Than Tax Collection Limit for DTR	YES	NO	NO	Preliminary NO
Maximum State Tier II Aid Awarded	NO	YES	YES	Preliminary YES

Source: TEA, Summary of Finances, Final Calculations, 1998-99 through 2000-01; Near Final Calculation, 2001-02.

The district's tax collections peaked at 10 percent above the minimum for state Tier II funding in 1999-2000 but have declined to at or below 5 percent since then. The district also does not have any written tax collection policies or procedures, or safeguards in place to prevent the future loss of state Tier II funds due to tax collection levels. There are no regularly scheduled meetings between the in-house tax collector, the law firm and interested parties from CISD concerning the progress of tax collections.

Although allowed by state law, no district policy exists to specify the district's position on initiating lawsuits for back taxes, or for dealing with foreclosures and the sale of delinquent properties. In the absence of such policies, decisions that directly affect CISD are, by default, left informally to the attorneys and the tax assessor/collector.

Exhibit 3-16 presents a summary of CISD's current and delinquent tax collection rates for 1998-99 through 2001-02.

**Exhibit 3-16
CISD Tax Collection Rates
1998-99 through 2001-02**

Category	1998-99	1999-2000	2000-01	2001-02
Maintenance and operations tax rate	\$1.32	\$1.30	\$1.38	\$1.38
Interest and sinking fund	\$0.00	\$0.00	\$0.00	\$0.00
Total Tax Rate	\$1.32	\$1.30	\$1.38	\$1.38
Total tax levy (unadjusted)	\$406,621	\$417,504	\$441,074	\$453,463
Appraised Value	\$30,804,630	\$32,115,730	\$31,961,900	\$32,859,630
Collection Rate	87.3%	93.7%	92.6%	92.7%
Overall Delinquency Rate	27.0%	29.4%	30.1%	32.5%

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

The district's overall delinquency rate has increased every year since 1999-2000 and in 2001-02 is at 32.5 percent. **Exhibit 3-17** shows CISD's tax collection rates compared to the peer districts. The district's delinquent tax collection rate, excluding Milano ISD, is almost 24 percent higher than the peer districts. All of the peer districts have higher collection rates than CISD and lower delinquent accounts receivable.

Exhibit 3-17
Comparison of Tax Collection and Delinquent Tax Collection Rates
CISD and Peer Districts
2000-01

Description	Abbott	Chilton	Jonesboro	Milano
Percent of Fiscal 2000 Taxes Collected as of August 31, 2001	97.2%	92.6%	96.8%	94.7%
Delinquent Tax Accounts Receivable as of August 31, 2001	\$23,069	\$128,686	\$25,030	\$127,634
Fiscal Year 2001 Adjusted Tax Levy	\$429,108	\$426,365	\$363,980	\$533,742
Delinquent Tax Accounts Receivable as a Percent of Adjusted 2001 Tax Levy	5.4%	30.1%	6.9%	23.9%

Source: CISD, Abbott ISD, Jonesboro ISD, Milano ISD, Exhibit C-1 of the Audited Financial Statements, 2000-01.

Through interviews TSPR learned that CISD's external auditor has made recommendations to the board to explore other tax collection options for the district because the current in-house process does not provide a clear separation of duties between receiving, depositing and reconciling the taxes. The external auditor expressed concern over the increased risk to the district from the missing internal controls and cited the 1998-99 loss of state funds as preventable with oversight.

The Falls County Tax Assessor-Collector provides collection services on behalf of entities. The tax-assessor collects taxes for 13 entities and divides the cost of collecting taxes among them. The allocation is based on the number of parcels in the district or based on the district's tax levy as a percentage of all 13 entities' tax levy, whichever is less. The total charge allocated between the taxing entities for 2001-02 collections was \$90,000.

Both Marlin and Westphalia ISDs contract with the Falls County Tax Assessor-Collector's office for current and delinquent tax collections. For 2001-02, Marlin and Westphalia ISDs paid \$8,680 and \$708, respectively,

\$1 for each parcel, to Falls County for tax collections. Falls County's 2001-02 tax collection rates for Marlin and Westphalia ISDs were 95.1 percent and 96 percent, respectively. Overall, CISD's in-house function spent more per parcel for current and delinquent tax collections and achieved a lower collection rate than the Falls County Tax Assessor-Collector's office did for its neighbor districts, Marlin and Westphalia.

Recommendation 18:

Contract with the Falls County Tax Assessor-Collector to collect current and delinquent property taxes.

CISD would eliminate costs, increase the tax collection rate and reduce the tax delinquency rate by contracting with the Falls County Tax Assessor-Collector to collect its property taxes.

By contracting with Falls County, the district would benefit from the proven policies used by the Falls County tax collection office that have resulted in high tax collection and low tax delinquency rates. This will also help safeguard the district from losing state Tier II funds. Policies should be written that thoroughly address the district's position on seizing and handling the property of delinquent taxpayers, including those that have been obtained by the district in lawsuit judgments. If the policies call for more aggressive collection practices, their impact on poor and elderly homeowners should be minimized.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent contacts the Falls County Tax Assessor-Collector and discusses responsibilities, fees and procedures for remitting collections to the district.	June 2003
2.	The superintendent obtains a written contract from the Falls County Tax Assessor-Collector documenting all processes.	June 2003
3.	The superintendent presents the contract to the board for approval.	July 2003
4.	The superintendent outsources billing and collection of the 2003 property taxes to the Falls County Tax Assessor-Collector.	July 2003
5.	The superintendent monitors the collection process and negotiates the contract annually.	August 2003 - Ongoing

FISCAL IMPACT

When the Falls County Tax Assessor-Collector begins collecting taxes for CISD, the \$90,000 cost of tax collections will then be allocated to 14 entities instead of 13. The district's 2001-02 tax levy was \$453,463, less the entire year's adjustments of \$14,563, which is \$438,900. The total levy for all taxes collected by the tax assessor in 2001-02 is \$6,861,180. Therefore, by adding the district's levy of \$438,900 to the amount already collected (\$6,861,180), the tax assessor-collector would be collecting \$7,300,080 and CISD would be 6 percent of the levy. Therefore, CISD would be charged 6 percent of \$90,000, which is \$5,400. The district is presently paying \$28,453 plus the annual maintenance charge of \$3,000 for a total annual cost of \$31,453 for their in-house collection process. The difference between the in-house collection process and the Falls County Tax Assessor-Collector is a savings of \$26,053 a year ($\$31,453 - \$5,400 = \$26,053$). The district's 2001-02 tax levy after adjustments was \$438,900, of which 92.7 percent was collected. Assuming CISD's collection rate will increase comparable to Marlin and Westphalia ISDs, an additional 3 percent of the tax levy will be collected annually. This is calculated by assuming CISD's collection rate will increase to 95.7 percent, resulting in \$13,167 in additional funds annually ($\$438,900 \times .03 = \$13,167$). Total annual savings for current and delinquent tax collections would be \$39,220 ($\$26,053 + \$13,167 = \$39,220$).

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Contract with the Falls County Tax Assessor-Collector to collect current and delinquent property taxes.	\$39,220	\$39,220	\$39,220	\$39,220	\$39,220

Chapter 3

FINANCIAL MANAGEMENT

C. PURCHASING AND ACCOUNTS PAYABLE PROCESSING

The district's purchasing policies 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 must have board approval before a transaction can take place. CISD is a member of the Region 4 Purchasing Cooperative.

The superintendent is responsible for all purchasing in the district and signs each requisition before the purchase is made. The superintendent or the requisitioner checks with the bookkeeper to ensure money has been budgeted for the purchase before making the purchase. Once the purchase order is approved, the bookkeeper or the requisitioner calls in the order to the vendor. The purchase order is then filed alphabetically in a file awaiting receipt of goods. All items purchased are received at the administration building. The packing slips from the items are forwarded to the bookkeeper who attaches the packing slip to the purchase order.

Invoices are received daily and processed by the bookkeeper. All invoices for items are matched to both the purchase order and related packing slips. Checks for all invoices received are entered into the RSCCC system and printed on the last day of the month. Two board members sign each check. The checks are mailed and all supporting documentation is filed alphabetically by vendor name.

During 2001-02, the district purchased approximately \$500,000 in goods and services.

FINDING

The district does not encumber funds during the purchasing process. An encumbrance provides budgetary control by reserving a portion of an account's budget to cover the outstanding purchase order. The purchase requisitions are prepared manually by the requisitioner and approved by the superintendent, but nothing is entered into RSCCC system until the district receives the invoice. Until the purchase order is entered into the RSCCC system, funds are not encumbered, which can result in the requisitioner being uninformed of multiple outstanding purchase requisitions made against the same funds.

The encumbrance function exists in the district's RSCCC system; encumbering funds at the time the purchase order is placed ensures that district funds are not overspent. The accounting system from RSCCC alerts the user if a purchase order is entered that exceeds expenditures plus encumbrances.

Recommendation 19:

Use the encumbrance function of the district's accounting system to prevent purchases from exceeding the budget.

The Region 12 Technology Department can train the bookkeeper on-site to encumber funds at no charge to the district.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the bookkeeper to contact Region 12 to receive training in how to encumber funds.	June 2003
2.	A technician from Region 12 trains the bookkeeper.	July 2003
3.	The bookkeeper begins to encumber funds.	August 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district does not document whether purchases follow board-approved purchasing policies. The board has granted the superintendent or designee the authority to determine a purchasing method and to make budgeted purchases. However, any purchase that costs or aggregates to a cost of \$10,000 or more requires board approval before a transaction may take place. For purchases in excess of \$10,000, the policies state that the district should create a vendor list consisting of each vendor that responds to the published notice, as well as any additional vendors the district elects to include. Then, before the district makes a purchase, it must obtain written or telephone price quotations from at least three vendors from the list.

In practice, these policies are not being followed. For example, a purchase of computer equipment totaling \$33,803 was made from one vendor, and playground equipment totaling \$17,114 was bought. However, no documentation could be provided to the review team about whether the competitive bid process requirements were followed in either of these

purchases. The board approved payment of the invoices associated with these purchases. CISD purchases tires for school vehicles from a discount warehouse in Waco and diesel fuel from a private vendor. No documentation was available about whether the diesel fuel or tire purchases had ever been competitively bid. It cannot be confirmed, therefore, whether the district could have received a better value from the regional coop.

Board-approved purchasing policies state that the district may participate in a cooperative purchasing program or participate in the state vendor list offered by the Texas Building and Procurement Commission. Districts that purchase goods and services by agreement with another local government, or with the state or state agency, satisfy the requirement to seek competitive bids for the purchase of goods and services. The district is a member of the Region 4 Purchasing Cooperative but it is not using its member benefits for district purchases. From Region 4 the district can purchase computers, office equipment and supplies, furniture and other items.

Region 10 has a multi-region food service purchasing cooperative that the district has not joined. The cooperative serves Region 10, 11 and 12. Currently, the district requests bids for food service contracts every summer. Last year, only one bidder responded to the requests, and therefore that bidder received the contract. As a result, if the district had included the Region 10 purchasing cooperative, they would have saved 16.6 to 36.8 percent on common school district food purchases. **Exhibit 3-18** presents the prices for common large quantity food purchases through CISD's vendors and Region 10's purchasing cooperative.

Exhibit 3-18
Food Purchases
Comparison of Region 10 and CISD Vendor Prices
2002

Food Description	Manufacturer's Brand Name	Number of Portions/ Pounds /Case Region 10	Price per Case Region 10*	CISD Price per Case	Price Difference	Percent Difference
Frozen, Full Strength Apple Juice. 4 fl.	Vita Fresh/4 oz.	70.00	\$8.68	\$11.87	(\$3.19)	(36.8%)

oz.						
Straight 3/8" Cut Medium Frozen French Fries	Sun Crop/ 5 lb.	30.00	\$11.34	\$13.24	(\$1.90)	(16.8%)
Canned Pineapple Tidbits	Daphne/ #10	1.00	\$15.99	\$20.99	(\$5.00)	(31.3%)
2 % Reduced Fat Milk, 1/2 pint carton	Bordon's/0.5 pint carton	50 @ \$9.25 per case- buy two cases to compare with CISD's 100 per case	\$18.50	\$21.58	(\$3.08)	(16.6%)

Source: CISD Food Invoices and Region 10 Food Service Prices, 2002.

The law encourages participation in cooperatives to eliminate duplication of efforts, thereby saving taxpayers' dollars. Cooperative purchasing is authorized by Chapter 8 of the Texas Education Code. The contracts of Region 4 and 10 are in complete compliance with all State of Texas statutes, thereby eliminating the need for participating entities to do formal bidding or quoting. These contracts save taxpayers' dollars but they also save time and energy.

Recommendation 20:

Use purchasing cooperatives to maximize purchases and to conform with district purchasing policies.

CISD should join the multi-region cooperative offered through Region 10.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent or his designee contacts Region 10 to obtain information about how to join and use the purchasing cooperative and continues to contract with Region 4.	June 2003
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2.	The superintendent meets with staff and teachers to explain how to purchase products and services from Region 4 or Region 10 purchasing cooperatives.	September 2003
3.	The superintendent compares current pricing received on items such as food and fuel to pricing that could be received through the Region 10 or Region 4 purchasing cooperative.	September 2003
4.	The superintendent ensures that purchases are made in compliance with district policy using the Region 4, Region 10 or other applicable purchasing cooperative.	October 2003 and Ongoing

FISCAL IMPACT

A comparison of amounts paid for food service items shown in **Exhibit 3-18** between the district and Region 10 revealed that the district is spending 16.6 to 36.8 percent more on various food items.

CISD's budgeted food purchases for 2002-03 were \$108,500. If the district could save an average of 16.6 percent on all food purchases, they would save approximately \$18,011 ($\$108,500 \times .166 = \$18,011$). Savings would increase if similar savings could be achieved on all purchased items.

Region 10's purchasing director explained that if more schools participated in the cooperative from Falls County, the greater savings they could achieve. Marlin ISD is the only school that is participating in the Region 10 purchasing cooperative in Falls County.

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Use purchasing cooperatives to maximize purchases and to conform with district purchasing policies.	\$18,011	\$18,011	\$18,011	\$18,011	\$18,011

Chapter 3

FINANCIAL MANAGEMENT

D. BUDGET PROCESS

Budget preparation and administration are important aspects of overall district operations. Providing adequate resources for programs within the restraints of available funding sources presents administrators with significant challenge. Sound budgeting practices benefit the district by:

- establishing a documented method for budget development, adoption and administration;
- providing administrative controls for expenditure of funds within approved allocations; and
- assuring school and community involvement through a "bottom up" budget approach.

A review of this area covers existing policies and procedures supporting the budget process. Business practices that are analyzed include staff involvement, community involvement, expenditure control, spending plans, program budgeting and long-term budget planning.

FINDING

CISD's budget document contains numbers but no narrative. The document is simply a bound book with a computer printout of the budget worksheet. After the title page, the budget starts with "Fund 161 3 - Athletics" and continues throughout the document showing the budget for each fund.

Each page is similar to the information in **Exhibit 3-19**. Displayed is the Athletic Fund budget from CISD's Annual Budget Book.

Exhibit 3-19
Excerpt from CISD Annual Budget Book
2002-03

C COBJ SO ORG Program	Description	Last Year Closing Amt	This Year Original Budget	This Year Amend Budget	Next Year Budget	Percentage Inc/Dec
00 5752 00 000 300000	Cocurricular Activities	.00	\$8,000	\$10,000	\$10,000	.000

00 5769 00 000 300000	Misc Rev FM Local Sources	.00	\$4,000	\$4,000	\$4,000	.000
57xx		.00	\$12,000	\$12,000	\$14,000	.000
00 5831 00 000 300000	TRS on Behalf Payment	.00	\$1,500	\$1,500	\$1,500	.000
58xx		.00	\$1,500	\$1,500.00	\$1,500	.000
	Fund 161 3 Revenue Totals	.00	\$13,500	\$13,500	\$15,500	.000

Source: CISD Annual Budget Book.

The budget document does not have an executive summary or overview, such as a discussion of district goals, priorities or objectives. The budget numbers are never summarized to show total revenues, total expenditures or where grant money is expected to fund specific purchases. In fact, planned purchases are not highlighted anywhere in the document. The last column shown in

Exhibit 3-19, the percentage increase or decrease between the current year's budget and next year's budget, is never calculated in the budget. It is shown as .000 throughout the document.

A school district's budget is most effective when it is useful to both district staff and the community at-large in understanding the district's inner workings. A budget document has three major purposes: a communications device, a policy document and a financial plan.

The Government Finance Officers Association (GFOA) recommends that budget documentation for a government include a concise summary and guide to the key issues and aspects of the operating and capital components of the budget to ensure the education and involvement of the public. A summary should be publicly available for both the proposed budget and the adopted budget. The summary can be provided in many formats and can vary in size, scope, and level of detail. It may include one or more of the following: a transmittal letter, a budget message, an executive summary and a budget-in-brief. At a minimum, a summary should do the following:

- summarize the major changes in priorities or service levels from the current year and the factors leading to those changes;
- articulate the priorities and key issues for the new budget period;

- identify and summarize major financial factors and trends affecting the budget, such as economic factors; long-range outlook; significant changes in revenue collections, tax rates, or other changes; current and future debt obligations; and significant use of or increase in fund balance or retained earnings;
- provide financial summary data on revenues, other resources, and expenditures for at least a three- year period, including prior year actual, current year budget and/or estimated current year actual and proposed budget; and
- define a balanced budget and describe state and local requirements for balancing the budget, state if the budget is balanced or not, if the budget is not balanced, explain why not.

Many school districts across the country use the criteria to apply for awards granted by GFOA and the Association of School Business Officials (ASBO), but some use it primarily to improve their budget document's content, format and presentation. School districts have an opportunity to "tell their story" when their budgets communicate what is behind and beyond the numbers. ASBO promotes excellence in the school business management profession through entity award and recognition programs, and it provides an excellent source for training materials in developing budgets and financial reports.

Recommendation 21:

Include an executive summary and other narrative in the district's budget document.

Although ASBO and GFOA certification would be an ambitious goal based on the district's size and limited resources, CISD should use the standards of these agencies to gradually enhance its budget document. Each year, the district should add a new feature to its budget document to enhance the document's usefulness.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent or his designee reviews other district's budget documents and identifies available information that could be included in CISD's budget to make it more informative and useful.	September 2003
2.	The superintendent or his designee prepares an outline of a proposed budget document.	December 2003
3.	The superintendent reviews and approves the outline and includes the information in the next budget document.	February 2004

4.	The superintendent writes an executive summary to the budget that includes discussion of the district's program initiatives, goals and spending priorities.	May 2004
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FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 3

FINANCIAL MANAGEMENT

E. INVESTMENTS

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

Districts with effective investment programs invest excess cash in accounts or instruments that mature or are available in time to meet their anticipated expenses. The goal is to invest all funds until they are needed to maximize interest earnings.

The superintendent is responsible for cash management in the district. The district has nine bank accounts with their depository bank. Balances on hand at the bank as of August 30, 2002 are shown in **Exhibit 3-20**.

Exhibit 3-20
CISD Bank Accounts
August 30, 2002

Account Description	Balance	Interest Bearing?
General Operations	\$67,056	Yes
Special Rev Title I	\$3,651	No
Cafeteria	\$30,412	Yes
Carl Perkins Vocational Grant	\$6,476	No
Interest and Sinking	\$4,338	Yes
Weight Lifting Center	\$487	Yes
Payroll	\$36,583	No
Student Activity	\$27,357	Yes
Special Tax Account	\$280	No

Total Cash On Hand	\$176,644	
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Source: CISD bank statements, August 30, 2002.

The district renewed its depository-banking contract with First State Bank, Central Texas for two years beginning September 1, 2001 and ending August 31, 2003. Five of the district's bank accounts are interest bearing. The interest rate is a variable rate equal to the bank's advertised money market checking plus .25 percent. **Exhibit 3-21** presents the monthly high and low interest rates during 2001-02 for the district's interest-bearing checking accounts. During the 2001-02 school year, the average interest rate paid was less than 2 percent.

Exhibit 3-21
CISD's Monthly High and Low Interest Rates
for 2001-02 Interest-Bearing Checking Accounts

Month-Year	High Interest Rate	Low Interest Rate
Sep-01	1.51%	---
Oct-01	1.09%	---
Nov-01	0.81%	0.60%
Dec-01	0.75%	0.50%
Jan-02	0.75%	0.50%
Feb-02	0.75%	0.50%
Mar-02	0.75%	0.50%
Apr-02	0.75%	0.50%
May-02	0.75%	0.50%
Jun-02	0.75%	0.50%
Jul-02	0.75%	0.50%
Aug-02	0.75%	0.50%
Average	0.85%	0.51%

Source: CISD Monthly Bank Statements.

The bank requires the district to carry a balance in their accounts to offset the fees to perform 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.

All funds not invested at First State Bank are held at TexPool, an investment pool administered by the Texas State Comptroller. The ending balance in the two accounts at TexPool on August 31, 2002 was \$41,729,23.

FINDING

CISD has centralized the management of its student activity funds. The central administrative office secretary is responsible for collecting funds from various approved money-raising activities such as group or class candy sales. Individuals responsible for collecting activity funds for the various programs bring cash to the central office with a document indicating the amount of funds to be deposited. The secretary then counts the funds again and issues a receipt for the deposit. The secretary also conducts the monthly bank reconciliation for activity funds, and then issues checks for individual activities upon receipt of requests for goods or services. A computer program written by a district employee is used to keep track of all the funds individually and to assist the secretary in monthly bank reconciliations.

Centralized activity fund management allows for tight control over these funds and eliminates the need for the monitoring of activity funds at individual schools. This process reduces the risk of mismanagement and theft.

COMMENDATION

CISD has centralized the management of its student activity funds.

FINDING

The district is not formally and consistently forecasting cash flows in order to maximize its interest earnings on cash. The district does not routinely perform cash flow forecasting to determine what funds are needed to meet district expenditures and, in turn, it does not invest the available funds in higher-yielding securities. Instead, the unidentified funds sit in checking accounts - low interest earning investments; and the district staff does not evaluate the cash-on-hand to determine if they should transfer excess funds to a higher yielding investment vehicle to earn more interest on available cash. Funds are held in demand deposit accounts at First State Bank earning less than 1 percent. As shown in **Exhibit 3-22**, the average monthly balance of funds on deposit in the district's interest-bearing checking accounts for 2001-02 was \$176,962.

Exhibit 3-22
CISD's Average Balance of Funds on Deposit
in Interest-Bearing Checking Accounts
2001-02

Checking Account Balances	General Operating	Weight Lifting Center	Interest & Sinking	Cafeteria	CED Tex Pool	Totals	Interest Earned
Sep-01	\$91,799	\$0	\$7,389	\$12,574	\$0	\$111,762	\$70
Oct-01	\$84,054	\$0	\$7,959	\$25,112	\$0	\$117,125	\$119
Nov-01	\$102,239	\$0	\$8,055	\$15,859	\$0	\$126,153	\$73
Dec-01	\$333,803	\$5,050	\$8,090	\$18,196	\$0	\$365,139	\$118
Jan-02	\$226,870	\$7,943	\$8,093	\$27,317	\$0	\$270,224	\$134
Feb-02	\$261,669	\$10,053	\$8,238	\$24,400	\$0	\$304,360	\$203
Mar-02	\$183,983	\$1,678	\$9,905	\$27,474	\$0	\$223,040	\$138
Apr-02	\$71,348	\$3,370	\$10,643	\$37,909	\$69	\$123,338	\$129
May-02	\$87,826	\$3,231	\$3,650	\$16,932	\$0	\$111,639	\$66
Jun-02	\$93,673	\$3,202	\$4,201	\$44,371	\$44	\$145,490	\$69
Jul-02	\$95,133	\$3,083	\$4,203	\$20,559	\$0	\$122,978	\$76
Aug-02	\$67,056	\$488	\$4,338	\$30,413	\$0	\$102,295	\$92
Average Monthly Balance	\$141,621	\$3,175	\$7,064	\$25,093	\$9	\$176,962	\$107

Source: CISD Checking Account Statements.

Exhibit 3-23 presents the average monthly balance of CISD's checking accounts that do not earn interest. The average monthly balance of the non-interest-bearing checking accounts is \$60,284.

Exhibit 3-23
CISD's Non-Interest-Bearing Checking Accounts
Average Balance of Funds on Deposit
2001-02

Checking Account Balances	Special Revenue Title I	Vocational Grant	Payroll	Special Tax Account	Totals
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Sep-01	\$1,568	\$6,477	\$90,396	\$0	\$98,440
Oct-01	\$16,771	\$6,329	\$33,102	\$0	\$56,202
Nov-01	\$521	\$6,329	\$42,130	\$0	\$48,980
Dec-01	\$1,898	\$6,329	\$14,878	\$0	\$23,105
Jan-02	(\$5,124)	\$6,329	\$23,422	\$0	\$24,626
Feb-02	\$1,996	\$5,779	\$107,504	\$0	\$115,279
Mar-02	\$3,983	\$5,779	\$53,625	\$0	\$63,387
Apr-02	\$3,599	\$5,779	\$33,812	\$0	\$43,190
May-02	(\$306)	\$5,166	\$39,131	\$0	\$43,991
Jun-02	(\$2,325)	\$4,707	\$111,672	\$0	\$114,055
Jul-02	\$8,088	\$1,857	\$35,201	\$14	\$45,160
Aug-02	\$3,652	\$6,477	\$36,584	\$281	\$46,993
Average Monthly Balance	\$2,860	\$5,611	\$51,788	\$25	\$60,284

Source: CISD Checking Account Statements.

In 2001-02, the total average monthly balance in CISD's checking accounts was \$237,245. According to the contract with First State Bank, the bank offers the district a money market savings account. The district earns 0.25 percent more than the banks advertised interest rate for this account, and is allowed six withdrawals per month without incurring a service fee. In the third quarter of 2002, money market savings accounts were paying 2.5 percent on district accounts.

FASRG states that cash and investments often represent one of the largest assets on a school district's balance sheet. The investment of excess school district funds should be made with judgment, care, prudence, discretion, and with diligent management. A cash flow projection report is an important management tool that directs decisions about the maturity of various investment instruments, in accordance with projected uses of cash to liquidate financial obligations. The investment of public funds should never be made for speculative purposes, but rather with consideration for the probable safety of principal and probable return on such investments.

School districts often use a tool called a monthly cash flow statement, as depicted in **Exhibit 3-24**, to project daily cash needs so that excess cash can be invested in higher-yielding accounts.

Exhibit 3-24
Example - Monthly Cash flow Statement

	May 1 - 15	May 16 - 31
A) Starting Cash Balance May 1-16, 2003	\$150,000	\$158,000
Add:		
Revenue Receipts	\$25,000	\$0
Interest Income	\$500	\$0
Other Miscellaneous Income	\$0	\$1,000
B) Subtotal: Anticipated Cash In-Flows	\$25,500	\$1,000
Less:		
Payroll Expenditures	\$0	\$10,000
Operating Expenditures	\$5,000	\$6,500
Miscellaneous Payments	\$2,500	\$0
C) Subtotal: Anticipated Cash Out -Flows	\$17,500	\$16,500
	May 1 - 15	May 16 - 31
Excess Cash Available for Short-Term Investments (A + B - C)	\$158,000	\$142,500
Amount to Be Invested		\$140,000

Source: SoCo Consulting, Inc., 2002.

This cash flow projection statement is used to project cash inflows and outflows to determine the amount of excess cash available for investment, on both short- and long-term bases. The projection is updated twice a month for actual cash inflows and outflows and the estimate of future excess cash is adjusted accordingly.

Recommendation 22:

Use cash forecasting to determine cash requirements and invest available funds in higher interest-earning accounts.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent requests the bookkeeper to create a cash flow projection worksheet.	June 2003
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2.	The superintendent directs the officer at First State Bank to establish a money market savings account for the district.	June 2003
3.	The superintendent reviews the cash flow projection worksheet on a monthly basis and directs the bookkeeper to transfer cash to or from the money market savings account into district checking accounts as needed.	June 2003 Ongoing

FISCAL IMPACT

The money market savings account interest rate was 2.5 percent during the third quarter of 2002. The average balance on hand at First State Bank during the year was \$176,962 for the interest-bearing accounts and \$60,284 for the non-interest-bearing accounts. The potential interest earnings for the interest-bearing checking accounts are calculated by multiplying the amount that could be invested of \$176,962 by the difference in the rate of return earned by the money market savings account of 2.5 percent and the rate of return earned by the demand deposits of .75 percent ($\$176,962 \times (.025 - .0075) = \$3,097$). The potential earnings for the non-interest-bearing checking accounts are calculated by multiplying the amount that could be invested of \$60,284 times the rate of return earned by the money market savings account of 2.5 percent ($\$60,284 \times .025 = \$1,507$). The total annual potential earnings is $\$3,097 + \$1,507$, which equals \$4,604. The 2003-04 savings is based on the assumption that CISD reinvests available funds beginning in June 2003. The \$5,756 interest earned in June, July and August is calculated by dividing \$4,604 by 12 and multiplying by 3 months ($\$4,604 \div 12 = \384) $\times 3 = \$1,152$ ($\$4,604 + \$1,152 = \$5,756$).

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Use cash forecasting to determine cash requirements and invest available funds in higher-interest earning accounts.	\$5,756	\$4,604	\$4,604	\$4,604	\$4,604

Chapter 3

FINANCIAL MANAGEMENT

F. FIXED ASSETS

Planning for capital asset expenditures and properly controlling the assets after they are acquired are critical to the long-term financial health of any school district. Fixed assets may be acquired by purchase, lease-purchase, construction, tax foreclosures or gifts.

Determining whether an expenditure of governmental funds should be classified as an operating expense or recorded in the general fixed asset account group is often difficult. If the unit cost of equipment and/or furniture is \$5,000 or more, and the useful life criteria is estimated at more than one year, the purchase is considered an expenditure for general fixed assets, regardless of whether it is a replacement item or purchase of additional equipment.

The preceding guidelines are the maximum capitalization limits (\$5,000) prescribed by TEA. However, school districts may wish to establish accounting policies with a lower capitalization limit for items recorded as fixed assets. In addition, a school district may wish to maintain accountability for certain fixed assets even if they do not meet the school district's capitalization policy. For example, certain audiovisual or computer equipment may not be capitalized (that is, not recorded as fixed asset); however, a listing of such assets and their location may be maintained for control and accountability purposes. In addition to entries involving the general ledger accounts, detailed subsidiary records should be maintained to maximize the control of fixed assets.

The system's security is crucial. Any material change in the customary recording of distribution or disposal of fixed assets is a financial matter that should be decided by the school district's administration.

In addition, fixed assets need to be recorded either individually or as part of a group and need to be coded individually for identification.

FINDING

The district's process for tracking fixed assets and conducting inventories of fixed assets is informal, and lacks consistent internal control policies. The current process is not documented in a central place and compliance with TEA's Governmental Accounting Standards Board Statement No. 34 Basic Financial Statements (GASB 34) guidelines is not specifically addressed.

Every May, teachers conduct annual physical inventories by listing, on a blank inventory sheet, the furniture, overhead projectors and computers and calculators that are in their room. Overhead projectors are returned to the library until the beginning of the next school year. The handwritten inventory sheets are turned in to respective school principals. The principals keep the inventory sheets, but no consistent comparison or reconciliation is performed with the previous year's data. As a result, changes in existing inventory are not updated in a central place each year. The interview team was unable to find any record of inventories conducted in rooms other than classrooms. According to the new superintendent, the current procedure as previously described was established by the previous superintendent who is now retired.

In CISD's tracking process, all purchased items are received in the superintendent's office. The packing slip is compared to the delivered item to ensure the slip is correct and the item is examined for defects. The item is then delivered to the requestor. The packing slip is forwarded to the bookkeeper who matches the packing slip, the purchase order and the invoice to ensure the price charged is correct, and that the number of items ordered were delivered and received. The invoice is then entered into the RSCCC software for payment.

If the item totals more than \$5,000, the invoice is recorded as a fixed asset in the general ledger. An administrator in the superintendent's office or the bookkeeper then assigns a tag to the item and sends it with the item when it is delivered to the requestor. The requestor is responsible for affixing the tracking tag to the item. If the item cost less than \$5,000, it is expensed. The district does not track its fixed assets in a database and there is not a master list, other than the general ledger, of the fixed-asset tags assigned. The external auditor handles the depreciation schedules for the fixed asset inventory.

CISD also does not consistently maintain an accurate, detailed inventory of computer equipment. The review team was unable to verify asset records to ensure appropriate use of technology.

According to FASRG, certain fixed assets, such as furniture and equipment, should be inventoried on a periodic basis. 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 are noted and resolved, and missing items are listed and written off in accordance with established policy.

Other districts have reduced the administrative staff time and effort needed to maintain the fixed assets records, and have eliminated the need to purchase or maintain the bar coding equipment by hiring a contractor to

conduct annual inventories. The contractor's inventory software also has the capability of producing depreciation schedules.

Recommendation 23:

Ensure that complete physical inventories are conducted annually and reconciled to the fixed asset database.

One inventory management contractor contracts with about 650 school district in Texas and conducts fixed asset inventories in compliance with TEA's FASRG. This includes tagging all assets that cost more than \$500, as well as other items like small electronics and computers that can be easily stolen with a CISD identification sticker.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent ensures that a physical inventory of all fixed assets is conducted in the district annually.	December 2003
2.	Designated personnel or the outside contractor performs physical inventory and creates a fixed asset inventory list of all assets.	January 2004
3.	All assets over \$500 and any "walk-away items" such as televisions, VCRs and digital cameras are tagged with a label designating the asset as CISD property.	January 2004
4.	The superintendent ensures that the physical inventory process is repeated every year and that the new inventory is reconciled to the fixed asset inventory listing.	Ongoing

FISCAL IMPACT

If the district contracted with an inventory management contractor, the one-time cost, based on student population, would be \$2,250 for the initial physical inventory package, which includes the inventory software.

Once the initial inventory is complete and the database is established, the district can fill out acquisition and disposal inventory sheets provided by the contractor and use the inventory tags as required for new purchases. Acquisition and disposal inventory sheets would be submitted to the contractor once a year for system update. The minimum \$100 fee includes \$35 per hour for entry of the data changes, new reports and software upgrades. Roma ISD, with a student population of 6,000, contracts with an inventory management contractor and spends about \$1,000 per year for this service. Based on experience, the contractor estimated that CISD's student population of slightly more than 300 would require only two or

three hours of data entry at most. All totaled, it would cost CISD about \$100.

The software also calculates depreciation schedules using a flexible menu that allows the user to select the desired dollar value threshold and inventory. The report format provides a quick printout of the chosen schedule. CISD could produce completed reports as needed anytime during the year and supply them to the external auditor, removing the extra step and expense of having the external auditor create the depreciation schedules for compliance with GASB 34.

If CISD decided to perform the updates in-house, the initial physical inventory cost would remain the same. Other costs would include one-time expenses for a barcode reader (\$1,995) and one day of training on the complete process (\$550). Annual recurring costs would include \$50 for software upgrades and \$50 or less for barcode supplies. In addition, at least one district staff member would have to assume the inventory update duties.

This fiscal impact assumes the inventory is contracted.

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Ensure that complete physical inventories are conducted annually and reconciled to the fixed asset database.	\$0	(\$100)	(\$100)	(\$100)	(\$100)
One-time cost to purchase software	(\$2,250)	\$0	\$0	\$0	\$0
Net Cost	(\$2,250)	(\$100)	(\$100)	(\$100)	(\$100)

Chapter 4

OPERATIONS

This chapter reviews the Chilton Independent School District's (CISD) operations in the following sections:

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

The following operations are critical components of effectively managing a school district. A school district's facilities should provide a clean and safe environment for children, employees and visitors. Repairs should be made in a timely manner. The Food Service operation should provide nutritious meals to students and staff. Safe and efficient transportation to and from school and school-related activities should be provided. Technology should be used to enhance educational programs and administrative operations.

Chapter 4

OPERATIONS

A. FACILITIES USE AND MANAGEMENT

The mission of an effective facilities use and management program is to plan for, provide and operate facilities that meet the needs of students at the lowest possible cost. A comprehensive facilities planning department, including maintenance, custodial services, groundskeeping and energy management, should effectively coordinate all physical resources in the district. The objective should be to provide a safe and clean environment for students and to integrate facilities planning with other aspects of school planning. Moreover, facilities personnel should be involved in design and construction of new buildings and be knowledgeable about operations and maintenance requirements. Finally, facilities departments should operate under clearly defined policies and procedures that can be adapted to changes in the district's resources and needs.

Efficient and effective maintenance operations in a school district require adequate information to plan and manage daily maintenance, a good work-order system that helps maintenance workers respond quickly to repair requests and a preventive maintenance system that ensures that maintenance workers regularly service equipment to minimize equipment down-time. A mechanism to monitor maintenance service levels and obtain periodic feedback also is necessary.

CISD serves pre-kindergarten (PK) through grade 12 in two buildings located physically on one campus. Grades 7 through 12 are taught in the main building and grades pre-k through 5 are taught in the elementary school building. Grade 6 is housed in a portable building located on campus.

CISD facilities occupy approximately 80,492 square feet on 35 acres of land that include: an elementary school, cafeteria, two gyms, a main building that houses administrative offices and secondary school classrooms, portables, a vocational/ agriculture building, greenhouse, home economics building and two rental houses. Chilton's original school building was built in 1939, and is still in use today.

Exhibit 4-1 lists each facility: the age of the facility; square footage; the type of construction; and the appraised value. CISD conducts classes in three portable buildings, which include science, grade 6 and band. The fourth portable is used for CISD's on-site childcare facilities.

**Exhibit 4-1
Chilton ISD Facilities Inventory**

Chilton Facilities	Square Feet	Year Built	Construction	Appraised Value
Main Building/Secondary School	16,708	1939	100% masonry	\$1,941,843
Vocational/Ag Building	4,800	1974	100% non-combustible	\$209,898
Home Economics Building at 133 City Road 4013	1,394	1970	100% frame	\$70,159
Cafeteria	6,662	1990	100% masonry non-combustible	\$431,250
Elementary School	20,187	1995	100% masonry non-combustible	\$1,107,695
High School Gym	14,034	1977	100% non-combustible	\$845,119
Field House	5,400	1948	100% frame	\$239,503
Science Building	3,456	N/A	Portable	\$100,000
In-School Suspension Building	2,250	Unknown	100% frame	\$45,360
Day Care Building	882	N/A	Portable	\$18,360
Band Hall	1,445	N/A	Portable	\$50,000
Sixth Grade Classroom	1,152	N/A	Portable	\$45,360
House at 1005 Waco Ave	1,174	Unknown	100% frame	\$17,838
House at 103 County Road 4020	1,248	Unknown	100% frame	\$14,976
Total Square Feet	80,792			

Source: Chilton ISD Property Appraisal 2002-03 and CISD Transportation/Maintenance supervisor, October 2002.

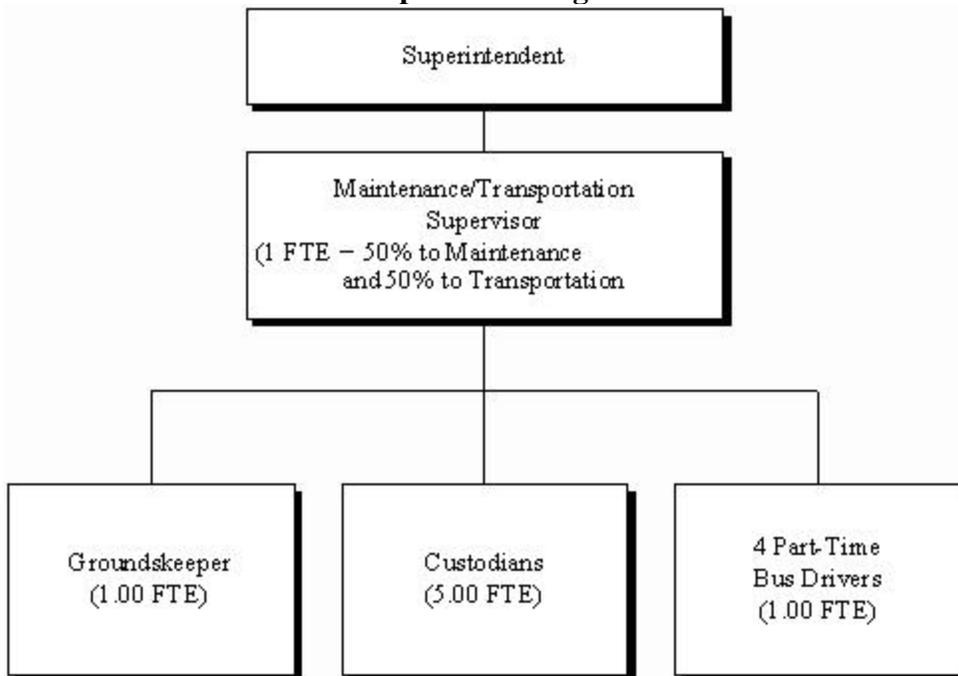
CISD owns two single-family dwellings immediately behind the school complex where two district employees reside. The district originally obtained one of the houses for use by superintendent. The other house and

grounds were purchased to provide more playground space for the elementary students.

The former superintendent lived in one of the houses although the current superintendent chose to live in his own home. The board voted in July 2002 to rent the house to the Transportation/Maintenance supervisor for \$150 per month. The CISD coach/technology teacher resides in the other house and pays \$300 per month. Both employees are responsible for paying all utility bills and both have signed monthly rental agreements with the district. The agreement stipulates a month-by-month rental option and states that renters are responsible for upkeep and paying all utilities monthly by the payment due date. According to tax records, the houses are valued at \$14,976 and \$17,838 for a total of \$32,814.

In total, CISD employs eight employees to support both the facilities and transportation operations. Of the eight employees, six and one-half positions support facilities operations. As shown by **Exhibit 4-2**, the staff consists of: five custodians, one groundskeeper and one-half of the maintenance supervisor's position. The other 50 percent of this position is dedicated to transportation. Any major maintenance work is contracted externally. The five custodians clean all facilities while the groundskeeper maintains the CISD grounds and the athletic facilities. The supervisor inspects custodial work every other day to ensure that an acceptable level of cleanliness is maintained. The Maintenance/Transportation supervisor reports directly to the superintendent.

Exhibit 4-2
CISD Facilities/Transportation Organization Structure



Source: CISD Maintenance/Transportation supervisor, October 2002.

A Texas School Performance Review (TSPR) survey was distributed to all parents of CISD students during October 2002, with 100 parents responding to the survey questions. The majority of the responders gave CISD's facilities and maintenance high marks as noted in **Exhibit 4-3**. Eighty-five percent of the 100 parents who responded said schools are clean and 63 percent felt that emergency maintenance was handled quickly and efficiently. Even though the original school was built in 1939, the review team found it to be well maintained.

**Exhibit 4-3
CISD Parent Survey Results**

October 2002 Parent Survey Question	Strongly Agree and Agree Responses	No Opinion or No Response	Strongly Disagree and Disagree Responses
Schools are clean?	84.8%	10.9%	4.4%
Buildings are properly maintained in a timely manner?	73.9%	21.8%	4.4%
Repairs are made in a timely manner?	67.4%	24.0%	8.7%
Emergency maintenance is handled expeditiously?	63.0%	32.7%	4.3%

Source: TSPR, Survey Results, October 2002.

Chilton ISD's maintenance costs compare favorably to its peer districts and the state average as shown in **Exhibit 4-4**. In 2001-02, Chilton ISD had the second lowest facility costs of its peer group.

**Exhibit 4-4
CISD Plant Maintenance and Operations Budgeted Expenditures
2001-02**

Peer District Comparison	Budget Amount	Percent of Budget
Calvert	\$292,561	11.8%
Milano	\$258,484	9.7%
Chilton	\$231,835	9.5%

Abbott	\$164,815	8.3%
Jonesboro	\$122,603	10.0%
State	\$2,899,134,491	11.3%

Source: Texas Education Agency (TEA), Academic Excellence Indicator System (AEIS), 2001-02.

Budgeted expenditures for plant maintenance and operations have remained fairly constant as a percent of the total budgeted expenditures from 1997-98 through 2001-02. (**Exhibit 4-5**).

Exhibit 4-5
CISD Five-Year Plant Maintenance and Operations Budgeted Expenditures
1997-98 through 2001-02

Year	Budgeted Amount	Percent of Budget
2001-02	\$222,440	9.2%
2000-01	\$231,835	9.5%
1999-00	\$231,730	9.4%
1998-99	\$238,740	10.5%
1997-98	\$209,960	9.3%

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

FINDING

CISD does not have a long-range facilities plan or a planning committee that sets priorities for capital improvement projects, determines a funding approach or links the funding to priorities.

Interviews with board members and the superintendent revealed strong support for constructing a new secondary school campus to separate elementary from secondary students, but no cost-benefit analysis has been conducted to date. Enrollment counts have not been analyzed, nor have demographic projections been studied to determine future needs. The district has not compared the cost of constructing a new campus with renovating or expanding existing facilities.

Student enrollment in 2002-03 increased by only nine students since 1995-96. Student enrollment in 1995-96 was 375 and increased to 384 in 2002-03. (**Exhibit 4-6**). Peak enrollment during the intervening five years was 398 students, or 23 students more than in 1995-96. No cost-benefit analysis of projected enrollment or facilities needs was undertaken by the district before the new elementary school was approved and constructed in 1995.

Exhibit 4-6
CISD Enrollment Count Since Elementary School Was Built

1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03
375	388	398	398	384	370	382	384

Source: TEA, AEIS, 1995-96 through 2001-02; 2002-03 data supplied by the superintendent.

A facilities master plan budget includes plans for funding renovations, new construction, major repairs, and preventative maintenance for every facility and campus. The plan considers community needs, future enrollment projections, current enrollment needs, financing alternatives, budget alternatives and compliance with current laws. It establishes priorities for each project, a timeframe for completing the work and cost estimates for each project.

School districts using effective planning assessments are better equipped to identify and prioritize facility needs, anticipate costs and allocate scarce resources. Particularly useful is a facilities planning committee dedicated to weighing the costs and benefits of various capital improvement options. Typically, such a committee includes community members, board members and district personnel.

Christoval ISD, with a 2001-02 enrollment of 365, created an ad hoc Facilities Committee to develop a facilities plan and invited community input. The committee prepared preliminary needs assessment and cost estimates and distributed a draft plan to the administration and instructional staff for input. The committee incorporated their comments into the plan and then held a series of public meetings and submitted the plan to the community for consideration and comments. The committee revised the plan accordingly and submitted it to the board for approval.

Recommendation 24:

Create a facilities planning committee and develop a long -range facilities plan.

CISD should establish a facilities planning committee with a rotating volunteer membership consisting of community members, district staff, board members, maintenance staff and teachers to develop a long-range facilities plan. The plan should include a prioritized needs assessment, a comparison of the costs and benefits of renovating or expanding existing facilities with constructing new facilities, and the number and location of future facilities based on multi-year enrollment projections. The plan should also contain cost assessments for continued maintenance.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent forms a facility planning committee composed of a board member, superintendent, maintenance supervisor, principals, teachers and community leaders to develop a five-year facilities plan.	June 2003
2.	The superintendent and the committee prepare a priority list of facilities' needs, cost estimates and decision options and submit the draft plan to instructional staff for feedback. The draft plan is revised accordingly.	July - August 2003
3.	The committee holds a public meeting and solicits community input on the plan and its recommendations. The draft plan is revised accordingly.	September 2003
4.	The superintendent provides a formal cost analysis for each proposal and submits the five-year plan to the board for approval.	October 2003
5.	The board reviews the plan and makes recommendations before approval.	November 2003
6.	The superintendent reviews and updates the plan annually and submits a cost analysis and recommendations to the board.	June 2004 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 4

OPERATIONS

B. FOOD SERVICES

CISD participates in the National School Lunch Program (NSLP) and the School Breakfast Program, which are regulated by the United States Department of Agriculture (USDA) and administered by Texas Education Agency (TEA). The CISD board, administration and the Food Services Department share the local responsibility for administering 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 a meal's calories come from fat, with less than 10 percent from saturated fat. School lunches must provide one-third of the reference 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 each district's Food Services Department. The USDA works with TEA and the Food Services Department to teach and motivate children to make healthy food choices.

The CISD Food Services Department serves breakfast to 55 percent of the average daily population of the district. They serve lunch to 92 percent of the average daily population. The cafeteria has six food service workers that operate on a combination of the conventional cafeteria system (serving meals prepared "from scratch" everyday) and the convenience cafeteria system (serving meals that are heated in the oven or microwave). The food service workers rarely serve only convenience items. For example, on days when chicken nuggets are served, the gravy that is served with the nuggets is made from scratch. No a la carte menu items are available. Breakfast is served from 7:20 AM to 7:55 AM. All grades eat in the cafeteria for lunch beginning at 10:15 AM and ending at 1:00 PM. The cafeteria is five years old, and easily accommodates the number of children served during breakfast and lunch. The equipment used in the cafeteria was purchased when the cafeteria was built and is maintained by the Maintenance/Transportation supervisor.

A review of the TSPR survey responses reveals that the parents and children in the district enjoy the food and atmosphere in the cafeteria (**Exhibit 4-7**).

Exhibit 4-7
TSPR Food Service Survey Results for CISD

Parent's Survey Questions	Strongly Agree	Agree	Total
My child regularly purchases his/her meal from the cafeteria	39.1%	39.1%	78.2%
The cafeteria's food looks and tastes good.	37.0%	52.2%	89.2%
Student's Survey Questions			
Food is served warm.	61.5%	35.9%	97.4%
Cafeteria staff is helpful and friendly.	59.0%	38.5%	97.5%
The cafeteria's food looks and tastes good.	53.9%	38.5%	92.4%

Source: TSPR, Survey Results, October 2002.

Exhibit 4-8 compares CISD's revenue per student to the peer districts and reveals that Chilton receives more revenue per student than all but one of the peer districts.

Exhibit 4-8
**CISD and Peer District Comparison of Food Services Revenue
2000-01**

	Abbott	Calvert	Chilton	Jonesboro	Milano
Local	\$48,506	\$6,556	\$32,540	\$43,519	\$39,713
State	\$1,194	\$1,607	\$2,053	\$0	\$1,386
Federal	\$38,930	\$143,897	\$140,316	\$19,898	\$47,364
Total Revenue	\$88,630	\$152,060	\$174,909	\$63,417	\$88,463
Enrollment	260	319	370	212	414
Revenue per student	\$340.88	\$476.68	\$472.72	\$299.14	\$213.68

Source: TEA, F33-Library, AEIS, 2000-01.

Exhibit 4-9 shows the profit and loss statement for the Food Services Department's operations from 1998-99 through 2001-02. The profitability of the Food Services Department has consistently improved in recent years.

Exhibit 4-9
Food Service Profit and Loss
1998-99 through 2001-02

	1998-99	1999-2000	2000-01	2001-02
Revenues	\$174,873	\$179,869	\$185,567	\$194,305
Expenses	\$178,204	\$182,409	\$173,036	\$176,489
Profit (Loss)	(\$3,331)	(\$2,540)	\$12,531	\$17,816
Fund Balance Remaining at the End of the Year	\$7,128	\$4,588	\$17,119	\$34,935

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

The Food Services Department lost money in 1998-99 and 1999-2000 and then showed a \$12,531 profit in 2000-01 and a \$17,816 profit for 2001-02, not including capital outlays and allocations for rent, utilities and janitorial expenses. Current meal prices are shown in **Exhibit 4-10**.

Exhibit 4-10
CISD Breakfast and Lunch Prices
November 2002

	Adult	High School Student	Elementary Student	Student Reduced-Price
Breakfast	\$1.45	\$.85	\$.70	\$.30
Lunch	\$2.15	\$1.15	\$1.00	\$.40

Source: Interview with CISD Food Service supervisor, November 2002.

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

general fund. CISD's steadily increasing Food Service Department's profitability and its 2001-02 fund balance ensure adequate financial resources are available to meet these obligations.

FINDING

The district does not safeguard the food service cash on hand. Cash from cafeteria sales are not kept in a locked safe. Instead, the food services supervisor takes the money home until the bookkeeper is ready to make a bank deposit. While the review team was on-site, the food service supervisor had \$480 in her unlocked, side desk drawer.

The Texas Education Agency's (TEA) *Financial Accountability System Resource Guide* (FASRG) states that each school district should have an internal control structure in place to provide reasonable assurance that the school district's assets are safeguarded from unauthorized use or disposition.

Recommendation 25:

Implement sound internal control practices to ensure safekeeping of cash on hand.

All cash-on-hand should be locked in a safe or deposited at the bank immediately.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent purchases a combination steel safe for the business office.	September 2003
2.	The food service supervisor counts money received and places all cash on hand in the combination safe daily.	October 2003 and Ongoing
3.	When the cash on hand exceeds \$200, the money is deposited at the bank.	October 2003 and Ongoing

FISCAL IMPACT

A combination safe with a drop door to make deposits without opening the safe will be a one-time cost to the district of \$1,000.

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Implement sound internal control practices to ensure	(\$1,000)	\$0	\$0	\$0	\$0

safekeeping of cash on hand.					
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Chapter 4

OPERATIONS

C. TRANSPORTATION

The main goal of every school district's transportation department is to transport all students to and from school and approved extracurricular activities in a timely, safe and efficient manner. Texas' 35,000 school buses travel more than 380 million miles a year, carrying nearly 1.4 million children every day. The annual statewide cost for public school bus transportation is nearly \$834 million. School districts collectively operate one of the safest forms of transportation in the country, safer than any other form of mass transit and nearly 2,000 times safer than any family car.

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

The TEC also states that a school district may receive state funding for transporting regular and special program students between home and school. TEA sets the funding rules. Local funds must pay for transportation costs that are not covered by the state. State funding for regular program transportation is limited to students living two or more miles from the school they attend, unless the students face hazardous walking conditions on the way to school. The state does not pay for summer school transportation or for co-curricular routes between schools during the day. Extracurricular transportation, such as trips to after-school and weekend events, is also not funded by the state. All special education transportation, except for certain field trips, is eligible for state reimbursement. Special programs, unlike the regular programs, are not able to achieve efficiency by clustering students at bus stops, so they are not reimbursed based on linear density.

Since transportation requires significant initial capital investments and annual maintenance expenditures, in addition to high safety standards, the efficiency and effectiveness of the district's operations have been evaluated.

CISD owns and operates its own fleet of six buses to transport students to and from school and extracurricular activities for approximately \$33,000, traveling 30,465 miles annually. CISD also owns two trucks that are used in maintaining the grounds and facilities for the district. The trucks are driven approximately 11,500 miles per year. Forty-two percent of the CISD's students, 144 riders, take the buses every day. All six buses are used in transporting regular education students to and from school, and to extra curricular and co-curricular events. No special education buses are used within the district. All comparisons in this section will contrast CISD's regular education transportation performance against the regular education of their peer districts.

CISD's transportation expenses have steadily decreased during the last two years as evidenced in **Exhibit 4-11**. Transportation expenditures have decreased by 1.33 percent over the last five years. In 1997-98, expenditures were \$33,770 and today they are \$33,320 for a decrease of \$450 from five years ago.

Exhibit 4-11
CISD Transportation Operating Expenditures
1997-98 through 2001-02

Year	Expenditures	Percent Change from Previous Year	Five-Year Percent Change
2001-02	\$33,320	(8.26)%	(1.33)%
2000-01	\$36,320	(33.13)%	
1999-2000	\$39,360	3.30%	
1998-99	\$38,103	12.83%	
1997-98	\$33,770	N/A	

Source: TEA, Public Education Information Management System (PEIMS), 1997-98 through 2001-02.

The Maintenance/Transportation Department within the district is responsible for maintaining the vehicles, operating the buses, and planning and organizing routes. In addition, the department provides transportation resources for extracurricular activities. Major maintenance is contracted to service organizations in Waco, Temple or Dallas.

Because the district is small, many of the employees perform multiple duties. For example, the supervisor oversees the facilities and

transportation functions, drives a bus five days a week, and performs general maintenance on all vehicles. Two of the bus drivers also serve the district as educational aides, while the third acts in an administrative clerical position.

Parents of Chilton students gave the transportation services satisfactory marks during the parent survey conducted by the review team.

Exhibit 4-12 specifies the results.

**Exhibit 4-12
TSPR Parent Survey Results for CISD Transportation**

Survey Questions	Strongly Agree and Agree	No Opinion or No Answer	Strongly Disagree or Disagree
The drop-off zone at the school is safe?	63.0%	37.0%	0%
The bus stop near my house is safe?	58.7%	41.4%	0%
The bus stop is within walking distance from our home?	54.4%	45.6%	0%
The length of the student's bus ride is reasonable?	45.7%	50.1%	4.4%
Buses seldom break down?	45.7%	50.0%	4.4%
The bus driver maintains discipline on the bus?	43.6%	50.0%	4.4%
The district has a simple method to request buses for special events?	40.3%	56.5%	2.2%
Buses arrive early enough for students to eat breakfast at school?	39.2%	45.6%	15.3%
Buses arrive and depart on time?	37.0%	49.8%	15.3%
Buses are clean?	30.4%	58.7%	10.9%
Bus drivers allow students to sit down before taking off?	30.4%	58.7%	10.9%

Source: TSPR, Survey Results, October 2002.

Chilton ISD has the second lowest cost for operating regular school buses of all peer districts as depicted in **Exhibit 4-13**. Only Jonesboro ISD has a better cost per mile record than Chilton ISD.

Exhibit 4-13
Regular Transportation Expenditures
CISD and Peer Comparison
2000-01

Comparison	Jonesboro	Chilton	Abbott	Milano	Calvert
Total Expenses	\$48,440	\$35,026	\$48,785	\$73,419	\$47,568
Cost per Mile	\$0.57	\$0.66	\$0.95	\$1.00	\$1.56

Source: TEA School Transportation Operation Report, 2000-01.

In 2001-02, CISD operated four bus routes per day, carrying anywhere from 120-144 students between school and home, on regular runs and to extracurricular events. The first bus leaves at 6:45 AM and returns at 7:45 AM, the second bus leaves the district at 6:50 AM and returns by 7:40 AM, and the third bus departs at 7:00 AM and arrives back at school at 7:45 AM. The fourth bus route goes to Marlin to deliver cosmetology and general mechanic students at 7:50 AM, and returns to the district at 8:30 AM.

A generally accepted rule of thumb for student transportation is to design routes so that students are on the bus for one hour or less each way. CISD is accomplishing that as demonstrated in **Exhibit 4-14**.

Exhibit 4-14
CISD Departures and Arrivals of Daily Bus Routes

Bus Route	AM Departure	AM Return	PM Departure	PM Return	Average Length Bus Ride
Bus 16 to West	6:45 AM	7:45 AM	3:35 PM	4:35 PM	1 hour
Bus 17 to North	6:50 AM	7:40 AM	3:35 PM	4:25 PM	50 minutes
Bus 15 to East	7:00 AM	7:45 AM	3:35 PM	4:20 PM	45 minutes
Bus 11 to Marlin	7:50 AM	8:30 AM	10:45 AM	11:25 AM	20 minutes

Source: CISD Maintenance/Transportation supervisor, November 2002.

FINDING

Despite having an aging fleet, CISD has no bus replacement policy. A bus replacement policy ensures a younger average fleet, with a corresponding reduction in maintenance requirements and operating costs.

Exhibit 4-15 details CISD's school bus inventory for its daily routes. Its newest bus is a 1997 model while its oldest route bus is a 1990 model. The average age of the fleet is nine years and the average odometer reading is 90,126 miles. In 2000-01, CISD's buses averaged 6,881 miles each in route mileage alone. CISD buses travel nearly 11 miles one way to pick up and return students to the district for a total of 22 miles per route. Each route is driven twice a day. Therefore, each bus travels about 44 miles per day running the morning and afternoon routes.

**Exhibit 4-15
Age and Mileage Analysis of the CISD Transportation Fleet**

Vehicle #	Type	Make	Engine Type	Bus Usage	Year Purchased	Age in Years	Current Mileage
17	Bus	Blue Bird	Diesel	Regular	1997	5	67,171
16	Bus	Blue Bird	Diesel	Regular	1995	7	71,015
15	Bus	Chevrolet	Diesel	Regular	1992	10	88,404
14	Bus	Blue Bird	Diesel	Spare	1991	11	99,329
11	Bus	Blue Bird	Gas	Regular	1990	12	147,152
8	Bus	Ward	Gas	Spare	1987	15	67,683
Average Age of Bus and Average Mileage						9	90,126

Source: CISD Maintenance/Transportation supervisor, November 2002.

CISD's aged fleet will face special maintenance challenges in the future. To help address these issues, CISD Transportation Department's "spare/other" category includes fleet spares and one bus that is no longer working. The district has kept the extra non-operational bus for the use of spare parts. The board and the transportation/maintenance supervisor have discussed the possibility of replacing one bus in 2003-04 for a total expenditure of \$50,000 to \$60,000.

While buses represent a large capital investment for small districts, a regular procurement and replacement plan provides many benefits. Buses with the highest cost of maintenance can be replaced. Introduction of new buses into the fleet on a regular basis prevents emergency purchase of multiple buses in any one year. Planned bus replacement, based on an analysis of the fleet's age, mileage and condition, as well as the district's

capacity needs, allows districts to set procurement amounts for budgeting purposes, and to plan the timing of debt or other types of financing. Replacement plans also maximize bus use.

By establishing a regular bus procurement program, based on a 12 to 15-year bus replacement cycle, districts typically will save the cost of unnecessary new buses. Major factors such as: years of service, total miles operated and the cost of maintenance should be considered when contemplating the replacement of buses.

The "bumper-to-bumper rebuild" is another alternative to explore when replacing buses. There are several Texas companies that restore buses. Buses are restored by ASE-certified mechanics who strip the vehicle to its frame and rebuild it piece by piece. In the process, they also bring the buses up to current standards by adding white roofs, stop arms and tinted windows. The cost is \$20,000-\$30,000 less than purchasing a new bus. The district is provided a warranty contract in the total cost. There is usually a three-year warranty on paint and corrosion included. Warranties for parts and labor on engines and transmissions vary depending on the make and model of the individual bus.

Recommendation 26:

Adopt a school bus replacement policy.

Based on the analysis, the district should evaluate whether to dispose of buses 8, 11 and 14 when they reach either 15 years of age or 250,000 in mileage.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The maintenance/transportation supervisor and the superintendent analyze the district's school bus fleet, usage data, and growth issues to develop a replacement and purchase plan.	June 2003
2.	The maintenance/transportation supervisor presents the replacement and purchase/rebuild plan to the superintendent for approval.	June 2003
3.	The superintendent presents the suggested policy to the board for approval.	July 2003
4.	The Maintenance/Transportation supervisor and the superintendent coordinate the bus replacement/rebuild and purchase policy when developing future budgets.	July 2003

FISCAL IMPACT

This fiscal impact is based on the assumption that CISD will replace bus number 11 in 2007-08 at an estimated cost of \$60,000 based on it having the highest mileage considering each bus averages about 6,881 miles per year.

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Adopt a school bus replacement policy.	\$0	\$0	\$0	\$0	(\$60,000)

Chapter 4

OPERATIONS

D. COMPUTERS AND TECHNOLOGY

Use of automation enables school districts to enhance operational, instructional, and business programs. Technological advances in hardware and software, combined with affordable pricing, allows districts of all sizes to use information systems to perform vital functions.

Information technology provides a number of benefits to districts including: increased processing speed, enhanced information processing 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, operational and organizational controls, system applications, system acquisition, user input and program evaluation.

Over the past several years, Chilton ISD has tried to eliminate some of the technology gaps between the district and larger, non-rural districts. CISD currently has an 18-station computer learning lab in the high school and a 20-station computer lab in the elementary school. The high school and elementary libraries are connected to the Internet and the Texas Library Connection. The libraries are also equipped with Athena software that allows a streamlined check-in/out and inventory process. Each classroom is equipped with at least one computer with Internet access. The administrative offices each have IBM-compatible computers. The district has contracted with Region 12 for the RSCCC/WinSchool business software that provides budget, check reconciliation, accounts payable, PEIMS, payroll, finance, general ledger and report queries.

CISD has 134 student computers and 50 administrative or teacher computers for a total of 184. They are distributed as shown in **Exhibit 4-16**.

Exhibit 4-16
CISD Computer Placement
2002-03

Location	Number of Student Computers	Number of Administrative or Teacher Computers	Brand
-----------------	------------------------------------	------------------------------------------------------	--------------

Administrative Offices	0	8	Centurion, Tangent
Agriculture	2	0	Sony
Elementary Classrooms	38	20	Win Pentium, Compaq, Centurion
Elementary Computer Lab	26	0	Win Pentium, Compaq, Centurion, Tangent
Elementary Library	6	2	Tangent
Elementary Special Ed Classrooms	4	1	Centurion
Secondary School Classrooms	12	10	Win Pentium, Compaq, Centurion
Secondary School Computer Lab	20	0	Win Pentium, Compaq, Centurion
Secondary School Library	9	3	Tangent
Secondary School Video Technology Classroom	2	1	Macintosh
Secondary School Web Classroom	10	0	Sony
Laptops	0	4	Sony, Toshiba, Gateway
Secondary Special Education Classroom	4	1	Tangent
Secondary ESL	1	0	Tangent
Total	134	50	184 computers

Source: CISD Technology coordinator, November 2002.

CISD is achieving TEA's planned student-to-workstation ratio of 3:1 for all students as demonstrated in **Exhibit 4-17**. While the secondary school students have a 2.5:1 student-to-workstation ratio, the elementary students have a 3.2:1 ratio which gives the district an overall ratio of 2.9:1.

Exhibit 4-17
Student-to-Instructional Computer Ratio Comparisons
2002-03

District	Student	Number of	Ratio
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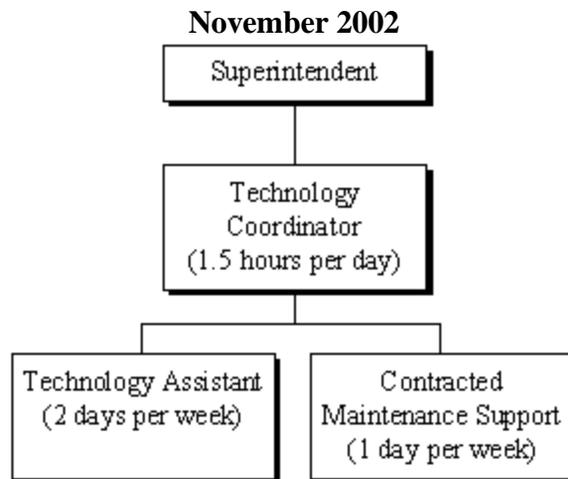
	Enrollment	Student Computers	(Students/Computers)
Secondary School	144	58	2.48
Elementary School	240	76	3.16
Total	384	134	2.87

Source TEA, PEIMS, 2002-03; CISD Technology coordinator.

CISD's Internet Service Provider is the Texas State Technical College, which provides the T1 speed access. The infrastructure is set on a 100Mbit backbone powered with Cisco System core switches, routers and hubs. Fiber optic cabling is providing the wide-area buildings access to the network. E-mail services for staff and Internet content filtering are being provided independently by the technology department. Novell NetWare v4.11 powers the file servers for the local area network. Linux Red Hat provides the domain name services and the education Internet filtering. Various operating systems are being used including Windows 95, 98, Millennium Edition (ME), 2000 and XP. The district uses an assortment of specialized educational software to aid with its curriculum such as Accelerated Reader, Academy Reader, Reader Rabbit and Learn to Count.

The district's technology is supported by various people within and outside the district as demonstrated in **Exhibit 4-18**. The technology coordinator is a full-time CISD employee who teaches English, web mastery and video technology. He also serves as an assistant football coach and coaches tennis and golf for the district. He is certified as a technology application teacher. The district pays an additional person to perform hardware and software maintenance for the district two days each week. This person also teaches computer maintenance in the Marlin ISD the other three days. CISD also contracts with a consulting firm from Lott, Texas to perform local area network and wide- area network improvements and troubleshooting that usually does not exceed one day per week.

Exhibit 4-18
CISD Technology Organization Chart



Source: CISD Technology coordinator, November 2002.

CISD has built its technology infrastructure by securing grant money from the federal government and the Telecommunications Infrastructure Fund (TIF) Board amounting to more than \$28,000. CISD also received the bulk of its computer workstations from donations from the Social Security Administration in 2001-02. The donated computers are used primarily in the classrooms and the computer labs.

FINDING

CISD's technology plan does not provide adequate guidance for making the technology changes and improvements the district needs nor is it updated on a regular basis. The plan fails to address critical issues the district is facing, such as: how to cost-effectively replace outdated computer equipment, and which hardware standards should be established to ensure ease of maintenance and training. The technology plan was last updated in 2000 under the former superintendent. The current technology coordinator does not use or update the plan annually. No one within the district is responsible for ensuring that the goals and objectives of the plan are being met. The following are three major technology issues the district has not addressed through its planning efforts:

Asset Replacement: Replacing computer hardware is a critical issue for CISD. Approximately 68 percent of CISD's 184 computers are eight or more years old and are prone to malfunction. **Exhibit 4-19** details the number of computers acquired by year, the estimated age and how the computer is being used in the district.

Exhibit 4-19
CISD Computer Workstation Age Assessment
2002-03

Computers	Acquisition Year	Estimated Age	Acquired By	Use
29 WinPen Pentium 100	2001	9+	Social Security Administration in Waco	Computer labs and classrooms at both high school and elementary school
23 Compaq Pentium 100	2002	8+	Huntsville	Computer labs and classrooms at both high school and elementary school
38 Tangent Pentium 266	1996	8	TIF grant	Elementary and high school libraries and special education, elementary and secondary classrooms
28 Amera Pentium 266	1996	8	TIF grant	Administrative offices and elementary and secondary classrooms
3 Noblis P3 750	2002	1	Local funds	Administrative offices
15 Sony Vaio P4 1.6ghz	2002	1	TIF grant	Technology classroom
1 Sony laptop P3 800mhz	2002	1	TIF grant	Technology classroom
1 Mac G4 laptop G4 800 mhz	2002	1	TIF grant	Technology classroom
2 Mac Gr G4 dual proc. 1ghz	2002	1	TIF grant	Technology classroom

32 Tangent 1.8 mgh	2003	1-	TIF/REAP Grant	Secondary and elementary libraries; elementary computer lab and classrooms.
8 Centurion P2 400	1995	8	Local funds	Unknown
4 Compaq Laptops, P2 300	1998	5	Local funds	Unknown
184 Total				

Source: CISD Technology coordinator.

The newest computers are in the technology classroom and the administrative offices. The older ones were placed in the classrooms and the computer labs residing at both the secondary school and the elementary school.

As teachers and students incorporate technology into their everyday educational plans, they must have computer systems that allow them to take advantage of advances in both hardware and software. A replacement cycle that recognizes the rate of change in the computer industry, cost and the differing levels of expertise among teachers, students and staff computer users is required. Both hardware and software release cycles have accelerated greatly in the past few years. Most schools have adopted a three-year hardware replacement cycle. In addition, three year on-site hardware warranties are commonly included in the purchase price from major vendors. Given these facts, the three-year cycle is the most desirable if costs can be accommodated.

Hardware Standards: CISD uses a variety of equipment vendors and hardware configurations in their computer workstations. This variety presents added difficulties for the CISD staff and external vendors providing repair support to the district. They must know and understand the nuances of the different vendors and the brands and models of equipment. Consequently, it takes longer to repair hardware when each piece is from a different vendor. In addition, students must master several different hardware combinations depending on their classes.

Another concern associated with hardware standards is the challenge of establishing standards for accepting donated hardware. CISD received two donations for 52 computer workstations, which amounts to 28 percent of

the 184 computers in the district. In 2001, the Social Security Administration in Waco donated 29 WinPen computers that were more than nine years old and were not equipped with sound cards. Sound cards are essential for some educational software-most software is designed to work interactively with the student via the sound card. In 2002, CISD received another donation from a group in Hunstville of 23 Compaq Pentium 100 computers, which were also old and lacked the sound capabilities. Both sets of computers are primarily used in the classrooms and the computer labs located at both the high school and the elementary school. The CISD technology coordinator stated that he spends the majority of his time and the technology assistant's time repairing these computers. He also stated that, had he been involved, he would have discouraged the district from accepting the outdated computers and suggested using grant money to buy new computers.

A major issue related to the variety of donated computers the district accepted is the fact that hardware support in a heterogeneous environment is more expensive than in a more homogeneous environment.

To implement technology effectively in administrative offices and schools, a district must have a plan that is consistent with district goals. The technology plan should describe what technology the district has, what it needs, and how it will procure the equipment it needs. Also, the plan must focus on integrating technology into the curriculum and encouraging teaching staff to use the technology.

Riviera ISD's Long-Range Technology Plan (1998-2003) incorporates the mandates of the state plan adopted by the State Board of Education (*The Long-Range Plan for Technology, 1996-2010 and Goals 2000*). The state plan identified three primary goals. The first goal is to provide instructional staff training to help them integrate technology into classroom instruction. The second goal is to prepare students, using a well-balanced curriculum, for accessing information and integrating technology into the learning process. The third goal is to provide resources, space and equipment necessary to deliver instruction. The district has accomplished much of its technology plan. The entire district has been networked with Internet capability in every classroom. Each classroom has an average of four computers and each teacher has a computer in the classroom. The district's Learning Resource Center has acquired three CD-ROM towers. These towers have provided direct access from every classroom to reference materials, library catalogs, specialized curricula and curriculum support software. In 1999-2000, the district received a grant from Technology Integration in Education (TIE) to establish a distance learning center in the Learning Resource Center. Teachers received extensive training in the new technology. The long-

range plan addressed training in specific software as well as generalized training for using the Internet, Power Point and other software.

Recommendation 27:

Update the five-year technology plan annually with community, parent and school district support.

By updating the technology plan annually and using it to pursue needed resources, CISD can improve the quality, effectiveness and efficiency of district technology use.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent assembles the site-based decision-making (SBDM) committee and the technology coordinator to update the five-year technology plan.	October 2003
2.	The SBDM committee coordinates the update of the technology plan.	November 2003
3.	The SBDM committee presents the plan to the superintendent for approval.	December 2003
4.	The technology coordinator along with the SBDM committee conducts an annual assessment of technology in the district, prepares a report and shares the report with the superintendent and the board.	May 2004 and Ongoing
5.	The technology coordinator makes necessary changes to the technology plan and the technology program in the district every year in conjunction with the SBDM committee.	June 2004 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Student attendance-taking involves manual and duplicative processes. All teachers record their grades and student attendance on paper and then submit them to the PEIMS coordinator for manual entry into the WinSchool software system. The current process creates a redundant process since it relies on the manual writing of information then re-entering the data into a computer system.

The student attendance process includes the following steps: the PEIMS coordinator prints "tear sheets" for every period and distributes to the teachers. The teacher takes attendance for every period, marks through the student's name if they are not in class that day, signs the document and places it on their door. The school secretary retrieves each tear sheet, prepares a summary of all the second-period classes and distributes it to the PEIMS coordinator. The PEIMS coordinator enters the data into the WinSchool software system to update student attendance.

The grade reporting process includes: the PEIMS coordinator prints a grade verification sheet for each student and distributes to each teacher at the beginning of the six weeks. The teacher completes the grade sheet and returns the sheets to the PEIMS coordinator. The PEIMS coordinator then enters the grades into the WinSchool Report Card module, prints a verification sheet and returns to the teacher. The teacher verifies, corrects any discrepancies, signs the sheet and returns the sheet to the PEIMS coordinator. The PEIMS coordinator then prints the reports cards and returns them to the school secretaries for distribution.

An online process would allow the teacher to make the original entry and eliminate both the need for the secretary to manually retrieve paper and calculate summaries and the PEIMS coordinator to re-enter the data.

Region 12 has online grade reporting and student attendance modules that are compatible with the WinSchool report card module.

Recommendation 28:

Subscribe to Region 12's online grade reporting and student attendance modules.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent amends the contract with the Region 12 Education Service Center to include online grade reporting and online student attendance.	September 2003
2.	The technology coordinator ensures that each teacher has a computer that is connected to WinSchool.	September 2003
3.	Region 12 directs a staff training session for both modules to teachers, secretaries and administrators.	October 2003

FISCAL IMPACT

According to Region 12, the gradebook module has no license fee, while the attendance module will cost the district \$600 per year for its license

fee. Region 12 will provide one-time training to teachers, secretaries and administrators for both modules for a total one-time cost of \$1,000.

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Subscribe to Region 12's online grade reporting and student attendance modules.	(\$600)	(\$600)	(\$600)	(\$600)	(\$600)
One-time training cost.	(\$1,000)	\$0	\$0	\$0	\$0
Net Cost	(\$1,600)	(\$600)	(\$600)	(\$600)	(\$600)

FINDING

CISD does not consistently use work orders to track its maintenance requests for technology, facilities maintenance or transportation maintenance. Given the lack of maintenance records, it is difficult to verify whether CISD has a preventive maintenance program in place for maintaining the school bus fleet.

Aggressive preventive maintenance programs help schools avoid serious problems and breakdowns. Tracking maintenance for transportation, facilities and technology has many benefits. First, it ensures preventive maintenance is performed on time, which leads to well-maintained buses, fewer breakdowns and fewer disruptions. Second, it helps identify recurring problems. Recurring problems can be indicative of a larger maintenance problem. Third, it identifies the cost of repairing vehicles. Vehicles that become too costly to maintain can be replaced.

Facilities maintenance in many instances is a manual, paper-based process using a work order document. However, most of the time, the Maintenance Department receives a phone call, determines what the problem is and fixes the problem on the spot. In those cases, no work order is ever completed. Without written work orders, costs for supplies used in repairs and the labor hours associated with the repair cannot be assessed.

Transportation maintenance does not use work orders to identify where resources are being used or to determine where preventive maintenance should be targeted. Because work orders are not used, no costs or labor hours are captured, quantified or used to identify ongoing problem areas in the district. Therefore, equipment that needs to be replaced due to excessive maintenance costs are going unidentified. Also, the CISD transportation department does not keep records on maintenance performed on vehicles. The district has not tracked the cost of parts and

labor performed on vehicle repairs to determine which vehicles are the costliest to maintain and should be replaced.

Technology maintenance does not use any type of work order document to record problems or requests. Therefore, it is difficult to determine and track the most important problems and prioritize them accordingly. Because three different maintenance people from the three technical entities involved respond to maintenance requests, it is critical that all problems are identified, tracked, and that costs are tracked and compared so the district can evaluate whether it is getting value from its vendors.

Currently, CISD cannot accomplish this. The district has the following payment arrangements (**Exhibit 4-20**) for technology maintenance and repairs:

**Exhibit 4-20
CISD Technology Maintenance and Repair Support**

Position	Employee or Contracted	Responsibilities	Availability	Cost to the District
Technology Coordinator	CISD employee	General maintenance and repair	1.50 hours/day = 7.5 hours per week	\$2,950 stipend/year
Technology Assistant	CISD employee	General maintenance and repair	2 days/week = 12 hours per week	\$15,452/year
Walton Yantis	Contracted firm	Network services	1 day/week = 6 hours per week	\$208/day. Paid \$10,900 in 2001-02.
Total Availability			25.5 hours per week	

Source: CISD Technology coordinator.

Best practices of many other districts clearly show that the work order is crucial in developing an effective and efficient repair process. It alerts the department that there is a task to be completed, defines the location of the work, details the work to be done, allocates resources, authorizes the work, certifies completion of the job and collects the associated costs for replacement analysis and vendor analysis. Although the format may vary, all work orders should contain basic information about the type of job, costs and labor.

Recommendation 29:

Develop a work order process and purchase service management work order software.

The benefits will enable the district to do the following: enter, track, print, schedule and search all service data entered on work orders; track district-owned equipment; schedule preventive maintenance by equipment and by model; enter and track parts for use on service with work orders; create service projects for the outside contractors and assign work orders to them to manage costs and billing by project; and provide reporting on equipment lists and service management costs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent instructs the Maintenance/Transportation supervisor and the Technology coordinator to search for a software package that accomplishes work order management and provides preventive maintenance for transportation, facilities and technology.	June 2003
2.	The Maintenance/Transportation supervisor and the Technology coordinator select three appropriate software packages that are within an acceptable cost range.	July 2003
3.	The Maintenance/Transportation supervisor and the Technology coordinator demo the three packages and rank them based on cost, suitability and referral comments.	August 2003
4.	The Maintenance/Transportation supervisor and the Technology coordinator present a recommendation to the superintendent.	August 2003
5.	The superintendent approves the purchase and then instructs the Technology coordinator and Maintenance/Transportation supervisor to purchase and implement the software.	September 2003

FISCAL IMPACT

CISD can purchase a software package for as little as \$90 or as high as \$1,345.

Recommendation	2003-04	2004-05	2005-06	2006-07	2007-08
Develop a work order process and purchase service management work order software.	(\$1,345)	\$0	\$0	\$0	\$0

FINDING

According to CISD's technology coordinator, the district does not have a disaster recovery plan. A disaster recovery plan for a district's digital information and services is vital, since processes are increasingly being completed by and stored on computers. In a disaster, districts must be able to continue functioning with limited disruption to its day-to-day operations.

Essential elements of a disaster recovery plan include compiling a list of persons to contact after a disaster, critical school functions, essential office equipment and required staffing levels needed immediately after a disaster. It must also include contingency and back-up plans for information technology as described in **Exhibit 4-21**.

Exhibit 4-21 Key Elements of a Disaster Recovery Plan

Step	Details
Build the disaster recovery team.	Identify a disaster recovery team that includes key policy makers, 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 MIS technology 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.

	<ul style="list-style-type: none"> • Locate support resources that might be needed, such as equipment repair, trucking and cleaning companies. • Arrange with vendors to provide priority delivery for emergency orders. • Identify data recovery specialists and establish emergency agreements.
Specify details within the plan.	<ul style="list-style-type: none"> • Identify individual roles and responsibilities by name and job title so that everyone knows exactly what needs to be done. • Define actions to be taken in advance of an occurrence or undesirable event. • Define actions at the onset of an undesirable event to limit damage, loss and compromised data integrity. • Identify actions necessary to restore critical functions. • Define actions to re-establish normal operations.
Test the plan.	<ul style="list-style-type: none"> • Test the plan frequently and completely. • Analyze the results to improve the plan and identify further needs.
Deal with damage appropriately.	<ul style="list-style-type: none"> • If a disaster actually occurs, document all costs and videotape the damage. • Be prepared to overcome downtime on your own; insurance settlements can take time to resolve.

Source: National Center for Education Statistics, Safeguarding Your Technology. (Modified by TSPR).

Glen Rose ISD (GRISD) developed a comprehensive disaster recovery plan for handling the loss of its information systems. While GRISD is a larger district, essentially the same steps are required of all districts. GRISD's disaster recovery plan includes emergency contacts for the technology department staff, the district and software and hardware vendors. The plan includes protocols for both partial and complete recovery to ensure that the technology staff knows every aspect of recovery and restoration. The plan outlines designated alternate sites dependent upon the type of outage that occurs. The plan also includes

system redundancy and fault protection protocols as well as a tape back-up plan.

Recommendation 30:

Develop a disaster recovery plan.

A disaster recovery plan will help the district recover technology operations more quickly should a disaster occur. Due to its size, CISD may not need to develop as comprehensive a disaster plan as larger districts, but it should adopt key elements, such as those proposed in **Exhibit 4-21**. Obtaining and reviewing plans available from the Regional Educational Service Center and other school districts in the area could hasten the planning process.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent establishes a Disaster Recovery Team, composed of the technology coordinator, campus staff and representatives from the Food Services and Maintenance/Transportation Departments.	September 2003
2.	The Disaster Recovery Team develops the Disaster Recovery Plan.	September - October 2003
3.	The Disaster Recovery Team presents the plan to the superintendent and board for approval.	November 2003
4.	The Technology coordinator communicates the plan to the appropriate personnel.	December 2003
5.	The Disaster Recovery Team runs a scheduled test of the plan.	February 2004
6.	The Technology coordinator reports the results to the superintendent and the school board.	March 2004
7.	The Disaster Recovery Team monitors ongoing plan review and testing, updating the plan as necessary.	May 2004 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Appendix A

PUBLIC FORUM COMMENTS

As part of the review process, a public forum was held on October 15, 2002 in the Chilton ISD cafetorium where parents, district staff and community members participated by writing personal comments regarding 12 specific topics of review.

The following comments convey perception and do not reflect the findings or opinions of the Comptroller or review team. The narrative comments are the actual comments received.

DISTRICT ORGANIZATION AND MANAGMENT

- Does job with limited resources.
- Board members don't notify parents about meetings, hearings, but do notify some.
- The Superintendent is no good - a lot of people have things to say about him.
- No one knew about the public forum. Notices sent two weeks ago, but no reminder notice.

EDUCATIONAL SERVICE DELIVERY AND PERFORMACE MEASURES

- Students are not qualified to pass to next grade level but pass, when moved to another school they are set back a year/to cause skill level is not at grade level.
- Kids not allowed to bring schoolbooks home, so can't do homework and parents can't help.
- New books.
- Some students are forced to participate in extracurricular activities even if they don't like it and if they refuse to participate they are removed from any other activity they are involved in. Example, if don't play football, can't play basketball. What's reason?
- Teachers teach to the TAAS. No G/T in elementary.
- All students need classroom books. Eighth grade history class does not have enough books to go around.
- Small improvement in scores every year.
- Kids whose parents own any money are not given books and parents are not aware of this situation.
- Free pre-k to all students, but may need Head Start.
- Big increasing Hispanic population (see the results in secondary, but not too late).
- Student favoritism, not all taught and treated equally.

- Stay too late at school.

COMMUNITY INVOLVEMENT

- School does try to involve parents, however few parents seem to respond.
- Has incorporated volunteer program in elementary.
- Hard to get Hispanic parents involved - only one teacher that can speak Spanish. Elementary secretary does a lot of translating (Administration makes them feel unwanted).
- Makes it look like they want volunteers to cover their tracks while having a program.
- School board meetings if a parent is not on the itinerary the parent may not discuss anything (must be put on one month prior to meeting).
- Will not let parents know when you have to be at a meeting, that you are involved in a certain committee.
- Band stays out practicing till 9:30 p.m. to 10:00 p.m.
- Few responses - tried to pair teachers with parents, but it's not working. The elementary parent involvement coordinator has tried. Parents are willing, but teachers don't know how to use. Hasn't caught on.
- Needs for music program.
- No budget line item for music program. Is this common for other departments?
- Have a good band program.
- Short music program, not enough time.
- Departmentalized teachers.
- Teachers strongest in certain subjects. Teaches for all the classes kids move from classroom to classroom - is this good or bad?
- Better than Marlin - lower teacher pay here than in Marlin.
- Region 12 Waco offers the TRS and social security - she will go there to get both at retirement.
- Not certified teachers.
- Too many kids in ISS, not enough patience by teachers.
- They get corporal punishment (licks) for too little of an infraction.
- Teachers didn't help students, kids ask each other.
- Teachers need to be screened to be able to determine if they will be able to work with students - teachers not caring about students.
- Site based decision-making committees not informing all committee members about when meetings are.
- The superintendent is not certified, he's working on his superintendent certification.
- The prior superintendent was removed because he claimed to be certified, he turned out not to be.

PERSONNEL MANAGEMENT

- Need to hire a girl's coach - have several boys' coaches and use one for the girls who admits he's not qualified to coach girl's sports. Girls definitely take a back seat to boys in this district!
- Does not seem to have funding to hire experienced teachers.
- Have too much family members.
- There seems to be some (or at least one) teacher in high school/junior high that wants the students to simply teach themselves. My daughter complained of this also - in math class.
- How can unqualified teachers teach and grade?
- How do I teach you something that I don't qualify for, for sure to do?
- My granddaughter ask for help three times, no one paid attention then when she ask a student she got a pink slip. Guess what? She's in the 4th grade.
- Not qualified and credentialed teachers - 18 year olds just graduates are here as aids.
- Old teachers - routine, have been here too long. Play favorites pink slips for tardies and other disciplinary actions. Teachers are not fair. Kids of board members don't get in trouble. Inconsistent treatment prejudice, not in color, but in society. (Five tardies = 30 days in AEP in Marlin). No guidelines between small and big punishment.
- See them in church.

FACILITIES USE AND MANAGEMENT

- Band teacher not certified, no band uniforms.
- Teachers not qualified to teach.
- Pick up trash.
- Cleanup the classes.
- Clean campus.
- High school facility extremely outdated - old! Teachers also.
- Need science lab.
- Been to high school several times and library is locked and not available to students.

ASSET AND RISK MANAGEMENT

- How can a poor district afford to insure its employee with the current rate of insurance?
- State's insurance plan more expensive.

FINANCIAL MANAGEMENT

- Low tax base causes some financial problems.
- Budget process - trying to balance out with limited resources.
- Had to cut back extracurricular supplies - improved this year.

PURCHASING AND WAREHOUSE SERVICES

- Several students occasionally do not have textbooks.
- Science books not received until four weeks into the school year (elementary).
- Can't take books home cause not enough (last year).
- Need enough textbooks for all students in 8th grade history class!
- Need to spend more on supplies.

FOOD SERVICES

- No comments presented.

STUDENT TRANSPORTATION

- Doing good with company lab updates!
- Grants improving technology.
- Received \$50,000 technology TIF grant for high school.
- Need new elementary campus - applied for grants.
- New computers - the old Tysie one's are broken.
- Very good job.
- Good food, but should equal opportunity for everyone to work.
- Food seems to be good.

COMPUTERS AND TECHNOLOGY

- New bus seats - old ones are torn, outdated and often breakdown.
- Just when will things all be up dated the same one looks to still be here.
- No money to buy new bus. Last one bought 4.5 years ago.
- Buses seem to be doing ok.
- Buses to games - band director family, even if failing rides bus.
- Certain band students can't ride bus to game, criteria not clear.

SAFETY AND SECURITY

- Discipline should be the same to all students.
- Safety I'd know if there was one.
- Need crossing guards.
- Is there good law enforcement! Is it for kids only! When they're wrong? If so, who's to enforce or penalize teachers and staff?
They're not always right!!!

- Discipline is ok.
- Safety - students arriving early (1 to 1 1/2) before school for band practice - they need someone here watching them. Preferably more than one.

Appendix B

DISTRICT ADMINISTRATIVE AND SUPPORT STAFF

SURVEY RESULTS

The following comments convey perception and do not reflect the findings or opinions of the Comptroller or review team. The narrative comments are the actual comments received.

(n=10)

Demographics Data

1.	Gender (Optional)			Male	Female	No Response		
				37.5%	62.5%	0.0%		
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	No Response	
		37.5%	12.5%	25.0%	0.0%	25.0%	0.0%	
3.	How long have you been employed by Chilton ISD?		1-5 years	6-10 years	11-15 years	16-20 years	20+ years	No Response
			37.5%	25.0%	25.0%	12.5%	0.0%	0.0%
4.	Are you a(n):	Administrator		Clerical Staffer		Support Staffer		No Answer
		12.5%		25.0%		62.5%		0.0%
5.	How long have you been employed in this capacity by Chilton ISD?		1-5 years	6-10 years	11-15 years	16-20 years	20+ years	No Response
			50.0%	37.5%	0.0%	12.5%	0.0%	0.0%

A. District Organization and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
1.	The school board allows sufficient time	25.0%	37.5%	37.5%	12.5%	0.0%	0.0%

	for public input at meetings.						
2.	School board members listen to the opinions and desires of others.	25.0%	50.0%	25.0%	0.0%	0.0%	0.0%
3.	The superintendent is a respected and effective instructional leader.	25.0%	75.0%	0.0%	0.0%	0.0%	0.0%
4.	The superintendent is a respected and effective business manager.	37.5%	62.5%	0.0%	0.0%	0.0%	0.0%
5.	Central administration is efficient.	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%

B. Educational Service Delivery and Performance Measurement

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
6.	Central administration supports the educational process.	62.5%	37.5%	0.0%	0.0%	0.0%	0.0%
7.	The morale of central administration staff is good.	37.5%	50.0%	12.5%	0.0%	0.0%	0.0%
8.	Education is the main priority in our school district.	75.0%	25.0%	0.0%	0.0%	0.0%	0.0%
9.	Teachers are	25.0%	25.0%	50.0%	0.0%	0.0%	0.0%

	given an opportunity to suggest programs and materials that they believe are most effective.						
10.	The needs of the college-bound student are being met.	25.0%	37.5%	37.5%	0.0%	0.0%	0.0%
11.	The needs of the work-bound student are being met.	25.0%	12.5%	62.5%	0.0%	0.0%	0.0%
12.	The district has effective educational programs for the following:						
	a. Reading	50.0%	37.5%	12.5%	0.0%	0.0%	0.0%
	b. Writing	37.5%	50.0%	12.5%	0.0%	0.0%	0.0%
	c. Mathematics	37.5%	50.0%	12.5%	0.0%	0.0%	0.0%
	d. Science	37.5%	50.0%	12.5%	0.0%	0.0%	0.0%
	e. English or Language Arts	37.5%	50.0%	12.5%	0.0%	0.0%	0.0%
	f. Computer Instruction	37.5%	50.0%	12.5%	0.0%	0.0%	0.0%
	g. Social Studies (history or geography)	37.5%	50.0%	12.5%	0.0%	0.0%	0.0%
	h. Fine Arts	37.5%	37.5%	25.0%	0.0%	0.0%	0.0%
	i. Physical Education	37.5%	37.5%	25.0%	0.0%	0.0%	0.0%
	j. Business Education	25.0%	50.0%	25.0%	0.0%	0.0%	0.0%

	k. Vocational (Career and Technology) Education	25.0%	50.0%	25.0%	0.0%	0.0%	0.0%
	l. Foreign Language	25.0%	37.5%	37.5%	0.0%	0.0%	0.0%
13.	The district has effective special programs for the following:						
	a. Library Service	37.5%	37.5%	12.5%	12.5%	0.0%	0.0%
	b. Honors/Gifted and Talented Education	25.0%	37.5%	25.0%	12.5%	0.0%	0.0%
	c. Special Education	37.5%	37.5%	12.5%	12.5%	0.0%	0.0%
	d. Head Start and Even Start programs	25.0%	25.0%	37.5%	12.5%	0.0%	0.0%
	e. Dyslexia program	12.5%	37.5%	37.5%	12.5%	0.0%	0.0%
	f. Student mentoring program	12.5%	25.0%	50.0%	12.5%	0.0%	0.0%
	g. Advanced placement program	12.5%	12.5%	62.5%	12.5%	0.0%	0.0%
	h. Literacy program	12.5%	25.0%	50.0%	12.5%	0.0%	0.0%
	i. Programs for students at risk of dropping out of school	25.0%	25.0%	37.5%	12.5%	0.0%	0.0%
	j. Summer school programs	37.5%	37.5%	12.5%	12.5%	0.0%	0.0%

	k. Alternative education programs	25.0%	12.5%	50.0%	12.5%	0.0%	0.0%
	l. English as a Second Language program	25.0%	25.0%	50.0%	0.0%	0.0%	0.0%
	m. Career counseling program	25.0%	12.5%	50.0%	12.5%	0.0%	0.0%
	n. College counseling program	25.0%	12.5%	50.0%	12.5%	0.0%	0.0%
	o. Counseling the parents of students	37.5%	25.0%	25.0%	12.5%	0.0%	0.0%
	p. Dropout prevention program	25.0%	12.5%	50.0%	12.5%	0.0%	0.0%
14.	Parents are immediately notified if a child is absent from school.	25.0%	25.0%	50.0%	0.0%	0.0%	0.0%
15.	Teacher turnover is low.	12.5%	12.5%	50.0%	25.0%	0.0%	0.0%
16.	Highly qualified teachers fill job openings.	12.5%	12.5%	62.5%	12.5%	0.0%	0.0%
17.	Teacher openings are filled quickly.	37.5%	50.0%	0.0%	12.5%	0.0%	0.0%
18.	Teachers are rewarded for superior performance.	25.0%	12.5%	62.5%	0.0%	0.0%	0.0%
19.	Teachers are counseled	12.5%	25.0%	62.5%	0.0%	0.0%	0.0%

	about less than satisfactory performance.						
20.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	25.0%	12.5%	50.0%	0.0%	12.5%	0.0%
21.	The student-teacher ratio is reasonable.	25.0%	50.0%	12.5%	12.5%	0.0%	0.0%
22.	Students have access, when needed, to a school nurse.	37.5%	37.5%	12.5%	0.0%	12.5%	0.0%
23.	Classrooms are seldom left unattended.	25.0%	25.0%	37.5%	0.0%	12.5%	0.0%

C. Personnel Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
24.	District salaries are competitive with similar positions in the job market.	12.5%	25.0%	37.5%	12.5%	12.5%	0.0%
25.	The district has a good and timely program for orienting new employees.	12.5%	25.0%	50.0%	0.0%	12.5%	0.0%
26.	Temporary	12.5%	25.0%	50.0%	12.5%	0.0%	0.0%

	workers are rarely used.						
27.	The district successfully projects future staffing needs.	12.5%	12.5%	50.0%	12.5%	12.5%	0.0%
28.	The district has an effective employee recruitment program.	12.5%	0.0%	75.0%	0.0%	12.5%	0.0%
29.	The district operates an effective staff development program.	12.5%	25.0%	50.0%	0.0%	12.5%	0.0%
30.	District employees receive annual personnel evaluations.	25.0%	25.0%	50.0%	0.0%	0.0%	0.0%
31.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	12.5%	75.0%	12.5%	0.0%	0.0%	0.0%
32.	Employees who perform below the standard of expectation are counseled appropriately and timely.	12.5%	25.0%	62.5%	0.0%	0.0%	0.0%
33.	The district	12.5%	37.5%	50.0%	0.0%	0.0%	0.0%

	has a fair and timely grievance process.						
34.	The district's health insurance package meets my needs.	37.5%	62.5%	0.0%	0.0%	0.0%	0.0%

D. Community Involvement

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
35.	The district regularly communicates with parents.	25.0%	50.0%	12.5%	12.5%	0.0%	0.0%
36.	The local television and radio stations regularly report school news and menus.	12.5%	12.5%	37.5%	25.0%	12.5%	0.0%
37.	Schools have plenty of volunteers to help student and school programs.	12.5%	12.5%	50.0%	12.5%	12.5%	0.0%
38.	District facilities are open for community use.	25.0%	50.0%	25.0%	0.0%	0.0%	0.0%

E. Facilities Use and Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
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39.	Parents, citizens, students, faculty, staff and the board provide input into facility planning.	12.5%	12.5%	50.0%	25.0%	0.0%	0.0%
40.	The architect and construction managers are selected objectively and impersonally.	12.5%	12.5%	75.0%	0.0%	0.0%	0.0%
41.	Schools are clean.	37.5%	37.5%	12.5%	12.5%	0.0%	0.0%
42.	Buildings are properly maintained in a timely manner.	37.5%	37.5%	12.5%	12.5%	0.0%	0.0%
43.	Repairs are made in a timely manner.	37.5%	37.5%	12.5%	12.5%	0.0%	0.0%
44.	Emergency maintenance is handled promptly.	50.0%	37.5%	0.0%	12.5%	0.0%	0.0%
45.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	12.5%	25.0%	50.0%	12.5%	0.0%	0.0%

F. Financial Management

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
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46.	Campus administrators are well trained in fiscal management techniques.	12.5%	25.0%	62.5%	0.0%	0.0%	0.0%
47.	The district's financial reports are easy to understand and read.	12.5%	12.5%	75.0%	0.0%	0.0%	0.0%
48.	Financial reports are made available to community members when asked.	12.5%	25.0%	62.5%	0.0%	0.0%	0.0%

G. Purchasing and Warehousing

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
49.	Purchasing gets me what I need when I need it.	25.0%	37.5%	25.0%	12.5%	0.0%	0.0%
50.	Purchasing acquires the highest quality materials and equipment at the lowest cost.	25.0%	12.5%	50.0%	12.5%	0.0%	0.0%
51.	Purchasing processes are not cumbersome for the requestor.	25.0%	25.0%	50.0%	0.0%	0.0%	0.0%
52.	The district	12.5%	75.0%	0.0%	12.5%	0.0%	0.0%

	provides teachers and administrators an easy-to-use standard list of supplies and equipment.						
53.	Students are issued textbooks in a timely manner.	12.5%	25.0%	62.5%	0.0%	0.0%	0.0%
54.	Textbooks are in good shape.	12.5%	12.5%	62.5%	12.5%	0.0%	0.0%
55.	The school library meets students' needs for books and other resources for students.	25.0%	50.0%	12.5%	12.5%	0.0%	0.0%

H. Safety and Security

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
56.	Gangs are not a problem in this district.	50.0%	37.5%	12.5%	0.0%	0.0%	0.0%
57.	Drugs are not a problem in this district.	37.5%	50.0%	12.5%	0.0%	0.0%	0.0%
58.	Vandalism is not a problem in this district.	37.5%	0.0%	37.5%	25.0%	0.0%	0.0%
59.	Security personnel have a good working relationship with principals and teachers.	25.0%	37.5%	37.5%	0.0%	0.0%	0.0%
60.	Security	12.5%	25.0%	50.0%	12.5%	0.0%	0.0%

	personnel are respected and liked by the students they serve.						
61.	A good working arrangement exists between the local law enforcement and the district.	50.0%	37.5%	12.5%	0.0%	0.0%	0.0%
62.	Students receive fair and equitable discipline for misconduct.	25.0%	62.5%	12.5%	0.0%	0.0%	0.0%

I. Computers and Technology

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
63.	Students regularly use computers.	25.0%	50.0%	25.0%	0.0%	0.0%	0.0%
64.	Students have regular access to computer equipment and software in the classroom.	25.0%	37.5%	12.5%	25.0%	0.0%	0.0%
65.	Teachers know how to use computers in the classroom.	12.5%	50.0%	37.5%	0.0%	0.0%	0.0%
66.	Computers are new enough to be useful for student instruction.	25.0%	50.0%	25.0%	0.0%	0.0%	0.0%

67.	The district meets students' needs in computer fundamentals.	25.0%	37.5%	12.5%	25.0%	0.0%	0.0%
68.	The district meets students' needs in advanced computer skills.	25.0%	25.0%	25.0%	12.5%	12.5%	0.0%
69.	Teachers and students have easy access to the Internet.	25.0%	37.5%	25.0%	12.5%	0.0%	0.0%

District Administrative and Support Staff Comments

- The school district is really poor district that cannot generate enough money needed to upgrade its programs or to pay more than minimum wages to its workers. Any help would be greatly appreciated.
- Spanish Translation: I have nothing to say, everything is very well. The only thing I can say is we have good teachers and very good school in Chilton ISD.
- I enjoy working at Chilton ISD. The staffs in the elementary are great. We try hard to help the students in this district, but I don't think some parents try hard enough. Parents need to believe in the faculty more and believe that we do out best. We as a district we need to set rules for everyone and follow those same set rules for all. We need to work together more instead of being separate.

Appendix C

TEACHER SURVEY RESULTS

The following comments convey perception and do not reflect the findings or opinions of the Comptroller or review team. The narrative comments are the actual comments received.

(n=11)

Demographic Data

1.	Gender (Optional)	Male	Female	No Response			
		27.3%	54.6%	18.2%			
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	No Response
		81.8%	0.0%	0.0%	0.0%	18.2%	0.0%
3.	How long have you been employed by Chilton ISD?	1-5 years	6-10 years	11 -15 years	16-20 years	20+ years	No Response
		54.6%	27.3%	9.1%	9.1%	0.0%	0.0%
4.	What grades are taught in your school?						
	Pre-Kindergarten	Kindergarten	First	Second	Third		
	9.1%	18.2%	36.4%	18.2%	18.2%		
	Fourth	Fifth	Sixth	Seventh	Eighth		
	18.2%	27.3%	18.2%	18.2%	27.3%		
	Ninth	Tenth	Eleventh	Twelfth			
	27.3%	36.4%	45.5%	36.4%			

A. District Organization and Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
1.	The school board allows sufficient time for public input at meetings.	9.1%	54.6%	27.3%	9.1%	0.0%	0.0%

2.	School board members listen to the opinions and desires of others.	9.1%	63.6%	18.2%	9.1%	0.0%	0.0%
3.	School board members work well with the superintendent.	9.1%	63.6%	18.2%	9.1%	0.0%	0.0%
4.	The school board has a good image in the community.	9.1%	63.6%	18.2%	9.1%	0.0%	0.0%
5.	The superintendent is a respected and effective instructional leader.	36.4%	54.6%	9.1%	0.0%	0.0%	0.0%
6.	The superintendent is a respected and effective business manager.	36.4%	54.6%	9.1%	0.0%	0.0%	0.0%
7.	Central administration is efficient.	9.1%	81.8%	9.1%	0.0%	0.0%	0.0%
8.	Central administration supports the educational process.	18.2%	72.7%	9.1%	0.0%	0.0%	0.0%
9.	The moral of central administration staff is good.	27.3%	63.6%	9.1%	0.0%	0.0%	0.0%

B. Educational Service Delivery and Performance Measurement

Survey	Strongly	Agree	No	Disagree	Strongly	No
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	Questions	Agree		Opinion		Disagree	Response
10.	Education is the main priority in our school district.	18.2%	54.6%	18.2%	9.1%	0.0%	0.0%
11.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	18.2%	54.6%	9.1%	18.2%	0.0%	0.0%
12.	The needs of the college-bound student are being met.	0.0%	45.5%	36.4%	9.1%	9.1%	0.0%
13.	The needs of the work-bound student are being met.	9.1%	36.4%	36.4%	18.2%	0.0%	0.0%
14.	The district provides curriculum guides for all grades and subjects.	9.1%	45.5%	9.1%	18.2%	18.2%	0.0%
15.	The curriculum guides are appropriately aligned and coordinated.	9.1%	36.4%	18.2%	18.2%	18.2%	0.0%
16.	The district's curriculum guides clearly outline what to teach and how to teach it.	0.0%	36.4%	18.2%	27.3%	18.2%	0.0%
17.	The district has						

	effective educational programs for the following:						
	a. Reading	27.3%	27.3%	0.0%	45.5%	0.0%	0.0%
	b. Writing	9.1%	45.5%	9.1%	36.4%	0.0%	0.0%
	c. Mathematics	9.1%	45.5%	45.5%	0.0%	0.0%	0.0%
	d. Science	0.0%	63.6%	0.0%	36.4%	0.0%	0.0%
	e. English or Language Arts	9.1%	54.6%	0.0%	36.4%	0.0%	0.0%
	f. Computer Instruction	9.1%	36.4%	9.1%	36.4%	9.1%	0.0%
	g. Social Studies (history or geography)	0.0%	63.6%	0.0%	36.4%	0.0%	0.0%
	h. Fine Arts	0.0%	27.3%	27.3%	27.3%	18.2%	0.0%
	i. Physical Education	18.2%	63.6%	9.1%	0.0%	9.1%	0.0%
	j. Business Education	0.0%	36.4%	36.4%	9.1%	18.2%	0.0%
	k. Vocational (Career and Technology) Education	9.1%	36.4%	27.3%	18.2%	9.1%	0.0%
	l. Foreign Language	9.1%	18.2%	36.4%	27.3%	9.1%	0.0%
18.	The district has effective special programs for the following:						
	a. Library Service	9.1%	45.5%	36.4%	0.0%	9.1%	0.0%
	b. Honors/Gifted and Talented Education	0.0%	27.3%	36.4%	27.3%	9.1%	0.0%

c. Special Education	9.1%	45.5%	0.0%	18.2%	27.3%	0.0%
d. Head Start and Even Start programs	0.0%	27.3%	36.4%	18.2%	18.2%	0.0%
e. Dyslexia program	0.0%	9.1%	63.6%	9.1%	18.2%	0.0%
f. Student mentoring program	0.0%	9.1%	54.6%	18.2%	18.2%	0.0%
g. Advanced placement program	9.1%	36.4%	27.3%	9.1%	18.2%	0.0%
h. Literacy program	0.0%	36.4%	18.2%	36.4%	9.1%	0.0%
i. Programs for students at risk of dropping out of school	0.0%	18.2%	36.4%	36.4%	9.1%	0.0%
j. Summer school programs	0.0%	45.5%	18.2%	27.3%	9.1%	0.0%
k. Alternative education programs	0.0%	36.4%	27.3%	27.3%	9.1%	0.0%
l. "English as a Second Language" program	9.1%	45.5%	9.1%	18.2%	18.2%	0.0%
m. Career counseling program	0.0%	18.2%	54.6%	18.2%	9.1%	0.0%
n. College counseling program	0.0%	18.2%	45.5%	27.3%	9.1%	0.0%
o. Counseling the parents of students	0.0%	36.4%	18.2%	27.3%	18.2%	0.0%
n. Drop out	0.0%	9.1%	54.6%	27.3%	9.1%	0.0%

	prevention program						
19.	Parents are immediately notified if a child is absent from school.	0.0%	27.3%	45.5%	9.1%	18.2%	0.0%
20.	Teacher turnover is low.	0.0%	54.6%	27.3%	18.2%	0.0%	0.0%
21.	Highly qualified teachers fill job openings.	0.0%	45.5%	18.2%	27.3%	9.1%	0.0%
22.	Teacher openings are filled quickly.	0.0%	63.6%	18.2%	9.1%	9.1%	0.0%
23.	Teachers are rewarded for superior performance.	0.0%	0.0%	36.4%	36.4%	27.3%	0.0%
24.	Teachers are counseled about less-than-satisfactory performance.	0.0%	0.0%	36.4%	36.4%	27.3%	0.0%
25.	Teachers are knowledgeable in the subject areas they teach.	0.0%	81.8%	9.1%	0.0%	9.1%	0.0%
26.	All schools have equal access to educational materials such as computers, television monitors, science labs	0.0%	45.5%	0.0%	36.4%	18.2%	0.0%

	and art classes.						
27.	The students-to-teacher ratio is reasonable.	45.5%	54.6%	0.0%	0.0%	0.0%	0.0%
28.	Classrooms are seldom left unattended.	45.5%	45.5%	0.0%	9.1%	0.0%	0.0%

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.	0.0%	18.2%	0.0%	45.5%	36.4%	0.0%
30.	The district has a good and timely program for orienting new employees.	0.0%	36.4%	27.3%	9.1%	27.3%	0.0%
31.	Temporary workers are rarely used.	27.3%	36.4%	9.1%	18.2%	9.1%	0.0%
32.	The district successfully projects future staffing needs.	0.0%	18.2%	36.4%	27.3%	18.2%	0.0%
33.	The district has an effective employee recruitment program.	0.0%	9.1%	54.6%	18.2%	18.2%	0.0%
34.	The district operates an effective staff development program.	9.1%	54.6%	36.4%	0.0%	0.0%	0.0%

35.	District employees receive annual personnel evaluations.	18.2%	63.6%	9.1%	9.1%	0.0%	0.0%
36.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	0.0%	18.2%	18.2%	36.4%	27.3%	0.0%
37.	Employees who perform below the standard of expectation are counseled appropriately and timely.	0.0%	36.4%	45.5%	9.1%	9.1%	0.0%
38.	The district has a fair and timely grievance process.	0.0%	45.5%	36.4%	18.2%	0.0%	0.0%
39.	The district's health insurance package meets my needs.	27.3%	72.7%	0.0%	0.0%	0.0%	0.0%

D. Community Involvement

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
40.	The district regularly communicates	9.1%	81.8%	9.1%	0.0%	0.0%	0.0%

	with parents.						
41.	The local television and radio stations regularly report school news and menus.	0.0%	18.2%	27.3%	36.4%	18.2%	0.0%
42.	Schools have plenty of volunteers to help student and school programs.	0.0%	36.4%	36.4%	9.1%	18.2%	0.0%
43.	District facilities are open for community use.	0.0%	45.5%	36.4%	0.0%	9.1%	9.1%

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%	18.2%	36.4%	27.3%	18.2%	0.0%
45.	Parents, citizens, students, faculty, staff and the board provide input into facility planning.	0.0%	9.1%	36.4%	45.5%	9.1%	0.0%
46.	The architect and construction	0.0%	27.3%	63.6%	0.0%	9.1%	0.0%

	managers are selected objectively and impersonally.						
47.	The quality of new construction is excellent.	0.0%	36.4%	27.3%	36.4%	0.0%	0.0%
48.	Schools are clean.	9.1%	81.8%	0.0%	9.1%	0.0%	0.0%
49.	Buildings are properly maintained in a timely manner.	0.0%	72.7%	9.1%	18.2%	0.0%	0.0%
50.	Repairs are made in a timely manner.	0.0%	45.5%	18.2%	27.3%	9.1%	0.0%
51.	Emergency maintenance is handled promptly.	9.1%	63.6%	9.1%	18.2%	0.0%	0.0%
52.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	0.0%	36.4%	36.4%	18.2%	9.1%	0.0%
53.	Campus administrators are well trained in fiscal management techniques.	0.0%	54.6%	18.2%	18.2%	9.1%	0.0%

F. Purchasing and Warehousing

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
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54.	Financial reports are allocated fairly and equitably at my school.	0.0%	36.4%	36.4%	9.1%	18.2%	0.0%
55.	Purchasing gets me what I need when I need it.	0.0%	36.4%	18.2%	18.2%	27.3%	0.0%
56.	Purchasing acquires the highest quality materials and equipment at the lowest cost.	0.0%	36.4%	45.5%	18.2%	0.0%	0.0%
57.	Purchasing processes are not cumbersome for the requestor.	0.0%	54.6%	18.2%	18.2%	9.1%	0.0%
58.	Vendors are selected competitively.	0.0%	18.2%	72.7%	9.1%	0.0%	0.0%
59.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	0.0%	18.2%	18.2%	36.4%	27.3%	0.0%
60.	Students are issued textbooks in a timely manner.	9.1%	63.6%	18.2%	0.0%	9.1%	0.0%
61.	Textbooks are in good shape.	18.2%	45.5%	18.2%	18.2%	0.0%	0.0%
62.	The school library meets	9.1%	45.5%	0.0%	45.5%	0.0%	0.0%

	students' needs for books and other resources.						
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G. Food Services

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
63.	The cafeteria's food looks and tastes good.	72.7%	27.3%	0.0%	0.0%	0.0%	0.0%
64.	Food is served warm.	72.7%	27.3%	0.0%	0.0%	0.0%	0.0%
65.	Students eat lunch at the appropriate time of day.	63.6%	27.3%	0.0%	9.1%	0.0%	0.0%
66.	Students wait in food lines no longer than 10 minutes	72.7%	18.2%	9.1%	0.0%	0.0%	0.0%
67.	Discipline and order are maintained in the school cafeteria.	36.4%	54.6%	0.0%	9.1%	0.0%	0.0%
68.	Cafeteria staff is helpful and friendly.	81.8%	9.1%	0.0%	9.1%	0.0%	0.0%
69.	Cafeteria facilities are sanitary and neat.	72.7%	18.2%	0.0%	0.0%	0.0%	9.1%

H. Safety and Security

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
70.	School	0.0%	63.6%	9.1%	18.2%	9.1%	0.0%

	disturbances are infrequent.						
71.	Gangs are not a problem in this district.	18.2%	72.7%	9.1%	0.0%	0.0%	0.0%
72.	Drugs are not a problem in this district.	0.0%	27.3%	27.3%	36.4%	9.1%	0.0%
73.	Vandalism is not a problem in this district.	36.4%	18.2%	36.4%	0.0%	9.1%	0.0%
74.	Security personnel have a good working relationship with principals and teachers.	0.0%	18.2%	72.7%	0.0%	9.1%	0.0%
75.	Security personnel are respected and liked by the students they serve.	0.0%	27.3%	63.6%	0.0%	9.1%	0.0%
76.	A good working arrangement exists between the local law enforcement and the district.	0.0%	63.6%	27.3%	0.0%	9.1%	0.0%
77.	Students receive fair and equitable discipline for misconduct.	0.0%	72.7%	9.1%	0.0%	18.2%	0.0%
78.	Safety hazards do not exist on school grounds.	0.0%	63.6%	9.1%	18.2%	9.1%	0.0%

I. Computers and Technology

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
79.	Students regularly use computers.	0.0%	63.6%	0.0%	27.3%	9.1%	0.0%
80.	Students have regular access to computer equipment and software in the classroom.	0.0%	54.6%	0.0%	36.4%	9.1%	0.0%
81.	Teachers know how to use computers in the classroom.	0.0%	54.6%	18.2%	18.2%	9.1%	0.0%
82.	Computers are new enough to be useful for student instruction.	0.0%	36.4%	0.0%	27.3%	36.4%	0.0%
83.	The district meets students' needs in classes in computer fundamentals.	45.5%	0.0%	0.0%	18.2%	27.3%	9.1%
84.	The district meets students' needs in classes in advanced computer skills.	0.0%	36.4%	27.3%	18.2%	18.2%	0.0%
85.	Teachers and students have easy access to the Internet.	0.0%	63.6%	9.1%	9.1%	18.2%	0.0%

Verbatim: Teacher

- Our teachers try hard to give our students a good education, but the students who are discipline problems take up too much of teachers' time and disrupt the class.
- For a Title I school, I sure do not see evidence of federal funds.
- My computer is a dinosaurs and I get nowhere on the net. I have limited experience on the computer and there is no training or help available. The only resources I have supplied are textbooks and a teacher's guide. I cannot afford to go out and buy anything and as new teacher I don't have files or things to use.
- There is too much emphasis is on sports and athletics in the school district. Any excess budget money is directed toward sports. We have only limited supplies and have to use personal funds to purchase necessities like chalk, tape and staples. New teacher support is limited and curriculum guides do not exist. Technology access and training is also very limited and correction of any technology problems ca be lengthy and frustrating.
- The elementary school is very weak academically. I get 7th graders who cannot write a sentence, cannot read or spell at grade level, etc. They also are poorly disciplined- the principal is more interested in being liked than performing her job as a disciplinarian. This year, the high schools special ed dept seems more interested in keeping resource students out of the resource room than in meeting those students needs. A list of resource kids was passed out in September and only three 7th and 8th grade students were listed. That is both ridiculous and absurd (in my opinion). The few we can send, we can send them for only 25 minutes.
- For a small district with a huge at-risk population. I feel we do a good job educating students. However, because of our meager tax base and tight financial situation, we don't (or cannot) offer services that we need. We need more help with bilingual services, fine arts, etc. Our facilities also could stand much improvement. Overall, however, I feel we provide an excellent learning environment for our students.
- I feel that the #1 priority at Chilton should be educational success of the students. In our case it is not. There are too many people in administrative and teaching positions that have other priorities and education is not one of them.
- Elementary needs new computers, they have applied for a grant.

Appendix D

PARENT SURVEY RESULTS

The following comments convey perception and do not reflect the findings or opinions of the Comptroller or review team. The narrative comments are the actual comments received.

(n=46)

Demographic Data

1.	Gender (Optional)	Male	Female	No response			
		43.5%	50.0%	6.5%			
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	No Response
		39.1%	13.0%	34.8%	0.0%	4.4%	8.7%
3.	How long have you lived in Chilton ISD?			0-5 years	6-10 years	11+ years	No response
				27.7%	21.7%	45.7%	10.9%
4.	What grades level(s) does your child(ren) attend?						
	Pre-Kindergarten	Kindergarten	First	Second	Third		
	17.4%	4.4%	8.7%	26.1%	4.4%		
	Fourth	Fifth	Sixth	Seventh	Eighth		
	2.2%	13.0%	2.2%	10.9%	10.9%		
	Ninth	Tenth	Eleventh	Twelfth			
	6.5%	2.2%	13.0%	17.4%			

A. District Organization and Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
1.	The school board allows sufficient time for public input at meetings.	15.2%	47.8%	23.9%	6.5%	2.2%	4.4%
2.	School board	10.9%	60.9%	10.9%	4.4%	4.4%	8.7%

	members listen to the opinions and desires of others.						
3.	The superintendent is a respected and effective instructional leader.	28.3%	52.2%	6.5%	4.4%	4.4%	4.4%
4.	The superintendent is a respected and effective business manager.	26.1%	45.7%	15.2%	2.2%	4.4%	6.5%

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.	15.2%	52.2%	15.2%	10.9%	4.4%	2.2%
6.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	15.2%	56.5%	17.4%	4.4%	2.2%	4.4%
7.	The needs of the college-bound student are being met.	8.7%	37.0%	26.1%	13.0%	10.9%	4.4%
8.	The needs of the work-bound student are being met.	8.7%	39.1%	26.1%	10.9%	8.7%	6.5%

9.	The district has effective educational programs for the following:						
	a. Reading	21.7%	67.4%	2.2%	4.4%	4.4%	0.0%
	b. Writing	19.6%	69.6%	4.4%	2.2%	4.4%	0.0%
	c. Mathematics	19.6%	54.4%	6.5%	13.0%	6.5%	0.0%
	d. Science	21.7%	63.0%	4.4%	8.7%	2.2%	0.0%
	e. English or Language Arts	28.3%	56.5%	4.4%	6.5%	4.4%	0.0%
	f. Computer Instruction	30.4%	52.2%	6.5%	6.5%	4.4%	0.0%
	g. Social Studies (history or geography)	21.7%	60.9%	8.7%	6.5%	2.2%	0.0%
	h. Fine Arts	15.2%	39.1%	21.7%	13.0%	4.4%	6.5%
	i. Physical Education	26.1%	52.2%	10.9%	4.4%	0.0%	6.5%
	j. Business Education	13.0%	43.5%	23.9%	13.0%	2.2%	4.4%
	K. Vocational (Career and Technology) Education	17.4%	43.5%	23.9%	8.7%	2.2%	4.4%
	l. Foreign Language	15.2%	41.3%	23.9%	8.7%	4.4%	6.5%
10.	The district has effective special programs for the following:						
	a. Library Service	26.1%	47.8%	15.2%	8.7%	2.2%	0.0%
	b. Honors/Gifted and Talented	17.4%	41.3%	10.9%	19.6%	2.2%	8.7%

	Education						
	c. Special Education	21.7%	45.7%	19.6%	4.4%	2.2%	6.5%
	d. Head Start and Even Start programs	15.2%	30.4%	32.6%	6.5%	8.7%	6.5%
	e. Dyslexia program	13.0%	28.3%	45.7%	4.4%	2.2%	6.5%
	f. Student mentoring program	19.6%	34.8%	23.9%	13.0%	2.2%	6.5%
	g. Advanced placement program	17.4%	37.0%	26.1%	10.9%	4.4%	4.4%
	h. Literacy program	17.4%	32.6%	34.8%	6.5%	2.2%	6.5%
	i. Programs for students at risk of dropping out of school	10.9%	34.8%	26.1%	13.0%	10.9%	4.4%
	j. Summer school programs	21.7%	54.4%	15.2%	6.5%	2.2%	0.0%
	k. Alternative education programs	15.2%	43.5%	30.4%	2.2%	4.4%	4.4%
	l. "English as a second language" program	21.7%	56.5%	15.2%	4.4%	2.2%	0.0%
	m. Career counseling program	17.4%	37.0%	21.7%	10.9%	8.7%	4.4%
	n. College counseling program	15.2%	34.8%	23.9%	10.9%	8.7%	6.5%
	o. Counseling the parents of students	8.7%	30.4%	26.1%	17.4%	10.9%	6.5%

	p. Drop out prevention program	2.2%	21.7%	47.8%	10.9%	10.9%	6.5%
11.	Parents are immediately notified if a child is absent from school.	21.7%	37.0%	19.6%	15.2%	4.4%	2.2%
12.	Teacher turnover is low.	19.6%	28.3%	19.6%	19.6%	6.5%	6.5%
13.	Highly qualified teachers fill job openings.	10.9%	41.3%	13.0%	19.6%	8.7%	6.5%
14.	A substitute teacher rarely teaches my child.	21.7%	41.3%	15.2%	8.7%	2.2%	10.9%
15.	Teachers are knowledgeable in the subject areas they teach.	17.4%	47.8%	15.2%	8.7%	6.5%	4.4%
16.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	8.7%	58.7%	10.9%	15.2%	2.2%	4.4%
17.	Students have access, when needed, to a school nurse.	10.9%	41.3%	8.7%	19.6%	15.2%	4.4%
18.	Classrooms are seldom left unattended.	19.6%	54.4%	13.0%	6.5%	0.0%	6.5%

19.	The district provides a high quality education.	10.9%	54.4%	8.7%	15.2%	4.4%	6.5%
20.	The district has a high quality of teachers.	6.5%	50.0%	8.7%	23.9%	6.5%	4.4%

C. Community Involvement

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
21.	The district regularly communicates with parents.	21.7%	45.7%	8.7%	19.6%	0.0%	4.4%
22.	District facilities are open for community use.	23.9%	41.3%	17.4%	10.9%	0.0%	6.5%
23.	Schools have plenty of volunteers to help students and school programs.	6.5%	54.4%	10.9%	15.2%	8.7%	4.4%

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.	13.0%	41.3%	19.6%	15.2%	0.0%	10.9%
25.	Schools are	23.9%	60.9%	6.5%	4.4%	0.0%	4.4%

	clean.						
26.	Buildings are properly maintained in a timely manner.	10.9%	63.0%	17.4%	2.2%	2.2%	4.4%
27.	Repairs are made in a timely manner.	10.9%	56.5%	19.6%	2.2%	6.5%	4.4%
28.	The district uses very few portable buildings.	17.4%	41.3%	8.7%	23.9%	2.2%	6.5%
29.	Emergency maintenance is handled expeditiously.	15.2%	47.8%	28.3%	2.2%	2.2%	4.4%

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.	19.6%	32.6%	23.9%	8.7%	8.7%	6.5%
31.	Board members and administrators do a good job explaining the use of tax dollars.	13.0%	39.1%	26.1%	6.5%	8.7%	6.5%

F. Financial Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
32.	Site-based budgeting is	6.5%	32.6%	50.0%	6.5%	0.0%	4.4%

	used effectively to extend the involvement of principals and teachers.						
33.	Campus administrators are well trained in fiscal management techniques.	8.7%	26.1%	52.2%	6.5%	0.0%	6.5%
34.	The district's financial reports are easy to understand and read.	8.7%	37.0%	43.5%	8.7%	2.2%	0.0%
35.	Financial reports are made available to community members when asked.	8.7%	28.3%	50.0%	4.4%	4.4%	4.4%

G. Purchasing and Warehousing

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
36.	Students are issued textbooks in a timely manner.	23.9%	63.0%	6.5%	2.2%	4.4%	0.0%
37.	Textbooks are in good shape.	17.3%	47.8%	15.2%	8.7%	10.8%	0.0%
38.	The school library meets student needs for books and other resources.	26.1%	54.4%	8.7%	4.4%	6.5%	0.0%

H. Food Services

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
39.	My child regularly purchases his/her meal from the cafeteria.	39.1%	39.1%	4.4%	6.5%	4.4%	6.5%
40.	The school breakfast program is available to all children.	39.1%	52.2%	6.5%	2.2%	0.0%	0.0%
41.	The cafeteria's food looks and tastes good.	37.0%	52.2%	4.4%	2.2%	4.4%	0.0%
42.	Food is served warm.	34.8%	56.5%	8.7%	0.0%	0.0%	0.0%
43.	Students have enough time to eat.	26.1%	43.5%	10.9%	8.7%	10.9%	0.0%
44.	Students eat lunch at the appropriate time of day.	17.4%	58.7%	6.5%	8.7%	8.7%	0.0%
45.	Students wait in food lines no longer than 10 minutes.	19.6%	50.0%	15.2%	10.9%	4.4%	0.0%
46.	Discipline and order are maintained in the school cafeteria.	21.7%	63.0%	13.0%	2.2%	0.0%	0.0%
47.	Cafeteria staff is helpful and friendly.	32.6%	56.5%	6.5%	2.2%	2.2%	0.0%
48.	Cafeteria	30.4%	60.9%	6.5%	2.2%	0.0%	0.0%

	facilities are sanitary and neat.						
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I. Transportation

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
49.	My child regularly rides the bus.	13.0%	28.3%	19.6%	13.0%	19.6%	6.5%
50.	The bus driver maintains discipline on the bus.	13.0%	32.6%	43.5%	4.4%	0.0%	6.5%
51.	The length of the student's bus ride is reasonable.	10.9%	34.8%	45.7%	2.2%	2.2%	4.4%
52.	The drop-off zone at the school is safe.	15.2%	47.8%	32.6%	0.0%	0.0%	4.4%
53.	The bus stop near my house is safe.	23.9%	34.8%	37.0%	0.0%	0.0%	4.4%
54.	The bus stop is within walking distance from our home.	26.1%	28.3%	41.3%	0.0%	0.0%	4.4%
55.	Buses arrive and depart on time.	10.9%	26.1%	41.3%	4.4%	10.9%	6.5%
56.	Buses arrive early enough for students to eat breakfast at school.	19.6%	19.6%	39.1%	4.4%	10.9%	6.5%
57.	Buses seldom break down.	8.7%	37.0%	43.5%	4.4%	0.0%	6.5%
58.	Buses are	8.7%	21.7%	52.2%	6.5%	4.4%	6.5%

	clean.						
59.	Bus drivers allow students to sit down before taking off.	17.4%	13.0%	52.2%	4.4%	6.5%	6.5%
60.	The district has a simple method to request buses for special events.	17.4%	23.9%	50.0%	0.0%	2.2%	6.5%

J. Safety and Security

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
61.	Students feel safe and secure at school.	23.9%	58.7%	10.9%	4.4%	2.2%	0.0%
62.	School disturbances are infrequent.	23.9%	60.9%	10.9%	4.4%	0.0%	0.0%
63.	Gangs are not a problem in this district.	30.4%	39.1%	19.6%	8.7%	2.2%	0.0%
64.	Drugs are not a problem in this district.	13.0%	39.1%	17.4%	23.9%	6.5%	0.0%
65.	Vandalism is not a problem in this district.	10.9%	34.8%	26.1%	17.4%	10.9%	0.0%
66.	Security personnel have a good working relationship with principals and teachers.	10.9%	26.1%	54.4%	0.0%	8.7%	0.0%
67.	Security	10.9%	30.4%	50.0%	0.0%	6.5%	2.2%

	personnel are respected and liked by the students they serve.						
68.	A good working arrangement exists between the local law enforcement and the district.	21.7%	52.2%	23.9%	2.2%	0.0%	0.0%
69.	Students receive fair and equitable discipline for misconduct.	21.7%	52.2%	8.7%	10.9%	6.5%	0.0%
70.	Safety hazards do not exist on school grounds.	17.4%	52.2%	17.4%	13.0%	0.0%	0.0%

K. Computers and Technology

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
71.	Teachers know how to use computers in the classroom.	34.8%	43.5%	13.0%	4.4%	2.2%	2.2%
72.	Computers are new enough to be useful to teach students.	23.9%	56.5%	6.5%	2.2%	10.9%	0.0%
73.	The district meets student needs in computer fundamentals.	21.7%	60.9%	8.7%	0.0%	8.7%	0.0%
74.	The district	26.1%	47.8%	15.2%	0.0%	10.9%	0.0%

	meets student needs in advanced computer skills						
75.	Students have easy access to the Internet.	19.6%	45.7%	17.4%	8.7%	4.4%	4.4%

Verbatim: Parents

- I agree with education, but I wish that teachers could explain better. Sometimes my kids come home with homework that they cannot do, because the teacher did not explain how to do it. They only explain once, and I wish they would explain more.
- I feel that the school needs better teachers, someone that cares about the children instead of just wanting a paycheck. I feel the school needs a better tutoring time for the kids that need help.
- I'm sorry, but I have no knowledge of the correct answers to the questions about this survey because we just moved down here to Chilton about two months ago. But, in the future we'll try to answer all the questions correctly.
- We need new updated technology.
- In my opinion, everything is very well organized and they treat well the parents.
- My son has attended the Chilton ISD his whole school career. He is well-rounded and has benefited, in my opinion, from a small school atmosphere.
- Very good teachers overall. Good Communication between school and parents. Some financial constraints but several grants have recently been received.
- I feel the education is good. What I see is that we have a low tax income in this district and our buildings are old and need replaced. Repairs are always coming up with the problems of where does the money come for repairs.
- Need to offer honor students and honor graduates more, especially honor graduates whom have been exceptional students from kindergarten through 12th grade.
- I had written a note to a teacher about my child's reading and science and I asked if I could have a meeting about the grades. I haven't heard anything. I also would like a program for kids that have a hard time with reading, math and writing, like during the summers.
- Chilton is all together or overall a good school. It has its flaws but it has its good points just as every other district in the country. I think there is room for improvement.

- The school needs a nurse that is there for more than two days a week. It also needs a full-time nursing station that would allow my son the access of a cot to lay down if he needs to. He has severe migraines and it is inexcusable that he can't go to the nursing station to lay down until he can be picked up. The school is in desperate need for a reasonable accommodation.
- Six weeks into the 2002-2003 school year, and all students do not have textbooks in their 8th grade U.S. History class. Algebra I class, 8th grade, the teacher is not teaching the students. For the most part, the students are learning on their own. There is not enough discipline. Those that want to learn are affected by the lack thereof.
- Teachers are very good to the students
- They care about the kids, when they behave well.
- You may want to disregard my survey because I am a teacher in Chilton as well as a parent.
- The bus driver that pickup my kids drives too fast. When the kids get in, he does not wait until the kids get a seat. I disagree with this practice and that is what I have to comment.
- The teachers are good to the girls.
- After attending and graduation from CISD, from a personal experience, I must assert that CISD could use more resources and funding to enhance the quality of their teachers and their teaching methods. CISD's academic overview is somewhat primitive and could be made more challenging to prepare the students for college and beyond. Thank you.
- I feel since there is a new principal of a school, it has become complicated and confusing for teachers, parents and children in every fashion to function. I feel the principal should attend a vocational program to help them learn how to work with others and be more respectful to the parents and learn to listen to others opinions. If they do not do this, they should be replaced.
- On page 6, Bus drivers allow students to sit down before taking off. The child gets yelled at by the driver for not sitting down in their seats fast enough. Well, how can a child sit down while rolling fast down streets to get to the next stop? So, yes, Chilton has a very major problem with bus drivers not allowing the child(ren) to sit down first before the driver takes off again. Bus drivers know it is against the law to take off before the children sit down. But, this is going on because drivers don't leave school early enough to give them time to pick up students in a safe manner. There is a rush running late in picking up students and rolling down the street while kids are trying to sit down.
- Well, last year we had a lot of complaints about a certain math teacher, but this year they rehired that person, knowing they did not teach and that is not good. I am not pleased. How is my son

going to learn with that kind of teaching? But, I do like the dual credit classes, it is a great opportunity for my son for when he becomes a senior. I also think they should have more classes like art, French or other foreign language classes, more honor classes.

- I feel Chilton needs to help the more advanced children more and to challenge all children a little more, but all in all Chilton schools are very adequate for all three of my children. The elementary principal is the only one of the staff that needs more training for the job she is doing in the people skills department.
- Math department in high school is needing improvement badly.
- The math department in high school needs improvements.
- I seriously think the Chilton high school should find a new principal because the principal is never there. He has only been there about five days in the whole school time. They say he has illness problems but he isn't too sick to be at the football games. He can go to the football games but not to school? We are paying taxes to pay him to be a principal and football coach, not just the football coach.
- This is a very small school and it has a high minority race population. For this reason, many district residents transfer their children to surrounding districts. This school needs funds! The building for high school was built during the depression and is depressing to look at. The students themselves have done beautification projects. We need more community grant funds for activities in this small town.
- Offer incentives to teachers who remain more than one or two years in the same district. Too much turnover!! The students have not continuity in their education.
- The principal needs to learn people skills and how to take the opinions of others over her own when it is the right thing to do. The principal needs to be reminded that just because they are the principal, they are working for the students, teachers and parents, that she is there for all of us, not the other way around.
- Other than this, the Chilton school district, as a parent point of view, is doing very well.
- Wonderful elementary principal and staff. Superintendent is new-unknown high school principal. Think it is the AG Teacher who doesn't really seem to want to be at school functions.
- High school library is often locked up or restricted to most students. The match teacher leaves the class unattended and does not teach the class, she just assigns work. As with a lot of Texas schools, Chilton simply teaches to the test with very little extra.
- Spanish translation: I work as a teacher aide and what I had observe is that the teachers work very hard with the kids. I would like parents to help a bit the teachers with their kids. Because the

teachers work very hard and very, few parents show up to help or to talk about their kids. Thanks

- Spanish translation: Very Good
- Spanish translation: I see that everything is very well in respect to teachers and directors.
- Lunch portions at school cafeteria are not large enough - we do not participate in free lunch.

Appendix E

STUDENT SURVEY RESULTS

The following comments convey perception and do not reflect the findings or opinions of the Comptroller or review team. The narrative comments are the actual comments received.

(n=39)

Demographic Data

1.	Gender (Optional)	Male	Female	No Response			
		53.4%	43.6%	3.0%			
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	No Response
		35.9%	28.2%	23.1%	0.0%	10.3%	2.5%
3.	What is your classification?	Junior		Senior			
		58.9%		41.1%			

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.	5.1%	53.9%	28.2%	12.8%	0.0%	0.0%
2.	The needs of the work-bound student are being met.	5.1%	56.4%	33.3%	5.1%	0.0%	0.0%
3.	The district has effective educational programs for the following:						
	a. Reading	25.6%	71.8%	2.6%	0.0%	0.0%	0.0%
	b. Writing	25.6%	66.7%	5.1%	0.0%	0.0%	2.6%
	c. Mathematics	15.4%	25.6%	12.8%	20.5%	25.6%	0.0%

	d. Science	28.2%	66.7%	2.6%	2.6%	0.0%	0.0%
	e. English or Language Arts	41.0%	53.9%	2.6%	0.0%	0.0%	2.6%
	f. Computer Instruction	28.2%	53.9%	15.4%	0.0%	2.6%	0.0%
	g. Social Studies (history or geography)	23.1%	66.7%	10.3%	0.0%	0.0%	0.0%
	h. Fine Arts	20.5%	53.9%	23.1%	2.6%	0.0%	0.0%
	i. Physical Education	41.0%	43.6%	12.8%	0.0%	2.6%	0.0%
	j. Business Education	12.8%	43.6%	28.2%	10.3%	0.0%	5.1%
	k. Vocational (Career and Technology) Education	25.6%	41.0%	18.0%	5.1%	2.6%	7.7%
	l. Foreign Language	10.3%	48.7%	23.1%	5.1%	7.7%	5.1%
4.	The district has effective special programs for the following:						
	a. Library Service	18.0%	59.0%	15.4%	2.6%	0.0%	5.1%
	b. Honors/Gifted and Talented Education	12.8%	35.9%	25.6%	18.0%	5.1%	2.6%
	c. Special Education	5.1%	46.2%	43.6%	0.0%	0.0%	5.1%
	d. Student mentoring program	23.1%	48.7%	20.5%	0.0%	5.1%	2.6%
	e. Advanced placement program	5.1%	56.4%	28.2%	2.6%	5.1%	2.6%
	f. Career	2.6%	41.0%	38.5%	15.4%	0.0%	2.6%

	counseling program						
	g. College counseling program	5.1%	41.0%	33.3%	15.4%	2.6%	2.6%
5.	Students have access, when needed, to a school nurse.	2.6%	28.2%	15.4%	25.6%	25.6%	2.6%
6.	Classrooms are seldom left unattended.	2.6%	30.8%	41.0%	12.8%	10.3%	2.6%
7.	The district provides a high quality education.	7.7%	35.9%	33.3%	18.0%	0.0%	5.1%
8.	The district has a high quality of teachers.	0.0%	20.5%	35.9%	28.2%	12.8%	2.6%

B. Facilities Use and Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
9.	Schools are clean.	7.7%	33.3%	30.8%	15.4%	10.3%	2.6%
10.	Buildings are properly maintained in a timely manner.	7.7%	38.5%	23.1%	20.5%	7.7%	2.6%
11.	Repairs are made in a timely manner.	5.1%	28.2%	25.6%	20.5%	18.0%	2.6%
12.	Emergency maintenance is handled in a timely manner.	7.7%	46.2%	18.0%	12.8%	12.8%	2.6%

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.	7.7%	12.8%	10.3%	46.2%	20.5%	2.6%
14.	Students are issued textbooks in a timely manner.	15.4%	53.9%	7.7%	10.3%	10.3%	2.6%
15.	Textbooks are in good shape.	0.0%	12.8%	23.1%	33.3%	25.6%	5.1%
16.	The school library meets student's needs for books and other resources.	25.6%	41.0%	18.0%	5.1%	5.1%	5.1%

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.	48.7%	41.0%	5.1%	2.6%	2.6%	0.0%
18.	The cafeteria's food looks and tastes good.	53.9%	38.5%	2.6%	5.1%	0.0%	0.0%
19.	Food is served warm.	61.5%	35.9%	2.6%	0.0%	0.0%	0.0%
20.	Students have enough time to eat.	28.2%	25.6%	2.6%	25.6%	18.0%	0.0%
21.	Students eat lunch at the appropriate time of day.	35.9%	53.9%	0.0%	2.6%	7.7%	0.0%

22.	Students wait in food lines no longer than 10 minutes.	7.7%	53.9%	18.0%	10.3%	10.3%	0.0%
23.	Discipline and order are maintained in the schools cafeteria.	15.4%	64.1%	15.4%	2.6%	2.6%	0.0%
24.	Cafeteria staff is helpful and friendly.	59.0%	38.5%	2.6%	0.0%	0.0%	0.0%
25.	Cafeteria facilities are sanitary and neat.	41.0%	51.3%	5.1%	2.6%	0.0%	0.0%

E. Transportation

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
26.	I regularly ride the bus.	10.3%	20.5%	33.3%	18.0%	18.0%	0.0%
27.	The bus driver maintains discipline on the bus.	10.3%	33.3%	51.3%	0.0%	5.1%	0.0%
28.	The length of the bus ride is reasonable.	7.7%	28.2%	53.9%	0.0%	10.3%	0.0%
29.	The drop-off zone at the school is safe.	12.8%	33.3%	48.7%	0.0%	5.1%	0.0%
30.	The bus stop near my house is safe.	12.8%	28.2%	53.9%	0.0%	5.1%	0.0%
31.	The bus stop is within walking distance from our home.	12.8%	25.6%	53.9%	0.0%	7.7%	0.0%

32.	Buses arrive and depart on time.	10.3%	25.6%	53.9%	5.1%	5.1%	0.0%
33.	Buses arrive early enough to eat breakfast at school.	10.3%	20.5%	56.4%	2.6%	10.3%	0.0%
34.	Buses seldom break down.	2.6%	18.0%	56.4%	12.8%	7.7%	2.6%
35.	Buses are clean.	2.6%	12.8%	56.4%	12.8%	15.4%	0.0%
36.	Bus drivers allow students to sit down before taking off.	25.6%	43.6%	0.0%	12.8%	2.6%	15.4%

F. Safety and Security

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
37.	I feel safe and secure at school.	18.0%	43.6%	15.4%	10.3%	12.8%	0.0%
38.	School disturbances are infrequent.	5.1%	66.7%	23.1%	2.6%	2.6%	0.0%
39.	Gangs are not a problem in this district.	48.7%	35.9%	12.8%	2.6%	0.0%	0.0%
40.	Drugs are not a problem in this district.	12.8%	28.2%	20.5%	20.5%	18.0%	0.0%
41.	Vandalism is not a problem in this district.	5.1%	5.1%	23.1%	41.0%	25.6%	0.0%
42.	Security personnel have a good working	0.0%	25.6%	59.0%	5.1%	7.7%	2.6%

	relationship with principals and teachers.						
43.	Security personnel are respected and liked by the students they serve.	0.0%	23.1%	64.1%	2.6%	5.1%	5.1%
44.	A good working arrangement exists between the local law enforcement and the district.	12.8%	35.9%	43.6%	2.6%	0.0%	5.1%
45.	Students receive fair and equitable discipline for misconduct.	5.1%	46.2%	30.8%	10.3%	5.1%	2.6%
46.	Safety hazards do not exist on school grounds.	0.0%	23.1%	46.2%	15.4%	15.4%	0.0%

G. Computers and Technology

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
47.	Students have regular access to computer equipment and software in the classroom.	23.1%	41.0%	12.8%	15.4%	7.7%	0.0%
48.	Teachers know how to use computers in the classroom.	10.3%	38.5%	23.1%	23.1%	5.1%	0.0%

49.	Computers are new enough to be useful for student instruction.	15.4%	48.7%	15.4%	15.4%	5.1%	0.0%
50.	The district offers enough classes in computer fundamentals.	12.8%	28.2%	23.1%	33.3%	2.6%	0.0%
51.	The district meets student needs in classes in advanced computer skills.	15.4%	25.6%	30.8%	28.2%	0.0%	0.0%
52.	Teachers and students have easy access to the Internet.	20.5%	48.7%	15.4%	7.7%	7.7%	0.0%

Verbatim: Students

- I sometimes do not have enough to eat. I think since I don't have a reduced or free lunch I should not pay for another plate.
- I think that some teacher don't do a very good job of teaching. I am talking about a Math teacher.
- Our Math teacher, she doesn't teach us. We want our old math teacher back.
- We need an algebra 2 teacher that actually teaches the class. We need more lunchtime also. We need more access to computers also.
- I feel that our math department is very inadequate.
- Our school is fairly strong in most areas. We do lack in mathematics department. Other than that our school is run well. I am new here, but from what I have seen, I can tell that the superintendent has done a good job in turning this school around. The only reason our school cannot offer more is, because we can't afford them. The people here are very hospitable. This school could be greater with the help of more funding. I hope this helps in anyway. Thank you.
- Our principals are awesome!!! But sometimes our superintendent tries to run everybody's position. Our high school secretary is

awesome!!! All of our teachers are great besides sometime our Math teacher.

- Its cool.
- The math teacher in this school she doesn't teach she sits down behind her desk and drinks her soda, tea, water, etc. She yells and curses out everyday. The other day she threw an eraser and a shoe. She told us she wishes we would get the hell out her classroom. She also brings food in the classroom. We would strongly advise it to get our old math teacher back teaching our class in math.
- I'm pregnant and they accused me of drinking a coke, in the cafeteria, when I wasn't. And, they gave me lunch detention and that's not healthy for me. We need to have French classes, more classes available. We should have teachers that really know how to TEACH.
- Although a few of the teachers are unfit, most of them are excellent and actually put effort into their work. Recently we received new computers, so our computer science classes have improved dramatically. The addition of Pre-AP and AP classes have given students incentive to work harder. We have also added new computer classes and correspondence courses, so we have better selection of classes.
- The computers for some of the computer science classes are in good condition and are new, but we need more new computers. The food in the cafeteria is good, but we should receive a little bit more. We need to have more qualified teachers, mainly in the Math Department.
- Our secretary teacher is not at all a good teacher. She writes the work on the board, and that's it, she will not teach us.
- The teachers are mostly good, the district is good about keeping the sports department. But, we need money in other departments such as drama. Plus, I think teachers should get a raise, because they do such a good job.
- I think our school needs to be cleaner and bigger.
- Well there is definitely the teaching ability here. It just boils down to the students wanting to learn. We have most of the teachers we need to be an exemplary school. The students' minds just aren't set on learning. There needs to be a little inspiration. One thing that will help is more money, better facilities will provide for more inspiration.
Money=Inspiration=Better Grades=Exemplary=Best School in Texas.
Best Schools in America.
- I've been in Chilton all my life and my 3 other brothers and sisters also all went to school here. When I compare the small insignificant problems of Chilton to larger schools, I wouldn't like

to be in any other school. You get an education and have fun doing it.

- Our school lacks a lot more stuff than normal. In the math department it's tough to learn the material when it's not being taught. Need better instructor. The parking lot could be renovated and also the restrooms.
- This has useless rules like no board it doesn't make any sense.
- This school needs to do better with this school. And also they need to do thing right.
- Over the past 2 years, the Chilton high school has improved tremendously, but still have many downfalls. We need to find money for a science lab and a parking lot.
- We need better classrooms. We need a new building or just a new school. The school needs more televisions for education. More time for breaks.
- We do need better classrooms and need more teachers that are willing to teach and we really need new rules.
- Our school is lacking a lot of things that is needed and that other schools have. Like, security, parking lot, money clean restrooms and teachers that teach what they are qualified for. Most of our teachers teach different subjects and don't know much about them. Science labs to do projects and more hands on things to better help us to learn.
- Chilton does a good job and as long as I graduate I will be all right! Have a nice day.
- I think that some of the current facilities are out of date. Some of the facilities need to be cleaner. Our sports program is becoming larger and better and we need a new football stadium and field house. Some of the teachers are not the best. I don't think all are qualified for what they teach.