

# TRANSMITTAL LETTER

June 27, 2002

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

Fellow Texans:

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

This review is intended to help HISD hold the line on costs, streamline operations and improve services to ensure that more of every education dollar goes directly into the classroom, with the teachers and children, where it belongs. To aid in this task, I contracted with Carter C. Scherff, CPA, EGS Consulting and WCL ENTERPRISES.

I have made a number of recommendations to improve HISD'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 13 detailed recommendations that could save HISD \$385,757 over the next five years, while reinvesting \$5,750 to improve educational services and other operations. Net savings are estimated to reach \$380,007 that the district can redirect into the classroom.

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

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



Carole Keeton Rylander  
Texas Comptroller

---

# EXECUTIVE SUMMARY

In February 2002, Texas Comptroller Carole Keeton Rylander began a review of the Hunt Independent School District (HISD) as part of a five-district project that also included reviews of the neighboring Divide, Ingram, Center Point and Kerrville school districts, all located in Kerr County. Based upon more than four months of work, this Texas School Performance Review (TSPR) report identifies HISD's exemplary programs and suggests concrete ways to improve district operations. If fully implemented, the Comptroller's 13 recommendations could result in net savings of \$380,007 over the next five years.

## **Improving the Texas School Performance Review**

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

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

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

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

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

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

For more information, contact TSPR by calling toll-free 1-800-531-5441, extension 5-3676, or see the Comptroller's Website at [www.window.state.tx.us](http://www.window.state.tx.us) .

### **TSPR in Hunt ISD**

On February 6, 2002, TSPR began conducting on-site work in Hunt. The Comptroller contracted with three independent consultants to assist with the review. The review team included: WCL ENTERPRISES, Carter C. Scherff, CPA and EGS Research and Consulting. The review team interviewed district employees, school board members, parents, business leaders and community members and held a public forum in the cafeteria of the school, on February 6, 2002 from 6 p.m. to 8 p.m.

To obtain additional comments, the review team conducted small focus group sessions with teachers and community members in Hunt. To ensure that all stakeholder groups had input, TSPR sent surveys to parents, teachers, and interviewed parents, teachers, administrators and support staff.

A total of 79 respondents answered surveys: 13 teachers and 66 parents completed written surveys as part of the review. Details from the surveys and public forum appear in **Appendices A** through **C**.

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

HISD selected peer districts for comparisons based on similarities in student enrollment, student performance and community characteristics along with student demographics. The selected peer districts were Darrouzett, Dew, Hallsburg, Matagorda independent school districts and Pringle-Morse Consolidated ISD. TSPR also compared HISD to school district averages in TEA's Regional Education Service Center XX (Region 20), to which HISD belongs, and the state as a whole.

During its four-month review, TSPR developed recommendations to improve operations and save taxpayers \$385,757 by 2006-07. Cumulative net savings from all recommendations (savings minus recommended investments or expenditures) would save more than \$380,007 by 2006-07.

A detailed list of costs and savings by recommendation appears in **Exhibit 6**. Many recommendations would not have a direct fiscal impact but would improve the district's overall operations.

### **Acknowledgments**

The Comptroller's office wishes to express its appreciation to the HISD Board of Trustees, Superintendent David Kelm, Business Manager Carol Sieverson as well as district employees, parents and the community who helped during the review.

### **Hunt ISD**

In 2001-02, the district served a population of 205 students: 73.2 percent were Anglo and 26.3 percent Hispanic. About one-third or 33.2 percent, of the student body is considered economically disadvantaged. **Exhibit 1** details the demographic characteristics of HISD, its peer school districts, Region 20 and the state.

**Exhibit 1**  
**Student Demographic Characteristics of HISD,**  
**Peer Districts, Region 20 and State**  
**2001-02**

<b>District</b>	<b>Student Enrollment</b>	<b>Ethnic Group (Percent)</b>				<b>Economically Disadvantaged</b>
	<b>Number</b>	<b>African American</b>	<b>Hispanic</b>	<b>Anglo</b>	<b>Other</b>	<b>Percent</b>
<b>Hunt</b>	<b>205</b>	<b>0.0%</b>	<b>26.3%</b>	<b>73.2%</b>	<b>0.5%</b>	<b>33.2%</b>
Pringle-Morse	106	0.0%	47.2%	52.8%	0.0%	64.2%
Hallsburg	105	4.8%	4.8%	90.5%	0.0%	41.0%
Dew	80	1.3%	13.7%	82.5%	2.5%	0.0%
Matagorda	79	5.1%	21.5%	73.4%	0.0%	100.0%
Darrouzett	65	0.0%	16.9%	83.1%	0.0%	38.5%
<b>Region 20</b>	<b>337,299</b>	<b>7.0%</b>	<b>64.2%</b>	<b>27.3%</b>	<b>1.4%</b>	<b>61.0%</b>

<b>State</b>	<b>4,150,741</b>	<b>14.4%</b>	<b>41.7%</b>	<b>40.8%</b>	<b>3.1%</b>	<b>50.5%</b>
--------------	------------------	--------------	--------------	--------------	-------------	--------------

Source: TEA, PEIMS, 2001-02.

The district's annual budget is nearly \$1.7 million for 2001-02. Compared to its peer districts, HISD has the greatest percentage of dollars dedicated to instruction (**Exhibit 2**).

**Exhibit 2  
Budgeted Expenditures  
2001-02**

<b>District</b>	<b>Total Expenditures</b>	<b>Percent Instruction</b>
<b>Hunt</b>	<b>\$1,667,038</b>	<b>56.8%</b>
Pringle-Morse	\$1,320,089	50.0%
Matagorda	\$1,235,734	32.2%
Dew	\$1,144,399	35.2%
Darrouzett	\$995,356	47.2%
Hallsburg	\$872,942	53.1%
<b>State</b>	<b>\$28,668,118,300</b>	<b>51.0%</b>

Source: TEA, PEIMS, 2001-02.

For 2001-02, compared to its peer districts, HISD has the second lowest property tax rate among its peers (**Exhibit 3**).

**Exhibit 3  
Property Tax Value per Student and Tax Rates  
1997-98 and 2001-02**

<b>District</b>	<b>Value per Student</b>	<b>Tax Rate</b>	
	<b>2001-02</b>	<b>1997-98 M&amp;O*</b>	<b>2001-02 M&amp;O*</b>
Dew	\$3,754,805	\$1.450	\$0.900
Darrouzett	\$1,462,249	\$1.400	\$1.475
Matagorda	\$1,152,567	\$1.179	\$1.433
Pringle-Morse	\$900,734	\$1.246	\$1.337

<b>Hunt</b>	<b>\$730,220</b>	<b>\$1.160</b>	<b>\$1.200</b>
Hallsburg	\$659,640	\$1.105	\$1.500

Source: TEA, AEIS 1997-98, PEIMS 2001-02 and Comptroller's Office Preliminary Values 2001-02.

\*Maintenance and Operations.

For 2000-01, the percentage of HISD students passing TAAS had decreased from levels in 1996-97, however, the district was above the regional and state averages (**Exhibit 4**).

**Exhibit 4**  
**Percentage of Students Passing TAAS, All Tests Taken (Grades 3-8, & 10)**  
**1996-97 through 2000-01**

<b>District</b>	<b>1996-97</b>	<b>1997-98*</b>	<b>1998-99**</b>	<b>1999-2000**</b>	<b>2000-01**</b>	<b>Percent Change from 1996-97 to 2000-01</b>
Matagorda	94.7%	80.6%	78.6%	74.4%	77.1%	(18.6%)
<b>Hunt</b>	<b>94.5%</b>	<b>91.8%</b>	<b>82.1%</b>	<b>78.1%</b>	<b>85.1%</b>	<b>(9.9%)</b>
Darrouzett	87.0%	86.4%	91.3%	77.8%	90.5%	4.0%
Hallsburg	84.9%	98.1%	93.5%	90.2%	90.4%	6.5%
Dew	82.6%	90.0%	94.6%	96.8%	87.5%	5.9%
Pringle-Morse	77.8%	100.0%	97.0%	89.6%	93.0%	19.5%
<b>Region 20</b>	<b>66.6%</b>	<b>72.3%</b>	<b>74.4%</b>	<b>77.1%</b>	<b>79.3%</b>	<b>19.1%</b>
<b>State</b>	<b>73.2%</b>	<b>73.1%</b>	<b>78.1%</b>	<b>79.9%</b>	<b>82.1%</b>	<b>12.2%</b>

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

\*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 3-6 Spanish TAAS.*

Although HISD is a district with many exemplary programs, enjoying strong support from area residents, the district must address two major challenges:

- reviewing, updating and aligning curriculum; and
- tightening financial controls.

## **Key Findings and Recommendations**

### ***Review, Update and Align Curriculum***

- **Develop a curriculum plan for updating and reviewing curriculum effectiveness and align HISD curriculum with Ingram ISD's middle and high school curriculum.** HISD teachers typically do not use curriculum guides, the district does not have a plan for updating its curriculum and student TAAS scores have declined since 1996-97. Curriculum guides provide direction for teachers concerning student objectives, assessment methods, prerequisite skills, instructional materials and resources and classroom strategies. Also, HISD curriculum is not coordinated with the curriculum of Ingram ISD, the district in which several HISD students attend middle school and all students attend high school. By creating guides and aligning HISD's curriculum with IISD, students will be better able to transition between the districts and TAAS scores should improve..

### ***Tighten Financial Controls***

- **Use competitive procurement methods to procure food and non-food supplies.** The Food Service Department is not a member of any purchasing cooperatives and does not bid supplies purchased. Food and non-food supplies are obtained through written quotes with prospective vendors. HISD may exceed \$25,000 in purchases, the threshold at which a bid or proposal is required by law if the district is not a part of a purchasing cooperative. By soliciting formal bids, the district will ensure compliance with state law and save money on purchases.
- **Bond the business manager to protect the district against loss of funds.** HISD does not bond the business manager who is responsible for the cash management, purchasing, receiving and maintaining the fixed asset inventory for the district. While the business manager is certainly acting professionally, any district is

at risk for loss due to fraud, theft and other acts that could occur by employees with ready access to cash, deposits and investments. By bonding the business manager, the district is protected against such risk.

- **Annually assess meal rates to ensure that costs are recovered for full price meals.** HISD's Food Services Department operates at a deficit. In 2001-02 student lunch prices were \$1.25 and breakfast costs \$1.00. Teachers, administration and staff meals are free. By annually evaluating and adjusting meal prices, the district can ensure the food service operations operate on a break-even basis.
- **Request State Energy Conservation Office (SECO) conduct an energy-management audit of HISD facilities.** The district has not had an energy-management audit. SECO provides free energy-management audits to school districts. The audits provide detailed recommendations about equipment and procedures, which may serve as the basis for an energy-management plan, and the estimated time for "payback" of the cost of these items through energy savings.

### **Exemplary Programs and Practices**

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

- **HISD's planning process involves the community in identifying priority needs for the district.** The board and district site-based decision-making committee sent a survey to residents in HISD in October 2001. Community responses showed strong support for HISD's initiatives and instructional methods. Community support is essential to operating an effective school district.
- **HISD effectively involves parents, teachers and community representatives in the decision-making SBDM process.** The SBDM committee is comprised of three professional educators (two HISD teachers and the superintendent), two Hunt business leaders, two parents and two community members. The superintendent shares information with committee members, and the board and superintendent adopt and implement the committee's decisions. The committee improves communication between the school district and parents.

- **HISD's Family Language Support program serves both adults and children and helps students become more involved in their school and community.** HISD offers an innovative Family Language Support program that serves both adults and children with limited English proficiency. The Family Language Support program teaches English language skills to adults and offers tutoring services to their children.
- **HISD uses a point-of-sale system to maintain food service information.** The system provides comprehensive sales and financial reporting information and reduces the customer's prepaid account by the amount of the meal or, if the customer participates in a free-meal program, accesses the customer's free account. This system protects the anonymity of children participating in the free and reduced-price meals programs and generates a variety of reports including those necessary to obtain reimbursement for meals served.
- **HISD used the Texas Department of Criminal Justice (TDCJ) bus repair facility to refurbish an existing bus.** By having TDCJ rebuild the engine, replace the electrical system and floor boards, fixing the exhaust system and replace the upholstery, HISD saved money by not having to purchase a new bus.

### **Savings and Investment Requirements**

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

TSPR recommended 13 ways to save HISD \$385,757 in gross saving over a five-year period. Reinvestment opportunities would cost the district \$5,750 during the same period. Full implementation of all recommendations in this report could produce net savings of \$380,007 by 2006-07 (**Exhibit 5**).

**Exhibit 5**  
**Summary of Net Savings**  
**TSPR Review of Hunt Independent School District**

Year	Total
2002-03 Initial Annual Net Savings	\$10.895

2003-04 Additional Annual Net Savings	\$86,227
2004-05 Additional Annual Net Savings	\$90,636
2005-06 Additional Annual Net Savings	\$95,045
2006-07 Additional Annual Net Savings	\$99,454
One Time Net (Costs)/Savings	(\$2,250)
<b>TOTAL SAVINGS PROJECTED FOR 2002-2007</b>	<b>\$380,007</b>

A detailed list of costs and savings by recommendation appears in **Exhibit 6**. The page number for each recommendation is listed in the summary chart for reference purposes. Detailed implementation strategies, a timeline and an estimate of fiscal impact follow each recommendation in this report. The implementation section associated with each recommendation highlights the actions necessary to achieve the proposed results. Some items should be implemented immediately, some over the next year or two and some over several years.

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

**Exhibit 6  
Summary of Cost and Savings Recommendations**

<b>Recommendation</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>Total 5-Year (Costs) or Savings</b>	<b>One- Time (Costs) or Savings</b>
<b>Chapter 1: District Organization and Management</b>							
1 Adopt the annual district plan prior to the beginning of the school year and include measurable objectives and indicate specific resources required to	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	implement each strategy. p. 21							
2	Hire a part-time grant writer. p. 22	\$0	\$65,000	\$65,000	\$65,000	\$65,000	\$260,000	\$0
	<b>Total-Chapter 1</b>	<b>\$0</b>	<b>\$65,000</b>	<b>\$65,000</b>	<b>\$65,000</b>	<b>\$65,000</b>	<b>\$260,000</b>	<b>\$0</b>

**Chapter 2: Educational Service Delivery**

3	Develop a curriculum plan for updating and reviewing curriculum effectiveness and align HISD curriculum with Ingram ISD's middle and high school curriculum. p. 46	\$0	\$0	\$0	\$0	\$0	\$0	(\$2,250)
4	Coordinate with Ingram ISD and surrounding school districts to develop a special education cooperative. p. 55	\$3,461	\$6,922	\$6,922	\$6,922	\$6,922	\$31,149	\$0
5	Develop mandatory technology skill standards for teachers, set deadlines for	\$0	\$0	\$0	\$0	\$0	\$0	\$0



	district against loss of funds. p. 88							
10	Comply with the training requirements of the Public Funds Investment Act. p. 89	(\$650)	(\$400)	(\$400)	(\$400)	(\$400)	(\$2,250)	\$0
11	Investigate the competitive procurement methods available to the district and use one of the methods to procure food and non-food supplies. p. 91	\$2,863	\$2,863	\$2,863	\$2,863	\$2,863	\$14,315	\$0
12	Annually assess meal rates to ensure that costs are recovered for full-price meals. p. 97	\$4,409	\$8,818	\$13,227	\$17,636	\$22,045	\$66,135	\$0
13	Request an energy-management audit of HISD facilities. p. 100	\$1,962	\$3,924	\$3,924	\$3,924	\$3,924	\$17,658	\$0
	<b>Total-Chapter 3</b>	<b>\$8,334</b>	<b>\$14,955</b>	<b>\$19,364</b>	<b>\$23,773</b>	<b>\$28,182</b>	<b>\$94,608</b>	<b>\$0</b>
	<b>Gross Savings</b>	<b>\$11,795</b>	<b>\$86,877</b>	<b>\$91,286</b>	<b>\$95,695</b>	<b>\$100,104</b>	<b>\$385,757</b>	<b>\$0</b>
	<b>Gross Costs</b>	<b>(\$900)</b>	<b>(\$650)</b>	<b>(\$650)</b>	<b>(\$650)</b>	<b>(\$650)</b>	<b>(\$3,500)</b>	<b>(\$2,250)</b>
	<b>Total</b>	<b>\$10,895</b>	<b>\$86,227</b>	<b>\$90,636</b>	<b>\$95,045</b>	<b>\$99,454</b>	<b>\$382,257</b>	<b>(\$2,250)</b>

<b>Total Savings</b>	<b>\$385,757</b>
<b>Total Costs</b>	<b>(\$5,750)</b>
<b>Grand Total</b>	<b>\$380,007</b>

---

# Chapter 1

## DISTRICT ORGANIZATION AND MANAGEMENT

This chapter examines the organization and management, community involvement and personnel functions of the Hunt Independent School District (HISD) in five sections:

- A. Governance
- B. Planning and Budgeting
- C. Site-Based Decision-Making
- D. Personnel Management
- E. Community Involvement

A well organized and managed school district requires cooperation between elected members of the Board of Trustees and staff of the district. The board's role is to set instructional and operational goals and objectives for the district, determine the policies that will govern the district, approve plans to implement those policies and provide the funding necessary to carry out the plans.

The superintendent, as the chief executive officer of the district, recommends the staffing levels and the amount of resources necessary to operate the district and accomplish the board's goals and objectives. The superintendent is also responsible for reporting management information to the board and making sure the district is accountable for its performance against established goals.

Planning is essential for effective school district management. Proper planning helps establish a district's mission and identifies goals and objectives, sets priorities, identifies ways to complete the mission and determines performance measures and benchmarks to achieve goals and objectives. Proper planning helps district officials anticipate the effects of decisions and helps indicate possible financial consequences of those decisions.

Officials of a well-managed school district must effectively and efficiently deliver its personnel services to school district employees; ensure sound management of its human resources; and develop well-conceived policies, procedures and practices to guide personnel functions. Personnel costs are a district's largest expenditure, accounting for approximately 80 percent of its total expenditures. Competent personnel management policies are imperative.

A school district cannot provide quality educational services without building and maintaining effective partnerships with parents, area

businesses, civic and faith-based organizations and other concerned citizens. It is imperative for school districts to implement community involvement programs that bring financial resources and community support to its schools. These programs should be carefully planned and staffed. A school district should establish a communications program that informs the public fully, not only about its goals and accomplishments, but also about areas that need improvement. Full disclosure will build long-term public support for the district.

**BACKGROUND**

In 2001-02, HISD is serving 205 students in pre-kindergarten through grade 8. The Texas Education Agency (TEA) rates HISD as a Recognized district, with 85.1 percent of the students passing the Texas Assessment of Academic Skills (TAAS) test for 2000-01, and a drop out rate of zero.

The district is a Chapter 41 district, which means that local tax dollars are recaptured by the state. A change in Section 41 of the Texas Education Code (TEC) effective 2001-02 through 2003-04 allows Chapter 41 districts that do not offer all 12 grades the option of using a hold harmless provision to calculate the amount of recapture. The recapture amount for 2000-01 was \$512,441.

The HISD board consists of seven members elected at large for three-year terms (**Exhibit 1-1**).

**Exhibit 1-1  
HISD Board Members  
June 2002**

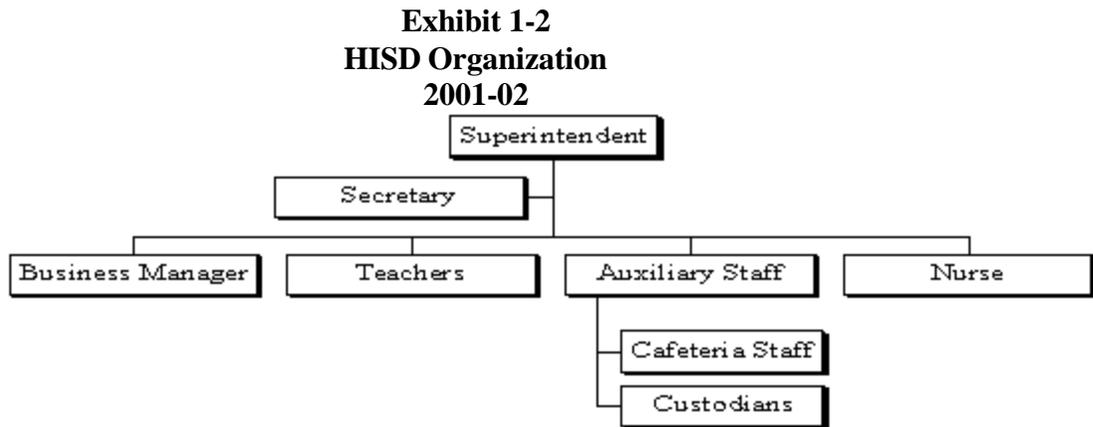
<b>Board Member</b>	<b>Board Position</b>	<b>Term Expires</b>	<b>Occupation</b>
Blake Smith	President	2004	Camp director
Sandra Schmitt	Vice president	2003	Camp director
Grant Pierson	Secretary	2005	Home builder
Karl Dickinson	Member	2003	Rancher
Chris O'Quinn	Member	2004	Fitness center employee
Hershel Reid	Member	2003	Church youth director
Rick Neubauer	Member	2004	Contractor

*Source: HISD Superintendent.*

The board meets monthly on the third Thursday at 6 p.m. in the HISD boardroom. The board elects its officers each year after the public elects new board members.

The staff is responsible for managing the day-to-day implementation of the plans approved by the board and for recommending modifications necessary to ensure the most effective operation of all district programs. To undertake this management role, the superintendent, as the chief executive officer of the district, recommends the level of staffing and amount of resources necessary to run the operations and to accomplish the board's goals and objectives.

HISD has one main school, which includes pre-kindergarten through grade 4 and an addition that houses grades 5 through 8. The superintendent also serves as the principal of the school. HISD employs 17 full-time and two part-time teachers, four aides and one part-time nurse. Support personnel include the business manager, the superintendent's secretary, two full-time and one part-time cafeteria workers and two custodians. HISD contracts with Ingram ISD for special education diagnostician services. **Exhibit 1-2** shows HISD's organizational structure.



*Source: HISD Superintendent.*

Board policies are updated as necessary using the service provided by the Texas Association of School Boards (TASB). HISD pays an annual membership fee of \$500 to TASB and annual fees for policy updates and policy legal assistance, which were \$662 and \$200, respectively, in 2000-01. The superintendent's secretary is responsible for maintaining the policies.

The district employs an outside law firm, Morrison and Associates, to handle all legal work. In 2000-01, HISD spent \$2,285 in legal fees, which included an annual retainer and work on cases concerning prayer in

schools, open meetings, open records, use of volunteers, student enrollment forms and contributions to the school district.

For this review, HISD selected five peer districts for comparative purposes, based on similarities in student enrollment, student performance and community and student demographics. The districts chosen were Darrouzett, Dew, Hallsburg, Matagorda and Pringle-Morse.

---

# Chapter 1

## DISTRICT ORGANIZATION AND MANAGEMENT

### A. GOVERNANCE

The organization and management of a school district requires cooperation between members of the Board of Trustees and district staff. The board's role is to set instructional and operational goals and objectives, determine the policies that will govern the district, approve the plans to implement those policies and evaluate the results.

Each Texas school district is governed by a Board of Trustees, which sets policies and oversees school management. Each board derives its legal status from the Texas Constitution and the Texas Legislature. The board must function in accordance with applicable state and federal statutes, controlling court decisions and applicable regulations pursuant to state and federal law. Under Section 11.151 of the Texas Education Code (TEC), each board has specific statutory powers and duties, including:

- governing and overseeing the management of the public schools of the district;
- adopting such rules, regulations and bylaws as the board may deem proper;
- approving a district-developed plan for site-based decision-making and provide for its implementation;
- levying and collecting taxes and issue bonds;
- selecting tax officials, as appropriate to the district's need;
- preparing, adopting and filing a budget for the next fiscal year and filing a report of disbursements and receipts for the preceding fiscal year;
- having district fiscal accounts audited at district expense by a Texas certified public accountant holding a permit from the Texas State Board of Public Accountancy following the close of each fiscal year;
- publishing an annual report describing the district's educational performance, including campus performance objectives and the progress of each campus toward these objectives;
- receiving bequests and donations or other money coming to the district;
- selecting a depository for district funds;
- ordering elections, canvassing the returns, declaring results and issuing certificates of election as required by law;
- disposing of property no longer necessary for the operation of the school district;

- acquiring and holding real and personal property in the name of the district; and
- holding all powers and duties not specifically delegated by statute to the Texas Education Agency or the State Board of Education.

## **FINDING**

The HISD board and superintendent have effectively developed and implemented district policies. The board works as a cohesive, policy-making entity. Interviews with HISD board members indicated board members had never experienced problems working together and were able to reach decisions without enmity. Only once since 1995 has HISD experienced a contested board election. That was in 1999-2000 when HISD considered expanding its educational programs to include grades 7 and 8. Parent and teacher surveys indicate board members allow public input at meetings and listen to the opinions of others.

Since 1999-2000, the district has added grades 7 and 8 to the district, built an addition that became a new middle school and hired a new superintendent. The board approved each change unanimously.

A review of the board meeting minutes from June 2001 through January 2002 indicates that board meetings never ran longer than 55 minutes and usually ran for less than 30 minutes. The agendas were well-organized and board packets contained the information necessary to make appropriate decisions.

Before being elected to office, board members meet with prospective candidates to explain that the board's purpose is to set policy without running the day-to-day operations of the district. Board members also cited several reasons for the cohesiveness of the board, including:

- open communication among board members;
- the small size of the community, which fosters direct communication of ideas and concerns between parents and board members;
- a clear understanding of the superintendent's role and responsibilities and a determination by board members to allow the superintendent to function in that job; and
- timely communication by the superintendent on key issues.

The superintendent serves as the manager of daily operations. According to the superintendent's January 17, 2002 performance evaluation, the superintendent "seems aware of everyone's needs and acts accordingly, while still keeping the district's student's and family's interests equally important."

## **COMMENDATION**

**The HISD board and superintendent work effectively as a team, with full understanding of, and respect for, each other's role.**

---

# Chapter 1

## DISTRICT ORGANIZATION AND MANAGEMENT

### **B. PLANNING AND BUDGETING**

Planning and budgeting are critical to effective management. Planning enables a district to define goals and objectives, establish priorities, select appropriate implementation strategies and determine critical measures of performance for achieving the goals and objectives.

The budget process should follow the plan's development and implementation by allocating resources necessary to reach the performance targets established in the plan. When coordinated properly, the combination of planning and budgeting reduces confusion and conflicts regarding how scarce resources are distributed.

School districts with effective planning systems divide the process into a series of key components that provide information used to develop the plan, update it or implement plan priorities. These key components include annual district priorities; district and campus improvement plans; a regular program evaluation cycle; work plans; ongoing evaluation of the personnel implementing the plan; and a budget tied to the priorities in the plan and a management information system.

In Texas, Section 11.252 of TEC provides the requirements for district-level planning and decision-making. The TEC sets out minimum requirements for district and campus planning and decision-making that all school districts must satisfy. The board has the responsibility to adopt policy for establishing a district and campus-level planning and decision-making process. The board must ensure that administrative procedures are established with the active involvement of the district-level committee to satisfy state requirements.

Each school district must have a district improvement plan (DIP) that is developed, evaluated and revised annually. State law specifically designates the components that must be addressed in district and campus plans: mission statements, comprehensive needs assessments, long-range goals, performance objectives, strategies for improvement of student performance, resources needed to implement identified strategies, provisions for implementation (such as staff and timelines) and criteria for determining whether the strategies are working.

A districtwide committee comprised of board members, district staff, principals, teachers and citizens must develop the DIP. At least every two years, each district must evaluate the effectiveness of the district's

decision-making and planning policies, procedures and staff development activities related to district-and campus-level decision-making and planning to ensure that they help students learn. Because the district has only one campus, the DIP is used as the campus improvement plan.

**FINDING**

HISD develops annual goals and objectives for implementing its mission statement. The district's mission statement is:

"The parents, the board, administration and faculty of Hunt ISD are dedicated to the strategies, organizational process and curricular activities that will enable students to become successful and productive members of society.

Our purpose is to provide an educational setting which is conducive to maximum intellectual, physical, social and emotional growth. Within this setting, the student has an opportunity to develop basic skills in life patterns, responsibility, respect, aptitudes, abilities and concepts appropriate to society in which the student lives.

The parents, HISD and the community share the responsibility of motivating students to maximize their individual potential."

For 2000-01, the board adopted the following goals:

- create a safe environment for learning to meet all students needs;
- provide appropriate staffing to maintain and expand excellent educational programs;
- improve student behavior, attendance and self-responsibility;
- provide open and active communication between educators, students, school board and community;
- provide staff, students and community with access to the best available technology.

The board revised the district goals developed in 2000-01 when adopting the goals and objectives for 2001-02 (**Exhibit 1-3**).

**Exhibit 1-3  
HISD Goals and Objectives  
2001-02**

<b>Goal</b>	<b>Objective</b>	<b>Sample Implementation Strategies</b>
-------------	------------------	---

<p>To create an educational environment conducive to meeting the individual needs of all students.</p>	<p>By May 2005, all students will be performing at grade level in reading, writing and math.</p>	<ul style="list-style-type: none"> <li>• Students will be offered training in conflict resolution.</li> </ul>
		<ul style="list-style-type: none"> <li>• Provide a peer tutoring buddy program.</li> </ul>
		<ul style="list-style-type: none"> <li>• Provide funding and staff for the Reading Recovery program.</li> </ul>
<p>Provide appropriate staffing and staff development to maintain and expand excellent educational programs.</p>	<p>HISD will provide staff development necessary for all staff to be able to meet the needs of all students.</p>	<ul style="list-style-type: none"> <li>• Provide compensatory days that will allow teachers to attend staff development in their field.</li> </ul>
		<ul style="list-style-type: none"> <li>• Provide special education training.</li> </ul>
		<ul style="list-style-type: none"> <li>• Provide orientation for new staff.</li> </ul>
		<ul style="list-style-type: none"> <li>• Students will participate in DARE.</li> </ul>
		<ul style="list-style-type: none"> <li>• Staff will be trained in the eight components of Title I.</li> </ul>
<p>Promote open and active communication partnerships between educators, students, the school board and the community.</p>	<p>HISD will develop communication partnerships among parents, the community and the school to ensure the success of all students.</p>	<ul style="list-style-type: none"> <li>• Conduct parent meetings at the beginning of the year to explain the academic and testing programs.</li> </ul>

		<ul style="list-style-type: none"> <li>• Notify parents in English and Spanish of all meetings.</li> </ul>
		<ul style="list-style-type: none"> <li>• Hold monthly parent advisory committee meetings.</li> </ul>
		<ul style="list-style-type: none"> <li>• Meet with Ingram ISD staff to promote coordination between HISD middle school curriculum and Ingram ISD high school curriculum.</li> </ul>
Set academic standards that will best prepare our students for future educational and life endeavors.	By May 2005, HISD will become an exemplary district.	<ul style="list-style-type: none"> <li>• Offer pre-K program with a certified early childhood teacher.</li> </ul>
		<ul style="list-style-type: none"> <li>• Develop accommodations for at-risk students.</li> </ul>
		<ul style="list-style-type: none"> <li>• Develop activities for middle school students that encourage participation.</li> </ul>
		<ul style="list-style-type: none"> <li>• Recognize student academic success and attendance.</li> </ul>

*Source: HISD Superintendent.*

**COMMENDATION**

**In order to implement its mission statement, HISD's planning process includes annual goals, as well as periodic reviews of progress made in accomplishing those goals.**

**FINDING**

The district surveys the community as part of its planning process. Prior to revising the goals and objectives for 2001-02, the board and district Site-Based Decision-Making (SBDM) committee sent a survey to residents in HISD in October 2001 (**Exhibit 1-4**). According to the superintendent, nearly 600 surveys were distributed. The survey included 13 questions, and the district received 97 responses. Community responses showed strong support for initiatives and instructional methods used by HISD.

**Exhibit 1-4  
HISD Resident Survey  
October 2001**

Question	Response Percentage				
	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree
HISD does an effective job of communicating its goal and objective to the community.	0%	4%	6%	47%	42%
HISD offers a child-centered learning environment.	0%	2%	4%	16%	78%
Through its activities, HISD is an integral part of our community.	0%	3%	7%	27%	63%
HISD creates a welcoming environment to students of all ethnic groups.	1%	2%	5%	25%	68%
HISD provides a safe environment for its students.	1%	0%	5%	25%	69%
HISD curriculum prepares students for high school and beyond.	0%	2%	7%	32%	59%
HISD maintains appropriate discipline.	0%	1%	9%	30%	60%
The addition of the middle school has had a positive impact on:					

a. students	2%	0%	23%	31%	43%
b. teachers	1%	4%	30%	22%	42%
c. school	1%	1%	20%	29%	48%
d. community	2%	1%	19%	26%	52%
HISD maintains an appropriate focus on administering the TAAS test.	1%	2%	14%	34%	49%
HISD has a strong staff.	0%	0%	2%	31%	67%
HISD offers opportunities for parent and community involvement.	0%	0%	4%	25%	70%
HISD recognizes each child as a unique individual.	0%	1%	7%	29%	63%
The HISD board represents the interests of the community.	0%	1%	19%	33%	47%

*Source: HISD superintendent.*

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

Written comments submitted with the surveys complemented the district and teachers. Many respondents acknowledge the strength of education provided, and approved of the learning environment. Others noted that the school is an intricate part of the community.

## **COMMENDATION**

**HISD's planning process involves the community in identifying priority needs for the district.**

## **FINDING**

The HISD board did not adopt the 2001-02 district improvement plan, which is also the district's strategic plan, until January 2002. The late adoption means that the district will not have much time to implement its strategies for 2002. In the plan noted in **Exhibit 1-3**, 22 strategies are included that should be implemented prior to the end of the 2001-02 school year. The superintendent stated this "seems to suggest that our [HISD] plan was not adopted until January 2002. That adoption was merely an improvement to the plan. HISD views planning as an ongoing

process, therefore, additions or deletions may be made anytime during the year as the SBDM committee meets and continually reviews the plan."

While the board has set goals, no performance measures have been established, and no specific resources have been set for each strategy. The plan includes a column for evaluation but uses broad statements for measurement, such as test scores, walk through, class schedules, sign-in sheets, conference schedules and meeting notes. While TEC Section 11.252 states the DIP should identify, resources needed to implement identified strategies, resources noted in the HISD plan include only broad sources such as local funds, compensatory education funds and Title I funds.

Board approval of the 2001-02 plan was delayed in order to get community input through the survey administered in October 2001. Prior to 2001-02, according to HISD's SBDM committee, the annual plan was adopted before the school year. That way, strategies for accomplishing goals and objectives were in place early enough for teachers and administrators to prepare appropriate methods for achieving them.

**Recommendation 1:**

**Adopt the annual district plan prior to the beginning of the school year and include measurable objectives and indicate specific resources required to implement each strategy.**

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	The superintendent convenes the district's site-based decision-making (SBDM) committee following the release of TAAS results in the Spring of each year.	July 2002
2.	The superintendent and SBDM committee members analyze success in achieving plan goals and objectives for the prior school year.	July 2002
3.	The SBDM committee makes recommendations for revisions to the plan for the next school year.	July 2002
4.	The superintendent presents the recommended revisions to the board for review and modification, as necessary.	August 2002
5.	The board approves the revised plan with detailed budget information, with any modifications.	September 2002
6.	The superintendent and teachers develop plans to achieve the goals and objectives.	October 2002

## **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

## **FINDING**

HISD staff do not have enough time to research and apply for grants to improve students' and staff's educational opportunities. Between 1998 and 2001, HISD has received a number of technology grants totaling \$247,000. While these grants are substantial and helpful to the district, these are technology-related grants and HISD is not taking full advantage of the opportunity to obtain additional grants available to school districts from the state and federal government and private foundations.

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

Lago Vista Independent School District (LVISD) has a shared services grant writer that pursues grants for its district and two other districts. The grant writer has been with the district for six years. The grant writer receives a salary of \$10,000 from LVISD and is paid various additional fees from the other shared districts. Over the last five years, the grant writer has successfully obtained approximately \$150,000 to \$200,000 per year in funding from various sources for each district.

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

### **Recommendation 2:**

#### **Hire a part-time grant writer.**

A local grant writer will be more in touch with HISD's unique needs. This person can network with local business and community members to determine what kind of local grants might be available to the district as well as investigate and pursue state and federal programs. The district should establish a performance measure for the grant writer, so that they

bring in more grant dollars than those currently being received, and in excess of their salary.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

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

**FISCAL IMPACT**

The part-time salary for the grant writer at Lago Vista Independent School District (LVISD), \$10,000 annually, is used to estimate the cost to HISD of hiring a part-time grant writer. As in LVISD, the grant writer for HISD should administer the grants. Given the size of HISD, 50 percent of the revenues obtained in LVISD are used as an estimate. Taking the \$75,000 in revenues and subtracting the \$10,000 in the estimated salary results in net savings of \$65,000 annually beginning in 2003-04.

<b>Recommendation</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
Hire a part-time grant writer.	\$0	\$65,000	\$65,000	\$65,000	\$65,000

---

# Chapter 1

## DISTRICT ORGANIZATION AND MANAGEMENT

### C. SITE-BASED DECISION-MAKING

Section 21 of TEC describes requirements associated with implementing site-based decision-making (SBDM) in Texas school districts. The major theme of SBDM is the empowerment of students, parents, teachers, principals and schools. The code describes requirements for annual district and campus improvement plans, composition of district and campus decision-making councils, election of representatives to each council, terms of office, meetings and general responsibilities.

#### FINDING

The SBDM committee system in HISD works well. The SBDM committee is made up of three professional educators (two HISD teachers and the superintendent), two Hunt business leaders, two parents and two community members, and is in accordance with TEC Section 11.251. According to the district's SBDM committee, all teachers participate in the process by informally discussing issues with teachers who are official members of the committee; parent and community involvement is strong; and all SBDM committee members work together to implement necessary changes.

Committee members say the process works well. According to sign-in sheets analyzed, the committee meets monthly. The superintendent shares information with SBDM committee members, and the board and superintendent adopt and implement decisions made by the committee. The committee enhances communication between the school district and parents. Since the superintendent is an active member of the SBDM committee, there is no bureaucracy to impede implementation of recommended actions.

#### COMMENDATION

**HISD effectively involves parents, teachers and community representatives in the decision-making process through its site-based decision-making committee.**

---

# Chapter 1

## DISTRICT ORGANIZATION AND MANAGEMENT

### D. PERSONNEL MANAGEMENT

The personnel or human resources department of a school district must recruit qualified candidates for all job openings, process personnel actions efficiently, make appropriate staffing and salary administration decisions and comply with state and federal personnel laws.

In most public school districts, a personnel or human resources department manages employee-related tasks, including:

- developing wage and salary schedules;
- administering salary systems that include maintaining salary schedules and performing periodic reviews of the schedules to ensure that they are competitive with other area employers;
- developing job descriptions for all positions and modifying the job descriptions to reflect changes in responsibilities;
- administering an employee grievance process;
- recruiting personnel to fill vacant positions;
- maintaining required employee records;
- administering certification and permit processes;
- issuing contracts and nonrenewal or dismissal notices;
- placing substitute teachers where necessary;
- developing board policies regarding personnel issues; and
- preparing periodic reports to address local and state reporting requirements.

HISD's superintendent, assisted by a secretary, handles all personnel duties..

HISD's payroll made up 79 percent of the district's 2000-01 budget (**Exhibit 1-5**).

**Exhibit 1-5**  
**HISD Expenditures by Category**  
**1999-2000 and 2000-01**

Category	Percentage of Total Expenditures	
	1999-2000	2000-01
Payroll costs	77.9%	79.0%

Professional and contracted services	10.3%	9.8%
Supplies and materials	6.0%	5.8%
Other operating expenses	3.4%	2.7%
Debt service	0.2%	0.6%
Capital outlay	2.3%	2.1%

Source: TEA, AEIS, 1999-2000 and 2000-01. Note: Totals may not add to 100 percent due to rounding.

TEA categorizes school district staff into three groups: professional staff, which includes teachers, professional support staff, campus administrators and central administrators; educational aides; and auxiliary personnel.

For HISD, central administrative staff includes the superintendent, who also serves as principal, and the business manager. Campus administration includes the principal (superintendent) and a secretary. Professional support includes the part-time nurse. Auxiliary staff includes the cafeteria workers, custodians and maintenance employees.

The total number of full-time equivalent (FTEs) positions for the district for 1997-98 through 1999-2000 and the budgeted total for 2000-01 and 2001-02 are described in **Exhibit 1-6**. The total staff increased at a slightly faster rate than student enrollment.

**Exhibit 1-6  
HISD Staff FTEs  
1997-98 through 2001-02**

Staff Category	Actual			Budgeted		Percent Change Between 1997-98 and 2001-02
	1997-98	1998-99	1999-2000	2000-01	2001-02	
Teachers	13.0	13.0	14.0	17.3	18.2	40.0%
Professional support	0.5	1.0	1.0	0.3	0.6	20.0%
Campus administration	0.5	0.5	0.5	0.5	1.0	100.0%

Central administration	1.5	1.5	1.5	1.5	1.5	0.0%
Educational aides	2.6	2.6	3.6	1.5	3.0	15.4%
Auxiliary staff	5.9	5.9	5.0	5.0	6.0	1.7%
<b>Total staff</b>	<b>24.0</b>	<b>24.5</b>	<b>25.5</b>	<b>26.1</b>	30.3%	26.3%
<b>Total students</b>	<b>164</b>	<b>158</b>	<b>141</b>	<b>173</b>	<b>205</b>	25.0%

*Source: TEA, AEIS, 1997-98 through 2000-01 and Public Education Information Management System (PEIMS), 2001-02.*

**Exhibit 1-7** compares HISD's percentage of employees budgeted for each group for 2001-02 compared with its peer districts. HISD had the highest number of teachers compared to the peer districts. HISD's campus administration department has a part-time secretary; professional support has a part-time nurse; the educational department has two part-time aides and the auxiliary staff has one part-time cafeteria position and a part-time custodian.

**Exhibit 1-7**  
**HISD Staffing Compared to Peer Districts**  
**2001-02**

District	Students	Teachers	Professional Support	Campus Administrators	Central Administrators	Educational Aides	Auxiliary Staff
<b>Hunt</b>	<b>205</b>	<b>18.2</b>	<b>0.6</b>	<b>1.0</b>	<b>1.5</b>	<b>3.0</b>	<b>6.0</b>
Pringle-Morse	106	14.4	0.7	0.5	1.5	3.0	6.0
Hallsburg	105	9.5	0.6	0.5	0.5	0.0	5.9
Darrouzett	65	9.5	0.0	0.5	0.5	1.0	6.8
Matagorda	79	8.0	0.0	0.0	1.0	1.0	7.0
Dew	80	7.0	1.0	1.0	1.0	2.0	5.7

*Source: TEA, PEIMS, 2001-02.*

HISD pays teachers an average of \$1,000 above the state minimum. HISD's average salaries were the highest among the peer districts (**Exhibit 1-8**). Central administration salaries were the lowest.

**Exhibit 1-8**  
**HISD and Peer District Average Salaries by Type of Position**  
**2001-02**

<b>Entity</b>	<b>Teachers</b>	<b>Professional Support</b>	<b>Campus Administration</b>	<b>Central Administration</b>
<b>Hunt</b>	<b>\$37,984</b>	<b>\$35,333</b>	<b>\$69,152</b>	<b>\$51,412</b>
Hallsburg	\$37,934	\$33,380	\$70,700	\$70,700
Darrouzett	\$37,541	\$0	\$55,000	\$55,000
Pringle-Morse	\$35,455	\$40,600	\$68,500	\$56,830
Matagorda	\$33,986	\$0	\$0	\$63,600
Dew	\$31,944	\$45,050	\$0	\$58,500

*Source: TEA, PEIMS, 2001-02.*

The board developed its own rating categories for evaluating the superintendent. Teachers are evaluated using the Professional Development and Assessment System and HISD uses generic evaluation forms developed by the Texas Association of School Boards (TASB) for evaluating employees in all other positions.

The superintendent and the district SBDM committee handle staff development activities and scheduling. Individual teachers are also provided up to two compensatory days during the school year for training that can be taken when school is not in session and if it is approved in advance by the superintendent.

Salary supplements are provided to individuals assuming additional academic, co-curricular and/or athletic responsibilities. These supplements range from \$500 for the University Interscholastic League coordinator to \$3,000 for the athletic director.

Group insurance is available to all full-time employees and includes health, dental, life, supplemental life, workers compensation, unemployment compensation and cafeteria plan coverage. The district pays all of an employee's health insurance costs. In the event that an employee does not choose to participate in the district's group insurance plan, the district will pay for supplemental cancer insurance up to the amount paid for an employee in the group insurance plan.

Other employee benefits, such as personal leave, sick leave, local leave, temporary disability, family and medical leave, military leave and jury duty also are provided to employees.

The district maintains a set of personnel policies and updates them in accordance with changes mandated by the federal government and TEA. The original manual was developed by TASB, and HISD initially used TASB for updates. HISD now updates the manual itself. HISD issues each employee a handbook that reflects current HISD personnel policies.

The district has an account with the Texas Department of Public Safety (DPS) for criminal background checks of potential and current staff. The superintendent's secretary accesses the necessary information via the DPS Internet Web site. In 2000-01 the district requested approximately 30 background checks at a cost of \$3 apiece. That year was abnormally high because the district conducted checks on volunteers, including the Garden Club.

HISD adopted the model grievance policy developed by TASB. Since 1999-2000, no grievance has gone further than a hearing with the superintendent.

Also, since 1999-2000, no employee has filed a formal, written complaint against HISD. The only complaints have been verbal and all complaints have been resolved.

For parental complaints filed against a teacher, the superintendent refers the parent first to the teacher. If the parent and teacher are unable to resolve the problem, then the superintendent becomes involved. According to the superintendent, fewer than one-in-five complaints come to the superintendent for resolution. For 2000-01, the superintendent stated there were five complaints in which he became involved. No complaints required the board's intervention.

In addition, any employee required to have a commercial driver's license is subject to drug and alcohol testing. Tests are administered by physicians at the Family Practice Clinic in Kerrville, and test results are analyzed by an independent laboratory.

## **FINDING**

HISD attracts and retains qualified teachers. District personnel do not conduct recruiting trips to colleges and universities. Only when the district opened the middle school, beginning with seventh grade in 2000-01, did the superintendent advertise available positions, using the Texas Association of School Administrators' Job Net and Region 20's Web site.

Instead, as one current HISD teacher indicated, most HISD teachers are "self-recruited." Friends tell them of openings, or they submit resumes. According to the superintendent, because of the good reputations of the surrounding area, the community and the school, HISD receives an "ongoing stream of resumes."

As a result, HISD attracts experienced teachers (**Exhibit 1-9**). Compared to its peer districts, the state and the region, HISD teachers average 14 years of total teaching experience, the second-highest among the peer districts and better than the state and regional averages.

**Exhibit 1-9**  
**HISD, Peer District, State and Region 20**  
**Average Years of Teacher Experience**  
**2000-01**

Entity	Years of Experience	
	Total	With District
Darrouzett	14.3	7.7
<b>Hunt</b>	<b>14.0</b>	<b>5.1</b>
Hallsburg	13.2	9.3
Dew	11.4	9.7
Pringle-Morse	9.4	4.8
Matagorda	8.3	2.3
<b>Region 20</b>	<b>12.4</b>	<b>8.3</b>
<b>State</b>	<b>11.9</b>	<b>7.9</b>

*Source: TEA, AEIS, 2000-01.*

Among the key reasons cited by teachers for the district's ease in attracting and retaining teachers were the following:

- the freedom and flexibility in the instructional approach, development of lesson plans and methods for working with students;
- the size of the community and the school;
- small class sizes, which make it easy to bond with the students;
- low teacher turnover, which facilitates communication and the ability to address individual student needs;
- familiarity with the students and parents;

- few or no discipline issues;
- respect from the superintendent, which allows each teacher to do his or her job;
- health benefits; and
- free lunches.

**Exhibit 1-10** shows the average number of students compared with the number of teachers.

**Exhibit 1-10**  
**HISD and Peer District Average Number of Students per Teacher**  
**2001-02**

<b>Entity</b>	<b>Students-to-Teacher Ratio</b>
Darrouzett	6.8
Pringle-Morse	7.4
Matagorda	9.9
Hallsburg	11.1
<b>Hunt</b>	<b>11.3</b>
Dew	11.4
<b>Region 20</b>	<b>14.9</b>
<b>State</b>	<b>14.7</b>

*Source: TEA, PEIMS, 2001-02.*

**COMMENDATION**

**HISD attracts and retains quality teachers.**

---

# Chapter 1

## DISTRICT ORGANIZATION AND MANAGEMENT

### **E. COMMUNITY INVOLVEMENT**

Community involvement is an important part of a quality education system. It enables parents, taxpayers, civic and business leaders, community organizations, public officials and others with a stake in public education to understand the challenges and opportunities facing the district and become involved in activities and partnerships that support and promote student learning and achievement. Effective communication builds trust and support for the district and its programs and influences how residents view the district. Since many of these activities have high visibility in the community, they are often coordinated through the central office.

### **FINDING**

HISD effectively involves the community through multiple activities and programs. Programs and activities include the Booster Club, the Family Language Support program and the Parent Advisory Committee. One community program that stands out is the Garden Club.

The Garden Club has collaborated with HISD since 1999, working with teachers and students to prepare and plant a large garden. The program aims to create interest in gardening in young people, establish positive cross-generational relationships and support the school's science curriculum with real-life applications. The program also offers students opportunities to use their problem-solving skills, teaches students to conserve resources and to beautify their environment at school, home and in the community.

The Classroom Discovery Gardening program, implemented in fall 2001, includes 33 students in grades 4 and 5 who work in the school garden in teams of eight, every week. Students in the program first go through a 30-minute lesson with the science teacher and with speakers from the community who are knowledgeable about related topics such as water conservation. Then students work for 30 minutes in the garden. Each student is required to keep a weekly journal.

In preparation for work in the garden, students have lessons and perform activities on topics such as soil investigation and preparation, composting, understanding seeds and transplants, helpful insects and garden pests and seeds. Each lesson lays out the objectives, specifies materials, provides step-by-step instructions to the teacher, correlates the lesson with TAAS

and lists questions. The Classroom Discovery Gardening program was funded by several grants such as the Service Learning Grant, Wray Environmental Award Grant and the Petals Grant. Community members donated a fence for the garden, mulch and manure. A local greenhouse owner gave the school seeds. The Garden Club donated \$250 to the program.

Although HISD does not have formal partnerships with community and business groups, the district has informal arrangements with local businesses and organizations. HISD uses sports facilities such as tennis courts in several of the area's summer camps. The Bank of the Hills sponsored the HISD tennis team by providing tennis shirts. HISD students play music at community events. The Hill Country Arts Foundation invites HISD students to display their art. HISD has also benefited from private donations and local grants. The school fountain was built with a local donation and the Hunt Family Language Support program was funded by a Petersen Foundation grant.

**COMMENDATION**

**HISD has an effective community involvement program highlighted by the Hunt Gardening Club.**

**FINDING**

HISD communicates with its board, employees, parents and community members through a variety of media. **Exhibit 1-11** describes HISD's external and internal communications.

**Exhibit 1-11  
HISD External and Internal Publications  
2001-02**

<b>Internal/External Publications</b>	<b>Description</b>	<b>Issued By</b>	<b>Target or Focus</b>
Board Agenda	The agenda of the regular monthly board meeting is posted on the school's front door and bulletin board, in the Hunt Post Office and published in the local newspapers--the <i>Kerrville Daily Times</i> and the <i>Mountain Sun</i> .	Superintendent's Office	Parents and community
Weekly Calendar	A weekly calendar of	Superintendent's	District

of Events	<p>events is posted on the school's marquee.</p> <p>Important dates are posted in the newsletter. The school calendar lists all holidays and important dates.</p>	Office	employees
Board Briefs	<p>A summary of the board meeting is e-mailed to all employees after each monthly board meeting. A reporter from the <i>Kerrville Daily Times</i> attends all board meetings and reports on them in the newspaper.</p>	Superintendent's Office	District employees, parents and community members
School Days	<p>A newsletter from the superintendent to parents. The newsletter comes out every six weeks. The newsletter addresses current issues and developments associated with the school, such as board decisions like the adoption of long-range plan, and grants or purchases of new equipment like the mobile computer lab. Copies are sent home with students and are also available in the post office. The newsletter is available in English and Spanish.</p>	Superintendent's Office	Parents
The Eagle Express - Hunt School News	<p>Hunt students who participate in a publishing class publish this newspaper twice a year. The staff publishing the paper is composed of students from grades 4, 5 and 6 in the publishing class. The newspaper is</p>	Hunt School publishing class	Staff, parents and community members

	distributed to students and parents and copies are available at local businesses.		
H.M.S. Express	A monthly middle school newsletter published by the Hunt Middle School publishing class.	Middle school publishing class	Middle school students and parents
Articles in local newspapers	HISD sends information to the <i>Mountain Sun</i> on activities, carnivals, agendas and other events at HISD. A representative from the <i>Kerrville Daily Times</i> attends board meetings and reports on them in the newspaper.	Superintendent	Local and neighboring communities
HISD Web Site	HISD has a Web site. The district is redesigning it and will use it to post publications.	Superintendent	Employees, students, parents, the community

*Source: HISD Superintendent.*

HISD uses a mix of formal and informal communication methods to reach the community. A significant portion of the communication between HISD and its parents and community members is informal and ongoing. The superintendent knows all students in the school and their parents and siblings. Teachers communicate with parents informally daily and on an as-needed basis. HISD also solicits community input using more formal strategies such as community surveys and community forums. The HISD SBDM committee conducts a biennial community survey. The survey asks parents and community members to express their degree of agreement or disagreement with a set of statements describing different aspects of the district. HISD held public forums regarding the addition of a middle school. HISD also held meetings over a two-year period as part of its update of the district's long-range plan. HISD invited all teachers to participate in these planning meetings as well as a random sample of parents and community members.

**Exhibit 1-12** shows that a majority of HISD employees and parents reported that the district communicates with them regularly.

**Exhibit 1-12**  
**HISD Survey - District Communication**  
**2001-02**

<b>The district regularly communicates with parents</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>No Opinion</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Teachers	38.5%	30.8%	15.4%	15.4%	0.0%
Parents	33.3%	48.5%	12.1%	6.1%	0.0%

*Source: HISD Surveys, February 2002. Note: Totals may not add to 100 percent due to "no response" replies.*

**COMMENDATION**

**The district communicates with all stakeholders using a variety of media.**

**FINDING**

HISD has an effective parent involvement program. The Parent Advisory Committee (PAC) consists of 11 members, one representative per grade level from pre-K to grade 8. The superintendent chairs the PAC. Each PAC member who represents a grade level establishes initial contact with each parent in their class by sending home a standardized memo describing the goals of the PAC and explaining how each parent can become more involved through monthly suggestions and input to the PAC. The form also includes the PAC representative's name and telephone number. PAC members meet monthly to discuss input they received from parents and from community members and bring it to the attention of the superintendent. Before each meeting, PAC members also communicate with each teacher to see if the teacher has any suggestions or ideas. The PAC also sends each parent a copy of the PAC newsletter before the monthly meeting to update parents on all issues and on PAC activities and asks for parents to volunteer for activities such as parking lot duty.

The PAC set five goals for 2001-02. (1) A video drive to collect 250 educational videos such as National Geographic, Magic School Bus and Travel for the Hunt School library as a resource for teachers. (2) Recruit parent and community volunteers to monitor traffic in the morning in front of the school as parents drop off their children to relieve traffic congestion and ensure the safety of the children. (3) Recruit volunteers to help teachers in different tasks such as making copies, collating and stapling papers. (4) Establishment of a growth group, a guidance and support group of parents and community members who speak to upper elementary and

junior high students about topics of interest such as being a friend, self-esteem, body image and sportsmanship. (5) Manage the Peer Assistance and Leadership (PALS) program in collaboration with Ingram Tom Moore High School, in which Ingram high school students come to Hunt to listen to lower grade Hunt students read. The HISD PALS program involves 21 Ingram Tom Moore High School students. Grade 1 has one Ingram high school student but grades 2 through 6 involve four to six students. The HISD bus picks up Ingram students twice or three times a month around 11:10 and they leave Hunt at 12:20. The HISD and Ingram students in the PALS program have lunch together, as well as physical education or recess, depending on the teachers' instructions.

The PAC also works with the Hunt Booster Club, a community organization with six executives and 20 to 30 members, whose objective is to raise funds twice a year for HISD. The Hunt Booster Club raises funds during a Halloween Carnival and a Spring Fling that includes Talent Show Night and an auction of baskets. The Booster Club surveys teachers and school administrators regarding their needs and prepares a list of requests. During the 2001 Halloween Carnival, the Booster Club raised more than \$16,000. The Booster Club plans to use these funds to purchase educational videos for teachers to supplement the education video drive, purchase two digital cameras, purchase instruments for the band; purchase a Living Center for the English as Second Language program, purchase new equipment for the gym, send the middle school students to San Antonio to attend a performance of "Scientists who Changed the World" and contribute to grade 8 graduation. The Booster Club also plans to build a basketball court for the Hunt middle school.

The PAC and the Booster Club send all notices and newsletters to parents in both English and Spanish to encourage Spanish-speaking parents to be involved. The school celebrates Cinco de Mayo and Hispanic parents helped the Spanish Club make tamales.

**Exhibit 1-13** shows that when surveyed a significant number of HISD teachers and parents responded that their schools have plenty of volunteers.

**Exhibit 1-13**  
**HISD Survey - Community Involvement**  
**2001-02**

<b>Schools have plenty of volunteers to help student and school programs.</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>No Opinion</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Teachers	15.4%	53.9%	15.4%	15.4%	0.0%

Parents	28.8%	56.1%	7.6%	6.1%	1.5%
---------	-------	-------	------	------	------

*Source: HISD Surveys, February 2002. Note: Totals may not add to 100 percent due to "no responses replies.*

## **COMMENDATION**

**HISD has an active parent involvement and volunteer program that meets the needs of the district by helping teachers and raising funds.**

## **FINDING**

The Hunt community uses HISD school facilities. HISD encourages community organizations to use its facilities for meetings and sports activities. Typically, HISD does not charge for facility use. HISD requires a \$100 deposit and asks the groups using the facilities to clean up the area they use. HISD also rents its three buses to groups at a charge of \$1 per mile, if these groups have the appropriate license and proof of insurance. During the summer the area camps rent the buses for \$1 per mile. The following groups use HISD school facilities on a regular basis:

- the Little Dribblers-basketball
- Hill County Home School-gym;
- Notre Dame Catholic School-gym;
- Hunt 4H Club-cafeteria;
- Boys Scouts-cafeteria;
- Japonica Home Association-cafeteria; and
- Canyon Springs Home Association-cafeteria

## **COMMENDATION**

**HISD encourages the community to use its facilities.**

---

# Chapter 2

## EDUCATIONAL SERVICE DELIVERY

This chapter discusses the Hunt Independent School District (HISD) educational service delivery system in eight sections:

- A. Student Performance
- B. Instructional Resources
- C. Gifted and Talented Education
- D. Compensatory Education
- E. Special Education
- F. Bilingual/English as a Second Language Education
- G. Student Safety and Security
- H. Computers and Technology

An effective educational service delivery system is accountable for student achievement and uses its human and financial resources in a well-planned and coordinated manner to ensure students have what they need to reach their full potential. Technology also must be used to help provide students the education necessary for them to succeed. Moreover, districts are responsible for educating students in a secure and safe environment.

### **BACKGROUND**

HISD selected five school districts to serve as peer districts for comparative purposes: Darrrouzett, Dew, Hallsburg and Matagorda Independent School Districts and Pringle-Morse Consolidated Independent School District. To make these comparisons, the review team relied on information supplied by the Texas Education Agency (TEA) on state-mandated student achievement test scores and the results of the Texas Assessment of Academic Skills (TAAS) and TEA's Academic Excellence Indicator System (AEIS) reports along with the Public Education Information Management System (PEIMS), which provides demographic, staffing and financial data for each school district and school.

**Exhibit 2-1** presents demographic information for HISD, its peer districts, districts served by the Regional Education Service Center XX (Region 20) and the state.

**Exhibit 2-1**  
**Student Demographic Characteristics of HISD,**  
**Peer Districts, Region 20 and State**  
**2001-02**

District	Student Enrollment		Ethnic Group (Percent)				Economically Disadvantaged	
	Number	5-Year Percent Change	African American	Hispanic	Anglo	Other	Percent	5-Year Percent Change
<b>Hunt</b>	<b>205</b>	<b>25.0%</b>	<b>0.0%</b>	<b>26.3%</b>	<b>73.2%</b>	<b>0.5%</b>	<b>33.2%</b>	<b>(32.8%)</b>
Pringle-Morse	106	35.9%	0.0%	47.2%	52.8%	0.0%	64.2%	39.0%
Hallsburg	105	5.0%	4.8%	4.8%	90.5%	0.0%	41.0%	24.2%
Dew	80	8.1%	1.3%	13.7%	82.5%	2.5%	0.0%	(100.0%)
Matagorda	79	(8.1%)	5.1%	21.5%	73.4%	0.0%	100.0%	91.2%
Darrouzett	65	20.4%	0.0%	16.9%	83.1%	0.0%	38.5%	(16.8%)
<b>Region 20</b>	<b>337,299</b>	<b>5.5%</b>	<b>7.0%</b>	<b>64.2%</b>	<b>27.3%</b>	<b>1.4%</b>	<b>61.0%</b>	<b>5.6%</b>
<b>State</b>	<b>4,150,741</b>	<b>6.7%</b>	<b>14.4%</b>	<b>41.7%</b>	<b>40.8%</b>	<b>3.1%</b>	<b>50.5%</b>	<b>11.2%</b>

*Source: TEA, PEIMS, 2001-02.*

For 2001-02, student enrollment in HISD and the peer districts ranges from 65 students in Darrouzett to 205 students in HISD. Pringle-Morse and Hallsburg are closest in size to HISD, with student enrollments of 106 and 105, respectively. Minority student enrollment among the districts ranges from 9.5 percent in Hallsburg to 47.2 percent in Pringle-Morse. Over the past five years, student enrollment in HISD has increased by 25 percent, the second highest growth rate among the peer districts.

HISD has the second smallest share of economically disadvantaged students, while Matagorda has the largest. HISD's share of economically disadvantaged students in 2001-02 is less than both the state's average and the Region 20 average. HISD's share of economically disadvantaged students has declined by 32.8 percent since 1997-98.

**Exhibit 2-2** illustrates property tax values per student and tax rates. None of the districts' tax rates have a component dedicated to debt service. HISD occupies the second lowest position among its five peer districts in the property value per student, at \$730,220, and the district also has the next to lowest tax rate.

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

District	Value per Student 2000-01	Tax Rate	
		1997-98 M&O*	2001-02 M&O*
Dew	\$3,754,805	\$1.450	\$0.900
Darrouzett	\$1,462,249	\$1.400	\$1.475
Matagorda	\$1,152,567	\$1.179	\$1.433
Pringle-Morse	\$900,734	\$1.246	\$1.337
<b>Hunt</b>	<b>\$730,220</b>	<b>\$1.160</b>	<b>\$1.200</b>
Hallsburg	\$659,640	\$1.105	\$1.500

Source: TEA, AEIS, 1997-98, PEIMS 2001-02 and Comptroller's office preliminary values 2001-02.

\*Maintenance and Operations.

**Exhibit 2-3** shows budgeted instructional expenditures for HISD and its peer districts in 2001-02. HISD has the highest total expenditures but the second lowest per-student instructional expenditures at \$4,622. HISD's proportion of expenditures for compensatory education and for Bilingual/English as a Second Language (ESL) are the highest among its peer districts. HISD, however, has the lowest proportion of expenditures for regular education of its peers.

HISD is the second highest among its peer districts in how much it spends on special education, and it has the second lowest proportion of expenditures for its gifted and talented program.

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

District	Total Expenditures	Instruction Expended Per Student*	Percent Regular	Percent Gifted & Talented	Percent Special Education	Percent Career & Tech.	Percent Bilingual/ESL	Percent Compensatory
<b>Hunt</b>	<b>\$1,667,038</b>	<b>\$4,622</b>	<b>69.1%</b>	<b>0.1%</b>	<b>10.2%</b>	<b>0.0%</b>	<b>8.5%</b>	<b>12.1%</b>
Pringle-Morse	\$1,320,089	\$6,230	81.7%	1.2%	7.0%	0.0%	1.9%	8.2%

Matagorda	\$1,235,734	\$5,042	85.5%	0.0%	12.5%	0.0%	0.0%	2.0%
Dew	\$1,144,399	\$5,345	90.7%	0.2%	5.0%	0.0%	2.3%	0.0%
Darrouzett	\$995,356	\$7,267	78.7%	0.7%	8.0%	0.0%	1.8%	8.7%
Hallsburg	\$872,942	\$4,414	91.7%	2.1%	0.0%	0.0%	0.0%	6.2%
<b>State</b>	<b>\$14,973,118,799</b>	<b>\$3,607</b>	<b>66.4%</b>	<b>1.7%</b>	<b>14.4%</b>	<b>3.9%</b>	<b>4.1%</b>	<b>7.1%</b>

Source: TEA, PEIMS, 2001-02.

\*Includes instruction and instructional leadership expenditures (11, 21, 95).

As seen in **Exhibit 2-4**, HISD has the second highest percent of students in Bilingual/ESL. HISD has the second highest percentage of students enrolled in the Gifted and Talented program. HISD has the lowest percentage of students in special education.

**Exhibit 2-4**  
**Student Enrollment/Percentage of Total Enrollment by Program**  
**2001-02**

District	Gifted & Talented		Special Education		Bilingual/ESL	
	Count	Percentage	Count	Percentage	Count	Percentage
<b>Hunt</b>	<b>11</b>	<b>5.4%</b>	<b>9</b>	<b>4.4%</b>	<b>35</b>	<b>17.1%</b>
Hallsburg	7	6.7%	20	19.0%	*	0.0%
Dew	*	3.8%	8	10.0%	*	3.8%
Pringle Morse	*	3.8%	22	20.8%	22	20.8%
Darrouzett	*	1.5%	6	9.2%	*	4.6%
Matagorda	*	0.0%	11	13.9%	*	0.0%
<b>State</b>	<b>340,361</b>	<b>8.2%</b>	<b>485,637</b>	<b>11.7%</b>	<b>543,747</b>	<b>13.1%</b>

Source: TEA, PEIMS, 2001-02.

\* Five or fewer students.

**Exhibit 2-5** illustrates percent of expenditures by instructional function. HISD has the highest percentage of instruction expenditures. HISD has the lowest per-student expenditures in 2001-02 of its peer districts; Matagorda has the highest per-student expenditures.

**Exhibit 2-5**  
**Percent of Budgeted Expenditures by Function**  
**HISD, and Peer Districts and State**  
**2001-02**

<b>Expenditures by Function</b>	<b>Hunt</b>	<b>Hallsburg</b>	<b>Pringle-Morse</b>	<b>Darrouzett</b>	<b>Dew</b>	<b>Matagorda</b>	<b>State</b>
Instruction (11,95)	<b>56.8%</b>	53.1%	50.0%	47.2%	35.2%	32.2%	<b>51.0%</b>
Instruction-Related Services (12,13)	<b>2.0%</b>	2.6%	2.7%	2.1%	3.1%	0.2%	<b>2.7%</b>
Instructional Leadership (21)	<b>0.0%</b>	0.0%	0.0%	0.2%	2.2%	0.0%	<b>1.2%</b>
School Leadership (23)	<b>4.9%</b>	9.9%	4.3%	4.4%	2.6%	5.0%	<b>5.2%</b>
Support Services-Student (31,32,33)	<b>3.4%</b>	0.3%	0.7%	1.8%	2.2%	0.0%	<b>4.0%</b>
Student Transportation (34)	<b>2.4%</b>	0.0%	4.6%	3.6%	3.4%	2.5%	<b>2.6%</b>
Food Services (35)	<b>4.5%</b>	7.7%	4.3%	5.4%	4.4%	4.2%	<b>4.8%</b>
Cocurricular/Extracurricular Activities (36)	<b>0.8%</b>	0.0%	1.4%	0.1%	0.1%	0.0%	<b>2.2%</b>
Central Administration (41,92)	<b>8.8%</b>	11.6%	11.1%	11.8%	11.8%	25.6%	<b>3.5%</b>
Plant Maintenance and Operations (51)	<b>0.7%</b>	1.3%	1.0%	1.8%	1.3%	0.9%	<b>10.1%</b>
Security and Monitoring Services (52)	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	<b>0.6%</b>
Data Processing Services (53)	<b>1.1%</b>	0.0%	4.3%	4.2%	0.8%	0.1%	<b>1.1%</b>
Per Pupil Expenditures	<b>\$8,132</b>	\$8,314	\$12,454	\$15,313	\$14,305	\$15,642	<b>\$6,907</b>

*Source: TEA, PEIMS, 2001-02.*

**Exhibit 2-6** shows the percentage of professional staff in various categories for 2001-02. HISD has the highest share of teachers and the lowest share of auxiliary staff among the peer districts. HISD occupied a middle position in regard to all other staff categories.

**Exhibit 2-6**  
**Composition of Professional Staff**

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

<b>Professional Staff</b>	<b>Hunt</b>	<b>Hallsburg</b>	<b>Pringle-Morse</b>	<b>Darrouzett</b>	<b>Matagorda</b>	<b>Dew</b>	<b>State Average</b>
Teachers	<b>60.1%</b>	55.9%	55.2%	51.9%	47.1%	39.5%	<b>50.5%</b>
Professional Support	<b>2.0%</b>	3.5%	2.7%	0.0%	0.0%	5.6%	<b>8.9%</b>
Campus Administration	<b>3.3%</b>	2.9%	1.9%	2.7%	0.0%	5.6%	<b>2.7%</b>
Central Administration	<b>5.0%</b>	2.9%	5.7%	2.7%	5.9%	5.6%	<b>1.0%</b>
Educational Aides	<b>9.9%</b>	0.0%	11.5%	5.5%	5.9%	11.3%	<b>10.3%</b>
Auxiliary Staff	<b>19.8%</b>	34.7%	23.0%	37.2%	41.2%	32.2%	<b>26.5%</b>

*Source: TEA, PEIMS, 2001-02.*

**Exhibit 2-7** shows teacher experience and turnover rates for HISD and its peer districts. Compared to its peer districts, HISD has the highest percentage of teachers with more than 20 years of experience.

**Exhibit 2-7  
Teacher Experience and Turnover Rates  
HISD, Peer Districts and State  
2001-02**

<b>Teachers</b>	<b>Hunt</b>	<b>Darrouzett</b>	<b>Matagorda</b>	<b>Pringle-Morse</b>	<b>Dew</b>	<b>Hallsburg</b>	<b>State Average</b>
Beginning	<b>1.1%</b>	21.1%	0.0%	0.0%	0.0%	0.0%	<b>7.8%</b>
1-5 Years	<b>22.0%</b>	21.1%	37.5%	41.7%	42.9%	10.5%	<b>27.8%</b>
6-10 Years	<b>15.9%</b>	10.5%	50.0%	6.9%	28.6%	26.3%	<b>18.1%</b>
11-20 Years	<b>12.6%</b>	42.1%	0.0%	44.4%	0.0%	31.6%	<b>24.7%</b>
20+ Years	<b>48.4%</b>	5.3%	12.5%	6.9%	28.6%	31.6%	<b>21.6%</b>

*Source: TEA, PEIMS, 2001-02.*

All of HISD's teachers are certified. HISD ranks highest among its peers in its share of teachers with a master's degree (**Exhibit 2-8**).

**Exhibit 2-8  
Teacher Degrees  
HISD, Peer Districts and State  
2001-02**

	<b>Hunt</b>	<b>Matagorda</b>	<b>Dew</b>	<b>Pringle-Morse</b>	<b>Hallsburg</b>	<b>Darrouzett</b>	<b>State Average</b>
No Degree	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	<b>1.4%</b>
Bachelor's	<b>55.5%</b>	100.0%	100.0%	86.1%	78.9%	84.2%	<b>75.3%</b>
Master's	<b>44.5%</b>	0.0%	0.0%	13.9%	21.1%	15.8%	<b>22.8%</b>
Doctorate	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	<b>0.5%</b>

*Source: TEA, PEIMS, 2001-02.*

TEA assigns annual accountability ratings to each district and campus, based primarily upon TAAS scores and dropout rates. The accountability system includes five categories for districts: Exemplary, Recognized, Academically Acceptable, Academically Unacceptable and Unacceptable: Data Quality. For campuses, the categories are: Exemplary, Recognized, Academically Acceptable and Low Performing. To receive an Exemplary rating, at least 90 percent of all students, as well as 90 percent of each student group (African American, Hispanic, Anglo and Economically Disadvantaged) must pass the TAAS reading, writing and mathematics tests. To achieve a Recognized rating, 80 percent of all students and each student group must pass the TAAS reading, writing and mathematics tests. To be rated Academically Acceptable, 50 percent of each student group must pass TAAS. Scores for students with disabilities and from the TAAS Spanish version of reading and mathematics in grades 3 through 6 are included in the accountability calculations.

**Exhibit 2-9** provides the accountability ratings for HISD and its peer districts from 1996-97 through 2000-01.

**Exhibit 2-9  
Accountability Ratings  
HISD and Peer Districts  
1996-97 through 2000-01**

<b>District</b>	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-2000</b>	<b>2000-01</b>
-----------------	----------------	----------------	----------------	------------------	----------------

<b>Hunt</b>	<b>Exemplary</b>	<b>Exemplary</b>	<b>Recognized</b>	<b>Academically Acceptable</b>	<b>Recognized</b>
Darrouzett	Recognized	Exemplary	Exemplary	Recognized	Recognized
Dew	Recognized	Exemplary	Exemplary	Exemplary	Recognized
Hallsburg	Recognized	Exemplary	Exemplary	Exemplary	Academically Acceptable
Matagorda	Exemplary	Academically Acceptable	Recognized	Academically Acceptable	Recognized
Pringle-Morse	Recognized	Exemplary	Exemplary	Recognized	Exemplary

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

Between 1996-97 and 2000-01 TAAS scores declined in HISD at all grade levels (grade 3 through 6) while TAAS scores in Region 20 and the state overall increased during this period (**Exhibit 2-10**). Because of the small size of the district, changes in the performance of one or two students in a grade level can significantly affect grade level TAAS performance.

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

Grade Level*	Reading		Mathematics		Writing		All Tests Taken	
	1996-97	2000-01	1996-97	2000-01	1996-97	2000-01	1996-97	2000-01
<b>Grade 3</b>								
Hunt	100.0%	100.0%	100.0%	89.5%			100.0%	89.5%
Region 20	74.1%	84.6%	74.2%	80.4%			65.1%	74.9%
State	81.5%	86.8%	81.7%	83.1%			74.2%	78.2%
<b>Grade 4</b>								
Hunt	92.3%	93.3%	84.6%	92.9%	100.0%	92.3%	84.6%	80.0%
Region 20	75.9%	90.3%	75.4%	90.5%	84.5%	89.0%	64.2%	80.3%
State	82.5%	90.8%	82.6%	91.3%	87.1%	89.2%	72.0%	81.6%

<b>Grade 5</b>								
Hunt	100.0%	73.7%	100.0%	100.0%			100.0%	75.0%
Region 20	80.7%	89.9%	81.9%	94.4%			73.6%	87.8%
State	84.8%	90.2%	86.2%	94.6%			79.2%	88.2%
<b>Grade 6</b>								
Hunt	94.4%	85.0%	100.0%	100.0%			94.4%	85.0%
Region 20	80.9%	83.0%	75.8%	88.2%			70.3%	78.7%
State	84.6%	85.6%	81.8%	91.4%			76.8%	82.7%
<b>Grade 7</b>								
Hunt	**	100.0%	**	100.0%			**	100.0%
<b>Region 20</b>	<b>81.7%</b>	<b>87.5%</b>	<b>74.5%</b>	<b>87.8%</b>			<b>69.8%</b>	<b>81.7%</b>
<b>State</b>	<b>84.5%</b>	<b>89.4%</b>	<b>79.7%</b>	<b>89.6%</b>			<b>75.1%</b>	<b>84.3%</b>

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

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

\*\* HISD did not have a grade 7 in 1996-97.

Exhibit 2-11 reports the percentage of students passing TAAS.

**Exhibit 2-11**  
**Percent of Students Passing TAAS, All Tests Taken (Grades 3-8, & 10)**  
**HISD, Peer Districts, Region 20 and State**  
**1996-97 through 2000-01**

District	1996-97	1997-98*	1998-99**	1999-2000**	2000-01**	Percent Change from 1996-97 to 2000-01
Matagorda	94.7%	80.6%	78.6%	74.4%	77.1%	(18.6%)

<b>Hunt</b>	<b>94.5%</b>	<b>91.8%</b>	<b>82.1%</b>	<b>78.1%</b>	<b>85.1%</b>	<b>(9.9%)</b>
Darrouzett	87.0%	86.4%	91.3%	77.8%	90.5%	4.0%
Hallsburg	84.9%	98.1%	93.5%	90.2%	90.4%	6.5%
Dew	82.6%	90.0%	94.6%	96.8%	87.5%	5.9%
Pringle-Morse	77.8%	100.0%	97.0%	89.6%	93.0%	19.5%
<b>Region 20</b>	<b>66.6%</b>	<b>72.3%</b>	<b>74.4%</b>	<b>77.1%</b>	<b>79.3%</b>	<b>19.1%</b>
<b>State</b>	<b>73.2%</b>	<b>73.1%</b>	<b>78.1%</b>	<b>79.9%</b>	<b>82.1%</b>	<b>12.2%</b>

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

*\*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 3-6 Spanish TAAS.*

---

# Chapter 2

## EDUCATIONAL SERVICE DELIVERY

### A. STUDENT PERFORMANCE

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

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

### FINDING

HISD significantly improved its TAAS participation rate between 1996-97 and 2000-01

**(Exhibit 2-12).** TAAS participation increased over this five-year period by 13.7 percent. The percentage of students with Admission, Review and Dismissal (ARD) exemptions declined from 4.1 percent in 1996-97 to none. Limited English Proficiency (LEP) exemptions decreased from 10.8 percent in 1996-97 to 3.2 percent in 2000-01. The HISD superintendent said that the district made a conscious effort not to exempt special education students or students with limited English proficiency from the test.

**Exhibit 2-12**  
**TAAS Participation Rates**  
**1996-97 through 2000-01**

	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-2000</b>	<b>2000-01</b>
<b>All Tested</b>	<b>85.1%</b>	<b>89.3%</b>	<b>87.3%</b>	<b>91.8%</b>	<b>96.8%</b>
Accountability	74.3%	72.6%	84.8%	87.7%	93.5%
TAAS Mobile	2.7%	7.1%	2.5%	4.1%	1.1%
Special Education	8.1%	9.5%	*	*	*

Spanish (grades 3-6)	0.0%	0.0%	0.0%	*	*
Science and/or Social Studies	*	0.0%	0.0%	0.0%	0.0%
State Developed Alternative Assessment (SDAA)**	*	*	*	*	2.2%
<b>Not Tested</b>	<b>14.9%</b>	<b>10.7%</b>	<b>12.7%</b>	<b>8.2%</b>	<b>3.2%</b>
Absent	0.0%	1.2%	0.0%	0.0%	0.0%
Admission, Review and Dismissal Exemption	4.1%	2.4%	1.3%	4.1%	0.0%
Limited English Proficient Exemption	10.8%	7.1%	11.4%	2.7%	3.2%
Other	0.0%	0.0%	0.0%	1.4%	0.0%

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

*\* No information provided.*

*\*\* Note: The SDAA test was first implemented in 2000-01.*

## **COMMENDATION**

**HISD improved student participation in TAAS from 1996-97 through 2000-01.**

---

# Chapter 2

## EDUCATIONAL SERVICE DELIVERY

### B. INSTRUCTIONAL RESOURCES

Instructional resources are the financial and human resources, as well as materials and direction necessary, to ensure students succeed in school.

#### FINDING

HISD teachers typically do not use curriculum guides. Curriculum guides are work plans that teachers use in their classroom. Curriculum guides provide direction for teachers concerning student objectives, assessment methods, prerequisite skills, instructional materials and resources and classroom strategies. Guides identify basic instructional resources and suggest ways to deliver content.

HISD teachers follow the Texas Essential Knowledge and Skills (TEKS) but are not required to use curriculum guides. Curriculum guides are voluntary with the exception of pre-kindergarten, kindergarten and special education. The teachers use TEKS to develop lesson plans. The superintendent communicates with teachers on an ongoing basis and discusses with them any problems or issues related to the curriculum. The superintendent does not review lesson plans but goes into classrooms regularly and observes teachers.

Student performance on standardized tests is one indicator of the success of the district's educational delivery system. In 2000-01, HISD TAAS scores were the second lowest among HISD's five peer districts and the district's performance was 9.9 percent lower than it was in 1996-97 (**Exhibit 2-11**).

The district does not have a plan for updating its curriculum. Typically, in addition to curriculum guides for all areas of instruction, an effective curriculum plan addresses, textbook adoption dates and schedules, curriculum links between grades, curriculum delivery and a review of curriculum effectiveness. As the curriculum is based on TEKS, HISD's superintendent and teachers consider the curriculum vertically aligned or coordinated between grades. The District Improvement Plan (DIP), revised in 2001, relegates curriculum issues to fall 2003, planning to provide at that time a staff day to allow for vertical articulation or coordination of the curriculum.

Glen Rose ISD (GRISD), a district with 1,614 students, updates its curriculum guides regularly and ensures that the guides are used to direct instruction. The district developed a *Curriculum Planning*

*5-Year Schedule* spanning 1998-99 to 2002-03. The document outlines curriculum-related tasks to be implemented each year and specifies criteria for updating the curriculum.

GRISD also has a curriculum development adoption timeline with a calendar of curriculum guide development and updates for several subject areas from 2000-01 to 2002-03. The deadline for completing updates is the summer following the year the textbook is implemented. The district recognizes the time teachers spend during the summer on updating their curricula as staff development time. In exchange for working on updating the curricula during the summer, teachers can take two specified exchange days off during the school year.

GRISD gives its teachers two options for updating their curricula. Teachers can use either an automated program called Curriculum Framework that was developed with the assistance of the Region 11 Curriculum Consortium or define and create their own curriculum instrument. The Curriculum Framework allows teachers to update their curriculum in conformity TEKS, TAAS, end-of-course exams, national standards and the U.S. Secretary of Labor's Commission on Achieving Necessary Skills. Teacher-created curricula instruments must cover all the essential knowledge and skills associated with the subject taught, as well as the relevant TAAS objectives.

Also, HISD curriculum has not been coordinated with the curriculum of Ingram ISD, the district in which several HISD students attend middle school and all students attend high school. Although HISD added a middle school in 2000-01, not all students in HISD attend that middle school. Nearly 10 students transfer over to Ingram's middle school primarily to be involved in extracurricular activities that HISD does not provide. HISD administration had not communicated with Ingram ISD administration in 2000-01 or before to ensure that its curriculum was aligned with the Ingram ISD middle school and high school curriculum. HISD did not systematically track any of its students once they moved to Ingram ISD to check their academic preparedness and identify any gaps. The district has anecdotal data on its students' performance in Ingram schools.

In interviews with HISD teachers, a few teachers said they had informal contacts with Ingram teachers. One of the teachers said she contacted a history teacher at Ingram to find out what history book the district used so she would use the same book at HISD.

In 2000-01, HISD established a middle school. It started a grade 7 in 2000-01 and in 2001-02 the district started a grade 8. HISD did not align its middle school curriculum with the Ingram ISD high school curriculum in preparation for opening its middle school nor has it done so since its middle school opened. District administration recognizes the need to align its middle school curriculum with the curriculum in Ingram ISD high school. The HISD 2001 DIP specifies a strategy to meet with Ingram Tom Moore High School staff to promote coordination between middle school curriculum and Tom Moore High School curriculum for grade 6, 7 and 8. However, HISD plans to meet this objective in the spring of 2003, a year after its first grade 8 class will graduate.

**Recommendation 3:**

**Develop a curriculum plan for updating and reviewing curriculum effectiveness and align HISD curriculum with Ingram ISD's middle and high school curriculum.**

HISD superintendent/principal and teachers should develop a long-range curriculum plan that will set guidelines for teachers in the development of curriculum guides and have a schedule for updating curriculum that is consistent with textbook adoption and periodic reviews of curriculum effectiveness.

HISD also needs to move more aggressively toward the coordination of its curriculum with the Ingram ISD middle and high school curriculum. HISD should establish formal lines of communication with the Ingram ISD director of curriculum and instruction, discuss academic preparedness of its students entering Ingram ISD middle school and high school and identify areas of academic weakness. HISD should also obtain copies of Ingram middle and high school curriculum and review it against the HISD grade 6 through grade 8 curriculum to identify gaps and make appropriate revisions in HISD curriculum.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	The superintendent/principal and teachers form a committee to develop a curriculum plan that is aligned with Ingram ISD.	July 2002
2.	The committee outlines the plan and submits it to the superintendent/principal for review and approval.	July 2002
3.	The committee develops the curriculum plan.	July- August 2002
4.	The superintendent/principal informs all teachers about the plan.	August 2002

5.	The superintendent/principal monitors the implementation of the plan.	September 2002
----	---	----------------

**FISCAL IMPACT**

This fiscal impact is based on the assumption that HISD superintendent/principal nominates a committee of three teachers and asks them to develop a curriculum plan that is aligned with Ingram ISD in ten working days during the summer. HISD pays teachers \$75 a day for summer school. Three teachers at \$75/day x 10 days = \$2,250. This is a one-time cost.

<b>Recommendation</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
Develop a curriculum plan for updating and reviewing curriculum effectiveness and align HISD curriculum with Ingram ISD's middle and high school curriculum.	(\$2,250)	\$0	\$0	\$0	\$0

# Chapter 2

## EDUCATIONAL SERVICE DELIVERY

### C. GIFTED AND TALENTED EDUCATION

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

HISD defines gifted and talented students as students "who function in an academic, intellectual/analytical, artistic and/or creative arena at an exceptionally high (two or more standard deviations above the mean) level." Students scoring in at least the top 3 percent of their class are identified using multiple criteria. HISD's Gifted and Talented (G/T) program is based on the belief that a student's exceptional ability necessarily leads to differentiated educational needs. The G/T program is designed to help the gifted and talented students meet their own unique academic, artistic, social/emotional and intellectual/analytical requirements.

HISD identified 5.4 percent of its students as gifted and talented in 2001-02 and allocates, among the four peer districts with G/T programs, the second largest percentage of G/T teachers (**Exhibit 2-13**). Among these peer districts, HISD has the second highest percentage of students identified as gifted and talented and the lowest percentage of expenditures for G/T as well as the lowest per-student spending on G/T students.

**Exhibit 2-13**  
**Number and Percentage of Gifted/Talented Students and Teachers**  
**HISD and Peer Districts**  
**2001-02**

District	G/T Student Enrollment		G/T Teachers		Expenditures for G/T	
	Number	Percent**	Number*	Percent**	Amount Per Student	Percent***
Hunt	11	5.4%	0.5	2.7%	\$59	0.1%
Hallsburg	7	6.7%	0.3	3.2%	\$1,422	2.1%

Dew	****	3.8%	0.1	1.4%	\$285	0.2%
Pringle-Morse	****	3.8%	0.0	0.0%	\$2,005	1.2%
Darrouzett	****	1.5%	0.0	0.0%	\$3,089	0.7%
Matagorda	****	0.0%	0.0	0.0%	\$0	0.0%

*Source: TEA, PEIMS, 2001-02.*

*\*Expressed in Full Time Equivalent.*

*\*\*Percent refers to G/T students as percent of all students, percent G/T teachers as percent of all teachers.*

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

*\*\*\*\* Five or fewer students.*

*\*\*\*\*\*Six more students were identified as G/T after PEIMS submission.*

## **FINDING**

HISD has a well-organized G/T program that is coordinated with the G/T programs in Ingram ISD middle and high schools. HISD offers multiple ways for nominating students for placement in the G/T program. A teacher, a parent, a member of the community, the student or another student may nominate a student. The district sends out letters in English and Spanish to parents once a year requesting nominations for the G/T program. At that time the district also solicits formal nominations from members of the faculty, staff and administration. The G/T nomination form includes an explanation of the differences between a bright child and a gifted child, to help nominators recognize the characteristics that are unique to the gifted child.

Following the nomination, the G/T coordinator collects data on each child nominated for G/T and brings the information to the G/T Screening Committee. The G/T Screening Committee consists of the G/T coordinator, the superintendent and at least three teachers representing lower elementary, upper elementary and middle school. The committee uses information from standardized achievement, intelligence and creativity tests; a parent survey; a teacher survey and an analysis of a product or products the student created at school or at home.

The committee accepts into the program any student who is at or above the 97th percentile for his or her age in three or more of six categories. These categories are: student achievement, intelligence quotient, creativity, student product(s) portfolio, parent checklist and teacher checklist. The committee also may admit a student who displays highly gifted ability but whose lack of language proficiency or other differentiating factors may prevent the student from meeting the criteria in three or more of the categories.

The G/T coordinator develops an Individualized Educational Plan (IEP) for each G/T student. The student provides input into the plan and the student's teachers and parents are also consulted. The HISD G/T program offers a variety of group activities in a pull-out program. Activities include writing or designing for school publications, a puzzle or games club, group research projects or enrichment through music.

G/T students also participate in enrichment activities in the classroom. The G/T coordinator regularly confers with the teachers and identifies materials and enrichment activities for these students. HISD teachers have taken the required six hours of G/T staff development. The HISD G/T program also gives opportunities to G/T students to work outside the standard curriculum through alternative assignments. G/T students also can work with mentors, who are adult members of the community and are engaged in work in which a student has expressed interest.

The HISD G/T program has 17 students in grades 1 through 8 in 2001-02. The G/T committee added six students to the program later in the year after the submission of data to PEIMS. Twelve percent of the students are Hispanic. The G/T program began using the Bilingual Ability Test to reach students for whom English is a second language (ESL). HISD students who were nominated for the G/T program but did not qualify get extended learning opportunities twice a week through group activities such as chess and puzzle books. Of the 34 students in this group, 12 percent are ESL students.

The Ingram ISD's gifted and talented education program accepts all students identified in their previous districts as gifted and talented into the Ingram G/T program on a trial basis. HISD G/T students can transfer into the Ingram G/T program upon their graduation from Hunt. In addition, Ingram ISD personnel screen HISD grade 8 students who are not in the HISD G/T program but who are nominated for placement in the Ingram ISD G/T program at the end of the school year, with the assistance of HISD personnel.

## **COMMENDATION**

**HISD has a well-managed G/T program with clearly defined nomination, screening, and identification criteria and procedures that provide individualized educational plans and activities.**

---

# Chapter 2

## EDUCATIONAL SERVICE DELIVERY

### D. COMPENSATORY EDUCATION

The federal government provides funding for students who are not meeting performance standards. TEA distributes these Title I funds to school districts based on the number of economically disadvantaged students in a school or based on the number of students who are eligible for free or reduced-price lunches or breakfasts. The students served by compensatory education allotment funds, however, are selected based on their educational needs, not economic status. Compensatory education funds are supplemental and must be added to the regular programs and not used to supplant regular funds.

Texas began to fund compensatory programs in 1975. In 1997, Section 42.152 of the Texas Education Code was amended to require reporting and auditing systems verifying the appropriate use of compensatory education allotment funds.

While state compensatory funds also must be supplemental, state rules allow for a great deal of flexibility in identifying students and creating successful programs. State compensatory funds, like the equivalent federal funding, are distributed on the basis of the number of economically disadvantaged students, but students served do not need to be economically disadvantaged. Instead, these students must be designated as "at-risk." The following are TEA's criteria for identifying at-risk students as listed in its *Financial Accountability System Resource Guide*. These definitions do not imply that state compensatory education programs are restricted to the exclusive benefit of these students.

#### **Pre-K - Grade 6 Criteria**

- Did not perform satisfactorily on a readiness test or an assessment instrument at the beginning of the school year;
- Did not perform satisfactorily on TAAS;
- Is a student of limited English proficiency;
- Is sexually, physically or psychologically abused; or
- Engages in conduct described by Section 51.03, Texas Family Code.

#### **Grades 7 - 12 Criteria**

- Was not advanced from one grade level to the next for two or more school years;

- Has mathematics or reading skills two or more years below grade level;
- Did not maintain an average equivalent to 70 in two or more courses;
- Is not maintaining an average equivalent to 70 in two or more courses;
- Is not expected to graduate within four years of beginning grade 9;
- Did not perform satisfactorily on TAAS; or
- Is pregnant or a parent.

Of HISD's 205 students, 68 (33.2 percent) are economically disadvantaged. **Exhibit 2-14** provides the number and percentage of economically disadvantaged students in HISD and in its peer districts as well as compensatory education instructional operating expenditures for 2001-02. HISD has the lowest percentage of economically disadvantaged students among the four peer districts with economically disadvantaged students. HISD receives \$1,686 in compensatory education funds per economically disadvantaged student. HISD has the highest percentage of compensatory education expenditures.

**Exhibit 2-14**  
**Economically Disadvantaged Students**  
**Compensatory Education Expenditures**  
**HISD, Peer Districts, Region 20 and State**  
**2001-02**

<b>School</b>	<b>Number of Economically Disadvantaged Students</b>	<b>Percent of Economically Disadvantaged Students</b>	<b>Compensatory Education Expenditures</b>	<b>Percent of Total Expenditures</b>
Matagorda	79	100.0%	\$8,106	2.0%
Pringle-Morse	68	64.2%	\$54,143	8.2%
<b>Hunt</b>	<b>68</b>	<b>33.2%</b>	<b>\$114,619</b>	<b>12.1%</b>
Hallsburg	43	41.0%	\$28,641	6.2%
Darrouzett	25	38.5%	\$40,860	8.7%
Dew	0	0.0%	\$0	0.0%
<b>Region 20</b>	<b>205,592</b>	<b>61.0%</b>	<b>N/A</b>	<b>N/A</b>
<b>State</b>	<b>2,097,596</b>	<b>50.5%</b>	<b>\$1,350,519,613</b>	<b>4.7%</b>

Source: TEA, PEIMS, 2001-02.

HISD has the largest percentage of compensatory education teachers (**Exhibit 2-15**). Three of the five peer districts have no compensatory education teachers.

**Exhibit 2-15**  
**Compensatory Education Teachers**  
**2001-02**

<b>School</b>	<b>Compensatory Education Teachers (FTEs)</b>	<b>Percent of Total Number of Teachers</b>
<b>Hunt</b>	<b>0.5</b>	<b>2.7%</b>
Darrouzett	0.0	0.0%
Pringle-Morse	0.0	0.0%
Hallsburg	0.3	3.2%
Dew	0.1	1.4%
Matagorda	0.0	0.0%
<b>State</b>	<b>8,778.8</b>	<b>3.1%</b>

Source: TEA, PEIMS, 2001-02.

HISD uses compensatory education funds for the Summer School program, an ESL aide and for staff development. As part of the Title I program, two HISD teachers are available for two hours a day to work with students on their studies. These teachers also work with some of the students who are no longer in the Dyslexia program.

### **FINDING**

HISD reviews itemized TAAS results of economically disadvantage students and modifies instruction based on student performance. HISD's economically disadvantaged students, as a group, performed well on TAAS in 2000-01 when compared with the state. As shown in **Exhibit 2-16**, HISD's economically disadvantaged students outperformed the state by 7 percent.

**Exhibit 2-16**  
**Percentage of Economically Disadvantaged Students Passing All TAAS Tests**  
**All Grades**

**HISD, Peer Districts and State  
2000-01**

<b>District</b>	<b>All Students</b>	<b>Economically Disadvantaged Students</b>
Pringle-Morse	93.0%	90.5%
Darrouzett	90.5%	80.0%
Hallsburg	90.4%	87.5%
Dew	87.5%	*
<b>Hunt</b>	<b>85.1%</b>	<b>80.6%</b>
Matagorda	77.1%	77.1%
<b>State</b>	<b>82.1%</b>	<b>73.6%</b>

*Source: TEA, PEIMS, 2000-01.*

*\* District does not have economically disadvantaged students.*

*\*\* All students in Matagorda ISD are economically disadvantaged.*

To address the instructional needs of its economically disadvantaged students, districts often use detailed TAAS data to analyze weaknesses and identify areas where economically disadvantaged students need more instruction. HISD's superintendent and its teachers review itemized TAAS results and modify instruction based on student performance. HISD has a summer school program for students who did not do well on TAAS. HISD also offers tutoring at lunch time and during the last period of the day and after school. The superintendent said that one-on-one instruction has been the most effective strategy in trying to maintain high TAAS scores.

**COMMENDATION**

**HISD reviews itemized TAAS results of economically disadvantage students and modifies instruction based on student performance.**

---

# Chapter 2

## EDUCATIONAL SERVICE DELIVERY

### E. SPECIAL EDUCATION

Under the federal Individuals with Disabilities Education Act (IDEA), districts must provide appropriate public education for all children with disabilities regardless of 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 individual education plan (IEP) for each of these children with input from regular education teachers. The IEP must provide special education students with curricula related to those designed for children in regular education classrooms.

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

- *Pre-referral intervention in regular education.* When a student experiences an academic problem in the regular education program, the regular teachers should intervene and attempt to solve the problem. If the regular education teacher cannot solve the problem, it should be referred to the special education staff.
- *Referral to special education for evaluation.* Referrals to special education require an official request supported by documentation. The referral information must include an explanation of steps that have been taken in regular education to solve the student's problem before the referral.
- *Comprehensive nondiscriminatory evaluation.* Once a student has been referred, the district must provide a comprehensive, nondiscriminatory assessment within a prescribed amount of time.
- *Initial placement through an Admission, Review and Dismissal (ARD) committee.* After the evaluation is complete, an ARD committee holds a meeting to discuss the results of the evaluation; decide if the student qualifies for special education services in one of 12 federal special education categories; and, if so, to write a plan for the student's education.
- *Provision of educational services and supports according to a written Individualized Education Plan.* The individualized education plan developed by the ARD committee includes

information about classes, subject areas, developmental areas and/or life skills courses in which the student will be instructed; the amount of time that will be spent in regular education; and related needs such as speech therapy or counseling.

- *Annual program review.* Each year after a student's initial qualification and placement, an ARD committee reviews the student's program to ensure that it remains appropriate.
- *Three-year reevaluation.* Every three years, the student undergoes a comprehensive individual assessment. The ARD committee meets to discuss the results of the reevaluation and determine whether 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, he or she is dismissed from special education. The ARD committee must make this decision.

## **FINDING**

HISD's special education program meets the needs of its students, however, costs have increased between 1997-98 and 2001-02. HISD was a member of the Cluster VII Special Education Services cooperative until August 31, 2001. The Cluster, composed of seven districts with Kerrville ISD serving as a fiscal agent, included HISD, Bandera ISD, Ingram ISD, Center Point ISD, Medina ISD and Divide ISD. As a member of Cluster VII, a special education representative visited HISD weekly to guide the HISD special education teacher. The Cluster was dissolved on Kerrville ISD's request. HISD started to provide special education services to its students in the 2001-02 school year.

HISD serves special education students in various instructional arrangements:

*Mainstream.* To determine the least restrictive environment for each student, district personnel first must consider providing services in regular education with supplementary aids. Students with disabilities who spend all of their classroom hours in a regular classroom are called "mainstreamed." HISD provides content mastery services to students with disabilities. All HISD special education students are mainstreamed. The special education teacher goes into regular education classes in the elementary and middle school and joins the regular education teacher in

teaching, working particularly with the special education students.

*Resource.* Students are assigned to a separate, special education classroom upon the recommendation of an ARD committee. HISD offers these classes, called resource classes, in Language Arts and Mathematics. Resource classes are correlated with the TEKS and follow the students' IEPs as well as the sequence of study in the regular classes. Students in this category take a combination of regular classes and resource classes.

*Self-Contained classes.* HISD students with severe disabilities who cannot get a satisfactory education in a regular classroom are served in a separate, "self-contained" classroom. The students spend half a day in the self-contained classroom.

In each of these settings, HISD 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 decide which students should be placed in and dismissed from special education.

HISD sends information to parents in the community with pre-school children who may need special education services. The small size of the community helps the HISD identify such families. HISD offers a range of instructional intervention options before teachers refer students to the special education program. The special education teacher works with the pre-kindergarten and kindergarten teachers to identify children who have difficulties. The special education teacher works jointly with the counselor to screen the child before referring him/her to a diagnostician. Before a teacher refers a student to special education, the child's teachers, counselor and the special education teacher meet to share information so that they can make the appropriate determination.

HISD provides Reading Recovery individualized instruction services to students in first grade who experience reading difficulties. HISD trains its regular education teachers how to identify students who need special education services and in pre-referral procedures. The special education teacher meets frequently with regular education teachers who have special education students, sometimes daily or weekly. The special education teacher works with regular education teachers to make appropriate modifications in the classroom. The special education teacher also observes regular education teachers in the classroom. The special

education curriculum is set to match the regular class curriculum on an ongoing basis.

**Exhibit 2-17** reports HISD, peer district and regional special education expenditures. HISD has nine special education students. HISD's budgeted special education expenditures and per-student expenditures are the highest among its peer districts. HISD's share of special education expenditures is the second highest among the peer districts. One of the five peer districts does not show any special education expenditures or staff.

**Exhibit 2-17**  
**HISD Budgeted Expenditures for Special Education**  
**HISD vs. Peer Districts**  
**2001-02**

<b>District</b>	<b>Number of Students Enrolled</b>	<b>Budgeted Special Education Expenditures</b>	<b>Percent of Budgeted Expenditures</b>	<b>Per Student Expenditure</b>
Pringle-Morse	22	\$45,967	7.0%	\$2,089
Hallsburg	20	\$0	0.0%	\$0
Matagorda	11	\$49,791	12.5%	\$4,526
<b>Hunt</b>	<b>9</b>	<b>\$96,827</b>	<b>10.5%</b>	<b>\$10,759</b>
Dew	8	\$20,000	5.0%	\$2,500
Darrouzett	6	\$37,830	8.0%	\$6,305

*Source: TEA, PEIMS, 2001-02.*

**Exhibit 2-18** shows the increase in special education expenditures from 1997-98 through 2001-02. The increase in per student expenditure may be strongly correlated to HISD no longer participating in a special education cooperative.

**Exhibit 2-18**  
**HISD Budgeted Expenditures for Special Education**  
**1997-98 through 2001-02**

<b>School Year</b>	<b>Number of Students Enrolled</b>	<b>Budgeted Special Education Expenditures</b>	<b>Per Student Expenditure</b>
1997-98	16	\$32,140	\$2,009

1998-99	14	\$42,684	\$3,049
1999-2000	13	\$51,362	\$3,951
2000-01	11	\$42,202	\$3,837
2001-02	9	\$96,827	\$10,759

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

HISD has a full-time special education teacher. HISD contracts with a speech pathologist for two days a week and has an arrangement with Ingram ISD for a diagnostician, psychologist, occupational and physical therapists on an as needed basis. HISD also contracts with Ingram ISD for a special education director who helps oversee the HISD special education program. HISD also has a contract with a testing company to interpret test results, specifically for students with reading difficulties.

**Recommendation 4:**

**Coordinate with Ingram ISD and surrounding school districts to develop a special education cooperative.**

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	HISD superintendent solicits interest in developing a special education cooperative with Ingram and other ISDs.	July 2002
2.	HISD superintendent creates committee with Ingram ISD and other ISD representatives to identify administration of cooperative and services provided.	August 2002
3.	The committee drafts a budget and agreements between participating districts.	November 2002
4.	HISD superintendent presents committee recommendations to board.	December 2002
5.	The board votes on the creation of special education cooperative.	December 2002

**FISCAL IMPACT**

The development of a special education cooperative should allow HISD to provide services at the 2000-01 cost per child rate of \$3,837. The difference between 2001-02 cost per child and 2000-01 cost per child is \$6,922 (\$10,759-\$3,837). First year savings are reduced by 50 percent to allow for implementation.

<b>Recommendation</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
Coordinate with Ingram ISD and surrounding school districts to develop a special education cooperative.	\$3,461	\$6,922	\$6,922	\$6,922	\$6,922

---

# Chapter 2

## EDUCATIONAL SERVICE DELIVERY

### **F. BILINGUAL/ENGLISH AS A SECOND LANGUAGE EDUCATION**

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

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

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

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

The education of LEP students is an important task for Texas public schools. Nearly 500,000 or 12.5 percent of Texas students were enrolled in bilingual or ESL programs in 1999-2000. According to the *Policy Research Report*, "Of the 666,961 students added to the Texas public education system between 1987-88 and 1997-98, more than 60 percent were students receiving bilingual education/English as a second language services." The *Report* notes that the number of Hispanic students rose by 45 percent in the last decade, more than double the growth rate of the total student population. The State Board of Education's *Long-Range Plan for Public Education 2001-06* states "enrollment in the state's bilingual education program is projected to increase by 22 percent over the next five years."

HISD has an ESL program for grades pre-K through 8. HISD's ESL program has one teacher and an aide.

**Exhibit 2-19** compares bilingual/ESL enrollment and expenditure data for HISD, its peer districts and Region 20. In 2001-02 HISD's ESL program has a larger share of budgeted expenditures and percentage of budgeted expenditures than the peer districts and Region 20. HISD's per student expenditure is the second lowest among the three peer districts showing ESL expenditures.

**Exhibit 2-19**  
**Bilingual/ESL Per Student Expenditure**  
**HISD, Peer Districts and Region 20**  
**2001-02**

<b>District</b>	<b>Students Enrolled in Bil/ESL</b>	<b>Percent of Total Enrollment</b>	<b>Total Budgeted Expenditures</b>	<b>Percent of Budgeted Expenditure</b>	<b>Per Student Expenditure</b>
<b>Hunt</b>	<b>35</b>	<b>17.1%</b>	<b>\$80,442</b>	<b>8.5%</b>	<b>\$2,298</b>
Pringle-Morse	22	20.8%	\$12,675	1.9%	\$576
Darrouzett	*	4.6%	\$8,443	1.8%	\$2,814
Dew	*	3.8%	\$9,078	2.3%	\$3,026
Hallsburg	*	0.0%	\$0	0.0%	\$0
Matagorda	*	0.0%	\$0	0.0%	\$0
<b>Region 20</b>	<b>29,228</b>	<b>8.7%</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

*Source: TEA, PEIMS, 2001-02.*

*\* Five or fewer students.*

*Note: N/A - information not available at time of report.*

**FINDING**

HISD's ESL enrollment rose 35 percent from 2000-01 to 2001-02. In 2000-01, HISD had 26 ESL students. In 2001-02 the number of ESL students increased by more than one-third to 35, 16 of whom are new non-English speaking students from Mexico.

HISD identifies ESL students through a home language survey and through teacher referrals. HISD uses the Language Assessment Skills (LAS) test (Pre-LAS, LAS - O and LAS - R/W) in English and Spanish to evaluate children whose native language is not English.

The elementary ESL program includes a pre-kindergarten component. Pre-kindergarten students get a 30-minute ESL lesson every morning. HISD began a multi-age program for the new non-English speaking students. The students meet for one hour in the morning and 1.5 hours in the afternoon. Teachers who need modifications for their ESL students fill out a form titled "Instructional Strategies/Modifications for ESL Students; Six Weeks Checklist." The form covers modifications in seven areas: student comprehension of the subject; helping student adjust to the classroom; adjusting teaching style; teaching a multi-level class; motivating students and providing background knowledge; adapting ESL techniques to the content classroom; and integrate computer technology into the curriculum and meeting cognitive academic needs of the student. The teachers who request modifications complete a modification list and submit it to the ESL teacher. The ESL aide goes into the classroom upon teachers' request to modify and translate materials. In 2001-02, HISD sends all communications from the school to parents in both English and Spanish.

The ESL teacher prepares annual reports on each ESL student, documenting tests administered and results and making recommendations concerning the students' ESL placements. The Language Proficiency Assessment Committee (LPAC) has authority over the identification, instructional placement and classification of LEP students. HISD's LPAC consists of the superintendent, the ESL teacher and a parent of a student with limited English proficiency.

The LPAC meets twice a year and reviews the students' testing data and the teacher's recommendations regarding placement in or exit from the program. HISD has specific criteria for exiting the program. These criteria include passing the TAAS, scoring 40 percent on the Iowa Test of Basic Skills (ITBS) tests, passing the LAS - O and LAS - R/W in English, getting an "Advanced" rating on the Reading Proficiency Test in English (RPTE) and getting approval of the LPAC. The ESL teacher follows students who exit from the program by communicating periodically with their teachers. The ESL teacher also maintains contact with the ESL teacher in the Ingram ISD High School, following the performance of HISD's ESL graduates.

## **COMMENDATION**

**HISD offers an effective ESL program that meets the needs of its students.**

## **FINDING**

HISD offers an innovative Family Language Support program that serves both adults and children with limited English proficiency. The program is

a family oriented English language program. The program is based on real learning experiences and uses technology. HISD teachers, teacher aides and community volunteers work together with the adults and children participating in the program.

The program evolved over the past 10 years from summer outings for ESL students to the library, park, movies and art activities to a program that includes academic activities and computer instruction for ESL children. The program grew with grant funding in 1996 to include an English language class for adults. In 1997, the program added a pre-GED class.

The Family Language Support program teaches English language skills to adults and offers tutoring services to their children. The program operates one evening a week for two hours from September through May. The program offers four classes for adults: beginning English, Intermediate English, pre-GED and GED classes and a computer lab. The program offers homework assistance and tutoring to school age children including access to computers, games, books and other activities.

The program also offers child care for babies and toddlers and other children. In addition, the program offers a parenting class ("Love and Logic") taught in Spanish and a citizenship class. The program holds an annual Christmas party in December and a graduation ceremony in May to which area employers are invited.

The HISD's ESL teacher who coordinates the Family Language Support program contacts area employers before classes begin to ask them to let their employees know about the program and encourage them to participate.

The program received grants from the Community Foundation - Texas Hill Country and the Charlie Petersen Foundation for 2001-02. In 2000-01, the program was funded by local funds. The Family Language Support program organizers were recognized by the Texas Commissioner of Education and the Governor's office.

## **COMMENDATION**

**HISD's Family Language Support program serves both adults and children with limited English proficiency and helps families of ESL students become more involved in their school and community.**

---

# Chapter 2

## EDUCATIONAL SERVICE DELIVERY

### **G. STUDENT SAFETY AND SECURITY**

Providing a safe and secure environment for students, teachers and other school district employees is a critical task for any district. Because of recent instances of school violence in several states throughout the country, parents, educators, taxpayers and lawmakers are focusing more attention than ever on safety and security in public schools.

In Texas and throughout the country, there has been a steady progression of changes to laws governing the safety and security of students in public schools. In 1994, Congress re-authorized the Safe and Drug-Free Schools and Communities Act, which requires school systems to institute a comprehensive safe and drug-free schools program.

In 1997, Congress re-authorized the Individuals with Disabilities Education Act with notable changes. The revisions require school systems to provide appropriate educational services to students with disabilities and make it easier to remove dangerous or violent students with special needs from the classroom. The law also permits the removal of students from regular education programs if they are involved with drugs or bring weapons to school.

Safety and security programs must include elements of prevention, intervention and enforcement, as well as cooperation with all local law enforcement agencies. Discipline management and alternative education programs (AEP) are key tools in this process.

The safety and security of students in HISD is not a significant problem. According to district financial audits, HISD did not budget or spend any money for security services from 1996-97 through 2000-01. There were no security incidents involving HISD students reported over the past three years.

### **FINDING**

Primary responsibility for safety and security resides with the superintendent/principal in HISD. Specific responsibilities are also assigned to HISD teachers, counselor, nurse, secretary, custodian and food service personnel. Those duties are based on the guidelines and requirements of HISD's board policy, the student code of conduct and guidelines published in the crisis management plan.

Since October 2000, additional school safety and security has been provided through a memorandum of understanding between HISD, Divide ISD, Ingram ISD and the Kerr County Sheriff's Office (KCSO) for one sheriff's deputy to act as the school resource officer (SRO). The agreement is funded through a three-year federal grant from the Office of Community Oriented Policing Services (COPS-in-School) awarded to KCSO as part of the federal initiative to place more law enforcement officers in communities. The sheriff's deputy is not physically located at HISD, but responds to pages, as necessary.

The officer assigned to the COPS-in-School program said she "hardly ever gets a call" from HISD. The officer said she had never arrested an HISD student.

According to the superintendent and an examination of HISD information, no disciplinary action report has been issued on an HISD student in the past three years.

The SRO also serves as the D.A.R.E. officer for HISD, Divide ISD and Ingram ISD. One hour per week for 17 weeks during the first semester of each year, the officer conducts classes at HISD for fifth grade students from Hunt and Divide. D.A.R.E. is a collaborative effort by certified law enforcement officers, educators, students, parents and community members to offer an educational program in the classroom to prevent or reduce drug abuse and violence among children and youth.

The lessons touch on topics such as: changing beliefs about drug use; learning resistance techniques; building self-esteem; making decisions about risky behaviors; having positive role models; and resisting gang and group violence. The SRO complements the regular curriculum with several special programs.

- For example, during the gang and group violence lesson, she presents a special video on gangs and shows examples of gang-influenced activities.
- An agent from the Texas Alcoholic Beverage Commission also participates in one lesson and brings "goggles" for the students to look through. Looking through the goggles simulates the vision of a person under the influence of alcohol.
- Students also take a field trip to the Kerr County Juvenile Detention Facility.

Beginning in 2002-03, the program will be expanded to include seventh grade students from Hunt.

## **COMMENDATION**

**HISD provides programs and resources that create a safe and secure environment for students.**

## **FINDING**

HISD has a comprehensive crisis management plan, which provides standard guidelines to improve student and employee safety in the event of a crisis or emergency. The plan includes:

- Campus crisis team list;
- District contact phone tree;
- Community crisis responders tips and list;
- Trained staff list;
- Parent phone tree;
- Campus maps (evacuation corridors, shelter areas and zones);
- Evacuation procedures;
- Intercom warning system;
- Quick response guidelines;
- Basic responsibilities folder;
- Trained team lists;
- Class crisis kit list;
- Shelter in place procedure;
- Specific crisis procedures folder;
- Emergency/release forms;
- Watch out for chemicals list; and
- Sample crisis situations.

Elements of the plan are reviewed and practiced in concert with fire drills and other routine evacuation practice drills.

## **COMMENDATION**

**HISD developed a comprehensive crisis management plan and practices implementation through periodic routine drills.**

---

# Chapter 2

## EDUCATIONAL SERVICE DELIVERY

### **H. COMPUTERS AND TECHNOLOGY**

The state of Texas has supported the use of technology in school districts through legislation that created the Technology Allotment of \$30 per student, the Telecommunication Infrastructure Fund (TIF) and the Technology Integration in Education (TIE) grants. TIF provides \$150 million a year for 10 years for computer infrastructure, distance learning and training to public schools, institutions of higher education and telemedicine centers. The TIE grant provides funding for educator preparation and administration and support for technology infrastructure. These grants have allowed even the smallest school districts, such as HISD, to develop sophisticated computer networks and computer labs.

Effective management of technology resources that are growing in complexity requires a clearly defined technology plan based on appropriate goals and organization; with clearly assigned responsibilities; well defined procedures for developing new applications; and a customer service orientation to meet and anticipate user needs. It also requires an organizational structure that encourages and supports both instructional and administrative use of technology. These responsibilities offer a special challenge in small school districts like HISD.

As a small isolated rural district, HISD clearly recognizes the critical importance and benefits of technology. Communications are essential for school administration, staff, parents and students. Connectivity is advantageous for a dispersed student and teacher population with some students and teachers living 20 miles away from school.

The district is located at the headwaters of the Guadalupe River and subject to frequent floods that cut off regular communications. Bad weather can prevent students from attending school, which makes connectivity the lifeline to assignments and school announcements. Hunt does not have a local newspaper, so the school's Web site is an alternative avenue for community and school information and news. Remote access capability allows teachers, students and parents to connect to the Internet from their homes.

With electronic communications at their disposal, Hunt teachers who do not have grade-level peers in the district can communicate with peers in other communities in Texas and nationally and share ideas, lesson plans and other instructional information. Connectivity is also important for enhancing and expanding local resources such as the HISD library and

programs for special populations. The HISD library has a small collection and is 15 miles away from the nearest library, thus making it difficult for students to access it. Similarly, as a small school, HISD has limited resources for serving special populations such as gifted and talented students, students in special education and students with limited English proficiency. Connectivity expands resources for such programs and enables the development of more comprehensive programs using means such as distance learning.

HISD's technology staff consists of a Technology coordinator and a system (networking) administrator. The technology coordinator is a certified computer teacher. HISD hired the networking administrator in January 2002 for two days a week to provide hardware and networking maintenance. The technology coordinator is responsible for technology planning, technology grant preparation and implementation, budget development, inventory management and the integration of technology into instruction.

The system administrator is responsible for maintaining the server, personal computers, network support and for purchasing. The HISD business manager also serves as the PEIMS data coordinator, the position that coordinates the student demographic and academic performance, personnel, financial and organizational information that is reported to TEA and available in the PEIMS database.

HISD has a contract with Region 20 for 10 days a year. Region 20 trains the HISD administrators and provides filtering, e-mail, technical support, Web services, ATM/T1 services and distance learning. HISD also has an agreement with a private contractor for regular technical support.

## **FINDING**

HISD was able to fund new technology and equipment through grants. HISD applies for and receives several types of state and federal technology grants including TIF, grants from local foundations and community organizations such as the Peterson Foundation, the Trull Foundation and the Booster Club and also the federal E-Rate discount. E-Rate, the federal Universal Service Fund for Schools and Libraries, provides discounts to schools and libraries with telecommunications services. These services can include local telephone service, high-speed data communications lines, Internet access and internal connections.

TIF grants help schools integrate the Internet into their curriculum. To receive this grant, schools are required to submit an approved technology plan; create a technology task force; provide 10 percent matching funds;

purchase items from TIF-suggested configuration list; participate in TIF Tech training program; and build a home page on the World Wide Web.

TIE grants provide for local area network (LAN) and wide area network (WAN) links so that improved instructional and technological resources will be available to teachers and students. The federal E-Rate discount covers 20 to 90 percent of the cost of purchasing telecommunications services, Internet access and internal connections. The discount level is based upon the percentage of students in the district eligible for participation in the federal free and reduced-price school lunch program.

**Exhibit 2-20** summarizes HISD technology history from 1988 to 2001.

**Exhibit 2-20  
HISD Technology History 1988 - 2001**

Dates	Technology Events
Spring 1988	HISD began to develop a technology plan and philosophy. Developed plans to purchase 15 computers and two printers to teach keyboarding and computer literacy.
August 1989	HISD installed 11 computers. The purchase was delayed because of county re-evaluation of Hunt property that resulted in a loss of \$5.5 million of the district's tax base.
Summer 1990	HISD purchased, following board approval, six Apple II GS computers, two printers and an inventory of software for use in the Language Arts lab.
1991-92	HISD purchased three laser videodisc players (for use with Windows of Science), a satellite dish, two office computers and a printer.
1992-97	HISD established a Technology Task Force/Committee.
1993-97	HISD expanded its committee to include a parent and board representative, prepared a new technology plan and set technology goals. 1. All students will be proficient in keyboarding and word processing by the time they leave elementary school. 2. Each classroom will have computer workstations to enhance writing skills and develop problem solving and critical thinking skills. 3. Increase student and teacher access to technology by expanding the number of computers and related technology. 4. Each teacher and administrator will have ready access to a modern communication system to support messages, correspondence, reporting, information access and professional productivity.
1997-2000	HISD established a Technology Committee composed of

	administrators, teachers, a librarian and a parent. The committee prepared TIF grant applications with the objective of giving each teacher a computer, reaching a 3:1 student/computer ratio, and providing Internet access to all teachers, staff and classrooms. HISD administered and completed TIF and Internet training.
--	--

*Source: Hunt School Technology Plan 2000-2003 and Technology coordinator.*

HISD received several technology grants from agencies and private foundations. **Exhibit 2-21** lists the grant funds obtained for 1998 through 2001 and describes their use. Grant money has decreased over the years as technology needs have been satisfied.

**Exhibit 2-21**  
**HISD Technology Grant Funds: 1998 - 2001**

<b>Year</b>	<b>Grant Type</b>	<b>Amount</b>	<b>Use</b>
1998	TIF	\$99,000	TIF Connectivity grant: developed infrastructure for school, purchased computers, scanners, video camera, television monitors and software to run network.
1999	Trull Foundation	\$2,000	Purchased Virtual PC software (turns a Mac into a PC).
1999	E-rate	\$15,650	Discounted communications services.
2000	TIF	\$50,000	Distance learning grant: purchased distance learning lab.
2000	Petersen Foundation	\$17,000	Purchased 14 iMacs for the middle school computer lab.
2000	Booster Club	\$1,420	Purchased digital video camera.
2000	E-rate	\$8,088	Discounted communications services.
2001	TIF	\$50,000	Purchased mobile PC lab with 24 laptops.
2001	Booster Club	\$700	Upgraded Hyperstudio for the students' computers.
2001	E-rate	\$4,062	Discounted communications services.
<b>Totals</b>		<b>\$247,920</b>	

*Source: HISD Superintendent and Technology Coordinator.*

## COMMENDATION

**HISD has used grants to fund and upgrade its technology.**

## FINDING

HISD has a collaborative technology planning process that involves district staff, board members, parents, community members and students. Successful technology planning requires the input and support of multiple stakeholders. The Texas School Performance Review's *Helping Schools Make Technology Work: Managing Information Technology From Classrooms to Lunchrooms* recommends that a technology plan be a joint effort with input from the board, administration, teachers and business leaders with expertise in technology.

HISD first established a Technology Task Force in 1992 to develop the district's technology plan, determine the district's technology requirements and incorporate them into the plan. The Technology Task Force also helped write TIF grants. The Technology Task Force has broad-based representation as shown in **Exhibit 2-22**.

**Exhibit 2-22**  
**HISD Technology Task Force**

<b>Year</b>	<b>Technology Task Force Composition</b>	<b>Task</b>
1992	Board member Superintendent/Principal Hunt Business Manager Computer/Writing lab teacher Parent/Community member/Businessman	Developed Five Year Technology Plan: 1992-97
1993	Board member Superintendent/Principal Computer/Writing lab teacher Parent/Community member/Businessman	Reviewed the Technology Plan
1997	2 Board members Superintendent/Principal 5 staff members 2 students 2 Parents	Reviewed the Technology Plan 1996-99
1997	Superintendent/Principal Computer/Writing lab teacher	TIF writing committee

	2 teachers Librarian Parent	
2000	Superintendent/Principal Technology coordinator/Computer and Writing lab teacher 2 teachers Librarian Parent	Technology Plan 2000-03

*Source: Hunt School Technology Plan 2000-2003.*

### COMMENDATION

**HISD has used broad-based input and support to develop and update the district's technology plan.**

### FINDING

HISD has a wide array of computer hardware and software for students and staff in every classroom including the library, cafeteria and the central office. Each HISD teacher has a computer. Each classroom, including the ESL room, is typically equipped with one computer for the teacher and three or more computers for the students, a VCR, a television and a laser disk.

One or more computers and printers are also available in the middle school teacher workroom, English room, History room, Math room, Art room and in the library. In addition, HISD has one computer lab with 14 iMacs, five Apple laptops, three printers, six scanners and several cameras, an LCD projector, video records and associated other equipment.

HISD also has a mobile lab with 24 notebook computers that the district purchased with a 2001 TIF grant. The mobile lab allows HISD to bring the computer lab to the classroom, instead of the traditional model of sending students to the computer lab, which provides additional instruction time. The mobile lab also gives the district flexibility with regard to space. HISD uses the mobile lab mostly for middle school classes and for the G/T program.

HISD recently purchased 30 PCs from a corporation in a neighboring town that went out of business. HISD plans to give these computers to its staff and teachers replacing their current computers, which will, in turn, be placed in classrooms as student computers. HISD recycles older

computers for use in the district's skills labs and word processing labs. HISD has a 1:1 teacher-workstation ratio and has surpassed the 3:1 student-workstation ratio recommended in the state's *Long-Range Plan for Technology 1996-2010*.

## COMMENDATION

**HISD provides a wide array of computer hardware and software technology to its students in the classroom, in a computer lab and through a mobile computer lab.**

## FINDING

HISD has integrated technology in innovative ways through special projects. HISD has been offering a computer camp since summer 1996. The first computer camp offered two-hour morning and afternoon classes for five days for Hunt students in grades 2 through 6. HISD charged \$35 for the camp and gave scholarships to low-income children. The classes involved different desktop publishing projects and used a range of publishing software. HISD expanded the computer camp in later years to include an advanced multimedia class. The multimedia class used the Internet, scanners, multimedia software and digital cameras to create a multimedia scrapbook. The scrapbook included sections on family and friends, hobbies, celebrities and people who students would have liked to have been from the past and from the future.

HISD has also integrated technology into its summer English as a Second Language (ESL) program and into its Family Language Support program. In 1994, HISD added a computer lab to its ESL summer program, allowing students to practice their language and reading skills. HISD has a large selection of ESL software (mostly on CDs). HISD broadened its English language program in 1995 by adding, through \$15,000 in grants, classes for adults and their children. The program has four laptops that adults can take home to practice their language skills using a multimedia ESL software system (English Express). The program, like the regular ESL program, uses multiple software programs.

HISD is engaged in a three-year project to create a multimedia presentation on a CD-ROM and video of the "Hunt History Project." HISD students and their teachers have planned, designed and are implementing the project based on 19 years of research conducted by HISD students who interviewed relatives of the original settlers of Hunt as part of their study of community history. As part of this project, HISD students learn how to design movies using storyboard templates, how to shoot videos and how to edit and combine video clips. HISD will

distribute the CD-ROM and videos to chambers of commerce, libraries, schools, museums and the Institute of Texan Cultures.

## COMMENDATION

**HISD integrates technology into innovative programs to improve learning and help students acquire a wide range of technology skills.**

## FINDING

HISD does not have standards for teacher technology skills or deadlines for teachers to acquire these skills or for the integration of technology into the curriculum. TEA's *Long-Range Plan for Technology, 1996 - 2010* calls for setting the technology skills expected of teachers and developing standards and measures of the extent to which teachers meet these standards. The plan also recommends creating a teacher appraisal system that will recognize when teachers acquire these skills.

HISD works to increase teachers' technology skills and to integrate technology into instruction. The HISD Improvement Plan targets all staff for technology training. HISD conducts an annual survey of teachers' technology skills, which examines how they and their students use technology in the classroom. Based on survey results, the technology coordinator identifies training needs.

HISD's technology coordinator trains teachers in small groups or one on one. Because teachers' technology skills vary, and HISD has a large percentage of new teachers, the technology coordinator said that customized training is an effective way to train teachers. HISD offered in 2001-02 two training sessions. HISD conducted one session on the Hunt School's new library automated catalog system and one session on how to use the school's new wireless laptop lab.

The Technology coordinator also presented or arranged for training on topics such as "Integrating Technology Into the Classroom with TEKS," "Multimedia," "Using the Internet In Your Classroom," "Netscape Navigator," and "Adobe Photopoint." HISD encourages teachers to use technology and integrate it into the curriculum. The technology coordinator, who is also a certified computer teacher, demonstrates to teachers how to integrate technology into specific lessons. The technology coordinator has a full teaching load, so she has been unable to monitor teachers' mastery and use of what they have learned in the training.

The *Hunt School Technology Plan for 2002-2003* requires teachers to document their technology training and the implementation of the technology TEKS in all areas of the curriculum. The plan also requires

teachers to evaluate the way they use technology in specific subject areas by using the self-evaluation form HISD has developed. The form asks the teacher to describe for a specific subject the application the teacher used, how the teacher used technology to teach the subject, how the students used technology and whether it worked. These teachers' self-evaluations will become part of their PDAS portfolio. HISD has not implemented these technology integration documentation and self-evaluation procedures.

Smithville ISD (SISD) increased the use of technology in instructional programs by establishing standards and deadlines for teacher skills in technology and for integrating technology into the curriculum. SISD helped teachers meet the standards by the deadline through staff development opportunities. SISD's curriculum staff and school principals monitored the integration of technology into the curriculum and reviewed teachers' technology skills to ensure that teachers were either competent or were obtaining training to develop the required competencies.

**Recommendation 5:**

**Develop mandatory technology skill standards for teachers, set deadlines for completion, establish a training program and measure performance.**

To increase the use of technology in instructional programs, HISD should establish standards for its teachers with specific deadlines. The technology standards and the deadlines should be incorporated into a technology training plan. The plan should identify the tasks, schedule and staff development materials needed to achieve the standards. The plan should define how staff performance would be measured to demonstrate that standards have been met. Performance should be tied to compensation and be reflected in district job descriptions.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	The superintendent/principal, Technology coordinator and technology committee develop standards for teacher technology skills and for integrating technology into the curriculum.	July 2002
2.	The superintendent/principal submits the standards to the board for review and approval.	August 2002
3.	The board approves and adopts the standards and specifies a deadline by which staff must demonstrate required skill levels.	August 2002
4.	The superintendent/principal incorporates the standards into job descriptions and annual appraisal forms.	August 2002

5.	The superintendent/principal distributes the information to all teachers.	September 2002
6.	The Technology coordinator develops training programs to help teachers meet standards.	October 2002
7.	The Technology coordinator monitors teachers' compliance with standards and deadlines.	November 2002
8.	The Technology coordinator and the superintendent/principal monitor progress toward integrating technology into instruction.	Ongoing
9.	The Technology coordinator develops and implements training as necessary.	Ongoing
10.	The Technology coordinator prepares an annual report for the superintendent/principal and board documenting progress toward improving teachers' technology skills and integrating technology into instruction.	Annually

### **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

### **FINDING**

HISD's technology plan lacks detailed strategies, budgets attached to these strategies or specific implementation schedules. HISD developed the plan with the assistance of Region 20. The plan addresses the three components of the *State Long-Range Plan for Technology 1996-2010*: teaching and learning, educator preparation and development, and administration and support services.

The plan's recommended actions also do not always support the objectives listed in the plan. Objective 3 in the Teaching and Learning area is to "continue to increase educators' effectiveness in using technology." The two actions associated with this objective consist of a needs assessment and inventorying teachers' knowledge and skills rather than with the identification of strategies to increase effectiveness. The evaluation methods associated with each of the goals are also too generic or are not likely to provide concrete evidence that the goal has been achieved. Effective evaluation methods should include references to source documents supporting the conclusion. For example, if teachers attended specific technology training, the technology coordinator should maintain a file with copies of the training handout, teachers' names and sign-in sheets.

The timeline for meeting the outlined goals in the HISD technology plan is too general. It identifies general completion dates rather than specific start

and end dates and milestones or benchmarks. The plan also includes a three-year technology budget. The goals and objectives, however, are not tied to a specific budget. The budget that is included in the technology plan lists the category of equipment to be purchased, the source of funds and the amount of funds that will be allocated to each item. **Exhibit 2-23** describes the plan's goals, objectives, actions and evaluation methods.

**Exhibit 2-23**  
**HISD Technology Plan Goals, Objectives and Actions**  
**2000-03**

<b>Teaching and Learning</b>		
Completion Date	Goal 1.	Continue to integrate technology into teaching and learning in all areas.
May 2003	Objective 1:	Continue to develop instructional strategies to meet TEKS performance descriptions for all content areas.
	Action 1:	Train staff with strategies for implementing TEKS in all content areas including technology applications.
	Action 2:	Provide resource information for software addressing TEKS Implementation.
	Action 3:	Document technology integration into TEKS objectives.
May 2003	Objective 2:	Have students demonstrate knowledge and skills in technology TEKS area.
	Action 1:	Test knowledge and skills through applications.
	Action 2:	Administer Internet driver's license test to all students.
Spring, 2001, 2002, 2003	Objective 3:	Continue to increase educators effectiveness in using technology.
	Action 1:	Administer needs assessment survey annually.
	Action 2:	Inventory existing knowledge, skills and applications.
	Evaluation:	<ol style="list-style-type: none"> <li>1. Teacher survey of technology needs.</li> <li>2. Teacher inventory of software in classroom.</li> <li>3. Teachers acquisition of additional software to integrate into all subject areas.</li> <li>4. Peer-tutoring and self-evaluation to document</li> </ol>

		integration.
	Goal 2:	Use distance learning to provide educational services and information about education to parents and other community members.
	Objective 1:	Identify and communicate the best technology practices to the community.
	Action 1:	Provide opportunities for demonstrating student use of technology via the Web page.
	Objective 2:	Use distance learning and distributive learning for expanding curricular offerings and meeting the needs of homebound and other students.
	Action 1:	Provide instructional resources to support program objectives for special needs students.
	Objective 3:	Provide parents and other community members access to the infrastructure for educational resources.
	Action 1:	Provide dial in access to Internet to access school resources.
	Evaluation:	School web page in place and operating.
	Goal 1:	Provide professional development on integrating technology into teaching and learning instructional management, professional development and administration.
April 2003	Objective 1:	Provide, opportunities, incentives and support for educators to develop model practices using technology.
	Action 1:	Provide software incentives to teachers who choose to implement the software into the classroom for observation.
	Action 2:	Provide three days computer in-service per year.
	Evaluation:	Technology plan correlated to the campus improvement objectives.
May 2003	Objective 2:	Become a member and support local groups for teacher training and distance learning.
	Action 1:	Continue to support and be involved with HCCPDT teacher training and distance learning center for technology through Schreiner College.

	Action 2:	Continue to support and be actively involved with Region 20 and StarNet.
<b>Administration and Support Services</b>		
	Goal 1:	Integrate technology into instructional management and administration.
May 2001	Objective 1:	Continue to expand access to school information through technology.
	Action 1:	Develop and maintain a Web page.
	Action 2:	Provide access to student information via local area network.
Spring 2002	Objective 2:	Coordinate school-community resources for technology development.
	Action 1:	Continue board commitment for ongoing connectivity cost.
	Action 2:	Insure that future building will be connectivity ready.
	Evaluation:	1. School Web page in place and kept current. 2. Additional building connectivity ready. 3. Board commitment for ongoing connectivity cost reflected in the budget.

*Source: Hunt School Technology Plan, 2000-2003.*

### **Recommendation 6:**

**Revise the technology plan to include detailed strategies, schedules, costs and evaluation strategies.**

The technology coordinator should make the district's technology plan more specific by describing in greater detail the strategies and actions required to achieve district objectives. Each action should name the individual responsible for implementing the action and include a schedule for start and completion, a cost estimate and evaluation measures to track implementation.

The technology coordinator should provide periodic reports to the superintendent and board on the progress of the plan's implementation and post the reports on the district's Web site to inform the board, district employees and community members about the district's progress toward achieving its goals and objectives.

## IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The technology coordinator reviews the district's technology plan with the Technology Task Force/Committee and staff and develops more detailed strategies, evaluation methods, milestones or benchmarks and estimates costs for each objective.	July 2002
2.	The technology coordinator updates the plan and presents it to the superintendent/principal and board for review and approval.	August 2002
3.	The technology coordinator submits periodic progress reports to the superintendent/principal and board for review.	Ongoing
4.	The technology coordinator posts progress reports on the district's Web site.	Ongoing

## FISCAL IMPACT

This recommendation can be implemented with existing resources.

## FINDING

HISD does not have a disaster recovery plan for its information systems. **Exhibit 2-24** shows key elements of a disaster recovery plan based on best practices. HISD does not have to develop a comprehensive disaster recovery plan. It should select, however, those elements that best fit a small district. The most important element of the plan is the documentation of an action plan in case of an emergency. The plan should include emergency contacts in the district as well as hardware and software vendors. HISD may also consider a reciprocal agreement with a neighboring district as an alternate site for operating its computer systems until that district is able to replace its hardware.

### **Exhibit 2-24 Disaster Recovery Plan Key Elements**

Step	Details
Establish a disaster recovery team	Identify district and outside contractor team members.
Identify key information elements	Compile list of critical activities. Estimate minimum space and equipment needed for restoring essential operations. Develop timeframe for starting initial operations after a catastrophic event.

	Specify responsibilities of key individuals.
Delegate key duties	<p>Prepare a list of all technology assets including data, hardware, software, documentation and supplies.</p> <p>Make plans for hardware, software and other equipment to resume operations as quickly as possible.</p> <p>Identify resources for data recovery, equipment repair, cleaning and moving and have agreements with them for priority treatment in case of an emergency.</p> <p>Establish procedures for obtaining off-site backup records. Set up a reciprocal agreement with a neighboring district or another organization to share equipment to allow the district to operate critical functions in case of a disaster.</p> <p>Identify individuals' roles and responsibilities.</p>
Develop plan specifics	<p>Define actions to be taken in advance of an undesirable event.</p> <p>Define actions to be taken at the onset of an undesirable event to minimize damage, loss and compromised data integrity.</p> <p>Specify actions to be taken to restore operations.</p>
Test the plan	<p>Test the plan periodically.</p> <p>Analyze test results and identify further needs to improve the plan.</p>
Deal with damage	<p>In case of a disaster, document all costs and videotape the damage.</p> <p>Be prepared to overcome downtime because insurance settlements take time.</p>
Consider other significant issues	<p>Do not make the plan unnecessarily complicated.</p> <p>Assign one person to be responsible for maintaining the plan but give authority for implementation also to others.</p> <p>Update the plan regularly and whenever your system changes.</p>

*Source: National Center for Educational 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. The district's disaster recovery plan includes emergency contacts for the Technology Department staff, the district and for software and hardware vendors. The plan includes protocols for both partial and complete recoveries to ensure that the technology staff is knowledgeable in every aspect of recovery and restoration. The plan outlines designated alternate sites dependent upon the type of outage that occurs. It also includes system redundancy and fault protection protocols as well as a tape backup plan. GRISD has

verified these recovery plans in real situations involving power loss and system failures.

**Recommendation 7:**

**Develop and test a disaster recovery plan for information technology.**

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	The superintendent/principal develops a disaster recovery plan for technology with the assistance of Region 20.	July 2002
2.	The superintendent/principal contacts neighboring districts to arrange a reciprocal agreement.	July 2002
3.	The superintendent/principal submits the disaster recovery plan and reciprocal agreement to the board for review and approval.	August 2002
4.	The superintendent/principal tests the disaster recovery plan and documents recovery procedures.	August 2002
5.	The superintendent/principal prepares a report to the board.	August 2002
6.	The superintendent/principal updates the disaster recovery plan, as needed.	Ongoing

**FISCAL IMPACT**

This recommendation can be implemented with existing resources.

---

# Chapter 3

## FINANCIAL AND OPERATIONAL MANAGEMENT

This chapter reviews the financial and operational management of Hunt Independent School District (HISD) in seven sections:

- A. Fiscal Operations
- B. Budgeting
- C. Asset and Risk Management
- D. Purchasing
- E. Transportation
- F. Food Service
- G. Facilities

Sound financial management in school districts means providing for the effective use of limited resources available for instructional programs and support services to achieve the goal of student achievement. This includes maximizing the amount of resources available from all sources to provide for the school district's needs.

School districts are accountable to the taxpayers, state government and federal government for how they use the funds they receive from those sources. The accounting process must provide safeguards to reduce the risk of losing assets and must include internal controls to ensure the district uses assets appropriately. Timely, accurate and useful reports concerning the financial condition of the district for the board and administration are key to effective financial management.

An effective asset and risk management program is a key component of financial operations and provides assurance that the district adequately and efficiently protects itself against significant losses. A district's employee health insurance programs should be sound and cost effective for the district and its employees. Effective cash management ensures that the district collects funds in a timely manner and invests them in instruments that maximize earning potential while safeguarding funds and meeting the cash flow demands of the district.

Purchasing is another key component of financial operations and provides for the identification and purchase of supplies, equipment and services needed by the district. Purchasing must ensure that the goods and services obtained by the district meet the specifications of the users at the lowest possible cost and within state laws and regulations.

To create an environment where children can learn, transportation must be safe and promptly take students to and from school and extracurricular

activities. Food must be nutritious, appealing and available to all children. Facilities must be adequately planned and managed to accommodate student enrollment and appropriately maintained to ensure student and employee safety.

---

# Chapter 3

## FINANCIAL AND OPERATIONAL MANAGEMENT

### A. FISCAL OPERATIONS

Districts must comply with federal, state and local laws and regulations when managing their financial operations. The Texas Education Agency (TEA) requires districts to manage their financial operations in conformity with the regulations and requirements of the *Financial Accountability System Resources Guide (FASRG)*. The *FASRG* combines requirements for financial management from a variety of sources into one guide for Texas school districts.

HISD selected Darrouzett, Dew, Hallsburg and Matagorda ISDs and Pringle-Morse Consolidated ISD as peer districts for comparison purposes. **Exhibit 3-1** presents student enrollment, the percentage of students economically disadvantaged and property value per enrolled student for HISD and its peer districts.

**Exhibit 3-1**  
**HISD and Peer Districts Number of Enrolled Students, Percentage of Economically Disadvantaged Students and Property Value per Enrolled Student 2001-02**

District	Student Enrollment	Percent Economically Disadvantaged	Property Value per Student
Hunt	205	33.2%	\$730,220
Pringle-Morse	106	64.2%	\$900,734
Hallsburg	105	41.0%	\$659,640
Dew	80	0.0%	\$3,754,805
Matagorda	79	100.0%	\$1,152,567
Darrouzett	65	38.5%	\$1,462,249

*Source: Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2001-02 and Comptroller's Office Property Value Study.*

Wealthy districts are subject to the equalized wealth provisions of the Texas Education Code (TEC). In 2001-02, wealthy districts were defined as those where the property value per Weighted Average Daily Attendance (WADA) exceeded \$300,000. Such districts generally are referred to as Chapter 41 or budget-balanced school districts. In 2000-01, the property value per WADA was \$295,000 to be considered a Chapter 41 district. WADA is a value calculated by TEA. The calculation for WADA is based on a number of factors, including property value, estimated tax value, average daily attendance and tax collection. WADA values may change frequently. Chapter 41 districts must either send funds back to the state or select one of several options to dilute their property value per WADA.

HISD and all the peer districts are considered wealthy districts and are subject to recapture for the 2000-01 and 2001-02 years. However, a change in the law effective for the 2001-02 through 2003-04 years allows Chapter 41 districts that did not offer all twelve grades in the 1999-2000 year the option of using a hold-harmless provision to calculate the amount of recapture. In order to qualify for the adjustment, school districts must maintain the tax effort level of 1999-2000. HISD qualifies for this provision and will not have to make recapture payments for the 2001-02 year.

Chapter 1, Financial Accounting and Reporting, of the *FASRG* mandates that districts use object codes to track expenditures by the type of expenditure.

**Exhibit 3-2** compares actual general fund expenditures for HISD and the peer districts by object code description for the 2000-01 school year.

**Exhibit 3-2**  
**HISD and Peer Districts' Expenditures for the General**  
**Fund by Object Code Description**  
**2000-01**

District	Payroll	Contracted Services	Supplies	Other Operating	Debt Service	Capital Outlay	Total
<b>Hunt</b>	<b>\$1,007,726</b>	<b>\$515,541</b>	<b>\$51,210</b>	<b>\$25,202</b>	<b>\$4,749</b>	<b>\$35,644</b>	<b>\$1,640,072</b>
Pringle-Morse	\$788,890	\$476,704	\$100,380	\$58,453	\$0	\$84,047	\$1,508,474
Darrouzett	\$650,375	\$678,398	\$51,245	\$51,208	\$0	\$18,436	\$1,449,660
Matagorda	\$593,858	\$251,304	\$11,084	\$267,149	\$279,142	\$24,992	\$1,427,529
Hallsburg	\$582,744	\$392,087	\$41,109	\$115,528	\$0	\$10,657	\$1,142,125

Dew	\$423,002	\$1,035,372	\$15,598	\$22,523	\$0	\$35,957	\$1,532,452
-----	-----------	-------------	----------	----------	-----	----------	-------------

*Source: Data provided by school districts to be provided to TEA in mid year 2001-02 PEIMS submission for fiscal year ending 8/31/2001.*

*Note: Amounts are rounded.*

Due to the difference in size of the districts, a more accurate comparison is to look at the same expenditures on a per-student basis. **Exhibit 3-3** presents the per-student expenditures from the general fund by object code description during the 2000-01 school year.

**Exhibit 3-3**  
**HISD and Peer Districts' Expenditures per Student**  
**Enrolled for the General Fund by Object Code Description**  
**2001-02**

District	Payroll	Contracted Services	Supplies	Other Operating	Debt Service	Capital Outlay	Total
Darrouzett	\$11,213	\$11,697	\$884	\$883	\$0	\$318	\$24,994
Pringle-Morse	\$7,811	\$4,720	\$994	\$579	\$0	\$832	\$14,935
Matagorda	\$6,987	\$2,957	\$130	\$3,143	\$3,284	\$294	\$16,794
Dew	\$6,313	\$15,453	\$233	\$336	\$0	\$537	\$22,872
<b>Hunt</b>	<b>\$5,825</b>	<b>\$2,980</b>	<b>\$296</b>	<b>\$146</b>	<b>\$27</b>	<b>\$206</b>	<b>\$9,480</b>
Hallsburg	\$5,250	\$3,532	\$370	\$1,041	\$0	\$96	\$10,289

*Source: Data provided by school districts to be provided to TEA in mid year 2001-02 PEIMS submission for fiscal year ending 8/31/2001.*

*Note: Amounts are rounded.*

**Exhibit 3-4** shows HISD spends less than any of its peer districts to educate each student in 2001-02. HISD was second lowest in payroll, contracted services, debt service and capital outlay expenditures. HISD is lowest in other operating expenditures and third lowest in expenditures for supplies. HISD is larger than the peer districts, and expenditures at smaller districts are generally higher due to the lack of economies of scale. **Exhibit 3-4** presents the same information as a percentage of total expenditures.

**Exhibit 3-4**  
**HISD and Peer District General Fund Expenditures**  
**By Percent in Object Code Description**  
**2000-01**

District	Payroll	Contracted Services	Supplies	Other Operating	Debt Service	Capital Outlay	Total
Hunt	61.4%	31.4%	3.1%	1.5%	0.3%	2.2%	100.0%
Pringle-Morse	52.3%	31.6%	6.7%	3.9%	0.0%	5.6%	100.0%
Hallsburg	51.0%	34.3%	3.6%	10.1%	0.0%	0.9%	100.0%
Darrouzett	44.9%	46.8%	3.5%	3.5%	0.0%	1.3%	100.0%
Matagorda	41.6%	17.6%	0.8%	18.7%	19.6%	1.8%	100.0%
Dew	27.6%	67.6%	1.0%	1.5%	0.0%	2.3%	100.0%

*Source: Data provided by school districts to be provided to TEA in mid year 2001-02 PEIMS submission for fiscal year ending 8/31/2001.*

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

Payroll expenditures generally account for the highest percentage of expenditures in all school districts. Darrouzett and Dew spend a larger percent of total expenditures for contracted services than payroll due to expenditures associated with Chapter 41. TEA's Academic Excellence Indicator System (AEIS) reported for 2000-01, 73.5 percent of the state's expenditures went to payroll. HISD and the peer districts are below this average due to the Chapter 41 expenditures.

**Exhibit 3-5** presents general fund expenditures on a per-student basis by functional code description for HISD and the peer districts for 2000-01.

**Exhibit 3-5**  
**General Fund Expenditures Per Student**  
**HISD and Peer Districts**  
**2000-01**

Function Code Description	Darrouzett	Dew	Hallsburg	Hunt	Matagorda	Pringle-Morse
Instruction	\$8,158	\$5,450	\$4,071	<b>\$4,434</b>	\$5,371	\$5,818
Instructional Resources	\$700	\$137	\$173	<b>\$138</b>	\$64	\$359

Curriculum and Staff Development	\$94	\$45	\$20	<b>\$12</b>	\$0	\$63
Instructional Leadership	\$30	\$242	\$0	<b>\$0</b>	\$0	\$0
School Leadership	\$711	\$371	\$696	<b>\$430</b>	\$938	\$552
Guidance and Counseling	\$229	\$67	\$9	<b>\$262</b>	\$0	\$1
Health Services	\$0	\$118	\$1	<b>\$41</b>	\$0	\$73
Student Transportation	\$768	\$343	\$0	<b>\$233</b>	\$329	\$944
Food Services	\$0	\$0	\$15	<b>\$0</b>	\$0	\$0
Co-/Extracurricular Activities	\$14	\$0	\$0	<b>\$15</b>	\$1	\$135
General Administration	\$1,641	\$1,594	\$833	<b>\$784</b>	\$1,231	\$1,388
Plant Maintenance/Operations	\$2,117	\$1,209	\$900	<b>\$681</b>	\$1,256	\$1,296
Security and Monitoring Services	\$11	\$0	\$0	<b>\$0</b>	\$0	\$0
Data Processing Services	\$459	\$36	\$0	<b>\$85</b>	\$21	\$555
Community Services	\$9	\$0	\$0	<b>\$0</b>	\$0	\$0
Debt Service	\$0	\$0	\$0	<b>\$0</b>	\$3,284	\$0
Facilities Acquisition	\$0	\$0	\$0	<b>\$125</b>	\$0	\$408
Contracted Instructional Services	\$9,856	\$9,575	\$2,782	<b>\$2,194</b>	\$1,378	\$3,099
Chapter 41 Increment Costs	\$0	\$0	\$0	<b>\$0</b>	\$2,923	\$0
Payments to Fiscal Agent	\$197	\$3,686	\$789	<b>\$47</b>	\$0	\$245
<b>Total Per Student Expenditures</b>	<b>\$24,994</b>	<b>\$22,872</b>	<b>\$10,289</b>	<b>\$9,480</b>	<b>\$16,795</b>	<b>\$14,935</b>

*Source: Data provided by school districts to be provided to TEA in mid year 2001-02 PEIMS submission for fiscal year ending 8/31/2001.  
Note: Amounts are rounded.*

Local school districts have ad valorem taxing authority under state law that provides a source of funds for the districts. The ad valorem tax generally is composed of a maintenance and operations (M&O) component and a debt service (Interest & Sinking or I & S) component. The M&O component of the tax cannot exceed \$1.50 per hundred dollars of assessed value. The voters authorize the debt service component of the tax when they pass a bond issue.

All school districts have their property appraised by the county appraisal district. All districts adopt a tax rate that is applied to the assessed value based on local and state exemptions from the appraised value in order to determine the amount of taxes levied. Some school districts collect their own taxes and others contract with another entity to collect their taxes. A delinquent tax attorney usually collects delinquent taxes.

Typically, poorer districts in Texas rely more heavily on state revenues and wealthy districts rely almost completely on local revenues. **Exhibit 3-6** presents the amount and percentage of local taxes (including penalty and interest), other local revenue and state revenue collected for HISD for the years of 1997-98 through 2001-02.

**Exhibit 3-6**  
**HISD Comparison of Tax Collections, Other Local Revenue**  
**And State Revenue to Total Local and State Revenue**  
**1997-98 Through 2001-02**

	<b>Actual 1997-98</b>	<b>Percent 1997- 98</b>	<b>Actual 1998-99</b>	<b>Percent 1998- 99</b>	<b>Actual 1999- 2000</b>	<b>Percent 1999- 2000</b>	<b>Actual 2000-01</b>	<b>Percent 2000- 01</b>	<b>Budget 2001-02</b>	<b>Percent 2001- 02</b>
Tax Collections	\$1,191,127	85.8%	\$1,395,081	86.4%	\$1,533,819	87.6%	\$1,690,416	91.3%	\$1,860,840	94.0%
Other local revenue	\$73,831	5.3%	\$78,403	4.9%	\$59,856	3.4%	\$52,353	2.8%	\$46,000	2.3%
State revenue and pass-through	\$123,559	8.9%	\$141,704	8.8%	\$158,051	9.0%	\$108,184	5.8%	\$72,500	3.7%
<b>Total local and state revenue</b>	<b>\$1,388,517</b>	<b>100.0%</b>	<b>\$1,615,188</b>	<b>100.0%</b>	<b>\$1,751,726</b>	<b>100.0%</b>	<b>\$1,850,953</b>	<b>100.0%</b>	<b>\$1,979,340</b>	<b>100.0%</b>

*Source: TEA, PEIMS, 1996-97 through 1999-2000; HISD annual audit report 2000-01; HISD budget 2001-02.*

HISD has relied on the local property tax for as much as 91.3 percent of its revenues in 2000-01 to as little as 85.8 percent in 1997-98. The 2001-02 budget relies on tax revenues for 94 percent of total local and state revenue in the general fund.

Property values have risen for the last several years, and the tax rate has increased from \$1.16 per hundred dollars of assessed value in 1999-2000 to \$1.20 in 2001-02. **Exhibit 3-7** presents the increase in assessed property value and the tax rate for the corresponding year.

**Exhibit 3-7**  
**HISD Change in Property Value and Tax Rate**  
**And the Percentage of Taxes Collected to the Total Levy**  
**1997-98 Through 2001-02**

	<b>1997-98 Actual</b>	<b>1998-99 Actual</b>	<b>1999-2000 Actual</b>	<b>2000-01 Actual</b>	<b>2001-02 Budget</b>
Assessed property value	\$103,632,931	\$108,586,691	\$126,905,259	\$137,085,417	\$149,555,666
Tax rate per \$100 value	1.16	1.16	1.16	1.20	1.20
Tax levy	\$1,189,822	\$1,405,744	\$1,500,916	\$1,645,025	\$1,794,668
<b>Total tax collections</b>	<b>\$1,191,127</b>	<b>\$1,395,081</b>	<b>\$1,533,819</b>	<b>\$1,690,416</b>	<b>N/A</b>
Percent collected to levy	100.1%	99.2%	102.2%	102.8%	N/A

*Source: Kerr County Tax Office and External Audit Reports.*

**FINDING**

The district uses Regional Service Center Computer Cooperative (RSCCC) software to maintain its financial records. This software is comprehensive and provides all the information necessary to properly manage the district's finances, including the general ledger, subsidiary ledgers and budget-to-actual reports for both the current period and year-to-date activity. The RSCCC software produces the information necessary to fulfill the requirements for reporting financial information to the Public Education Information Management System (PEIMS) as required by the *FASRG*. The system also accounts for revenues and expenditures based on

fund, function, object, cost center and program intent codes described in the *FASRG*.

The business manager maintains all the business operations in HISD and reports to the superintendent. The business manager is certified by the Texas Association of School Business Officials (TASBO) and regularly attends training programs on a variety of topics related to the responsibilities of the job. The business manager is directly responsible for:

- payroll;
- accounts payable;
- fixed assets;
- purchasing;
- budgeting;
- financial accounting and reporting;
- food service reports;
- transportation reports; and
- PEIMS.

Strong internal controls, which require the district to segregate duties, are difficult to maintain since the district has a limited number of personnel. In order to mitigate the lack of segregation of duties, the superintendent provides the monthly expenditures to the Board of Trustees for their review and approval. After the board approves the expenditures, the board signs the related checks. The district issues manual checks, which require a board signature, only as necessary.

The board and superintendent receive monthly financial reports for the entire district. These financial reports are presented at the monthly board meetings and are available to the public for inspection. The financial reports include a tax collection report, investment report, check payment listing and budget report.

The budget report compares budgeted revenues and expenditures to actual figures for the year to date and current month. These reports are made at the fund, function and object code level. The budget report also contains a high-level summary of each fund.

The business manager presents the financial statements to the board and is available to answer any questions that arise from the presentation. This open financial reporting system allows all interested parties to review the district's financial information on a regular basis. The external audits for the 1997-98 through 2000-01 school years did not report any material weaknesses in the internal controls of the district.

## **COMMENDATION**

**HISD uses monthly financial reporting to keep the board and public informed of the district's financial condition and to enhance internal controls.**

---

# Chapter 3

## FINANCIAL AND OPERATIONAL MANAGEMENT

### **B. BUDGETING**

A school district's budget represents planned expenditures for the year and provides the basis for determining the tax rate. The budget process should be methodical and include phases for development, presentation and adoption.

First, the district must estimate its revenues to determine the amount of funds available for the year. School districts receive revenues from the federal government, state government and local taxpayers. Federal revenues can fluctuate significantly based on changes in the federal budget, and districts must take great care to ensure the funds will be available. State revenues are based on a variety of factors that the district must estimate. The most critical of these factors is student attendance. A district must estimate not only the number of students but the type of students it expects to attend the district's schools. The district must have a good estimate of the appraised values for the budget year in order to estimate the funding they will receive from the local taxpayers.

Next, the district must estimate the expenditures for the budget year. Although TEC states the superintendent is responsible for preparing the budget, the development phase should include opportunities for staff and community involvement in the process. If a district uses a per pupil allocation process for staffing, supplies and other budgeted expenditures for the schools, the Site-Based Decision-Making (SBDM) committee for each school must be involved in determining how those allocations will be used at the committee's school. If a district uses a request for funds process, then the SBDM committees for each school must be involved with formulating and prioritizing those requests for each committee's school. Due to limited resources, districts sometimes are able to fund only the highest priorities. During the development process, a district must also account for the priorities established in the campus improvement plans and the district improvement plan. All other departments must establish their needs based on the services they plan to provide. Once all the necessary information is compiled, the preliminary budget is ready for presentation.

The presentation phase should include opportunities for the administration and board to review the revenue and expenditure estimates and the needs on which the estimates are based. If estimated revenues are not sufficient to fund the estimated expenditures, the presentation phase needs to include options for increasing revenue, reducing expenses or using a portion of the undesignated fund balance to arrive at a balanced budget. The fund

balance should only be used for one-time expenditures, such as capital improvements, and not to fund continuing expenditures, such as raises for employees. The presentation phase also should include opportunities for district employees to provide input into the discussions. The final part of the presentation phase specifically allows for public input on the budget. TEC requires this budget hearing and only after the public hearing can the board adopt the budget.

The final step in the budget process is adopting the budget, and the budget must be adopted before a district can expend funds. Once adopted, the budget becomes the legal authority for the district to make expenditures. District usually adopt the budget at the function level, but can adopt it at the line item level. Expenditures cannot exceed the budget. Generally, school districts present the budget to the board for adoption at the functional level so funds can be moved to the necessary line item within that function as needed by the administration. If an expenditure is going to exceed the budget, the board must adopt a budget amendment before the district makes the expenditure.

## **FINDING**

HISD does not document or formalize the process of developing the annual budget. HISD does not use allocation methods for distributing funds to the schools. According to the superintendent and the business manager, the budget process at HISD is rather informal. The superintendent said the budget process is an ongoing process as the SBDM committee evaluates the annual plan and assesses the needs of the district throughout the year. The superintendent also receives direction for the budget process throughout the year from the board. The district bases the budget on the request for funds process, which generally begins in early, May. The following is a chronology of the process:

1. In May, teachers are given an opportunity to make budget requests and to prioritize those requests.
2. In May, the business manager works with the Food Service Department to determine budget requests.
3. In May, the business manager works with the Technology Department to determine budget requests.
4. The business manager prepares a worksheet that compares the prior year's budget, current year budget and current year expenditures.
5. In June, the business manager compiles the budget requests.
6. The business manager prepares proposed payroll costs using the RSCCC software.
7. The business manager prepares the revenue estimates for the budget.

8. In July, the budget is presented to the board.
9. In August, the superintendent reviews the budget to ensure components of the district improvement plan are included in the budget requests and works with the SBDM committee.
10. The budget hearing is held in August.
11. The budget is adopted in August.

Many districts use a formal budget calendar to outline specific tasks, responsibilities and deadlines for all committee, central and school-level staff. The calendar provides all the necessary steps required to develop and adopt a budget within the time established by law. Although districts often modify their formal budget calendar each year to give the actual dates, they develop a general guide for year-to-year use to ensure that the process moves forward. Without a formal budget calendar, districts may omit important dates and overlook tasks or perform them out of sequence, which can hinder the process. **Exhibit 3-8** presents a sample budget calendar based on Ricardo ISD's process.

**Exhibit 3-8  
Sample Budget Calendar**

<b>Scheduled Date</b>	<b>Activity</b>	<b>Responsible Person</b>
September 7, 2002	Establish and conduct the first meeting of the Budget Planning Committee.	Superintendent
September 7, 2002	Prepare a preliminary budget calendar	Budget Planning Committee
September 20, 2002	Present recommended budget calendar and guidelines to the board for approval.	Superintendent
January 21, 2003	Meet with staff to review budget procedures and release of preliminary allocations, and to distribute forms and printouts.	Principals, department heads
February 1-25, 2003	Individual budgets developed and submitted to Business Office.	Superintendent, principals, administrators
March 15 2003	Preliminary campus and department printouts are completed and delivered to principals and supervisors.	Superintendent
April 1, 2003	Campus budget reviewed by SBDM	Principals

	committee for approval of preliminary budgets and submission to business manager.	
April 5, 2003	Budgets reviewed by Budget Planning Committee.	Superintendent
April 15, 2003	Finalize all preliminary budgets and prepare district budget.	Assistant Superintendent Administration
April 18, 2003	Preliminary budget presented to the board.	Superintendent and CFO
May 15, 2003 - August 2003	Present necessary revised budget to board.	Superintendent and CFO
August 15, 2003	Present final budget to board for approval.	Superintendent and CFO

*Source: Based on Ricardo Independent School District Budget Calendar.*

Many school districts also allocate funds based on student enrollment rather than requests. If a district allocates funds based on student enrollment, the budget automatically responds to the growth or decline in enrollment. At the campus level, this methodology also removes the natural tendency for those who are well spoken and motivated to get more for their school than those who are not.

### **Recommendation 8:**

#### **Prepare a budget calendar annually and implement an allocation method in the budget process for distributing funds.**

The district should prepare a formal budget calendar and distribute it to all district employees that have budgetary responsibilities to initiate the annual budget process. The calendar should outline the major deadlines and assign responsibility for completing each task.

### **IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	The superintendent and business manager prepare a formal budget calendar.	August 2002
2.	The superintendent and business manager research various allocation models used by other school districts.	September 2002
3.	The sunerintendent presents the various allocation models to	October

	staff for input.	2002
4.	The superintendent presents the budget calendar and the allocation method to the board for approval. Each step in the budget calendar should be explained and justified.	October 2002
5.	The board approves the budget calendar and the allocation method.	November 2002
6.	The superintendent distributes the budget calendar to the staff, board and community and implements the allocation method for the next budget cycle.	November 2002

**FISCAL IMPACT**

This recommendation can be implemented with existing resources.

---

# Chapter 3

## FINANCIAL AND OPERATIONAL MANAGEMENT

### C. ASSET AND RISK MANAGEMENT

An effective asset and risk management program provides assurance that the district is adequately and efficiently protected against significant financial losses. A district's employees health insurance programs should be sound and cost effective. Fixed asset management keeps track of district property and provides safeguards against theft and obsolescence.

Districts with effective cash management practices collect district funds in a timely manner, invest them in safe instruments with maximum earning potential and match the maturity of the investments with the cash flow demands of the district. Districts must comply with the Public Funds Investment Act when investing their cash.

HISD insures itself against loss for unemployment, workers' compensation, school leaders' errors and omissions, liability, vehicle loss or damage and real and personal property through the Texas Association of School Boards (TASB) risk management program. The district pays \$4,947 for its real and personal property coverage with a \$1,000 deductible. The policy covers \$3,664,573 of real and personal property at replacement cost. TASB performs an annual appraisal of HISD's buildings as part of the risk management program. HISD provides health insurance for its employees through the West Texas Interlocal Co-op Benefit Plan, a self-insurance plan. HISD is preparing to convert to the new state plan in the 2002-03 school year.

### FINDING

HISD maintains a comprehensive fixed asset listing and inventories the assets annually. The district uses the \$5,000 capitalization limit in determining fixed assets to be added to the general fixed assets account group in the financial statements. The district removes discarded assets from the general fixed asset account group at historical cost or the value recorded, in the case of donated assets. The assets recorded in the general fixed asset account group are comprised mainly of buildings, vehicles and large equipment, which are unlikely to be stolen or misappropriated.

### COMMENDATION

**HISD maintains a listing of district property and performs annual inventories of the property.**

## **FINDING**

The business manager regularly monitors the amount of funds in the bank to reduce the risk of loss if the bank failed and to achieve the highest interest earnings available from approved investments. The depository agreement with Wells Fargo Bank protects the district's funds from risk of the bank's failure with a depository bond in the amount of \$600,000. The district is also covered by \$100,000 of FDIC insurance. The business manager ensures the funds in the depository bank do not exceed the combination of these two amounts. HISD maintains significant sums of cash and investments during the course of the year. In the 2000-01 external audit, the highest cash and investment balance held in the depository bank was more than \$600,000, and on August 31, 2001, the amount in the bank, including temporary investments, was more than \$80,000. Also, the district invested more than \$800,000 in an investment pool on August 31, 2001. The checking accounts at the depository bank are interest-bearing. HISD maximizes its interest earnings by moving funds from the depository bank to the investment pool that pays a higher rate of interest.

The superintendent and business manager jointly manage the banking relationships of the district. The superintendent is the investment officer of the district and must ensure the district's compliance with the Public Funds Investment Act and board policy for investments. The business manager monitors the bank balances and ensures the funds are invested at the highest yield available.

## **COMMENDATION**

**HISD diligently monitors the amount of funds in the depository bank and invests funds in the instrument with the highest yield.**

## **FINDING**

HISD does not bond the business manager who is responsible for the cash management, purchasing, receiving and maintaining the fixed asset listing for the district. The district places itself at risk of loss due to fraud, theft and other egregious acts that could occur by employees with ready access to cash, deposits and investments. Bonding protects districts against such fraud.

### **Recommendation 9:**

**Bond the business manager to protect the district against loss of funds.**

By bonding employees, the district will protect monies and securities as well as any other type of financial asset. Bonding indemnifies covered employees who are required by law to give bonds for the faithful performance of their service against loss through dishonest acts of persons employed by the district.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	The superintendent requests quotes for a \$50,000 bond on the business manager.	July 2002
2.	The superintendent reviews the quotes received and determines the best vendor.	August 2002
3.	The district purchases the bond on the business manager.	September 2002

**FISCAL IMPACT**

The cost of the bond, \$250, is based on the cost of another district's Tax Assessor Collector's bond of the same amount.

<b>Recommendation</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
Bond the business manager to protect the district against loss of funds.	(\$250)	(\$250)	(\$250)	(\$250)	(\$250)

**FINDING**

HISD is not in compliance with all provisions of the Public Funds Investment Act (PFIA), Chapter 2256 of the Texas Government Code. The PFIA governs the investment of governmental funds and requires school districts to designate an investment officer, adopt policies about approved investments, adopt investment strategies for each fund and annually review and document the review of these policies and strategies. No documentation is available that indicates the board reviewed the policy or strategies contained in the policy at or since its adoption in 2001. Among other requirements, the PFIA mandates that the district report its investment activity quarterly and annually to the board.

The superintendent acts as the investment officer for HISD, and the business manager presents a report on the district's investments each month with the financial statements. The PFIA also mandates training requirements for the investment officer of the district. The superintendent has not attended the investment training required by Section 2256.008(a),

which requires at least 10 hours of instruction relating to the investment officer's responsibilities within 12 months after taking office. This section also requires that the investment officer attend an investment training session at least once in a two-year period and receive at least 10 hours of instruction relating to investment responsibilities. Board policy CDA (Legal) also requires this training.

**Recommendation 10:**

**Comply with the training requirements of the Public Funds Investment Act.**

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	The superintendent contacts organizations that provide approved investment training to determine the next available training opportunity.	July 2002
2.	The superintendent reports to the board all necessary actions to be taken to comply with all aspects of the PFIA.	August 2002
3.	The board takes the action necessary to comply with the PFIA.	September 2002
4.	The superintendent ensures HISD complies with all provisions of the PFIA.	September 2002 - August 2003
5.	The superintendent attends the required training.	Ongoing

**FISCAL IMPACT**

The fiscal impact of this recommendation is based on an initial two-day training including travel costs (\$350 registration and \$300 travel) in 2002-03 and a one-day training course including travel costs (\$200 registration and \$200 travel) for subsequent years.

<b>Recommendation</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
Comply with the training requirements of the Public Funds Investment Act.	(\$650)	(\$400)	(\$400)	(\$400)	(\$400)

---

# Chapter 3

## FINANCIAL AND OPERATIONAL MANAGEMENT

### D. PURCHASING

Purchasing provides for the identification and purchase of supplies, equipment and services needed by the district. An effective purchasing program ensures that the goods and services obtained by the district meet the specifications of the users at the lowest possible cost and within state laws and regulations. School districts may enter into cooperative purchasing agreements with other governmental entities to consolidate buying power and attain the lowest possible price.

HISD's purchasing process is described in the following steps:

1. The requesting party makes their request to the superintendent.
2. The superintendent approves or denies the request.
3. The business manager receives approval of the request from the superintendent.
4. The business manager checks the availability of funds and issues a purchase order.
5. The superintendent signs the purchase order.
6. The business manager gives the requestor the purchase order and they order the item(s).

The district does not have a warehouse facility, and the school office serves as central receiving unless the product is for Food Service. The kitchen acts as its own receiving department. HISD's receiving process is as follows:

1. The vendor ships the goods to the school office, except as noted above.
2. The business manager receives the goods and verifies the contents.
3. The business manager compares the packing slip to the purchase order for accuracy of the items the vendor shipped.
4. If the item is considered a fixed asset, the business manager tags the item for control purposes.
5. The requestor picks up the item from the school office.
6. The requestor returns the packing slip to the business manager noting receipt of the goods
7. The business manager matches the packing slip to the bill and purchase order, and it is processed for payment.
8. The vendor is paid in the next check run the board approves.

The business manager controls the district's purchasing and receiving functions and pays for goods ordered by the district. Sound internal controls require that these functions be separated. Board approval of all expenditures and the review of financial statements by the superintendent and board mitigate the lack of segregation of duties in this area.

## **FINDING**

The Food Service Department is not a member of any purchasing cooperatives and does not bid supplies purchased. Food and non-food supplies are obtained through written quotes with prospective vendors.

Section 44.031 (a);(b) of the Texas Education Code states that districts should make all contracts, except contracts for the purchase of produce or vehicle fuel, valued at \$25,000 or more for each 12-month period by the methods that provide the best value to the district. The law enumerates several options for competitive procurement that are available to school districts. Section 3.2.3.7 of the Financial Accountability System Resource Guide (FASRG) states, "If the district is purchasing personal property costing *at least \$10,000 but less than \$25,000* over an aggregate twelve (12) month period, the district *must solicit vendors* to supply the particular item(s) through a formal *newspaper advertisement* In the procurement of this item(s), the district must obtain price quotes from at least three applicable vendors (or every vendor if fewer than three respond to the advertisement for inclusion on the vendor list). Because they are subject to audit, quotes should be in writing and be maintained by the district. If the district does not adopt a local policy to utilize this quotation process, it may utilize one of the competitive procurement options described in this section and in Texas Education Code 44.031."

Competitive procurement is designed to provide items of acceptable quality at the best price for the district and includes competitive bidding, interlocal contracts (purchasing cooperatives) and competitive sealed proposals. Board policy CH (Local) states, "However, any purchase that costs or aggregates to a cost of \$10,000 or more shall require Board approval before a transaction may take place."

Based on an interview with the director of Food Service, the requests for price quotes for food products were neither advertised nor approved for award by the board. Based on an analysis of the purchases made, HISD may exceed \$25,000 in purchases from the food vendor. As of January 15, 2002, the district had paid \$11,212 to the vendor for purchases received from September 2001 through December 2001. This calculates to an average monthly expenditure of \$2,803 per month (\$11,212 divided by four). If expenditures continue at this level, HISD will expend \$25,227 (\$2,803 times 9) with this vendor. If the purchases from the vendor

aggregate more than \$25,000, then the district has not complied with TEC requirements for competitive procurement of goods or services.

In addition, by not complying with the *FASRG* and board policy, HISD may be paying a higher price for the food and non-food supplies than necessary

**Recommendation 11:**

**Investigate the competitive procurement methods available to the district and use one of the methods to procure food and non-food supplies.**

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	The Food Service director reviews the competitive procurement methods available, including joining a purchasing cooperative and determines which methods would be beneficial to the district.	July 2002
2.	The Food Service director selects a competitive procurement method.	July 2002
3.	The Food Service director prepares the specifications for the anticipated product needs.	July 2002
4.	The Food Service director recommends a method to the superintendent.	August 2002
5.	The superintendent uses the recommended procurement method to select a vendor.	August 2002
6.	The board approves the vendor.	September 2002

**FISCAL IMPACT**

In 2000-01, HISD's food costs were \$28,628. If the district can save 10 percent in its total net food costs, it would save \$2,863 annually. This is calculated based on the amount HISD spent on food purchases for fiscal year 2000-01 of \$28,628 ( $\$28,628 \times .10$ ).

<b>Recommendation</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
Investigate the competitive procurement methods available to the district and use one of the methods to procure food and	\$2,863	\$2,863	\$2,863	\$2,863	\$2,863

non-food supplies.					
--------------------	--	--	--	--	--

---

# Chapter 3

## FINANCIAL AND OPERATIONAL MANAGEMENT

### E. TRANSPORTATION

Transportation requires sound management to transport students safely and efficiently to and from school and other school-related activities in accordance with federal, state and local regulations. Districts need to design efficient routes, establish sound maintenance procedures and ensure safety on the buses.

The HISD school handbook contains information for students and parents concerning students' rights and responsibilities when participating in the transportation program and the consequences of violating those responsibilities. The handbook also describes the district's policy about emergency and hazardous conditions and identifies local radio stations that will broadcast school information in the event of bad weather.

HISD operates two bus routes that range from 70 to 92 miles round-trip with start and finish times ranging from 6:35 am to 4:30 pm. The district provides transportation services with two school buses it owns and has a spare bus for the routes or for activity trips during the school day. Of the three buses, only bus number 10 is air-conditioned.

**Exhibit 3-9** provides information on HISD's transportation fleet. HISD allows external groups to use their buses when the buses are not being used for the district. According to administrative policy, HISD charges these groups \$1 per mile, and the group must provide proof of insurance and a release of liability, assume responsibility for maintenance and provide a driver who has a valid commercial drivers license.

**Exhibit 3-9**  
**Transportation Fleet**

<b>Bus Number</b>	<b>Year/Model</b>	<b>Capacity</b>	<b>Mileage</b>
8*	1981 International	72 Passenger	3,883
9	1990 International	71 Passenger	158,914
10	1994 Blue Bird	71 Passenger	98,324

*Source: HISD Superintendent.*

*\*Rebuilt by Texas Department of Criminal Justices April 2000.*

Transportation is funded by the state of Texas using a formula based on linear density and miles driven for approved activities. Linear density is the annual number of riders divided by the annual mileage. The Texas Education Agency (TEA) has established standard allotments per mile based on the linear density. **Exhibit 3-10** presents these allotments.

**Exhibit 3-10**  
**Linear Density Grouping and Allotment per Mile of Approved Route**  
**2000-01**

<b>Linear Density Grouping</b>	<b>Allotment Per Mile of Approved Route</b>
2.40 or above	\$1.43
1.65 to 2.40	\$1.25
1.15 to 1.65	\$1.11
0.90 to 1.15	\$0.97
0.65 to 0.90	\$0.88
0.40 to 0.65	\$0.79
Up to .40	\$0.68

*Source: TEA, Handbook on School Transportation Allotments, May 2001.*

School districts must complete and submit the School Transportation Services Report and the School Transportation Operation Report to TEA in order to receive funding for transportation. The School Transportation Services Report calculates linear density, and the district's allotment per mile is based on **Exhibit 3-10** unless the district's actual cost per mile in the previous year is less than the allotment. If that is the case, the allotment per mile will not exceed the prior year's cost per mile.

As discussed earlier, HISD and all the peer districts are Chapter 41 districts and do not receive any funds from the state except for distributions from the Available School Fund and the Technology Allotment. Since Chapter 41 districts do not receive a transportation allotment from the state, many choose not to file the reports required to receive funding. However, in 2000-01 all the districts that reported any transportation costs filed the reports except for Pringle-Morse. Hallsburg ISD does not report any transportation costs and is excluded from these exhibits.

In 2000-01, HISD had the second highest cost per mile of the peer districts that filed the School Transportation Operation Report for 2000-01 but was

about 40 percent below the state average. **Exhibit 3-11** presents the cost per mile for HISD, the peer districts and the state.

**Exhibit 3-11**  
**Cost Per Mile for Regular Transportation**  
**HISD, Peer Districts and State**  
**1996-97 through 2000-01**

District	1996-97	1997-98	1998-99	1999-2000	2000-01
Darrouzett	\$0.926	\$1.047	\$1.057	\$1.232	\$1.349
Dew	\$1.222	\$1.138	\$1.085	\$0.988	\$0.846
<b>Hunt</b>	<b>\$0.886</b>	<b>\$1.189</b>	<b>\$0.918</b>	<b>\$1.933</b>	<b>\$1.270</b>
Matagorda	\$0.943	\$1.082	\$0.989	\$0.884	\$0.932
Pringle-Morse	\$0.811	\$0.743	\$0.748	\$0.813	N/A
<b>State Average</b>	<b>\$1.835</b>	<b>\$1.816</b>	<b>\$1.912</b>	<b>\$2.049</b>	<b>\$2.114</b>

*Source: TEA, School Transportation Operation Report, 1996-97 through 2000-01. N/A - Report not available.*

**Exhibit 3-12** compares HISD's and the peer districts' total transportation cost and cost per enrolled student for the general fund for the 1999-2000 and 2000-01 school years.

**Exhibit 3-12**  
**HISD and Peer Districts Comparison of Total Transportation Costs**  
**And Transportation Costs per Student**  
**1999-2000 and 2000-01**

District	Total Transportation Costs 1999-2000	Transportation Costs per Student 1999-2000	Total Transportation Costs 2000-01	Transportation Costs per Student 2000-01
<b>Hunt</b>	<b>\$63,516</b>	<b>\$450</b>	<b>\$40,230</b>	<b>\$233</b>
Darrouzett	\$42,113	\$979	\$44,517	\$768
Pringle-Morse	\$39,319	\$418	\$95,373	\$944
Dew	\$27,018	\$397	\$22,973	\$343
*Matagorda	\$18,003	\$217	\$27,927	\$329

Source: TEA, School Transportation Operation Report and district's 2001 external audit report.

HISD had the second highest cost per student in 1999-2000 and the lowest cost per student in 2000-01. The high transportation cost per student in 1999-2000 is due to the refurbishing of bus number eight. **Exhibit 3-13** breaks down the general fund transportation costs for the districts based on the expenditure object codes.

**Exhibit 3-13**  
**HISD and Peer District Transportation Costs**  
**By General Fund Expenditure Object Code**  
**2000-01**

<b>Expenditure Object Code</b>	<b>Darrouzett</b>	<b>Dew</b>	<b>Hunt</b>	<b>Matagorda</b>	<b>Pringle-Morse</b>
6100 - Payroll	\$16,128	\$15,989	<b>\$25,336</b>	\$19,252	\$28,021
6200 - Contracted Services	\$4,283	\$2,379	<b>\$7,360</b>	\$1,723	\$2,608
6300 - Supplies	\$7,926	\$3,818	<b>\$6,907</b>	\$5,101	\$22,321
6400 - Other Operating	\$2,185	\$787	<b>\$627</b>	\$1,851	\$782
6500 - Debt Service	\$0	\$0	<b>\$0</b>	\$0	\$0
6600 - Capital Outlay	\$13,995	\$0	<b>\$0</b>	\$0	\$41,641
<b>Total</b>	<b>\$44,517</b>	<b>\$22,973</b>	<b>\$40,230</b>	<b>\$27,927</b>	<b>\$95,373</b>

Source: PEIMS, 2001-2002 Mid-year Submissions.

After eliminating the capital outlay expenditures in 2000-01, HISD had the lowest cost per student.

**FINDING**

HISD had an older bus refurbished rather than purchasing a new bus. In April 2000, HISD contracted with the Texas Department of Criminal Justice (TDCJ) to rebuild the district's 1981 72-passenger bus. TDCJ rebuilt the engine, replaced the electrical system and flooring, fixed the exhaust system and replaced the upholstery. The total cost to HISD was \$25,645, far less than purchasing a new 72-passenger bus.

The manager of the Ellis Bus Repair facility in Huntsville, Texas stated TDCJ repairs 250-300 buses annually. TDCJ advertises their service at Texas Association of Pupil Transit (TAPT) and Texas Association of School Business Officials (TASBO) conferences. TDCJ also sends information to school districts. This service has been available since 1972.

#### **COMMENDATION**

**HISD used the Texas Department of Criminal Justice bus repair facility to refurbish an existing bus.**

---

# Chapter 3

## FINANCIAL AND OPERATIONAL MANAGEMENT

### **F. FOOD SERVICE**

Food service requires good management in order to provide students with affordable, appealing and nutritionally balanced breakfasts and lunches. Adequate nutrition is necessary for students to pay attention and succeed in the learning process. The food service program is not designed to be profitable, but should operate as near break-even as possible. The district should control costs to maximize the funds available for instructional programs.

The federal government has established the National School Lunch Program (NSLP) and School Breakfast Program (SBP) to assist school districts financially with providing lunches and breakfasts. The NSLP and SBP programs also define adequate nutrition for students in various grade levels. HISD participates in both programs.

The Food Service Department at HISD prepares meals for students in a modern institutional- style kitchen with one serving line.

The US Department of Agriculture requires that each school district's progress be monitored with an evaluation referred to as the School Meals Initiative (SMI). The SMI evaluates the districts' implementation of the Dietary Guidelines for Americans. The Food Service Department completed a SMI evaluation with the Regional Education Service Center XX (Region 20) child nutrition specialist in May 2000.

The SMI resulted in five commendations for HISD for providing nutrition education, tasty and appealing menus, a wide variety of foods and low-fat meals and for meeting most nutritional standards. The SMI also made a number of recommendations for improving food services at HISD. The improvement plan listed three goals with related activities for HISD to complete between September 2000 and May 2001. The three goals were to develop, use and standardize recipes for all menu items; to correctly document production records and to implement offer versus serve correctly. The Food Service director has addressed these recommendations. The Food Service director submitted documentation to Region 20 ESC as the improvement plan was completed.

### **FINDING**

The Food Service Department at HISD uses a point-of-sale meal accountability program purchased in October 2001. The program provides

comprehensive sales and reporting information for participation in the NSLP and NSB. The system does not assist the Food Service director with production records, inventories or menus.

The system allows students and adults to purchase their meals by either paying cash or prepaying on a regular basis. The Food Service director said very few students pay with cash and most prepay their meals on a monthly basis. Each customer uses a keypad to enter a personal identification number (PIN). The system reduces the customer's prepaid account by the amount of the meal or, if the customer participates in a free-meal program, accesses the customer's free account. This reduces the possibility of inadvertently identifying children participating in the free and reduced-price meals programs.

The use of the PIN helps HISD comply with requirements to protect confidential eligibility information and to ensure that students receiving free and reduced-price meals are not subject to discrimination. The system keeps track of the free and reduced-price application date and flags students whose applications are about to expire. If the application date passes, the system automatically changes the student's category for reimbursement purposes. This helps the Food Service director properly collect the information necessary to file for reimbursement from TEA.

The system also generates a variety of reports including those necessary to request from TEA reimbursement for meals served. The system generates personalized reports to give parents when the student's account has a low balance and maintains activity information for each student based on their PIN. The system also generates a number of reports to help the Food Service director make deposits, keep track of student accounts and determine participation in the program. The software "graduates" students at the end of the school year, so only new students need to be entered into the system.

## **COMMENDATION**

**HISD uses a point-of-sale system to maintain information necessary to claim meal reimbursement from TEA and to reduce the risk of inadvertently identifying free and reduced participants.**

## **FINDING**

HISD's Food Services department operates at a deficit. In 2000-01, HISD served 23,018 lunches and 8,814 breakfasts. HISD's Food Services director estimates another 3,600 meals were provided free of charge to teachers, administration and staff (20 meals a day x 180 days). HISD received \$674 in state reimbursement and \$24,708 in federal

reimbursement. Total expenditures for food service in 2000-01 was \$72,210. Given the total number of meals and total expenditures, the average meal cost the district \$2.04 (**Exhibit 3-14**).

**Exhibit 3-14**  
**HISD and Peer Districts Cost per Meal**  
**For the Year Ended August 31, 2001**

District	Number of Meals	Total Expenditures	Average Cost per Meal
Pringle-Morse	36,306	\$62,784	\$1.73
<b>Hunt*</b>	<b>35,432</b>	<b>\$72,210</b>	<b>\$2.04</b>
Hallsburg	25,211	\$59,729	\$2.37
Matagorda	21,220	\$49,151	\$2.32
Darrouzett	15,015	\$57,021	\$3.80
Dew	13,947	\$40,516	\$2.90

*Source: Annual audit reports - Exhibit A-3 TEA, Child Nutrition Programs District Profile, 2002.*

*\* Includes estimate of adult meals.*

Lunch prices were \$1.25 for students, with 36.7 percent of lunches being free or reduced. Breakfast prices were \$1.00 with 50.3 percent of the breakfasts free or reduced. While HISD's total expenditures were \$72,210, the district's revenues were \$50,165, resulting in a deficit of \$22,045 (**Exhibit 3-15**).

**Exhibit 3-15**  
**HISD General Fund Subsidy for Food Service Operations**  
**1997-98 Through 2001-02**

Year	Total Revenue	Total Expenditures	General Fund Subsidy	Percent Subsidy
1997-98	\$55,289	\$73,454	(\$18,165)	(24.73%)
1998-99	\$52,316	\$73,256	(\$20,940)	(28.58%)
1999-2000	\$45,751	\$66,754	(\$21,003)	(31.46%)
2000-01	\$50,165	\$72,210	(\$22,045)	(30.53%)

2001-02*	\$49,500	\$75,039	(\$25,539)	(34.03%)
----------	----------	----------	------------	----------

Source: HISD annual audit report 1998 through 2001; HISD budget 2001-02.

\*Budgeted amount.

The Comptroller's *Food for Thought: Ideas for Improving School Food Service Operations* states, "while food service operations are not expected to make a profit, they should operate on a break even basis." The report points out that any deficit in the food operations budget must be satisfied by general revenue, resulting in fewer dollars available for instructional purposes.

**Recommendation 12:**

**Annually assess meal rates to ensure that costs are recovered for full-price meals.**

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	The director of Food Services reviews the district's costs for meals and adjusts prices to lessen the deficit.	July 2002
2.	The board approves the new pricing.	July 2002
3.	The superintendent notifies all parents and teachers of the new prices.	August 2002
4.	The director of Food Services begins charging the new lunch prices.	August 2002

**FISCAL IMPACT**

An incremental decrease in the food service's deficit over five years will result in the department operating at a break-even basis. The figures below represent a decrease of 20 percent from the 2000-2001 deficit. (\$22,045 X 20 percent = \$4,409, \$22,045 X 40 percent = \$8,818); \$22,045 x 60 percent = \$13,227 and \$22,045 x 80 percent = \$17,636).

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Annually assess meal rates to ensure that costs are recovered for full-price meals.	\$4,409	\$8,818	\$13,227	\$17,636	\$22,045

---

# Chapter 3

## FINANCIAL AND OPERATIONAL MANAGEMENT

### G. FACILITIES

Efficient facilities operations help districts keep up with changes in enrollment and changing instructional program needs, and they are essential to building public trust and confidence in district management.

HISD owns and operates facilities with a total square footage of 40,705 (**Exhibit 3-16**).

**Exhibit 3-16**  
**HISD Facilities**  
**2001-02**

School/facility	Year Constructed	Square Footage
Art/music/pre-kindergarten building	1926	4,620
Elementary classrooms (grades K-4)	1931	9,418
Administration area	1980	1,624
Auditorium	1931	3,290
Cafeteria and library addition	1995	4,360
Gymnasium	1985	8,085
Middle school (grades 5-8)	2000	9,308
<b>Total</b>	-	40,705

*Source: HISD business manager.*

### FINDING

The district employs one full-time and one part-time custodian. The full-time custodian is also the primary maintenance person. The district also contracts with local vendors for maintenance and repairs that HISD staff cannot do. **Exhibit 3-17** shows vendors, services and total cost of contract maintenance for 2000-01.

**Exhibit 3-17**  
**HISD Contracted Maintenance**  
**2000-01**

<b>Contractor</b>	<b>Payments</b>
Rorry McGraw Roofing	\$2,800
Cherokee Septic Service	\$2,577
K. G. Contracting (grounds maintenance)	\$2,545
Ratify Electric	\$2,464
Vlasek Pump	\$2,240
Oasts (air conditioning repairs)	\$1,594
Terminex	\$1,004
Dean Weinstein (painting)	\$845
Kerrville Telephone	\$480
David Symm (building repair)	\$266
Tortrio Alva	\$224
Hill County Fire Safety	\$206
Hill Country Lock and Key	\$146
Lawnmower repairs	\$105
Ligon Plumbing	\$77
<b>Total</b>	<b>\$17,572</b>

*Source: HISD business manager.*

HISD also spent \$1,618 for cleaning supplies during 2000-01. The full-time custodian buys from three area suppliers, usually at the beginning of the school year and again in the early spring. Based upon the number of square feet, the cost of custodial supplies averages less than four cents per square foot. TSPR uses an average of five cents per square foot to determine if a district's custodial supplies purchasing is cost-effective.

Since 1997-98, HISD maintenance and operations costs increased 25.4 percent (**Exhibit 3-18**). During that period, HISD added the middle school, which increased total square footage to be maintained by almost 25 percent.

**Exhibit 3-18**  
**HISD Maintenance and Operations Costs**  
**1997-98 through 2001-02**

Expenditure Category	Actual			Budgeted		Percent Change
	1997-98	1998-99	1999-2000	2000-01	2001-02	
Contracted maintenance and repair	\$49,154	\$59,700	\$68,710	\$51,000	\$66,000	34.3
Salaries or wages for support personnel	\$32,453	\$32,865	\$31,433	\$31,788	\$36,040	11.1
Supplies for maintenance and/or operations	\$7,913	\$8,343	\$7,982	\$8,000	\$5,000	(36.8)
Other operating costs	\$0	\$25	\$17	\$3,950	\$5,200	N/A
<b>Total</b>	<b>\$89,520</b>	<b>\$100,933</b>	<b>\$108,142</b>	<b>\$94,738</b>	<b>\$112,240</b>	<b>25.4</b>

*Source: HISD budget for 2001-02 and TEA, PEIMS, 1997-2001.*

Compared to its peer districts, HISD's budgeted maintenance and operations costs per student for 2000-01 and 2001-02 were the lowest (**Exhibit 3-19**). HISD costs were also lower than the state and regional averages.

**Exhibit 3-19**  
**HISD, Peer District, State and Region 20 Budgeted Maintenance and Operations Costs**  
**2000-01 and 2001-02**

Entity	2000-01			2001-02		
	Budgeted Maintenance	Enrollment	Cost per Student	Budgeted Maintenance	Enrollment	Cost per Student
<b>Hunt</b>	<b>\$94,738</b>	<b>173</b>	<b>\$548</b>	<b>\$112,240</b>	<b>205</b>	<b>\$548</b>
Hallsburg	\$106,057	111	\$955	\$115,253	105	\$1,098
Pringle-Morse	\$105,553	101	\$1,045	\$133,025	106	\$1,255

Matagorda	\$99,696	85	\$1,173	\$106,611	79	\$1,350
Dew	\$66,727	67	\$996	\$153,134	80	\$1,914
Darrouzett	\$145,788	58	\$2,514	\$183,574	65	\$2,824
<b>State</b>	<b>\$2,598,036,618</b>	<b>4,059,619</b>	<b>\$640</b>	<b>\$2,899,134,508</b>	<b>4,150,741</b>	<b>\$698</b>
<b>Region 20</b>	<b>\$190,036,502</b>	<b>329,825</b>	<b>\$576</b>	<b>N/A</b>	<b>337,299</b>	<b>N/A</b>

Source: TEA, PEIMS, 2000-01 and 2001-02.

### COMMENDATION

**By combining effective budgeting practices and using existing personnel and limited outside contractors, HISD maintains its facilities at a low cost per student.**

### FINDING

HISD has not conducted an energy management audit and does not have an energy management plan.

From 1996-97 through 2000-01, HISD utility costs rose 43.4 percent (**Exhibit 3-20**). Even with the addition of the middle school in 2000-01 factored in, HISD's utility costs per square foot increased 10.9 percent from 1996-97 through 2000-01.

**Exhibit 3-20**  
**HISD Utility Costs**  
**1996-97 through 2001-02**

	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-2000</b>	<b>2000-01</b>	<b>Percent Change</b>
Utility costs	\$28,845	\$29,619	\$30,163	\$30,527	\$41,373	43.4%
Total square footage	31,397	31,397	31,397	31,397	40,705	29.6%
Cost per square foot	\$0.92	\$0.94	\$0.96	\$0.97	\$1.02	10.9%

Source: HISD Business Manager.

Since 1999, HISD has been replacing existing light ballasts with electronic ballasts as the existing ballasts stopped functioning. About one-half of the ballasts have been replaced.

Thermostats have been regulated in approximately one-half of the rooms in the elementary school building. Teachers are unable to change the temperature without the assistance of the school custodian. In the middle school, regulated thermostats have also been installed, but the temperature can still be changed.

The district has not had an energy-management audit, such as those performed by the State Energy Conservation Office (SECO), which is a branch of the Texas Comptroller of Public Accounts office. SECO provides free energy-management audits to public sector entities, including school districts. The audits provide detailed recommendations about equipment and procedures to implement, which serve as the basis for an energy-management plan, and the estimated time for "payback" of the cost of these items through energy savings.

**Recommendation 13:**

**Request an energy-management audit of HISD facilities.**

The audit should serve as the basis of an energy management plan.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	The superintendent contacts SECO and schedules a time for an audit.	September 2002
2.	SECO completes the audit and provides HISD with a report.	October 2002
3.	The superintendent reviews the report and prepares a recommended implementation plan to the board.	November 2002
4.	The board approves the plan and directs the superintendent to begin implementation.	December 2002

**FISCAL IMPACT**

Assuming utility bills could be reduced to 1996-97 levels after the audit, HISD could save \$3,924 annually (40,705 sq ft x .92 = \$37,449 subtracted from \$41,373). Savings in the first year assumes that it will take six months to complete the audit and make energy-use changes.

<b>Recommendation</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
Request an energy-management audit of HISD facilities.	\$1,962	\$3,924	\$3,924	\$3,924	\$3,924

# Appendix A

## PUBLIC FORUM COMMENTS

As part of Hunt Independent School District performance review, a public forum was held in the Hunt Auditorium on February 6, 2002. Members of the public were invited to record comments they have regarding the HISD education system. Community members and school staff who participated in the public forums gave their comments about the 12 areas under review. These comments illustrated community perceptions of HISD and do not necessarily reflect the findings or opinion of the Comptroller or review team. The comments have been edited for brevity and decorum. The following is a summary of comments received by focus area.

### **DISTRICT ORGANIZATION AND MANAGEMENT**

- Strong leadership and organization.
- I have enjoyed being a part of site-based planning.
- Has given us opportunity to express and "own" the school.
- Board functions as a team (with superintendent).
- School management has been and continues to be excellent.
- Site based manager is most effective.
- School has had and continues to have a plan for the future of the school and district. Challenges continue to face the school in the form of "Robin Hood."
- Hunt School is the primary reason we moved here and bought property.
- It is a first rate elementary school, and I am proud to have my child attend here. I hope the school will be able to maintain its level of services and successes for years to come.

### **EDUCATIONAL SERVICE DELIVERY**

- Curriculum appears to be solid, especially in the elementary grades. Middle school continues to develop.
- TAAS does not measure the performance of Hunt School students. Many offerings at the school are not tested.
- Bilingual education is very effective for a growing population.
- Gifted and Talented - needs improvement up and down.
- Special Education is developing.
- I would like to see a better Gifted and Talented program. I believe the Hunt School has the ability to be a magnet school. I would like to see more focus on music (band and choir) for the entire school. Our music teacher has a Ph.D. and he is gifted. I hope that the Hunt School will see fit to build a place for the band and choir to meet.

- The Bilingual program is a whole language approach. The ESL teacher has an incredible commitment to the children and the families.
- My children have both excelled and learned.
- I would love more hands on and higher level thinking opportunities.
- Nice balance with TAAS though I hate that they must spend anytime with this.

## **COMMUNITY INVOLVEMENT**

- Even though we did not have a big showing tonight for this forum, we have some wonderful parents. It is easy to get involved at this school. The Booster Club has done a lot of fundraising for extra supplies; the Parent Action Committee (PAC) is a big success.
- Parental involvement is of the highest nature.
- Community relations are fine but can use improvement, especially in the area of staff and faculty community participation.
- Communications can always be improved.
- Has grown with PAC.
- I believe we can continue to grow and become even more central to the community.

## **PERSONNEL MANAGEMENT**

- Twelve years with the district.
- The district was applying pressure for custodian to quit.
- Personnel issues.

## **FACILITIES USE AND MANAGEMENT**

- Very adequate and inviting. I love that we have built only what we can pay for.
- Facilities are greatly improved over 6-8 years ago.
- Planning (facilities) has been most effective.
- At the present time, building capacity is excellent. More space than needed, but with future growth additional planning must be considered.
- Maintenance/Custodial Services should be improved.

## **ASSET AND RISK MANAGEMENT**

- All areas seem to be average or above.
- Has not needed Bond Issue - we've paid all buildings and improvement from cash reserves.

## **FINANCIAL MANAGEMENT**

- School taxes are some of the lowest in the state.
- Hunt ISD has been wise in its use of funds over the years. Local taxes support the operations of the school.

## **FOOD SERVICE**

- For such a small school, it is a shame that the food is all pre-made and processed.
- "Homemade" food.
- Yes.
- I believe we have sold our kids out with "kid food" and processed meals.
- What happened to fresh?
- Food services are excellent. Food quality is excellent.
- The food is good; it is better than last year.
- My children feel good at school.
- It is a good school for our children. We are very content.

## **COMPUTERS AND TECHNOLOGY**

- We can take or leave computers.
- Our computer program is state of the art! Ms. Harris is a gift. I would like to see the Internet utilized more. I think that long distance teaching will be a great addition.
- My children are very literate and have learned at school. I love the creative way Ms. Harris uses what we have and the way we have portable computers and computers in the classroom.

## **TRANSPORTATION**

- We could use newer buses.
- Transportation is about as best it could be - very effective.
- Has been a great service for us! Good schedule, wonderful drivers who care about safety and the kids.

## **SAFETY AND SECURITY**

- The Dare program is great! My children love it.
- I believe the corporal punishment should be abolished in the State of Texas. I think it is archaic and abusive (potential for abuse) and a liability.
- The school or Hunt community needs EMS trained individuals.
- Great on safety - love new drop off system and door locking.
- Student discipline policies are solid.

- Excellent relations with local law enforcement agencies.
  - All the classroom doors can only be locked from the outside. My concern is what if someone enters the school - that is a problem. How can the teacher protect the kids? Jim West, Jr.
  - Very impressed with Mr. Kelm and his management of the school. I'm on the school board and the site based management committee and we've done so much, so efficiently. I'm a new board member but I've been on several boards and committees. Things get done here!
  - The Hunt School is truly the envy of many schools in the area. The attention paid to each and every student by all staff makes it impossible for any student to "fall between the cracks." The variety of classes at the middle school level is also very appealing.
  - For a small community, there is lots of involvement, not only from parents. The Garden Club is a perfect example. Everyone wants to see these kids succeed.
  - Lots of teachers want to work here, and most of our teachers have been here a long time. Before Mr. Kelm came here, I know of some problems that existed between a few teachers but I think they were resolved when he came on board.
  - We're extremely proud of our new middle school and happy it was paid for before our legislature problems came up! I'm happy to see the building being used for teaching English in the evening.
  - I'm just learning about all of this being a new board member. We seem to be on top of it and financially sound as a result of good decision making from board and Mr. Kelm alike.
  - Our audit last year found us in compliance. I have no problems with this area. Again, I feel money is spent wisely.
  - Bidding and contract processes are followed and much thought is given to large purchases.
  - Facilities are good - clean. My only wish here is that cafeteria menus include healthier foods, the kind kids are encouraged to eat when they study nutrition!
  - Excellent! Ms. Harris is such an innovative teacher. Our students are exposed to some unique aspects of technology at a young age.
  - Bus safety is a priority and I feel our bus drivers maintain that.
  - So far, we've not had any major discipline problems because we're successful with all of the above - especially the attention paid to each student as an individual isn't all staff.
-

# Appendix B

## PARENT SURVEY RESULTS

Demographic Data/Survey Questions  
Parent's Comments

(n=66)

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

### Demographic Data

<b>1. Gender (Optional)</b>	<b>Male</b>	<b>Female</b>	<b>No response</b>			
		43.9%	40.9%	15.2%		
<b>2. Ethnicity (Optional)</b>	<b>Anglo</b>	<b>African American</b>	<b>Hispanic</b>	<b>Asian</b>	<b>Other</b>	
		66.7%	0.0%	16.7%	0.0%	16.6%
<b>3.</b>	<b>How long have you lived in Hunt ISD?</b>					
	<b>0-5 years</b>	<b>6-10 years</b>	<b>11-15 years</b>	<b>16-20 years</b>	<b>20+ years</b>	<b>No response</b>
	43.9%	9.1%	37.8%	0.0%	0.0%	9.2%
<b>4.</b>	<b>What grades level(s) does your child(ren) attend?</b>					
	<b>Pre-Kindergarten</b>	<b>Kindergarten</b>	<b>First</b>	<b>Second</b>	<b>Third</b>	
	15.1%	12.1%	13.6%	10.6%	18.1%	
	<b>Fourth</b>	<b>Fifth</b>	<b>Sixth</b>	<b>Seventh</b>	<b>Eighth</b>	
	19.7%	6.0%	10.6%	9.0%	4.5%	
	<b>Ninth</b>	<b>Tenth</b>	<b>Eleventh</b>	<b>Twelfth</b>		
	1.5%	0.0%	0.0%	0.0%		

### A. District Organization and Management

<b>Survey Questions</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>No Opinion</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Response</b>
1.	The school board allows sufficient time for public input at meetings.	15.2%	50.0%	30.3%	3.0%	0.0%	1.5%
2.	School board members listen	22.7%	45.5%	25.8%	4.6%	0.0%	1.5%

	to the opinions and desires of others.						
3.	The superintendent is a respected and effective instructional leader.	30.3%	40.9%	21.2%	4.6%	1.5%	1.5%
4.	The superintendent is a respected and effective business manager.	24.2%	28.8%	40.9%	3.0%	0.0%	3.0%

### **B. Educational Service Delivery and Performance Measurement**

<b>Survey Questions</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>No Opinion</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Response</b>
5.	The district provides a high quality of services.	33.3%	53.0%	7.6%	1.5%	0.0%	4.6%
6.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	22.7%	59.1%	12.1%	1.5%	1.5%	3.0%
7.	The needs of the college-bound student are being met.	18.2%	33.3%	36.4%	9.1%	1.5%	1.5%
8.	The needs of the work-bound student are being met.	16.7%	36.4%	42.4%	3.0%	0.0%	1.5%

9.	The district has effective educational programs for the following:						
	a) Reading	45.5%	50.0%	1.5%	1.5%	0.0%	1.5%
	b) Writing	40.9%	54.6%	1.5%	0.0%	1.5%	1.5%
	c) Mathematics	42.4%	47.0%	1.5%	6.1%	1.5%	1.5%
	d) Science	50.0%	37.9%	6.1%	3.0%	1.5%	1.5%
	e) English or Language Arts	40.9%	53.0%	1.5%	0.0%	1.5%	3.0%
	f) Computer Instruction	40.9%	50.0%	3.0%	3.0%	1.5%	1.5%
	g) Social Studies (history or geography)	36.4%	57.6%	3.0%	0.0%	1.5%	1.5%
	h) Fine Arts	59.1%	33.3%	3.0%	1.5%	1.5%	1.5%
	i) Physical Education	48.5%	47.0%	1.5%	1.5%	0.0%	1.5%
	j) Business Education	15.2%	13.6%	59.1%	6.1%	1.5%	4.6%
	k) Vocational (Career and Technology) Education	10.6%	12.1%	63.6%	7.6%	1.5%	4.6%
	l) Foreign Language	24.2%	50.0%	15.2%	6.1%	1.5%	3.0%
10.	The district has effective special programs for the following:						
	a) Library Service	28.8%	47.0%	16.7%	4.6%	0.0%	3.0%
	b) Honors/Gifted	48.5%	19.7%	9.1%	0.0%	3.0%	19.7%

	and Talented Education						
	c) Special Education	34.9%	45.5%	0.0%	6.1%	0.0%	13.6%
	d) Head Start and Even Start programs	9.1%	15.2%	71.2%	3.0%	0.0%	1.5%
	e) Dyslexia program	4.6%	15.2%	75.8%	3.0%	0.0%	1.5%
	f) Student mentoring program	16.7%	37.9%	37.9%	6.1%	0.0%	1.5%
	g) Advanced placement program	7.6%	27.3%	47.0%	15.2%	1.5%	1.5%
	h) Literacy program	18.2%	31.8%	47.0%	1.5%	0.0%	1.5%
	i) Programs for students at risk of dropping out of school	9.1%	9.1%	68.2%	12.1%	0.0%	1.5%
	j) Summer school programs	13.6%	31.8%	48.5%	6.1%	0.0%	0.0%
	k) Alternative education programs	9.1%	13.6%	65.2%	10.6%	0.0%	1.5%
	l) "English as a second language" program	37.9%	34.9%	24.2%	3.0%	0.0%	0.0%
	m) Career counseling program	6.1%	16.7%	72.7%	3.0%	0.0%	1.5%
	n) College counseling program	6.1%	9.1%	75.8%	9.1%	0.0%	0.0%
	o) Counseling the parents of	16.7%	39.4%	27.3%	16.7%	0.0%	0.0%

	students						
	p) Drop out prevention program	4.6%	16.7%	66.7%	10.6%	1.5%	0.0%
11.	Parents are immediately notified if a child is absent from school.	12.1%	34.9%	34.9%	15.2%	3.0%	0.0%
12.	Teacher turnover is low.	39.4%	39.4%	19.7%	1.5%	0.0%	0.0%
13.	Highly qualified teachers fill job openings.	33.3%	28.8%	30.3%	4.6%	3.0%	0.0%
14.	A substitute teacher rarely teaches my child.	27.3%	43.9%	12.1%	16.7%	0.0%	0.0%
15.	Teachers are knowledgeable in the subject areas they teach.	34.9%	59.1%	3.0%	3.0%	0.0%	0.0%
16.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	42.4%	50.0%	6.1%	0.0%	0.0%	1.5%
17.	Students have access, when needed, to a school nurse.	33.3%	36.4%	9.1%	15.2%	6.1%	0.0%
18.	Classrooms are seldom left	25.8%	50.0%	21.2%	3.0%	0.0%	0.0%

	unattended.						
19.	The district provides a high quality education.	40.9%	45.5%	7.6%	3.0%	1.5%	1.5%
20.	The district has a high quality of teachers.	36.4%	56.1%	3.0%	4.6%	0.0%	0.0%

### C. Community Involvement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
21.	The district regularly communicates with parents.	33.3%	48.5%	12.1%	6.1%	0.0%	0.0%
22.	District facilities are open for community use.	31.8%	47.0%	19.7%	1.5%	0.0%	0.0%
23.	Schools have plenty of volunteers to help students and school programs.	28.8%	56.1%	7.6%	6.1%	1.5%	0.0%

### 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	24.2%	42.4%	28.8%	4.6%	0.0%	0.0%

	planning.						
25.	Schools are clean.	37.9%	60.6%	1.5%	0.0%	0.0%	0.0%
26.	Buildings are properly maintained in a timely manner.	33.3%	63.6%	1.5%	1.5%	0.0%	0.0%
27.	Repairs are made in a timely manner.	28.8%	47.0%	21.2%	3.0%	0.0%	0.0%
28.	The district uses very few portable buildings.	1.5%	42.4%	37.9%	10.6%	7.6%	0.0%
29.	Emergency maintenance is handled expeditiously.	19.7%	43.9%	36.4%	0.0%	0.0%	0.0%

#### **E. Asset and Risk Management**

<b>Survey Questions</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>No Opinion</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Response</b>
30.	My property tax bill is reasonable for the educational services delivered.	13.6%	40.9%	30.3%	7.6%	4.6%	3.0%
31.	Board members and administrators do a good job explaining the use of tax dollars.	18.2%	40.9%	33.3%	3.0%	3.0%	1.5%

#### **F. Financial Management**

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
32.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	16.7%	22.7%	57.6%	1.5%	0.0%	1.5%
33.	Campus administrators are well trained in fiscal management techniques.	13.6%	27.3%	56.1%	3.0%	0.0%	0.0%
34.	The district's financial reports are easy to understand and read.	12.1%	28.8%	54.6%	4.6%	0.0%	0.0%
35.	Financial reports are made available to community members when asked.	15.2%	22.7%	54.6%	3.0%	1.5%	3.0%

### 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.	31.8%	62.1%	4.6%	1.5%	0.0%	0.0%
37.	Textbooks are in good shape.	33.3%	63.6%	3.0%	0.0%	0.0%	0.0%

38.	The school library meets student needs for books and other resources.	24.2%	56.1%	9.1%	9.1%	0.0%	1.5%
-----	---	-------	-------	------	------	------	------

## 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.	40.9%	33.3%	3.0%	21.2%	1.5%	0.0%
40.	The school breakfast program is available to all children.	51.5%	43.9%	4.6%	0.0%	0.0%	0.0%
41.	The cafeteria's food looks and tastes good.	19.7%	45.5%	12.1%	12.1%	9.1%	1.5%
42.	Food is served warm.	24.2%	48.5%	15.2%	3.0%	9.1%	0.0%
43.	Students have enough time to eat.	19.7%	54.6%	4.6%	13.6%	6.1%	1.5%
44.	Students eat lunch at the appropriate time of day.	28.8%	66.7%	0.0%	0.0%	3.0%	1.5%
45.	Students wait in food lines no longer than 10 minutes.	34.9%	40.9%	12.1%	10.6%	0.0%	1.5%

46.	Discipline and order are maintained in the school cafeteria.	37.9%	56.1%	4.6%	0.0%	0.0%	1.5%
47.	Cafeteria staff is helpful and friendly.	25.8%	57.6%	6.1%	7.6%	1.5%	1.5%
48.	Cafeteria facilities are sanitary and neat.	37.9%	59.1%	1.5%	0.0%	0.0%	1.5%

### I. Transportation

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
49.	My child regularly rides the bus.	25.8%	33.3%	16.7%	12.1%	9.1%	3.0%
50.	The bus driver maintains discipline on the bus.	33.3%	34.9%	27.3%	1.5%	0.0%	3.0%
51.	The length of the student's bus ride is reasonable.	28.8%	47.0%	22.7%	0.0%	0.0%	1.5%
52.	The drop-off zone at the school is safe.	36.4%	47.0%	13.6%	1.5%	0.0%	1.5%
53.	The bus stop near my house is safe.	21.2%	42.4%	19.7%	15.2%	0.0%	1.5%
54.	The bus stop is within walking distance from our home.	24.2%	42.4%	19.7%	6.1%	6.1%	1.5%

55.	Buses arrive and depart on time.	30.3%	50.0%	16.7%	1.5%	0.0%	1.5%
56.	Buses arrive early enough for students to eat breakfast at school.	25.8%	42.4%	25.8%	4.6%	0.0%	1.5%
57.	Buses seldom break down.	28.8%	39.4%	25.8%	3.0%	1.5%	1.5%
58.	Buses are clean.	28.8%	40.9%	21.2%	7.6%	0.0%	1.5%
59.	Bus drivers allow students to sit down before taking off.	30.3%	27.3%	25.8%	9.1%	4.6%	3.0%
60.	The district has a simple method to request buses for special events.	19.7%	19.7%	56.1%	3.0%	0.0%	1.5%

## J. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
61.	Students feel safe and secure at school.	40.9%	57.6%	1.5%	0.0%	0.0%	0.0%
62.	School disturbances are infrequent.	43.9%	48.5%	7.6%	0.0%	0.0%	0.0%
63.	Gangs are not a problem in this district.	57.6%	40.9%	1.5%	0.0%	0.0%	0.0%
64.	Drugs are not	50.0%	47.0%	3.0%	0.0%	0.0%	0.0%

	a problem in this district.						
65.	Vandalism is not a problem in this district.	51.5%	45.5%	3.0%	0.0%	0.0%	0.0%
66.	Security personnel have a good working relationship with principals and teachers.	19.7%	31.8%	48.5%	0.0%	0.0%	0.0%
67.	Security personnel are respected and liked by the students they serve.	18.2%	28.8%	53.0%	0.0%	0.0%	0.0%
68.	A good working arrangement exists between the local law enforcement and the district.	37.9%	39.4%	21.2%	0.0%	0.0%	1.5%
69.	Students receive fair and equitable discipline for misconduct.	39.4%	45.5%	12.1%	0.0%	3.0%	0.0%
70.	Safety hazards do not exist on school grounds.	30.3%	48.5%	15.2%	4.6%	1.5%	0.0%

### **K. Computers and Technology**

<b>Survey Questions</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>No Opinion</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Response</b>
-------------------------	-----------------------	--------------	-------------------	-----------------	--------------------------	--------------------

71.	Teachers know how to use computers in the classroom.	21.2%	57.6%	13.6%	6.1%	1.5%	0.0%
72.	Computers are new enough to be useful to teach students.	36.4%	48.5%	9.1%	3.0%	3.0%	0.0%
73.	The district meets student needs in computer fundamentals.	34.9%	51.5%	7.6%	3.0%	3.0%	0.0%
74.	The district meets student needs in advanced computer skills	24.2%	40.9%	27.3%	3.0%	4.6%	0.0%
75.	Students have easy access to the internet.	22.7%	48.5%	22.7%	3.0%	3.0%	0.0%

---

# Appendix B

## PARENT SURVEY RESULTS

Demographic Data/Survey Questions  
Parent's Comments

### *Parent's Comments:*

The narrative comments below reflect the perceptions and opinions of parent survey respondents and do not reflect the findings or opinion of the Texas Comptroller of Public Accounts or the review team.

- Hunt Elementary has been excellent over the years. We have four children that have gone through. We are not pleased with the middle school or the supervisor of the principal over the teachers. This is very disappointing due to the hope of ours that Hunt would increase grades. Hunt had a great potential, but with poor leadership and some poor choices in new M.S. teachers, we lost students. I understand there are even teachers in the Elementary considering leaving.
- Hunt is a great school and I am happy that my son is enrolled there, however, as with anything, there is room for improvement. I have been pretty active in school affairs and have had an opportunity to observe much in the last 4 1/2 years. Problems: 1) Principal/Superintendent-This is all one position here which causes a problem. If you have a problem with the principal you have no one to turn to for mediation. The school board completely defers to him. He and a couple of the other teachers (who have been here the longest) completely rule the roost around here, most other input is not considered. In response to this a Parent Action Committee (PAC) was formed this year to help the admin. understand parental concerns. This has been somewhat helpful-at least we got the horribly dangerous situation in our parking lot cleared up-but we parents had to take care of it ourselves. Repeated complains for years got no action. Our principal/superintendent is really not respected-not by parent I know anyway. Whether they'll come right out and say it is a different matter however. 2) If you need to be treated by the school nurse you better get sick on Wed. that's the only day she is there. 3) Safety is an issue here. I have seen many safety hazards around the school. Hoses are stretched across sidewalks and left there for weeks at a time! Steps aren't properly swept and gravel from the playground collects causing a slipping situation. Gravel is tumbling out of the playground onto the hard top (which slopes downhill) causing another very slippery situation. The children are not now and haven't been in the past properly supervised on the playground. All the adults congregate at

the picnic table on the edge of the playground. This leaves most of the playground unobserved. My sons stories of what goes on there (getting beaten-up by bigger kids, dare devil stunts on the swings and monkey bars, getting kicked down the stone bleachers, etc.) have really concerned me. I have gone up to the playground in the past to keep a watch out myself because I was worried about all the kids, 2 children that I know of from my son's class have broken their arms out there just this week a little girl received a triple fracture! This is a BIG problem that isn't being addressed despite complaints. I guess we'll have to set up a parent committee to watch the playground just like the parking lot. Also some repairs seem to be put off way too long. Example-Water fountain on the playground was broken for months last year-so the kids used it to squirt one another. I saw the whole Pre-K Class come in soaking wet last year in the middle of winter after having fun at the water fountain. 4) Lunch is scheduled for 45 minutes but they run them in and out in 15. I've gone up for lunch in the past and couldn't believe it. This year an aide told my son he couldn't bring a hot dog "lunchable" for lunch anymore because it took him too long to squirt the ketchup and mustard on! This really rushing it! 5) Students don't receive fair and equitable treatment. As happens in a small town, it really depends on who your parents are. If your parent is on of the teachers, board members, booster club members, etc. you're cut a little extra slack. There are some kids that get labeled as "bad" and they always get the worst punishments. I personally witnessed a fight between 2 students that was, started by the child of a booster club member. The other child involved was considered one of the 'bad' kids. The fight was broken up and the "good" kid was sent back to class with the group and the 'bad' kid was given a D-hall and sent to the office. This kind of thing goes on all the time, it's one of the reasons I joined the Booster Club, so my son would be one of the "good" kids. It's worked too! No D-hall this year or last. The two years before that (before I jointed BC) I can't count how many he got. Maybe his behavior has improved but I really think that it's the perception of his behavior that has actually changed. And oh by the way the 'bad' kid from above mother works 40 plus hours per week and can't join the boosters. Her son still gets D-halls. For every little thing. The kids even realize it's a stacked deck. My son says they always try to get the teachers kids to ask for stuff, etc., because they have more pull and won't get in trouble. Lastly) The teachers (for the most part) at this school are absolutely phenomenal. They do their jobs (under less than ideal conditions) beautifully and show a real devotion and caring for their students.

- La educacion en Hunt ISD es excelente.Gracious.

- Hunt ISD is a unique school. The quality of teachers and staff make for a great school, for kids to learn and grow in.
- I have one child in Hunt ISD at this time, and two others who have gone to Hunt. I am very glad to have been able to live in the Hunt area so my children could go to the Hunt ISD.
- This is an awesome ISD!
- I love the Hunt School District and feel fortunate are children attend there. The only problem I have is the bus will not come to our house. We live 16 miles from the school and the bus stop is 10 miles away. This is quite a hardship on us financially. I would like to see this improved. Otherwise, we will never leave this area, because we want over children in this community.
- Hunt School is a primary reason we had for moving here. We are very satisfied with the education our children receive here.
- As a parent and community member, I am very pleased with Hunt School.
- My answers can hardly this child has only been in my household for 2 months so I'm not really familiar with the schools programs. Thanks.
- We should push our kid to excel past their basic abilities. Kids should be working hard to make grades, not playing to make grades. Homework should take 1 1/2 - 2 hours every day not 15 minutes.
- Hunt es un con dado de Texas chiquito y muy bomito don de ay pas y fuera de la de lincuencia y casitodos los residentes de Hunt nos conosemos poreso opino que hunt school esta bien.
- For the brief time that we have been associated with the Hunt School, we have found it to be a good school with excellent teachers for the most part. The music program lacks in basic teaching of music. My child is a picky eater, so the cafeteria will always be problematic for us. I suppose, as with every "new" student it is difficult to break into the community, but it has been hard for my child. Maybe its because Hunt is small, yet prestigious. The teachers seem caring and loving and from what I hear have had excellent school scores in the past.
- In Section A questions 1-4, I have never attended a school board meeting. Notices for these meetings are very rare. If I do get a notice, it is usually on the day of the meeting. I get home from work at 5:45 and I have to drive 15 miles past the school to get home. By the time I get home, read the notice, change clothes and drive 15 miles back to school, the meeting is over. Personally, I do not care for the superintendent. I do not know how other folks feel about him. Most of the questions that I answered 'no opinion' is more like 'I don't know.'
- I am overall very pleased with the Hunt School. I do feel however, that we are experiencing 'growing pains' with the addition of the

middle school this year. Some class sizes are large and cramped. I also think we need to focus on the needs of the middle school kids if we want to keep them.

- I am well pleased with my children's education in Hunt. They are safe, happy, and unhampered by serious discipline issues in the classroom. They have excelled and are stimulated and cared for by all of the staff. More children should have the benefit of being educated in an environment that is small where they are known and can shine as the wonderful individuals they are.
- I feel fortunate to have my children in Hunt School.
- I'm very pleased with the education my daughter is receiving.
- As Hunt is a small school, no student can hide or fade into the background. As a former teacher, it is hard to explain the benefits that small campuses have on students that are taught by caring teachers.
- Hunt School has exemplary programs for its students. Art, Band, Computer, and Spanish are all great sources of enrichment. Of course, the children obtain a strong foundation in reading, writing, math, etc.
- The school is still small enough that it has a small community or private school atmosphere. All of the teachers and students know everyone.
- Como podies en general nos sentimos muy felices con la escuela de Hunt, mi hijo le gusta mucho y amo su escuela, los profesores son especiales con el.
- Good school - great teachers. It would be nice if all schools were small and family-like!
- I would like a foreign language (Spanish) taught more aggressively at the elementary levels. I like the teacher's asking for parent involvement.
- We love the Hunt School - particularly the superintendent and staff. I think our biggest improvements could be made in the food service, computer instruction and fine arts instruction (music, drama and dance). Art instruction is excellent!
- We have only been in this district four months; therefore, have not been exposed to much of the district meetings. We are very satisfied with the education our child is receiving in kindergarten.
- I am pleased with the education my children are receiving. I feel we are working all the time to better our school.
- If the tax dollars we pay were used to upgrade programs where necessary of HISD we would have a 'Montessori' level school system. The Robin Hood provision in the funding of schools should be abolished. The whole system of property owners paying for the education system is wrong. If I rented my property and had 10 kids in school I would not be paying for any of their education. That is just wrong.

- Hunt School is small, with a Pre K-8 in one site, one class per grade level. Teachers are open and available and caring; many parents participate as volunteers, lots of special events organized by teachers and/or parents. Kids have music, PE, art, computers, and Spanish lessons (but not enough Spanish). If I could change one thing, I'd have fun, conversational, game- and music-filled Spanish classes for all grade levels, beginning with Pre K.
- The Hunt School is what all schools should be - caring, compassionate, modern, old-fashioned, small, safe, friendly.
- Bueno como padre de familia llo opino que es exselente la lae es cuelae de Hunt, Texas.
- We are real happy with Hunt, we wish our daughter could attend thru all grades. The staff is very personable and care for each student - they stay in contact with parents. A very impressive country school - we love it!
- Bueno como padre de familia yo pi enso que la escuela de Hunt es muy bueno los maestros son muy efisiente y muy atentos con los aludnos y con los padres. de familia.
- I am honored to have my children enrolled at the Hunt School. The school is safe, most of the faculty takes the time to know all of the students in all of the grades, whether they teach them or not. It is a family atmosphere and I know my kids are cared for, cared about and are receiving a great education. Our family is lucky to be a part of the Hunt ISD. We cannot say enough wonderful things about it.
- I feel fortunate to have my children in Hunt School.
- I am very pleased with Hunt ISD - my child has been there from Pre-K to 1st grade. The teachers are very helpful and knowledgeable about what they are teaching and are very open with the parents about their children. Hunt ISD is a wonderful school to send any child to.
- The school emphasis too much with the Hispanic children than Anglo. Some of the teachers and principal (3 teachers) do not take the time to listen to both child's arguments. If the one child's parents contribute more to the school than the other child then the other child is automatically the one who caused the trouble and the (3 teachers) nor principal do not listen they act to hastily. If my child is in chance of falling below in a class I am not notified until the report card comes home.
- I feel fortunate to have my children in Hunt School.
- We love Hunt ISD and the teachers there. There is really a close connection between the parents and teachers. However, we are not so much a "RICH" community that the state think we are therefore the school suffers from the "Robinhood Act" taking our tax dollars and distributing them to poorer schools.
- B7) Poor planning of classroom time.  
B12) Hare recently heard from several teachers they are

considering not returning.(Elem. Teachers)unhappy with principal.

B13) Several teachers recently hired (1-2 yrs) are not qualified MS

B19) In some subjects.

B20) The elementary is very good. middle school needs improvement.

I49) Not anymore

I50) One driver in particular

J70) There are a number of workers that live just behind the school campus and in a house on school road that walk past the school every morning that are a concern to us. It is well known in the area, that they are there and they are picked up for work.

- We have four children that have attended Hunt school. We have been happy for the most part and feel our children have received a good education in a small and controlled environment. The elementary is excellent. The middle school is new and we were very happy when they increased grades to 8th, and wish Hunt would offer higher grade levels. Our complaint is with some of the newly hired teacher for Middle school. They do not listen to parents, or apparently to the principal either. I do not feel the Math program for middle school is a good one, or the two teachers in Math are not able to teach the students properly. Also, entirely too much homework is assigned each night. This has only been a problem in the middle school. I have spoken with teachers and principal regarding this last year 2000-01 and this year 2001-02, there has been no change. We have not experienced extreme homework amounts at Ingram middle school or Ingram high school. Two of our children have gone through Ingram middle school and high school. I am happy otherwise with Hunt school, and would not want to see it close, but some changes need to be made. School work is important, but families must have time to be together in the evening also. I believe this country's strength is in its' families and home life. Our children spend many evenings doing homework from 4:30-break for dinner-than until 9, 9:30 or 10:00. Sometimes we just have to stop them, because it just to late. We really appreciate this survey. Thank you.
- The educational performance at Hunt has always been exceptional. The only problem is that the bus which takes the high school students to their high school arrives there with usually only five minutes before eight. These students are transfer students from Hunt ISD into Ingram ISD for lack of a high school. It is very convenient for the parents of Hunt children, but would be more so if the students had at least ten minutes before the bell.
- We feel blessed that our children are able to attend the Hunt School. We are impressed with the special education programs (speech, reading). We are fortunate that our children attend such a small school that affords them more individual attention.

# Appendix C

## TEACHER SURVEY RESULTS

Demographic Data/Survey Questions  
Teachers Comments

(n=13)

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

### Demographic Data

1.	<b>Gender (Optional)</b>	<b>Male</b>	<b>Female</b>	<b>No Response</b>			
		15.4%	84.6%	0.0%			
2.	<b>Ethnicity (Optional)</b>	<b>Anglo</b>	<b>African American</b>	<b>Hispanic</b>	<b>Asian</b>	<b>Other</b>	<b>No Response</b>
		92.3%	0.0%	7.7%	0.0%	0.0%	0.0%
3.	<b>How long have you been employed by Hunt ISD?</b>						
	<b>1-5 years</b>	<b>6-10 years</b>	<b>11 -15 years</b>	<b>16-20 years</b>	<b>20+ years</b>	<b>No Response</b>	
	46.1%	15.4%	23.1%	7.7%	0.0%	7.7%	
4.	<b>What grades are taught in your school?</b>						
	<b>Pre-Kindergarten</b>	<b>Kindergarten</b>	<b>First</b>	<b>Second</b>	<b>Third</b>		
	X	X	X	X	X		
	<b>Fourth</b>	<b>Fifth</b>	<b>Sixth</b>	<b>Seventh</b>	<b>Eighth</b>		
	X	X	X	X	X		
	<b>Ninth</b>	<b>Tenth</b>	<b>Eleventh</b>	<b>Twelfth</b>			

### A. District Organization and Management

Survey Questions		<b>Strongly Agree</b>	<b>Agree</b>	<b>No Opinion</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Response</b>
1.	The school board allows sufficient time for public input at meetings.	15.4%	61.5%	23.1%	0.0%	0.0%	0.0%
2.	School board	7.7%	69.2%	15.4%	7.7%	0.0%	0.0%

	members listen to the opinions and desires of others.						
3.	School board members work well with the superintendent.	23.1%	61.5%	15.4%	0.0%	0.0%	0.0%
4.	The school board has a good image in the community.	53.9%	30.8%	7.7%	7.7%	0.0%	0.0%
5.	The superintendent is a respected and effective instructional leader.	23.1%	30.8%	15.4%	30.8%	0.0%	0.0%
6.	The superintendent is a respected and effective business manager.	38.5%	46.2%	7.7%	7.7%	0.0%	0.0%
7.	Central administration is efficient.	30.8%	38.5%	23.1%	7.7%	0.0%	0.0%
8.	Central administration supports the educational process.	30.8%	30.8%	23.1%	15.4%	0.0%	0.0%
9.	The moral of central administration staff is good.	30.8%	30.8%	7.7%	15.4%	0.0%	15.4%

### B. Educational Service Delivery and Performance Measurement

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
------------------	----------------	-------	------------	----------	-------------------	-------------

10.	Education is the main priority in our school district.	61.5%	38.5%	0.0%	0.0%	0.0%	0.0%
11.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	61.5%	38.5%	0.0%	0.0%	0.0%	0.0%
12.	The needs of the college-bound student are being met.	15.4%	30.8%	53.9%	0.0%	0.0%	0.0%
13.	The needs of the work-bound student are being met.	7.7%	38.5%	53.9%	0.0%	0.0%	0.0%
14.	The district provides curriculum guides for all grades and subjects.	15.4%	61.5%	7.7%	15.4%	0.0%	0.0%
15.	The curriculum guides are appropriately aligned and coordinated.	7.7%	69.2%	7.7%	15.4%	0.0%	0.0%
16.	The district's curriculum guides clearly outline what to teach and how to teach it.	7.7%	53.9%	23.1%	7.7%	7.7%	0.0%
17.	The district has effective educational						

	programs for the following:						
	a) Reading	38.5%	53.9%	7.7%	0.0%	0.0%	0.0%
	b) Writing	46.2%	53.9%	0.0%	0.0%	0.0%	0.0%
	c) Mathematics	38.5%	61.5%	0.0%	0.0%	0.0%	0.0%
	d) Science	46.2%	46.2%	7.7%	0.0%	0.0%	0.0%
	e) English or Language Arts	38.5%	61.5%	0.0%	0.0%	0.0%	0.0%
	f) Computer Instruction	53.9%	23.1%	23.1%	0.0%	0.0%	0.0%
	g) Social Studies (history or geography)	30.8%	61.5%	7.7%	0.0%	0.0%	0.0%
	h) Fine Arts	61.5%	38.5%	0.0%	0.0%	0.0%	0.0%
	i) Physical Education	38.5%	61.5%	0.0%	0.0%	0.0%	0.0%
	j) Business Education	0.0%	0.0%	84.6%	0.0%	0.0%	15.4%
	k) Vocational (Career and Technology) Education	0.0%	0.0%	84.6%	0.0%	0.0%	15.4%
	l) Foreign Language	30.8%	46.2%	23.1%	0.0%	0.0%	0.0%
18.	The district has effective special programs for the following:						
	a) Library Service	15.4%	69.2%	0.0%	15.4%	0.0%	0.0%
	b) Honors/Gifted and Talented Education	23.1%	30.8%	0.0%	46.2%	0.0%	0.0%

c) Special Education	15.4%	76.9%	0.0%	7.7%	0.0%	0.0%
d) Head Start and Even Start programs	15.4%	30.8%	46.2%	0.0%	0.0%	7.7%
e) Dyslexia program	15.4%	53.9%	30.8%	0.0%	0.0%	0.0%
f) Student mentoring program	7.7%	30.8%	53.9%	7.7%	0.0%	0.0%
g) Advanced placement program	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
h) Literacy program	7.7%	23.1%	69.2%	0.0%	0.0%	0.0%
i) Programs for students at risk of dropping out of school	7.7%	7.7%	76.9%	7.7%	0.0%	0.0%
j) Summer school programs	38.5%	61.5%	0.0%	0.0%	0.0%	0.0%
k) Alternative education programs	7.7%	7.7%	76.9%	7.7%	0.0%	0.0%
l) "English as a Second Language" program	53.9%	30.8%	15.4%	0.0%	0.0%	0.0%
m) Career counseling program	0.0%	0.0%	84.6%	15.4%	0.0%	0.0%
n) College counseling program	0.0%	0.0%	92.3%	0.0%	0.0%	7.7%
o) Counseling the parents of students	0.0%	30.8%	38.5%	30.8%	0.0%	0.0%
n) Drop out	7.7%	0.0%	92.3%	0.0%	0.0%	0.0%

	prevention program						
19.	Parents are immediately notified if a child is absent from school.	7.7%	30.8%	23.1%	23.1%	15.4%	0.0%
20.	Teacher turnover is low.	46.2%	53.9%	0.0%	0.0%	0.0%	0.0%
21.	Highly qualified teachers fill job openings.	46.2%	53.9%	0.0%	0.0%	0.0%	0.0%
22.	Teacher openings are filled quickly.	46.2%	53.9%	0.0%	0.0%	0.0%	0.0%
23.	Teachers are rewarded for superior performance.	7.7%	30.8%	15.4%	30.8%	15.4%	0.0%
24.	Teachers are counseled about less-than-satisfactory performance.	7.7%	38.5%	38.5%	15.4%	0.0%	0.0%
25.	Teachers are knowledgeable in the subject areas they teach.	38.5%	61.5%	0.0%	0.0%	0.0%	0.0%
26.	All schools have equal access to educational materials such as computers, television monitors, science labs	46.2%	46.2%	0.0%	7.7%	0.0%	0.0%

	and art classes.						
27.	The students-to-teacher ratio is reasonable.	53.9%	46.2%	0.0%	0.0%	0.0%	0.0%
28.	Classrooms are seldom left unattended.	30.8%	61.5%	0.0%	7.7%	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.	46.2%	23.1%	23.1%	7.7%	0.0%	0.0%
30.	The district has a good and timely program for orienting new employees.	7.7%	30.8%	30.8%	15.4%	15.4%	0.0%
31.	Temporary workers are rarely used.	7.7%	53.9%	7.7%	30.8%	0.0%	0.0%
32.	The district successfully projects future staffing needs.	15.4%	69.2%	7.7%	7.7%	0.0%	0.0%
33.	The district has an effective employee recruitment program.	15.4%	30.8%	53.9%	0.0%	0.0%	0.0%
34.	The district operates an effective staff development	15.4%	38.5%	23.1%	15.4%	7.7%	0.0%

	program.						
35.	District employees receive annual personnel evaluations.	53.9%	38.5%	7.7%	0.0%	0.0%	0.0%
36.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	7.7%	23.1%	15.4%	38.5%	15.4%	0.0%
37.	Employees who perform below the standard of expectation are counseled appropriately and timely.	7.7%	38.5%	30.8%	23.1%	0.0%	0.0%
38.	The district has a fair and timely grievance process.	15.4%	38.5%	23.1%	7.7%	15.4%	0.0%
39.	The district's health insurance package meets my needs.	7.7%	76.9%	0.0%	15.4%	0.0%	0.0%

#### D. Community Involvement

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
40. The district regularly	38.5%	30.8%	15.4%	15.4%	0.0%	0.0%

	communicates with parents.						
41.	The local television and radio stations regularly report school news and menus.	0.0%	15.4%	46.2%	38.5%	0.0%	0.0%
42.	Schools have plenty of volunteers to help student and school programs.	15.4%	53.9%	15.4%	15.4%	0.0%	0.0%
43.	District facilities are open for community use.	46.2%	46.2%	7.7%	0.0%	0.0%	0.0%

### E. Facilities Use and Management

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
44. The district plans facilities far enough in the future to support enrollment growth.	30.8%	46.2%	7.7%	15.4%	0.0%	0.0%
45. Parents, citizens, students, faculty, staff and the board provide input into facility planning.	30.8%	53.9%	15.4%	0.0%	0.0%	0.0%
46. The architect and	23.1%	38.5%	30.8%	7.7%	0.0%	0.0%

	construction managers are selected objectively and impersonally.						
47.	The quality of new construction is excellent.	30.8%	38.5%	7.7%	23.1%	0.0%	0.0%
48.	Schools are clean.	46.2%	46.2%	7.7%	0.0%	0.0%	0.0%
49.	Buildings are properly maintained in a timely manner.	38.5%	38.5%	23.1%	0.0%	0.0%	0.0%
50.	Repairs are made in a timely manner.	30.8%	38.5%	23.1%	7.7%	0.0%	0.0%
51.	Emergency maintenance is handled promptly.	46.2%	46.2%	0.0%	7.7%	0.0%	0.0%

## F. Financial Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
52.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	15.4%	61.5%	15.4%	7.7%	0.0%	0.0%
53.	Campus administrators are well	38.5%	38.5%	23.1%	0.0%	0.0%	0.0%

	trained in fiscal management techniques.						
54.	Financial reports are allocated fairly and equitably at my school.	23.1%	38.5%	15.4%	23.1%	0.0%	0.0%

### G. Purchasing and Warehousing

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
55. Purchasing gets me what I need when I need it.	38.5%	61.5%	0.0%	0.0%	0.0%	0.0%
56. Purchasing acquires the highest quality materials and equipment at the lowest cost.	38.5%	38.5%	23.1%	0.0%	0.0%	0.0%
57. Purchasing processes are not cumbersome for the requestor.	30.8%	53.9%	7.7%	7.7%	0.0%	0.0%
58. Vendors are selected competitively.	7.7%	38.5%	53.9%	0.0%	0.0%	0.0%
59. The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	7.7%	61.5%	23.1%	7.7%	0.0%	0.0%

60.	Students are issued textbooks in a timely manner.	46.2%	38.5%	15.4%	0.0%	0.0%	0.0%
61.	Textbooks are in good shape.	38.5%	46.2%	15.4%	0.0%	0.0%	0.0%
62.	The school library meets students' needs for books and other resources.	7.7%	15.4%	61.5%	7.7%	7.7%	0.0%

### H. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
63.	The cafeteria's food looks and tastes good.	0.0%	76.9%	7.7%	15.4%	0.0%	0.0%
64.	Food is served warm.	0.0%	61.5%	7.7%	30.8%	0.0%	0.0%
65.	Students eat lunch at the appropriate time of day.	7.7%	69.2%	7.7%	7.7%	7.7%	0.0%
66.	Students wait in food lines no longer than 10 minutes	23.1%	61.5%	7.7%	7.7%	0.0%	0.0%
67.	Discipline and order are maintained in the school cafeteria.	23.1%	76.9%	0.0%	0.0%	0.0%	0.0%
68.	Cafeteria staff is helpful and	7.7%	46.2%	15.4%	30.8%	0.0%	0.0%

	friendly.						
69.	Cafeteria facilities are sanitary and neat.	46.2%	53.9%	0.0%	0.0%	0.0%	0.0%

### I. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
70.	School disturbances are infrequent.	30.8%	69.2%	0.0%	0.0%	0.0%	0.0%
71.	Gangs are not a problem in this district.	30.8%	0.0%	0.0%	0.0%	0.0%	69.2%
72.	Drugs are not a problem in this district.	53.9%	38.5%	7.7%	0.0%	0.0%	0.0%
73.	Vandalism is not a problem in this district.	46.2%	46.2%	7.7%	0.0%	0.0%	0.0%
74.	Security personnel have a good working relationship with principals and teachers.	7.7%	15.4%	69.2%	0.0%	0.0%	7.7%
75.	Security personnel are respected and liked by the students they serve.	7.7%	7.7%	76.9%	0.0%	0.0%	7.7%
76.	A good working arrangement exists between the local law	23.1%	53.9%	23.1%	0.0%	0.0%	0.0%

	enforcement and the district.						
77.	Students receive fair and equitable discipline for misconduct.	30.8%	53.9%	7.7%	7.7%	0.0%	0.0%
78.	Safety hazards do not exist on school grounds.	23.1%	38.5%	15.4%	23.1%	0.0%	0.0%

### J. Computers and Technology

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
79.	Students regularly use computers.	46.2%	46.2%	7.7%	0.0%	0.0%	0.0%
80.	Students have regular access to computer equipment and software in the classroom.	38.5%	46.2%	0.0%	15.4%	0.0%	0.0%
81.	Teachers know how to use computers in the classroom.	23.1%	61.5%	0.0%	15.4%	0.0%	0.0%
82.	Computers are new enough to be useful for student instruction.	38.5%	23.1%	7.7%	30.8%	0.0%	0.0%
83.	The district meets students' needs in classes in computer	46.2%	53.9%	0.0%	0.0%	0.0%	0.0%

	fundamentals.						
84.	The district meets students' needs in classes in advanced computer skills.	30.8%	46.2%	15.4%	7.7%	0.0%	0.0%
85.	Teachers and students have easy access to the Internet.	46.2%	46.2%	0.0%	7.7%	0.0%	0.0%

---