

Santa Gertrudis Independent School District

Santa Gertrudis Independent School District proudly serves 278 students, making it one of the smallest school districts my Texas School Performance Review (TSPR) has studied. This very small district with its very small budget taught us some very valuable lessons about cooperation and efficiency.

Boundaries mean nothing to all of the school districts located in Kleberg County. As Education Watchdog for the state of Texas, I was excited to see how well these districts worked together to ensure that their students get the best education possible.

Teachers and staff at Santa Gertrudis ISD are actively involved in the students' well being, both at school and at home, and are committed to help students succeed. The district has taken a number of innovative and cost-efficient steps to reach out to the community and parents. I commend them for their involvement in the students' lives.

It is this commitment that has helped the rise in student scores on the Texas Assessment of Academic Skills (TAAS). In 1998-99, 72.3 percent of all Santa Gertrudis ISD students passed the TAAS, compared to 63.4 percent in 1994-95.

Overall, the review team found Santa Gertrudis ISD to be a well-run district. The district has concentrated its efforts for several years on developing a bold concept for educating students at the high school level. In partnership with Driscoll ISD and Texas A&M - Kingsville, Santa Gertrudis has focused on reducing the large percentage of students who were dropping out of school after the ninth grade. Today, the district is experiencing a zero percent dropout rate.

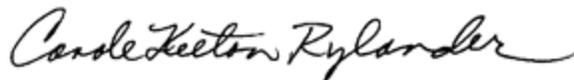
Like any good district, Santa Gertrudis ISD still has room for improvement. The district has no cohesive, long-term

strategic plan. While the district has several plans, they are not connected to each other nor to the district's budget. These plans also lack detailed strategies to achieve district's goals, as well as methods to evaluate progress. We recommend the district create such a plan as soon as possible.

Our review also found that the district did not offer hot school lunches to students at the elementary/middle school, 60 percent of whom are economically disadvantaged, nor does the district participate in the National School Breakfast/School Lunch program. By simply seeking federal reimbursement for the breakfasts that Santa Gertrudis ISD already serves at the elementary/middle school, the district could realize more than \$18,500 in additional revenues each year.

Inside the report, you will find 27 recommendations could result in net savings of \$156,377 over the next five years. One of my 10 Principles for Texas in the 21st Century is to redirect more of every education dollar in the classroom—and these recommendations will help the district do just that.

Santa Gertrudis ISD can be proud of the district it has built, and should be commended for wanting to improve even further. I am confident that school board members, school administrators, teachers and parents are all committed to making the district the best it can be for their students.

A handwritten signature in black ink that reads "Carole Keeton Rylander". The signature is written in a cursive, flowing style.

Carole Keeton Rylander
Comptroller of Public Accounts

Key Findings and Recommendations

During its three-month review, TSPR examined Santa Gertrudis ISD operations and interviewed employees, school board members, teachers, students, parents, and community and business leaders. Following are the major proposals TSPR developed to help the district address various issues.

Major Proposals

District Management

- *Develop a districtwide, long-range strategic plan linked to the budget*– While the district has several planning documents, it does not have a long-range strategic plan in place that looks comprehensively at all the district's needs or identifies resources to address those needs. The district should integrate the district's planning documents into a district strategic plan and link the plans to the budget.

Food Services

- *Expand school breakfast and lunch programs, and apply for federal reimbursement for both existing and expanded meal service*–At present, Santa Gertrudis ISD does not serve a hot lunch to students at the elementary/middle school nor does it participate in the National School Lunch Program at the elementary campus. They will begin participating in the program at the high school level this year. Although elementary students receive a free breakfast, the district receives no reimbursements for meals served to economically disadvantaged students, and no lunch is made available to these students. Many of the children in SGISD are economically disadvantaged, therefore, the district could, at a minimum, capture federal reimbursement dollars for the breakfasts served to these students. In addition, a lunch program at the elementary/middle school could aid families by

ensuring that their children are receiving free or reduced-price lunches.

Financial Management

- *Create a formal budgeting process*—Santa Gertrudis ISD does not have a formal budget calendar identifying the timetable for the budget review and adoption process. As the district has grown to include a high school, a more formal process can provide direction to board members, teachers and administrators.
- *Formalize fiscal operations in a procedures manual*—Additionally, Santa Gertrudis ISD has recently moved some financial functions in-house and other functions may be moved in-house in the near future. A formal procedures manual that documents and governs all fiscal operations would provide direction on the correct methods for processing specific transactions and serve as a training tool for new employees.

Facility Maintenance

Create custodial staff productivity standards—The district does not use custodial staffing standards to ensure staff productivity. The district has two full-time and two part-time custodians at the elementary/middle school. Two of the custodians also assist with cafeteria duties. Since the district will take over the custodial duties at Academy High School from Texas A&M University - Kingsville, attention must be paid to custodial productivity and resource allocation.

Exemplary Programs and Practices in the San Gertrudis Independent School District

TSPR identified numerous best practices in Santa Gertrudis ISD. Through commendations in each chapter, the report highlights model programs, operations and services provided by Santa Gertrudis ISD administrators, teachers and staff. Other school districts throughout Texas are encouraged to examine these exemplary programs and services to see if they could be adapted to meet local needs.

- **Technology business education**—Students learn technological, business and interpersonal skills through a technology-based curriculum high school. Through the career and technology program at Academy High School, students are organized into a company that builds and sells computers. High school students are offered the choice of either a business or technical track. Students participate in the production, marketing, sales and service functions of the student-run company. Students are encouraged to sell their products and all profits are placed in a scholarship fund. Additionally, students are allowed to build their own computers that they keep upon graduation.
- **Special Education funding**—Santa Gertrudis ISD's Special Education program aggressively seeks financial resources to serve special education students. In November 1999, the district began receiving additional funds through the School Health and Related Services (SHARS) program. SHARS reimburses districts for services provided to Medicaid-eligible students with disabilities. For example, if a student's Individual Education Plan (IEP) mandates occupational, physical or speech therapy, and that student is Medicaid-eligible, the

district can receive Medicaid reimbursement for providing these services. From November 1999 to May 2000, the district received about \$4,500 dollars in additional funds.

- **Outsourced alternative education**—Santa Gertrudis ISD used the Yellow Page Test to decide how best to provide an Alternative Education Program. Beginning in 2000, the district anticipates a savings of \$5,000 per year through a contract with Coastal Bend Youth City to provide alternative education for students who have been suspended or have violated the code of conduct.
- **Zero dropout rate**—About 40 percent of the district's students dropped out during the transition from middle to high school (according to district officials). A new performance-based concept for secondary education has reduced the dropout rate to zero.
- **Cooperative purchasing**—Santa Gertrudis ISD takes advantage of cooperative purchasing through the Regional Education Service Center 2 (RESC 2). The RESC 2 provides administrative assistance for the operation of a Cooperative Purchasing Program that prepares, prints, advertises and tallies the formal bid proposals and analyzes bid awards.
- **Student-run conferences for parents**—Student-run conferences have increased parent participation and interest. While all districts conduct parent/teacher conferences at least twice a year, Santa Gertrudis ISD has used student-led conferences to update parents on students' progress every nine weeks. Students lead the conference in a presentation of their portfolios and explain what they have learned. In teacher focus group interviews, the review team heard many success stories about this new process.
- **District stakeholder involvement**—Many district stakeholders have an opportunity to be involved in the district's decision-making processes through its varied committee structure. In addition, Academy High School also has seven separate campus committees that include the Attendance Committee, the 504 Committee, the Placement Review Committee, the Courtesy Committee, the Academy

Awards Committee, the End-of School Committee
and the National Honor Society Committee.

What Is TSPR?

The Texas School Performance Review (TSPR), a program of the Texas Comptroller's office, is the nation's first state-level vehicle designed to improve the management and finances of public school districts.

Since its creation in 1991, TSPR has conducted in-depth, on-site management reviews of 37 Texas school districts serving 1 million students, or 26 percent of the state's 3.9 million public school students. More than \$469 million in five-year net savings have been identified in the previous 37 reviews conducted to date.

These reviews diagnose districts' administrative, organizational, and financial problems and recommend ways to cut costs, increase revenues, reduce overhead, streamline operations, and improve the delivery of educational services. TSPR's overall goal is to ensure that every possible education dollar is directed to the classroom.

A TSPR review is more than a traditional financial audit. Instead, TSPR examines the entire scope of district operations, including organization and management, educational service delivery, personnel management, community involvement, facilities use and management, financial management, asset and risk management, purchasing and warehousing functions, computers and technology, food services, transportation, and safety and security.

Reviews can be requested or districts can be selected for a review. A cross-section of Texas school districts—large and small, wealthy and poor, urban and rural—are selected so that a wide variety of other districts can apply TSPR's recommendations to their own circumstances. Priority is given to districts with a poor academic performance and/or a poor financial performance, and where the greatest number of students will benefit from an audit.

Nearly 90 percent of all recommendations are being voluntarily implemented to date in the 30 districts that

have had more than one year to implement TSPR recommendations.

LETTER OF TRANSMITTAL

August 24, 2000

The Honorable George W. Bush
The Honorable Rick Perry
The Honorable James E. "Pete" Laney
Members of the 76th Legislature
Commissioner James E. Nelson

Ladies and Gentlemen:

I am pleased to present our performance review of the Santa Gertrudis Independent School District (SGISD).

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

We have made a number of recommendations to improve SGISD's efficiency. We 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 27 detailed recommendations that could save SGISD \$158,877 over the next five years, while reinvesting more than \$2,500 to improve educational services and other operations. Net savings are estimated to reach nearly \$156,377--savings that the district can redirect to the classroom.

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

I also am pleased to announce that the report is available on our Web site at <http://www.window.state.tx.us/tspr/santag/>.

Sincerely,

Carole Keeton Rylander

Carole Keeton Rylander
Comptroller of Public Accounts

EXECUTIVE SUMMARY

Executive Summary

Executive Summary - Exhibit 3 (Detail List of Cost Savings by Recommendation)

In January, Texas Comptroller Carole Keeton Rylander selected the four districts in Kleberg County--Kingsville ISD, Ricardo ISD, Riviera ISD, and Santa Gertrudis ISD for a school performance review. After difficulties in securing consultants to assist with the reviews, the Comptroller's office began the reviews in May 2000. Based upon more than three months of work, this report identifies SGISD's exemplary programs and suggests concrete ways to improve district operations. If fully implemented, the Comptroller's 27 recommendations could result in net savings of \$156,377 over the next five years.

Improving the Texas School Performance Review

Soon after taking office in January 1999, Texas Comptroller Carole Keeton Rylander consulted school district officials, parents and teachers from across Texas and carefully examined past reviews and progress reports to make the Texas School Performance Review (TSPR) more valuable to the state's school districts. With the perspective of having been 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 approach is designed to give local school officials in Santa Gertrudis and in other Texas communities the ability to move 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.

TSPR in Santa Gertrudis ISD

On May 15, 2000, TSPR began its performance review of Santa Gertrudis ISD (SGISD). The district presented a challenge because TSPR staff had not reviewed a district with a student population under 300 students since its initial 1991 pilot project. Most of the school districts reviewed by TSPR have been moderate to large school districts. The review team maintained a sensitivity to the district's needs and to the time frame during which the review occurred. The district responded graciously to requests for data as well as scheduled interviews, public forums and focus group meetings.

The TSPR's team, which was made up of Deloitte and Touche LLP, Inc. and Comptroller staff joined together to conduct this review. The team interviewed district employees, school board members, parents, business leaders and community members. In addition, a public forum was held at SGISD's Academy High School on May 18, 2000 from 6:00 p.m. to 8:00 p.m. To obtain additional comments, the review team conducted focus group sessions with teachers, and business leaders. The Comptroller's office also received letters and phone calls from a wide array of parents, teachers and community members.

A total of 173 respondents answered surveys. Eleven campus and central administrators and support staff, 22 teachers, 59 parents, and 79 students completed written surveys as part of the review. Details from the surveys and public forums appear in **(Appendices A and B)**.

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).

SGISD selected peer districts for comparisons based on similarities in student enrollment, student performance and community and student demographics. The selected peer districts were Agua Dulce ISD, Ben Bolt/Palito Blanco CISD and Riviera ISD.

**Exhibit 1
Demographic Characteristics of SGISD
and Peer School Districts
1999-2000**

District	Student Enrollment	Racial/Ethnic Percentage				
		Percent Hispanic	Percent African-American	Percent Anglo	Percent Other	Percent Economically Disadvantaged
Agua Dulce	364	67.0%	0.8%	31%	1.1%	46.7
Ben Bolt/Palito Blanco	633	91.5%	0.0%	8.1%	0.5%	66.8%
Riviera	552	66.5%	0.4%	33.0%	0.2%	58.7%
Santa Gertrudis	278	73.7%	0.0%	25.9%	0.4%	60.1%
Region 2	109,486	65.5%	3.8%	29.4%	1.3%	55.3%
State	4,002,227	39.5%	14.4%	43.2%	2.9%	48.9%

Source: Texas Education Agency, PEIMS 1999-2000.

During its more than three-month review, TSPR developed 27 recommendations to improve operations and save taxpayers nearly \$158,877 by 2004-05. Cumulative net savings from all recommendations (savings minus recommended investments or expenditures) would reach \$156,377 by 2004-05.

Overall, the review team found SGISD to be a well-run district. The district has concentrated its efforts for several years on developing a bold concept for educating students at the high school level. In partnership with Driscoll ISD and Texas A&M - Kingsville, Santa Gertrudis has focused on

reducing the large percentage of students who were dropping out of school after the ninth grade. Today, the district is experiencing a zero percent dropout rate.

While SGISD continues to look for ways to improve its secondary program, its challenge will be to turn its resources to other areas of the district to make improvements that will benefit all students and staff members. The district should consider long-range strategic planning that is tied to the budget and produce a procedures manual for the Finance Department. Well-documented procedures help staff perform their day-to-day duties and provide the basis for training and cross training, both of which are critical for smaller districts with limited personnel.

Other long range plans should include a facilities plan and a plan that addresses the needs of special populations of students. The district also should investigate the feasibility of offering a lunch program at the elementary/middle school.

A detailed list of costs and savings by recommendation appears in Exhibit 3. Many TSPR recommendations would not have a direct financial impact but would improve the district's overall operations.

Acknowledgments

The Comptroller's office and Deloitte and Touche LLP, Inc. wish to express appreciation to the SGISD Board of Trustees, Superintendent Billy Bowman, district employees, students, parents and community residents who helped during the review. Special thanks go to Chris Garcia, assistant to the superintendent, Mary Wright and Karen Bowman, who jointly served as SGISD's liaisons. They arranged for office space, equipment and meeting rooms, organized the findings meeting, and responded to data requests and accommodated the review team's needs.

Santa Gertrudis ISD

Santa Gertrudis ISD is located in Kleberg County approximately 40 miles south of the city of Corpus Christi. The county seat is located in Kingsville, which is the home of the King Ranch. Santa Gertrudis was formally established in 1917 as one of three schools associated with the King Ranch of South Texas.

Santa Gertrudis ISD is fully accredited by the Texas Education Agency (TEA) and has operated as an independent school district since 1942.

In 1994, TEA approved the formation of Academy High School; a collaborative program of Santa Gertrudis ISD, Driscoll ISD and Texas

A&M - Kingsville. The school began with a freshman class in 1994-95 and expanded to serve all four grades (9-12) by 1997-98.

Under the state's funding formulas, Santa Gertrudis was previously identified by the state as a property-wealthy district because its property values per student weighted average daily attendance (WADA) equaled or exceeded the legislatively established threshold. Property-wealthy districts are required to share their wealth with property-poor districts or return money to the state for redistribution.

Due to legislative changes in 1999 that raised the state threshold for identifying property-wealthy districts and a growing student population due to the addition of the high school, SGISD is no longer classified as property-wealthy.

Currently, the district operates two schools in two separate locations; a combination elementary/ middle school that includes students from early childhood through grade eight and a high school that includes grades nine through 12. Enrollment for 1999-2000 totaled 278 students.

The district is served by the Texas Education Agency's (TEA) Regional Education Service Center 2 (RESC 2) in Corpus Christi.

In 1999-2000, SGISD's student enrollment was composed of 73.7 percent Hispanic, 25.9 percent Anglo and 0.4 percent other. More than 60 percent of SGISD's students were classified as economically disadvantaged.

SGISD consistently has received an annual rating of *Academically Acceptable* from the Texas Education Agency (TEA). In 1998-99, the district' elementary/middle school was rated *Academically Acceptable* while the high school was rated *Recognized*. The two schools continued these ratings in 1999-2000.

In 1998-99, 72.3 percent of all SGISD students passed the TAAS, compared to 63.4 percent in 1994-95.

In 1999-2000, the district employed a staff of 51 employees, with teachers accounting for 31 or nearly 60 percent of SGISD staffing. The student-to-teacher ratio is 9.2:1 compared to the state average of 14.9:1. The district had expenditures of \$ 2.9 million in 1998-99; in 1999-2000, that figure increased to \$3.1 million. In 1998-99, 86.4 percent of SGISD's revenues were generated through local taxes, 7.2 percent came from other local and intermediate sources and 6.4 percent came from the state, while 0 percent came from the federal government.

In 1999-2000, SGISD spent 55.1 cents of every tax dollar on classroom instruction compared to the state average of 52 cents. SGISD's spending pattern is a marked improvement over 52.9 cents in 1998-99.

Exemplary Programs and Practices

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

- The Santa Gertrudis ISD gives many stakeholders an opportunity to be involved in the district's decision-making processes through its varied committee structure. In addition, Academy High School also has seven separate campus committees that are the Attendance Committee, the 504 Committee, the Placement Review Committee, the Courtesy Committee, the Academy Awards Committee, the End-of School Committee and the National Honor Society Committee.
- Student-led conferences at the high school and elementary/middle school level have increased parent participation and interest and created a positive win-win situation for everyone in the process. While all districts conduct parent/teacher conferences at least twice a year, SGISD has used student-led conferences to update parents on students' progress every nine weeks. Students lead the conference in a presentation of their portfolios and explain what they have learned. In teacher focus group interviews, the review team heard many success stories about this new process.
- According to district officials, about 40 percent of the district's students dropped out during the transition from middle to high school. A new performance-based concept for secondary education has reduced the dropout rate to zero. SGISD has developed a hands-on technology program that allows students to learn technological, business and interpersonal skills through a technology based curriculum high school. Through the career and technology program at Academy High School, students are organized into a company that builds and sells computers. High school students are offered the choice of either a business or technical track. Students participate in the production, marketing, sales, and service functions of the "student-run" company. Students are encouraged to sell their products and all profits are placed in a scholarship fund. Additionally, students are allowed to build their own computers that they keep upon graduation.

- Santa Gertrudis ISD's Special Education program aggressively seeks financial resources to serve special education students. In November 1999, the district began receiving additional funds through the School Health and Related Services (SHARS) program. SHARS reimburses districts for services provided to Medicaid-eligible students with disabilities. For example, if a student's Individual Education Plan (IEP) mandates occupational, physical or speech therapy, and that student is Medicaid-eligible, the district can receive Medicaid reimbursement for providing these services. From November 1999 to May 2000, the district received about \$4,500 dollars in additional funds.
- Santa Gertrudis ISD used the "Yellow Page Test" to decide how best to provide an Alternative Education Program (AEP). Beginning in 2000-2001, SGISD anticipates a savings of \$5,000 per year through a contract with Coastal Bend Youth City to provide alternative education for students who have been suspended or have violated the code of conduct and have been assigned to an AEP program.
- Santa Gertrudis ISD takes advantage of cooperative purchasing through the Regional Education Service Center 2 (RESC 2). The RESC 2 provides administrative assistance for the operation of a Cooperative Purchasing Program that prepares, prints, advertises and tallies the formal bid proposals and analyzes bid awards.

Key Findings and Recommendations

Strategic Planning: While the district has several planning documents, it does not have a long-range strategic plan in place that looks comprehensively at all the district's needs or identifies resources to address those needs. The district should integrate the district's planning documents into a district strategic plan and link the plans to the budget.

Business Management: SGISD does not have a formal budget calendar identifying the timetable for the budget review and adoption process. As the district has grown to include a high school, a more formal process can provide direction to board members, teachers and administrators.

Additionally, SGISD has recently moved some financial functions in-house and other functions may be moved in-house in the near future. A formal procedures manual that documents and governs all fiscal operations would provide direction on the correct methods for processing specific transactions and serve as a training tool for new employees.

Facility Maintenance: SGISD does not use custodial staffing standards to ensure staff productivity. The district has two full-time and two part-time custodians at the elementary/middle school who also assist with cafeteria

duties. Since the district will take over the custodial duties at Academy High School from Texas A&M University - Kingsville, attention must be paid to custodial productivity and resource allocation.

Food Services: At present, SGISD does not serve a hot lunch to students or participate in the National School Lunch Program at the elementary campus but will begin participating in the program at the high school level this year. Although elementary students receive a free breakfast, the district receives no reimbursements for meals served to economically disadvantaged students, and no lunch is made available to students. Many of the children in SGISD are economically disadvantaged, therefore, the district could, at a minimum, capture federal reimbursement dollars for the breakfasts served to students. In addition, a lunch program at the elementary/middle school could aid families by ensuring that their children are receiving free or reduced-price lunches.

Savings and Investment Requirements

While some of TSPR's recommendations would result in savings and increased revenue that could be used to improve classroom instruction, many are designed to improve operations, improve efficiency or increase productivity. The savings opportunities identified in this report are conservative and should be considered minimums.

TSPR recommended 27 ways to save SGISD nearly \$158,877 in gross savings over a five-year period. Reinvestment opportunities will cost the district nearly \$2,500 during the same period. Full implementation of all recommendations in this report could produce net savings of \$156,377 by 2004-05 as seen in **Exhibit 2**.

Exhibit 2
Summary of Net Savings
TSPR Review of Santa Gertrudis Independent School District

Year	Total
2000-01 Initial Annual Net Savings	\$17,937
2001-02 Additional Annual Net Savings	\$35,235
2002-03 Additional Annual Net Savings	\$35,235
2003-04 Additional Annual Net Savings	\$35,235
2004-05 Additional Annual Net Savings	\$35,235
One Time Net (Costs) Savings	(\$2,500)
TOTAL SAVINGS PROJECTED FOR 2000-2005	\$156,377

A detailed list of costs and savings by recommendation appears in Exhibit 3. The page number for each recommendation is listed in the summary

chart for reference purposes. Detailed implementation strategies, timelines and the estimates of fiscal impact follow each recommendation in this report. The implementation section associated with each recommendation highlights the actions necessary to achieve the proposed results. Some items should be implemented immediately, some over the next year or two and some over several years.

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

Exhibit 3
Summary of Costs and Savings by Recommendation

	Recommendation	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	Total 5-Year (Costs) or Savings	One Time (Costs) or Savings
Chapter 1-District Organization and Management								
1	Supplement the criteria used to evaluate the superintendent's performance with additional indicators and goals. p. 19	\$0	\$0	\$0	\$0	\$0	\$0	
2	Integrate the district's planning documents into a district strategic plan and link the plans to the budget. p. 21	\$0	\$0	\$0	\$0	\$0	\$0	
3	Increase involvement of district and campus SBDM committees in the budgeting process. p. 24	\$0	\$0	\$0	\$0	\$0	\$0	
4	Review the current PEIMS reporting process and identify any weaknesses that would allow incorrect reporting of data. p. 25	\$0	\$0	\$0	\$0	\$0	\$0	
5	Develop a district policy to authorize the superintendent to make all final decisions about the hiring and termination of non-administrative employees. p. 26	\$0	\$0	\$0	\$0	\$0	\$0	
6	Develop a plan in conjunction with existing business and	\$0	\$0	\$0	\$0	\$0	\$0	

Chapter 3- Financial Management								
12	Seek to ensure both real and perceived independence of the district's external auditor. p. 69	\$0	\$0	\$0	\$0	\$0	\$0	
13	Develop a formal procedures manual for the business office that details day-to-day operations. p. 71	\$0	\$0	\$0	\$0	\$0	\$0	
14	Establish a formal budget calendar. p. 72	\$0	\$0	\$0	\$0	\$0	\$0	
15	Designate a central office staff member as backup for payroll and cross-train them to perform all payroll functions. p. 73	\$0	\$0	\$0	\$0	\$0	\$0	
16	Develop a comprehensive purchasing procedures manual. p. 76	\$0	\$0	\$0	\$0	\$0	\$0	
17	Conduct annual inventories of the district's fixed assets and establish an accountability system for high-risk assets. p. 77	\$0	\$0	\$0	\$0	\$0	\$0	
	Totals-Chapter 3	\$0						
Chapter 4- Operations								
18	Formulate a facilities and maintenance strategic plan for both the elementary and high school campuses. p. 84	\$0	\$0	\$0	\$0	\$0	\$0	
19	Develop and implement a custodial staffing allocation formula to ensure SGISD custodians are employed in a cost-effective manner. p. 85	\$6,645	\$13,290	\$13,290	\$13,290	\$13,290	\$59,805	
20	Develop written custodial procedures	\$0	\$0	\$0	\$0	\$0	\$0	

	and provide them to the staff. p. 86							
21	Stipulate in the facilities lease contract with the university that all scheduled maintenance and upgrades to the facility must be approved by the district prior to implementation. p. 88	\$0	\$0	\$0	\$0	\$0	\$0	
22	Develop an energy program to improve the district's energy efficiency. p. 91	\$0	\$0	\$0	\$0	\$0	\$0	
23	Participate in the State Power Program to receive a discount in the district's utility bills. p. 92	\$800	\$960	\$960	\$960	\$960	\$4,640	
24	Install programmable thermostats to reduce utility bills. p. 93	\$1,216	\$2,432	\$2,432	\$2,432	\$2,432	\$10,944	(\$2,500)
25	Identify specific preventive maintenance procedures to be part of the HVAC maintenance contract deliverables. p. 94	\$0	\$0	\$0	\$0	\$0	\$0	
26	Investigate the feasibility of offering a lunch program and taking part in the National School Breakfast and Lunch Program at the elementary school. p. 97	\$9,276	\$18,553	\$18,553	\$18,553	\$18,553	\$83,488	
27	Develop performance standards to monitor the effectiveness of the food service program at Academy High School. p. 100	\$0	\$0	\$0	\$0	\$0	\$0	
	Totals-Chapter 4	\$17,937	\$35,235	\$35,235	\$35,235	\$35,235	\$158,877	(\$2,500)

TOTAL SAVINGS	\$17,937	\$35,235	\$35,235	\$35,235	\$35,235	\$158,877	\$0
TOTAL COSTS	\$0	\$0	\$0	\$0	\$0	\$0	(\$2,500)
NET SAVINGS (COSTS)	\$17,937	\$35,235	\$35,235	\$35,235	\$35,235	\$158,877	(\$2,500)

5 Year Gross Savings	\$158,877
5 Year Gross Costs	(\$2,500)
Grand Total	\$156,377

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

This chapter examines the organization and management of the Santa Gertrudis Independent School District (SGISD) in four parts:

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

The effectiveness of a district's organization and management may be evaluated against several critical success factors: a vision which is clearly communicated to staff and community members through a planning document; an efficient and logical organizational structure supporting site-based decision-making; a harmonious planning, budgeting, and improvement process that ensures resources are used efficiently and support district goals; a thorough and objective performance evaluation system; sound and consistently applied policies that comply with applicable laws; and board actions that demonstrate an understanding of members' roles as planners, policy-makers, and performance monitors.

BACKGROUND

Santa Gertrudis ISD is located in Kleberg County approximately 40 miles south of the city of Corpus Christi. The county seat is located in Kingsville which is the home of the King Ranch. Santa Gertrudis was formally established in 1917 as one of three schools associated with the King Ranch of South Texas. It continues the tradition of educating the children of the King Ranch that originated with the famed matriarch of Rancho Santa Gertrudis, Mrs. Henrietta M. King (1832-1925).

Santa Gertrudis ISD is fully accredited by the Texas Education Agency (TEA) and has operated as an independent school district since 1942, making the district independent of the county and economically self-sufficient.

In 1994, TEA approved the formation of Academy High School; a collaborative program between Santa Gertrudis ISD, Driscoll ISD and Texas A&M University - Kingsville. The school originally consisted of a freshman class in 1994-95, but by 1997-98 all four grades (9-12) were in full operation.

Currently, the district operates two schools in two separate locations; a combination elementary/middle school that includes students from early

childhood through grade eight, and a high school that includes grades nine through 12. Enrollment for 1999-2000 totaled 278 students. In the secondary level, Santa Gertrudis has transfer students from seven different districts: 84.34 percent of these high school transfer students are from the various districts while 15.66 percent are resident students from the King Ranch. The district is served by the Texas Education Agency's (TEA) Regional Education Service Center 2 (RESC 2) in Corpus Christi.

For this review, SGISD selected three peer districts. Those districts are Riviera ISD, Agua Dulce ISD and Ben Bolt/Palito Blanco CISD. **Exhibit 1-1** shows a demographic presentation of Santa Gertrudis and its peers.

**Exhibit 1-1
Santa Gertrudis and Peers
1998-99**

District	Enrollment	Ethnicity	Percentage Economically Disadvantaged
Agua Dulce	393	Anglo: 35.1% Hispanic: 63.6% African American: 0.5% Asian/Pacific Islander: 0% Native American 0.8%	48.1%
Ben Bolt/Palito Blanco	606	Anglo: 7.9% Hispanic: 91.9% African American: 0% Asian/Pacific Islander: 0% Native American 0.2%	64.5%
Riviera	552	Anglo: 35.6% Hispanic: 63.3% African American: 0.0% Asian/Pacific Islander 0.0% Native American 0.2%	57%
Santa Gertrudis	284	Anglo: 24.6% Hispanic: 74.6% African American: 0% Asian/Pacific Islander: .07% Native American 0%	64.8%

Source: Texas Education Agency, AEIS, 1998-99.

Exhibit 1-2 shows the revenue sources on SGISD and peer districts. The district receives revenue from local and state sources. The average percentage of total revenues for Texas schools is 52.2 percent from local revenue, 44.3 from state sources and 3.4 percent from federal. SGISD receives 93.6 percent from local property taxes and other local sources in

comparison to a statewide average of 52.2 percent from the state and its peers.

Exhibit 1-2
SGISD, State, and Peer District Revenue Sources
as a Budgeted Percentage of Total Revenues
1998-99

District	Local/Other Revenue	State Revenue	Federal Revenue
Riviera	49.2%	48.4%	2.4%
Agua Dulce	47.8%	50.0%	2.2%
Ben Bolt/Palito Blanco	17.6%	78.9%	3.5%
Santa Gertrudis	93.6%	6.4%	0%
State Average	52.2%	44.3%	3.4%

Source: Texas Education Agency, AEIS 1998-99.

Exhibit 1-3 demonstrates that SGISD's average teacher salary is higher than the average state or peer districts.

Exhibit 1-3
SGISD and Peer District Average
1998-99 Teacher Salaries

District	Average Salary for Teachers
Riviera	\$32,949
Agua Dulce	\$32,832
Ben Bolt/Palito Blanco	\$32,155
Santa Gertrudis	\$35,199
State	\$34,336

Source: Texas Education Agency, AEIS 1998-99.

Exhibit 1-4 demonstrates Santa Gertrudis salaries as compared to its peers and the state. SGISD pays the highest beginning salary compared to its peers but lower than the state average.

Exhibit 1-4
SGISD and Peer District Average Teacher Salary
by Years of Experience
1998-99

Years of Experience	Santa Gertrudis	Riviera	Agua Dulce	Ben Bolt/Palito Blanco	State
Beginning teachers	\$23,740	\$23,664	\$23,517	\$22,334	\$25,586
1-5 years	\$27,880	\$24,979	\$24,213	\$24,526	\$27,748
6-10 years	\$29,090	\$30,502	\$30,759	\$30,140	\$31,470
11-20 years	\$34,140	\$36,775	\$36,403	\$35,534	\$38,005
More than 20 years	\$40,357	\$37,006	\$40,939	\$38,005	\$43,767

Source: Santa Gertrudis Salary schedule 1998-99 & AEIS 1998-99.

Exhibit 1-5 shows that Santa Gertrudis has the highest average salary for administrators compared to its peers, well above the average state administrative salary.

Exhibit 1-5
SGISD and Peer District
Central Administrative Salaries
1998-99

District	Average Salary for Central Administration
Riviera	\$58,198
Agua Dulce	\$57,000
Ben Bolt/Palito Blanco	\$56,331
Santa Gertrudis	\$78,600
State	\$64,583

Source: Texas Education Agency, AEIS 1998-99.

Exhibit 1-6 shows that SGISD has the highest teacher turnover rate among its peers, well above the statewide average of 15.5 percent. The turnover figure includes turnover at Academy High School.

Exhibit 1-6
SGISD and Peer District Teacher Turnover
1998-99

District	Teacher Turnover Percentage
Riviera	9.3%
Agua Dulce	18.0%
Ben Bolt/Palito Blanco	17.9%
Santa Gertrudis	28.2%
State	15.5%

Source: Texas Education Agency, AEIS 1998-99.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

A. BOARD GOVERNANCE

Section 11.151 of the Texas Education Code provides for an elected Board of Trustees to administer the district. The Board of Trustees governs and oversees management of the schools. School board members are elected by district residents either at-large (i.e. district-wide) or from single-member districts.

As a legal agent of the State of Texas, the board derives its legal status from the Texas Constitution and state laws. School boards must function in accord with applicable state and federal statutes, regulations interpreting statutes, and controlling court decisions. Under Section 11.151 of the Texas Education Code, each board must:

- Govern and oversee the management of the public schools of the district;
- Adopt such rules, regulations, and bylaws as the board may deem proper;
- Approve a district-developed plan for site-based decision-making and provide for its needs;
- Select tax officials, as appropriate to the district's need;
- Prepare and adopt a budget for the next succeeding fiscal year and file a report of disbursements and receipts for the preceding fiscal year;
- Have district fiscal accounts audited at district expense by a Texas certified or public accountant holding a permit from the Texas State Board of Public Accountancy following the close of each fiscal year;
- Publish an annual report describing the district's educational performance, including campus performance objectives and the progress of each campus toward those objectives;
- Receive bequests and donations or other money coming legally into its hands in the name of the district;
- Select a depository for district funds;
- Order elections, canvass the returns, declare results, and issue certificates of election as required by law;
- Dispose of property no longer necessary for the operation of the school district;
- Acquire and hold real and personal property in the name of the district; and
- Hold all powers and duties not specifically delegated by statute to the Texas Education Agency or the State Board of Education.

School board governance is determined by the leadership of a Board of Trustees. Posted public notices are required for all called board meetings. Board meetings are held to transact the business of the district and are open to the public in accordance to the state's Open Meetings Act. Board meetings may be closed to the public only during executive sessions when personnel matters, student hearings, real estate transactions and other specific legal matters are discussed.

The SGISD's board consists of seven members elected at-large for three-year terms. Elections are held each year on the first Saturday in May, as mandated by the Legislature. Board meetings are held in the library at Santa Gertrudis Elementary School every fourth Wednesday of the month.

Santa Gertrudis ISD did not hold an election in May of 2000 because the incumbents ran unopposed. The slate of officers remained the same for the 2000-2001 school year.

Exhibit 1-7 illustrates the composition of the 1999-2000 SGISD board.

**Exhibit 1-7
SGISD Board of Trustees 1999-2000**

Name	Title	Last Elected	Years Served	Profession
Cynthia Cavazos	President	1997	6	Secretary
U. Gilbert Garcia	Vice President	1999	8	Security
Imelda Silguero	Secretary	1998	15	Teacher Aide
Lupe Garcia, Jr.	Member	1998	17	Mechanic
Peter Adrian	Member	1999	1	Maintenance
Janell Kleberg	Member	1999	19	Homemaker
Michael Mayo	Member	1997	4	Unit Manager

Source: SGISD 1999-00 Campus Improvement Plan.

FINDING

The review team interviewed available board members to gain an understanding of the overall atmosphere between board members, the superintendent and school administration. Open communication is a large contributor to the success of the relationship between board members and the district.

Three days before board meetings are held, members are contacted and given packets with ample information. In addition, the day before the board meeting, the superintendent contacts the President of the board and as many board members as possible to solicit any responses to their questions or concerns.

All board members interviewed indicated high levels of respect, confidence, and trust in fellow board members as well as the superintendent.

Board members indicated that all votes during the last nine years, under the present superintendent, have been unanimous. The review team learned that board members will typically work to resolve all issues before votes are cast on an issue. Board members stated that the high levels of cooperation and the lack of member disagreement is primarily due to high levels of confidence in the superintendent and a strong focus on the welfare and education of the district's students.

COMMENDATION

The board and superintendent work in an atmosphere of mutual respect, trust, and cooperation.

FINDING

Continuing education for school board members is critical to ensure an active and well-informed school board. The Texas Administrative Code, Subchapter A, Section 61.1 requires new board members to attend a minimum of 16 hours of continuing education plus local district orientation. Experienced board members are required to attend a minimum of 11 hours of continuing education each year. The Texas Education Agency considers all district files as the official records.

SGISD, in addition, reports board training hours to the Texas Association of School Boards (TASB).

The review team conducted a review of board member training hours contained in the TASB's Member Training Report, Summary of Credit Hours and the RESC 2, to determine if board members had met the minimum continuing education requirements. According to summary reports and interviews with the superintendent, board members received training from various sources including the RESC 2, TASB, and Texas A&M University - Kingsville. **Exhibit 1-8** illustrates that board members earned more than the minimum continuing education hours required by law for the reporting period from April 1999 through April 2000.

**Exhibit 1-8
SGISD Board Training 1999-00 Reporting Year**

Board Member	Training Hours 4/1/99 to 4/15/00
Cynthia Cavazos	21
U. Gilbert Garcia	22
Imelda Silguero	22
Lupe Garcia, Jr.	21
Peter Adrian	27
Janell Kleberg	21
Michael Mayo	21

Source: TASB Board Member Training Report, interviews with SGISD superintendent.

COMMENDATION:

SGISD board members are regularly participating in training from numerous sources.

FINDING

SGISD board members evaluate the superintendent's performance on an annual basis. The board uses the Texas Association of School Board's (TASA's) template to evaluate the superintendent's performance. While this is a good template many districts are also adding specific performance-based metrics to the template that address more of the management challenges facing the district.

Exhibit 1-9 illustrates some of the additional measures included in the evaluation of SGISD's superintendent's evaluation.

**Exhibit 1-9
Sample SGISD Superintendent Evaluation Criteria**

Sample Performance Criteria
<ul style="list-style-type: none"> • Continue to seek alternative sources of funding • Work to effect legislative change to allow our school district to count all students attending tuition free without permission from the resident district

- Ensure that effective student recognition programs are implemented at the campus and district level
- Conduct and analyze district/school climate inventories for effective, responsive decision making
- Frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills
- Develop, implement, and evaluate change processes to improve organizational effectiveness
- Recognize and celebrate contributions of staff and community towards the realization of the district's vision
- Actively recruit qualified staff that reflect the diversity of the community

Source: SGISD superintendent evaluation forms.

Under the Texas Education Code section 39.054 a district's board is required to use the district performance report as a primary consideration in its appraisal of the superintendent's performance.

Recommendation 1:

Supplement the criteria used to evaluate the superintendent's performance with additional indicators and goals.

The superintendent's evaluation form should include additional specific performance measures to allow all board members to effectively consider and evaluate the superintendent's performance in managing district operations. Performance measures could include performance criteria aimed at meeting or improving certain target goals in such areas as:

- teacher turnover;
- per-student expenditures by functional area;
- staff to student ratio by functional area;
- accurate reporting of data to the state;
- student performance and district accountability rating;
- amount of funds generated from in-kind and monetary community donations;
- salary costs as a percentage of total budget;
- actual expenditures as a percentage of budgeted expenditures; and
- progress towards strategic plan goals.

The board should identify these measures, approve goals for the superintendent for each indicator, and ensure that the superintendent is given the opportunity and resources to accomplish the goals.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board with input from the superintendent supplements the superintendent's evaluation instrument by adding specific performance measures.	October 2000
2.	The superintendent directs appropriate staff to collect and report on the data necessary for tracking these performance measures.	November 2000
3.	The board incorporates these measures into the superintendent's evaluation.	December 2000
4.	The superintendent is given an opportunity to accomplish the goals.	January 2001 and Ongoing

FISCAL IMPACT

There is no fiscal impact associated with this recommendation.

FINDING

While SGISD has several planning documents, it does not have a long-range strategic plan in place that looks comprehensively at all of the district's needs and identifies resources to address those needs.

The district's planning documents include:

- The District Improvement Plan, 1999-2000;
- The Campus Improvement Plans, 1999-2000; and
- The Technology Plan, 1999-2003.

The annual District Improvement Plan (DIP) is developed by a district site-based decision making committee as defined in the Education Code and focuses on instructional goals of the district. It includes objectives, strategies for reaching these objectives and methods for evaluating progress. The individual campus improvement plans (CIPs) are developed each year by the principal of each school campus, with the assistance of the campus-level site-based decision-making (SBDM) committee and only focus on instructional goals.

The documents have strategies and some linkages to the budget. However, the annual DIP and CIPs strictly address the improvement of student performance in the educational programs of the district. They do not tie to other district planning documents such as the Technology Plan or a Facilities plan. While the technology plan contains some operational goals, there are no plans that address the management or business functions of the district. Decisions regarding payroll, personnel

management, transportation and food service deserve careful consideration.

Recommendation 2:

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

The district should expand the mandated improvement planning process to become a true strategic plan. The district can use the DIP and CIP to include goals that affect the non-instructional functions of the district. The district and campus plans should be integrated with the budget in order to fund the district's initiatives, as stated in all the district's planning documents.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent, with the assistance of the site-based decision making committee, develops a plan of action and expands the district and campus improvement planning process into a true strategic plan, and links them to the budget.	September 2000
2.	The superintendent presents the new strategic plan for board approval.	November 2000
3.	The board approves the plan.	December 2000
4.	The superintendent and his staff implement the strategic plan.	January 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

B. DISTRICT AND SCHOOL MANAGEMENT

A superintendent and senior administrators or cabinet members typically manage Texas school districts. As specified by Section 11.201 of the Texas Education Code (TEC), the superintendent primarily holds:

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

Section 11.253(a) of the Texas Education Code requires "each school district to maintain current policies and procedures to ensure that effective planning and site-based decision-making occur at each campus to direct and support the improvement of student performance."

The Texas Education Code requires each school district to establish campus-level planning and decision-making committees that consist of representative professional staff from the school, parents, business representatives, and community members. These committees advise and work with school administrators on campus planning, goal setting, budgeting, and decision-making.

Section 11.253(c) of the Texas Education Code also requires that "each school principal, with the assistance of the campus-level committee, develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations." The

campus plan must outline the role of the school committees in goal setting, curriculum, budgeting, staff patterns, and school organization.

By law, school districts must establish a district-level planning and decision-making committee configured like the campus committees. At least two-thirds of the elected professional staff representatives from the district must be classroom teachers. Section 11.252(a) of the Texas Education Code requires that "each school district have a district improvement plan that is developed, evaluated, and revised annually in accordance with district policy, by the superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to academic excellence indicators (dropout rates, percentage of graduating students who meet course requirements established for a recommended high school program, results of Scholastic Aptitude Test)."

Every two years, the law requires each school district to evaluate the effectiveness of its decision-making and planning policies, procedures and staff development activities related to district and campus-level decision-making and planning. The evaluation is to be performed to ensure that district policies, procedures, and staff-development activities are effectively structured to boost student performance.

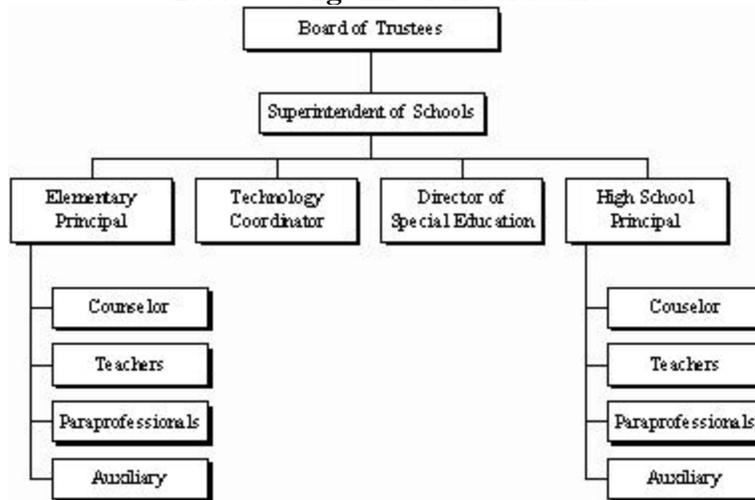
Site-based decision-making has provided a way for teachers, parents, and community members to help central and campus administrators make decisions about improving student performance.

SGISD is following state mandates in its organizational structure. The district is managed by a superintendent who directs all functional areas of the district including: personnel management, facilities use and management, asset and risk management, financial management, purchasing, technology, student transportation, food services and discipline management. The superintendent delegates responsibility to a district technology coordinator, a campus director of special education, and one elementary and one high school principal.

Exhibit 1-10 shows SGISD's organizational structure.

Exhibit 1-10
SGISD District Organization and Management

1999-00 Organization Structure



Source: SGISD Superintendent.

FINDING

SGISD primarily uses its Site-Based Decision-Making (SBDM) committees to involve the professional staff of the district, parents, and community members in establishing educational plans, goals, performance objectives and classroom instructional initiatives. SBDM committees in Santa Gertrudis include a district SBDM committee and two campus SBDM committees.

Santa Gertrudis Elementary/Middle School's committees include: a SBDM committee and three SBDM sub-committees; Curriculum, Curriculum Support and Climate. Other committees at the elementary include the Gifted and Talented, the Interview, the Attendance, the 504 and the LPAC committee.

Academy High School has a District Technology Committee and five SBDM sub-committees; Curriculum/Assessment, Support Services, Interview, School Climate and Staff Development.

In addition, Academy High School also has seven separate campus committees that include: Attendance Committee, 504 Committee, Placement Review Committee, Courtesy Committee, Academy Awards Committee, End-of School Committee and National Honor Society Committee. Other committees at Academy include an Extra-Curricular Committee and a Graduation Committee.

COMMENDATION:

Santa Gertrudis ISD gives many stakeholders an opportunity to be involved in the district's decision making processes through its varied committee structure.

FINDING

While SGISD has campus-level involvement in the budget process, not all members of the campus site-based decision making committees have input. The review team learned that Santa Gertrudis' SBDM committees have attended some budget training sessions through the regional service center and can assist in the decision making process of budget planning. However, education campus budget development primarily takes place through requests initiated at the campus level by teachers and support staff.

Teachers prioritize requests and justify expenses relating to contracted services, supplies and materials, equipment, furniture, technology, software, teacher and student travel. Teachers then submit their requests to their principal for review. Principals will then make a recommendation to the superintendent based on a determination of areas of greatest need.

The Texas Education Code mandates that campus level SBDM committees be involved in budgeting decisions. According to TEC Section 11.253, "a school district's campus-level committees shall be involved in decisions in the area of budgeting." Based on discussions with administration, the campus SBDM committee members were not identified as having consistent input into the budgeting process.

Recommendation 3:

Increase involvement of district and campus SBDM committees in the budgeting process.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent meets with the SBDM committee chairs, and principals to review current SBDM polices and procedures for SBDM committee input in the budgeting process, and identifies areas of inconsistency with TEC policy.	September 2000
2.	The superintendent develops policies and procedures to ensure the SBDM committee has input in the district and campus budgeting process.	October 2000
3.	The superintendent presents the amended policy to the board for approval.	November 2000

4.	The board approves the revised policy to ensure the SBDM committees have input into the budget process.	December 2000
5.	The superintendent meets with principals and SBDM committee chairs to review the policy and being implementation.	January 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

While SGISD has a process in place for collecting their Public Education Information Management System (PEIMS) data, an error in data reporting to the Texas Education Agency during the 1999-2000 school year prevented the high school from achieving an Exemplary rating. An error occurred in student demographic reporting due to three students' scores being miscoded and entered as sophomores instead of juniors and seniors.

District personnel told the review team that PEIMS data is generated by campus principals and counselors who resolve discrepancies before submission. After reading the final report they sign their approval and send it to the superintendent who also reviews the district report and signs it giving his approval before the PEIMS coordinator sends it to TEA.

In addition, the PEIMS coordinator makes sure that in order for any data to be entered in the computer, it must first be backed up in writing so that the district has a paper trail of information as well as an electronic trail.

Texas school districts are required to submit information to TEA at three times during the year as part of PEIMS data collection: in October, initial information on student enrollment, annual budget, and staffing is submitted; in February, audited financial information for the prior fiscal year is submitted; and in June, final student data is submitted.

This information covers general district information plus information in special areas that determines funding for the next fiscal year, including: special education, bilingual education, Career and Technology Education (CATE), and gifted and talented education.

Recommendation 4:

Review the current PEIMS reporting process and identify any weaknesses that would allow incorrect reporting of data.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent forms a committee with all PEIMS reporting personnel to identify any weaknesses in the current PEIMS data collection and sign-off process.	September 2000
2.	The superintendent and PEIMS committee write guidelines for all PEIMS reporting personnel to follow when reporting, checking and signing off on PEIMS reporting.	October 2000
3.	The superintendent implements the new PEIMS reporting guidelines.	November 2000

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

C. PERSONNEL MANAGEMENT

As personnel officer for SGISD, the superintendent develops job descriptions for administrative positions, conducts salary surveys, recommends pay increases, recruits and interviews candidates for positions, and recommends personnel policies or changes to the board.

SGISD has a selection committee at each campus consisting of the principal, who chairs the committee, a counselor and two teachers who interview potential applicants and make recommendations on all professional personnel to the superintendent. The superintendent then presents his recommendations to the board.

FINDING

All hiring and some termination actions involving administrators and teachers must be approved by the Board of Trustees. The superintendent cannot fire without authority from the board. He can, however, suspend and recommend dismissal of employees to the board. He can also accept resignations without board approval.

According to Section 11.201 (d)(3) of the Texas Education Code, superintendents are responsible for "making recommendations regarding the selection of district personnel other than the superintendent, as provided by Section 11.163." Section 11.163 specifies that the district's policy on employment of personnel must provide that:

- the superintendent has sole authority to make recommendations to the board regarding the selection of all personnel other than the superintendent, except that the board may delegate final authority for those decisions to the superintendent; and
- each principal has final approval of each teacher or staff appointment to the principal's campus.

Recommendation 5:

Develop a district policy to authorize the superintendent to make all final decisions about the hiring and termination of non-administrative employees.

The district should develop a policy that allows all non-administrative personnel to be hired and terminated by the superintendent. The

superintendent's decision should be made within current budgetary limits set by the board, and be based on the recommendation of the appropriate principal.

The board should continue to be involved in decisions about the hiring of principals and department directors.

IMPLEMENTATION STRATEGIES AND TIMELINES

1.	The superintendent works with the board to develop a policy which delegates all non-administrative hiring and termination decisions to the superintendent.	September 2000
2.	The superintendent issues a memorandum to all supervisory employees advising them of the new policy and explaining the new procedures.	November 2000

FISCAL IMPACT

There is no fiscal impact associated with this recommendation.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

D. COMMUNITY INVOLVEMENT

A high level of community involvement can be reached when the district actively asks for the input of the community and responds quickly to their suggestions and ideas. An effective school district community relations program can be established through regular communication with the media, parents, business and community leaders, students and employees.

Community involvement usually includes activities that enable parents, business leaders, and others with an interest in public education to have a voice in a school district's activities. Many of these activities can be very visible in the community, so the superintendent or a high ranking administrator usually handles the coordination of these activities.

FINDING

Santa Gertrudis ISD parents are afforded an opportunity to become involved in various ways. Each campus has a parent/teacher organization that meets monthly. The parent/teacher organization provides support in the academic endeavors of the district by donating funds which supply rewards for the students who meet their reading goals on the Accelerated Reading Program. Additionally, the club raises funds through a variety of activities to support the district's scholarship fund.

Club members also operate all concession stands for home game sports events and have donated of their time to assist the district in building a gazebo, a greenhouse and landscaping part of the school yard.

The district has sponsored two community Shot Clinics that include child immunizations, flu and pneumonia shots and hepatitis vaccines and has participated in Family Literacy Activities.

A monthly newsletter sent home with the children in the elementary/middle school keeps parents informed about club meetings and events. The high school participates in a quarterly newsletter that is published in the local newspaper and makes the community aware of the many activities the students are involved with.

Parents whose children transfer to Santa Gertrudis are invited to annual open meetings held at each campus and given an opportunity to give input through parent surveys conducted by the district each year. The district got input from 59 parents surveys.

COMMENDATION:

The district receives support from parent volunteers and a Parent/Teacher Club through a variety of activities.

FINDING

Parent conferences in SGISD are conducted in a manner that has increased parent participation and interest. While all districts conduct parent/teacher conferences at least twice a year, the district has used a student-led conference that brings in the student as part of the process.

Students lead the conference in a presentation of their portfolios and explain what they have learned. In teacher focus group interviews, the review team heard many success stories about this new process.

Teachers stated that students take great pride and interest in being part of the process and showing their accomplishments to their parents. It also instilled responsibility in the students to make sure that their portfolios were kept up to date with all their work and complete.

Students and parents may expect teachers to request other conferences:

- If the student is not maintaining passing grades or achieving the expected level of performance,
- If the student presents any other problem to the teacher, or
- In any other case the teacher considers necessary.

In addition, parents confer with a teacher and call the office for an appointment during the teacher's conference period or at another mutually convenient time.

COMMENDATION:

Student-led conferences have increased parent participation and interest and created a positive win-win situation for everyone involved in the process.

FINDING

While the superintendent meets regularly with the designated representative from King Ranch and Exxon Corporation to discuss pertinent issues including funding, student/parent concerns, facilities, funding and tax issues, SGISD does not have a formal program or strategy for forming other types of partnerships with the Kingsville business community.

The district does have a business advisory committee that meets quarterly to review the high school's technology program, and secondary students in the entrepreneurship program meet with the Kingsville Chamber of Commerce. In addition the King Ranch Family trust has donated a grant to the district to assist them in improving facilities and parents donated their time and labor to help build a Gazebo at the elementary/middle school.

However, other districts have strengthened their ties to the business community by meeting with their advisory council regularly to share information on critical issues facing the whole district, such as student achievement and workforce needs. In addition, partnering with businesses assists districts with in-kind donations, cash contributions, added mentors as well as volunteers. Communication is essential to understanding, which in turn is essential to cooperation.

Recommendation 6:

Develop a plan in conjunction with existing business and civic partners to increase business participation.

There are a number of organizations willing to fund projects for schools. Districts should actively pursue grants from organizations and encourage local businesses to become involved in the planning of school improvements for both campuses.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent with assistance from the site-based decision making committee develops a plan to solicit more involvement with local businesses.	January 2001
2.	The site-based decision-making (SBDM) committee implements the plan.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

This chapter examines the educational service delivery of the Santa Gertrudis Independent School District (SGISD) in six parts:

- A. Student Performance
- B. Instructional Program Delivery
- C. Special Programs
- D. Instructional Technology
- E. Administrative Technology
- F. Discipline Management

School districts offer educational services to students through a variety of programs, including regular and special programs designed to provide quality services based on individual student needs. School districts must follow minimum state and federal guidelines when delivering educational services, though most districts strive to go beyond the minimum. A district's ability to effectively deliver educational services is affected by a number of factors; two of the most important are the availability and distribution of resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

A. STUDENT PERFORMANCE

In Texas, student performance is measured by the mandatory Texas Assessment of Academic Skills (TAAS), the Enhanced Test of the American College Testing Program (ACT), the Scholastic Aptitude Test (SAT) and other tests. Like all Texas districts, SGISD is required to publish an annual report describing its educational performance as measured by the state's Academic Excellence Indicator System (AEIS). AEIS indicators include student attendance, dropout rate, percent of students taking advanced placement exams, percent of graduates completing the Recommended High School Program and the cumulative percent of students passing all parts of the TAAS exit-level exam.

The TAAS is a test used in Texas to measure student performance. It is administered in reading and mathematics in Grades 3-8 and 10; in reading and mathematics in Spanish in Grades 3 and 4; in writing in Grades 4, 8, and 10; and in science and social studies in Grade 8. End-of-course examinations are administered in Algebra I in grades 7-12 and in Biology I in Grades 8-12.

Texas Education Agency (TEA) provides information on TAAS results as well as other demographic, staffing and financial data to school districts and the public annually through the AEIS report. TSPR has used the AEIS report to compare the performance of SGISD students with those in peer districts, in the state as a whole and in Regional Education Service Center 2 (RESC 2). The latest AEIS data available is for the 1998-99 school year.

Santa Gertrudis has two schools: an elementary/middle school, which includes students from early childhood through eighth grade, and a high school that includes grades 9-12. Enrollment from 1996-97 to 1999-2000 for these two schools is described in **Exhibit 2-1**.

Exhibit 2-1
SGISD Student Enrollment by Grade Level/School
1996-97 through 1999-2000

Grade Level/School	1996-97	1997-98	1998-99	1999-2000	Percent Change
Elementary/Junior High School	133	131	139	126	(0.94%)

Academy High School	130	163	145	152	1.16%
Total	263	294	284	278	1.05%

Source: Texas Education Agency (TEA), AEIS 1996-97 through 1999-2000.

The enrollment by grade within each SGISD school for the 1999-2000 school year is presented in **Exhibit 2-2**.

Exhibit 2-2
SGISD Student Enrollment by School and Grade
1999-2000

Grade	Elementary/Junior High School	High School
Early childhood		-
Pre-kindergarten	11	-
Kindergarten	10	-
First	11	-
Second	15	-
Third	14	-
Fourth	9	-
Fifth	15	-
Sixth	13	-
Seventh	14	-
Eighth	11	-
Ninth		51
Tenth		34
Eleventh		33
Twelfth		37
Total	123	155

Source: SGISD 1999-2000.

Since 1993, Texas has rated and accredited districts and schools based upon specific performance measures including the reading, writing and math portions of TAAS, dropout rates and attendance rates. For a school to receive an exemplary rating, at least 90 percent of its students, as well as 90 percent of its African American, Hispanic, Anglo and economically disadvantaged students must pass the TAAS reading, writing and mathematics subtests; the student attendance rate must be at least 94 percent; and the dropout rate must not be higher than 1 percent. To receive a "recognized" or "acceptable" rating, the passing rate on each of the three subtests must be 90 percent, 80 percent and 45 percent, respectively, with an attendance rate of at least 94 percent. A school's annual dropout rate cannot exceed 3.5 percent for it to be rated as recognized or 6 percent to be rated as acceptable. **Exhibit 2-3** shows a table of TEA's ratings.

Exhibit 2-3
TEA Accountability Ratings
1998-99

Rating	Applicability/Explanation
Exemplary	District and campus
Recognized	District and campus
Academically Acceptable	District
Acceptable	Campus
Academically Unacceptable	District
Low Performing	Campus
Alternative Education (AE): Acceptable, AE: Needs Peer Review, or AE: Not Rated	Campuses that applied and were identified as eligible for evaluation under alternative education procedures.
Charter schools	At the district level, open-enrollment charter schools receive the label Charter School. At the school level, they are given one of the four rating categories listed above, based on the regular accountability system.
Not rated	These campuses include those that do not serve students within the first through twelfth grade span, such as pre-kindergarten centers and early education through kindergarten schools.
Unacceptable: Special	Districts have undergone an investigation mandated in

Accreditation Investigation	Chapter 39 of the Texas Education Code.
Unacceptable: Data Quality	District: serious errors in data reporting that affected one or more of the base indicators used for determining accountability ratings. The errors were of such magnitude that the results were deemed unsuitable for ratings purposes.
Unacceptable: Data Issues	Campus: serious errors in data reporting that affected one or more of the base indicators used for determining accountability ratings. The errors were of such magnitude that the results were deemed unsuitable for ratings purposes.

Source: TEA, AEIS, 1998-99.

Beginning in the 2001 - 2002 school year, TEA will be raising the standards on the state's accountability system. To achieve an "Exemplary" rating a school will continue to need a TAAS passing rate of 90 percent for all students and student groups taking the test and a dropout rate of 1 percent or less.

A "Recognized" rating will now require a dropout rate of 3 percent or less in 2001 and a 2.5 percent in 2002 with a continued TAAS passing rate of 80 percent for all students and student groups.

An "Acceptable" rating will require a 50 percent passing rate in TAAS scores in 2001 and a 55 percent passing rate in 2002. Dropout rates for an "Acceptable" rating will change to 5.5 percent dropout rate in 2001 and 5 percent in 2002.

Other changes to the accountability system in 2001 include the elimination of attendance rates and new size requirements for student groups. The state also will skip a year of issuing ratings in 2003, when the new testing requirements take effect.

The enrollments and accreditation status for SGISD and its peer districts are presented in

Exhibit 2-4. SGISD and three of its peer districts received the accreditation status of "Academically Acceptable".

Exhibit 2-4
SGISD and Peer District Enrollments and Accreditation Status
1998-99

District	Enrollment	Accreditation Status
Agua Dulce	393	Academically Acceptable
Ben Bolt/ Palito Blanco	606	Academically Acceptable
Riviera	552	Academically Acceptable
Santa Gertrudis	284	Academically Acceptable

Source: TEA, AEIS 1998-99.

Student performance on standardized tests, both state and national, is an indicator of the success of the educational delivery system. Since 1990-91 in Texas, the state has administered the TAAS to measure student performance in reading and math in grades, 3-8 and 10; in writing in grades 4, 8 and 10; in science and social studies in grade 8; and for end-of-course results for Biology 1 and Algebra 1. TAAS gauges grade-level skills at a passing rate established by the State Board of Education (SBOE). Schools, districts, regions and TEA use the results in planning and accountability.

In SGISD, the percentage of students passing the TAAS test increased in every category during

1999-2000 for third, fourth and fifth graders, except for fourth grade math (**Exhibit 2-5**).

Exhibit 2-5
Percentage of SGISD Elementary Students Passing TAAS
1997-98 through 1999-2000

Grade/Subject	1997-98	1998-99	1999-2000
Third-Reading	63.6%	75.0%	93%
Third-Math	81.8%	50.0%	93%
Fourth-Reading	70.6%	83.3%	100%
Fourth-Writing	58.8%	83.3%	88%
Fourth-Math	35.3%	75.0%	67%
Fifth-Reading	69.2%	66.7%	80%
Fifth-Math	35.7%	64.7%	80%

Source: TEA, AEIS 1998-99, SGISD 1999-2000 Unofficial Numbers.

At the junior high and high school levels, the percentage of students passing the TAAS has increased in all grades and subjects except for seventh and tenth grade math (**Exhibit 2-6**).

**Exhibit 2-6
Percentage of SGISD Junior High
and High School Students Passing TAAS
through 1999-2000
1997-98 through 1999-2000**

Grade/Subject	1997-98	1998-99	1999-2000
6 th -Reading	100.0%	69.2%	73%
6 th -Math	91.7%	76.9%	86%
7 th -Reading	93.3%	100%	83%
7 th -Math	80.0%	92.3%	83%
8 th -Reading	88.9%	92.9%	100%
8 th -Writing	88.9%	92.9%	100%
8 th -Math	77.8%	85.7%	100%
8 th -Science	88.9%	92.9%	100%
8 th -Social Studies	88.9%	71.4%	92%
10 th -Reading	86.5%	96.8%	97%
10 th -Writing	84.2%	93.5%	97%
10 th -Math	67.6%	87.1%	82%

Source: TEA, AEIS 1998-99 and SGISD 1999-2000 Unofficial Numbers.

SGISD's 1999-2000 unofficial overall TAAS scores show steady improvement in all subject areas. TAAS scores for the state, Region 2 and Santa Gertrudis ISD can only be compared in the table for the 1997-98 and 1998-1999 school years, because the state official scores will not be made public until the fall of 2000 (**Exhibit 2-7**).

**Exhibit 2-7
Percentage of SGISD Students Passing TAAS
Compared to the Region 2 and the State
1997-98 through 1999-2000**

Subject/Year	State	Region 2	SGISD
---------------------	--------------	-----------------	--------------

Reading	2000	NA	NA	89.5%
	1999	86.5%	86.0%	85.5%
	1998	83.3%	81.5%	82.5%
Writing	2000	NA	NA	95.9%
	1999	88.2%	87.8%	91.2%
	1998	84.2%	82.7%	78.1%
Math	2000	NA	NA	84.0%
	1999	85.7%	84.9%	77.7%
	1998	80.4%	78.4%	65.2%
All Tests	2000	NA	NA	NA
	1999	78.3%	77.1%	72.3%
	1998	73.1%	70.5%	62.1%

Source: TEA, AEIS 1997-99, SGISD Unofficial Numbers for 1999-2000.

Of SGISD's total high school student population, 84.3 percent are a combination of transfer students from Driscoll ISD (41.6 percent) and other districts (42.8 percent), as shown in **Exhibit 2-8**.

Exhibit 2-8
SGISD's Academy High School
Projected Enrollment: 2000-2001

Grade Level By Percent	SGISD Resident Students	Transfer Students other than Driscoll	Driscoll Transfer Students	Total Transfer Students
9	10.87%	39.13%	50.00%	89.13%
10	20.00%	42.00%	38.00%	80.00%
11	11.43%	48.45%	40.00%	88.57%
12	20.00%	42.86%	37.14%	80.00%
Total Average	15.66%	42.77%	41.57%	84.34%

Source: Santa Gertrudis ISD.

In 1999-2000, SGISD' student population is 25.9 percent Anglo, 73.7 percent Hispanic, 0 percent African American, and 0.4 percent Asian/Pacific Islander (**Exhibit 2-9**).

Exhibit 2-9
Changes in Ethnicity of SGISD Student Population
1997-98 through 1999-2000

Ethnic Group	1997-98	1998-99	1999-2000
Anglo	25.9%	24.6%	25.9%
Hispanic	73.5%	74.6%	73.7%
African American	0.0%	0.0%	0.0%
Other	0.7%	0.7%	0.4%
Total	100%	100%	100%

Source: TEA, AEIS 1997-98 through 1999-2000PEIMS.

Note: Totals may not add due to rounding.

The ethnic composition of SISD's student population is similar to its peers, it is however, different from the state as a whole, with a large concentration of Hispanic students and small percentage of Anglo students (**Exhibit 2-10**).

Exhibit 2-10
Ethnicity of SGISD, Peer District Student Populations
1999-2000

District	Anglo	Hispanic	African American	Other
Agua Dulce	31.0%	67.0%	0.08%	1.10%
Santa Gertrudis	25.9%	73.7%	0.0%	0.04%
Ben Bolt/Palito Blanco	8.1%	91.5%	0.0%	0.05%
Riviera	33.0%	66.5%	0.9%	0.02%

Source: TEA, PEIMS 1999-2000.

Note: Totals may not add due to rounding

SGISD teacher ethnicity is not proportional to the student population. The percentage of teachers who are Anglo is more than double the percentage of students who are Anglo, and the percentage of teachers who are Hispanic is less than half the percentage of students who are Hispanic. (Exhibit 2-11).

Exhibit 2-11
SGISD Student and Teacher Ethnicity
1999-2000

Ethnicity	Students	Teachers
Anglo	25.9%	57.5%
Hispanic	73.7%	42.5%
African American	0%	0%
Other	0.4%	0%
Total	100%	100%

Source: TEA, PEIMS 1999-2000.

FINDING

According to the district's documents and internal tracking, prior to 1994, Santa Gertrudis ISD and Driscoll ISD experienced a student dropout rate of 40 percent by the sophomore year. To solve the problem, Academy High School, in conjunction with Santa Gertrudis ISD, Driscoll ISD and Texas A&M University - Kingsville, created a new concept for educating students at the high school level. The program follows a performance-based academic program that moves students through the application of skills in real world situations. TAAS results and ACT/SAT results serve as a basis for exit from the program, using a year-round school calendar.

Texas A&M University - Kingsville provides classroom, laboratory and office facilities for the high school. Classrooms are small and student-centered, and instruction focuses on active hands-on learning. Students work at their own pace and are tested to determine readiness to begin each successive level of instruction.

The program uses a portfolio containing examples of work that demonstrate skills the students have attained. The portfolio often includes different types of media, such as video recordings, computer discs, audio tapes and multimedia presentations. Parents view the portfolio during student-led conferences which are held every nine weeks.

Students at Academy, through an agreement with Texas A&M University - Kingsville (TAMU-K), have the opportunity to take college level courses beginning their freshman year, if they score a 21 or higher on the ACT.

In the past, King Ranch awarded \$2,000 tuition scholarships to qualified students. Currently, the King Ranch has three divisions within the ranch: Norias, Laureles, and Santa Gertrudis who contribute money to a scholarship program. Qualified students are awarded \$500 per semester toward their college tuition. In addition, Academy High School's Booster club will pay tuition for concurrent courses for students who enroll in college classes. The district is presently working on developing guidelines for a full four-year scholarship program.

Most graduating students have accumulated some college hours from either TAMU-K or Coastal Bend Community College. District officials said that about 80 percent of SGISD's seniors go on to college.

COMMENDATION

A new performance-based concept for secondary education has drastically reduced the dropout rate from 40 percent to zero and increased the number of students pursuing higher education.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

B. INSTRUCTIONAL PROGRAM DELIVERY

A high-quality educational program starts with a high-quality curriculum, which spells out what students are to learn at each grade level. In education, curriculum includes long- and short-term goals; a description of instructional strategies; suggestions for instructional materials, textbooks and supplementary materials; and assessments that measure progress toward learning the content. Basically, curriculum is a description of what to teach and how to teach it.

Exhibit 2-12 shows the percentage of the total instructional operating expenses for the past two school years.

Exhibit 2-12
SGISD Instructional Program Expenditures
as a Percentage of Total Instructional Operating Expenditures
1998-99 through 1999-2000

Program	1998-99	1999-2000
Regular education	79.8%	75.9%
Special education	5.8%	6.5%
Compensatory education	0.0%	0%
Career and Technology education	9.1%	10.3%
Bilingual/ESL education	1.3%	1.2%
Gifted and talented education	4.0%	6.0%
Total	100%	100%

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

**Numbers may not add up due to rounding.*

SGISD expenditures are higher than the state average for regular education, twice as high as the state average for Career And Technology Education (CATE) and lower than the state average in special education, compensatory, bilingual/ESL and higher for gifted and talented education (**Exhibit 2-13**). SGISD spends more than its peer districts for career and technology programs.

Exhibit 2-13
SGISD, Peer Districts, and State Instructional Operating Program
Budgeted Expenditures as a Percentage of Total Instructional
Operating Expenditures
1998 - 1999

District	Regular Education	Special Education	Compensatory Education	Career and Technology Education	Bilingual/ESL Education	Gifted and Talented Education
Agua Dulce	69.2%	6.0%	14.7%	6.3%	3.2%	0.6%
Ben Bolt/ Palito Blanco	65.3%	14.3%	13.6%	5.3%	0.9%	0.6%
Santa Gertrudis	79.8%	5.8%	0.0%	9.1%	1.3%	4.0%
Riviera	80.5%	6.4%	6.7%	6.0%	0.2%	0.2%
Texas	71.3%	12.3%	7.3%	4.0%	3.5%	1.6%

Source: TEA, AEIS 1998-99.

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

Instructional program funding has increased in SGISD in most program areas over the past three years. All programs have increased in funding with the exception of compensatory education, which has not been funded in SGISD due to its current property wealth and funding status (**Exhibit 2-14**).

Exhibit 2-14
SGISD Budgeted Instructional Program Expenditures
1996-97 through 1998-1999

Program	1996-97	1997-98	1998-99	Percent Change over the Period
Regular education	83.8%	88.0%	79.8%	(9.5%)
Special education	5.2%	6.4%	5.8%	11.1%
Compensatory education	0.0%	0.0%	0.0%	0.0%

Career and Technology Education	6.1%	4.4%	9.1%	14.9%
Bilingual/ESL education	3.8%	0.1%	1.3%	(3.4%)
Gifted and talented education	1.0%	0.1%	4.0%	4.0%
Total	100%	100%	100%	100%

Source: TEA, AEIS 1996-97 through 1998-1999, may not total to 100% due to rounding.

SGISD has been below the regional and state average in economically disadvantaged students in 1996-98 but has exceeded both the regional and state averages in the 1998-99 school year. This number, however, is an estimate because the district does not participate in the free and reduced price lunch program, which is the basis used to measure a student's economic condition in other districts.

The percentage of SGISD students classified as Limited English Proficient (LEP) is below both the regional and state averages from 1996-1999 (**Exhibit 2-15**).

Exhibit 2-15
SGISD, RESC 2, and State LEP Students as
a Percentage of Total Student Population
1996-97 through 1998 - 1999

Entity	1996-97	1997-98	1998-99
Santa Gertrudis	2.7%	2.4%	2.8%
RESC 2	5.8%	5.9%	6.9%
Texas	13.4%	13.4%	13.5%

Source: TEA, AEIS 1996-97 through 1998-99.

Exhibit 2-16 demonstrates the percentage of economically disadvantaged students in SGISD from 1996-97 through 1998-99. Although the percent of economically disadvantaged students is estimated by SGISD, the Texas Education Agency assumes these numbers to be accurate.

Exhibit 2-16
SGISD, RESC 2, and State Economically Disadvantaged Students
as a Percentage of Total Student Population
1996-97 through 1998-1999

Entity	1996-97	1997-98	1998-99
Santa Gertrudis	25.1%	31%	64.8%
RESC 2	55.0%	56.2%	56.0%
Texas	48.1%	48.5%	48.5%

Source: TEA, AEIS 1996-97 through 1998-99

Compared to its peer districts, SGISD has a greater percentage of economically disadvantaged students and a lower percentage of LEP students (**Exhibit 2-17**).

Exhibit 2-17
SGISD and Peer District Economically Disadvantaged and LEP Students
as a Percentage of Total Student Population
1998-1999

District	Economically Disadvantaged Students	LEP Students
Agua Dulce	48.1%	7.9%
Ben Bolt/Palito Blanco	64.5%	9.7%
Santa Gertrudis	64.8%	2.8%
Riviera	57.0%	4.8%

Source: TEA, AEIS 1998-99.

FINDING

While Santa Gertrudis ISD disaggregates TAAS scores by different subsets such as ethnicity, gender and grade, to improve TAAS scores, results for economically disadvantaged students indicate that they are not performing as well as other students.

Exhibit 2-18 shows the performance gap between all students and economically disadvantaged students. In grades 4 and 6 the gap is 18 percent and 24 percent respectively in 1998-99.

In 1999-2000 the gaps between all students and economically disadvantaged students start to narrow in some grades. For instance in comparing all students and economically disadvantaged from 1998-99 to

1999-2000, the gap has gone from -10 percent to -4 percent in third grade. However, in fourth grade the gap has increased from -18 percent in 1998-99 to -27 percent in 1999-2000.

The Campus Improvement Plan for the elementary/middle school indicates that some strategies for improving the TAAS scores for economically disadvantaged students are in place but not specific enough to target certain grades that are showing a large gap in performance between the economically disadvantaged students and all students.

Exhibit 2-18
SGISD Percentage Difference in TAAS All Tests Pass Rates
Between All Students and
Economically Disadvantaged Students
1998-99 through 1999-2000

Grade	1998-99 Percent Passed			1999-2000 Percent Passed		
	All Students	Economically Disadvantaged	Gap	All Students	Economically Disadvantaged	Gap
3	50.0%	40.0%	-10%	93%	89%	-4%
4	75.0%	57.1%	-18%	67%	40%	-27%
5	52.9%	46.2%	-6.7%	73%	50%	-23%
6	61.5%	37.5%	-24.0%	73%	69%	-4%
7	92.3%	100%	+7.7%	83%	75%	-8%
8	57.1%	54.5%	-2.6%	82%	-	-
10	83.9%	78.9%	-5.0%	NA	NA	NA

Source: 1997-98 through 1998-99 TEA AEIS Reports.

Recommendation 7:

Set goals for improving performance for economically disadvantaged students and create a plan for instructional delivery to meet these goals.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent, principals, and Site Based Decision Making Committees	September
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	review TAAS scores for all subpopulations of students including the economically disadvantaged students and set new goals for improving performance and devise a plan for instructional delivery to meet these goals.	2000
2.	The superintendent presents the new goals and plan to the board for approval.	November 2000
3.	The board approves the new goals.	December 2000
4.	The superintendent directs the Site Based Decision Making Committees to include the new goals in their district and campus improvement plans.	January 2001
5.	The superintendent meets with district staff to inform them of the new goals to improve performance and work with staff to implement the plan meeting those goals.	January 2001
6.	The plan is implemented.	February 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

C. SPECIAL PROGRAMS

Students with special needs require special programs delivered either by regular classroom, gifted and talented, compensatory or remedial-education or special education teachers. School districts receive additional funding from state and federal sources to offset the cost of delivering many special programs.

Some of Santa Gertrudis' special programs include Special Education, Gifted and Talented and Career and Technology.

Exhibit 2-19 displays SGISD's special programs and the percent of budget received from the state for each program.

Exhibit 2-19
SGISD's Special Programs Enrollment and Percent Budgeted by
Program
1996-97 through 1998-99

Special Program	1996-97 Percent of Budget	Students Enrolled	1997-98 Percent of Budget	Students Enrolled	1998-99 Percent of Budget	Students Enrolled
Special Education	5.2%	31	6.4%	35	5.8%	36
Career and Technology	6.1%	74	4.4%	103	9.1%	117
Compensatory Education	*0.0%	0	0.0%	0	0.0%	0
Gifted/Talented Education	1.0%	35	0.1%	39	4.0%	40
Bilingual ESL Education	3.8%	5	0.1%	7	1.3%	7

Source: TEA, 1996-97 through 1998-99.

*SGISD does not receive Compensatory Education funds.

Special Education

The Federal Individuals with Disabilities Education Act of 1975 requires school districts to provide certain education-related health services to children with disabilities, and to develop an Individual Education Plan (IEP) for each child. The IEP is a written plan based on a student's abilities and educational needs that addresses long-term goals and short-term objectives. These objectives include: when services will start and end; who will provide the services; the criteria used for evaluating progress; and a statement of each student's current areas of competency. At each school, an Admission, Review and Dismissal (ARD) committee, which includes teachers, counselors, administrators and other professionals, is expected to function on behalf of the student. Federal guidelines require parents to participate in the ARD and IEP processes.

At every stage of the ARD process for a given student in special education, state and federal guidelines must be followed. If disagreements or objections related to evaluation, placement or service delivery arise, students and their families have the right to due process. School districts do not have the burden of demonstrating that their special education services are the best possible, but the education provided must meet each student's individual needs as prescribed in the IEP.

FINDING

Santa Gertrudis identified and served 30 Special Education students during the 1999-2000 school year, 15 at the high school and 15 at the elementary/middle school. The district is served by a diagnostician, who coordinates the program and assists in administering testing for the Pre-Assessment ARD, and two special education teachers, one of which is also a Speech Language Pathologist. Additionally the district contracts service personnel to provide vision services, orientation and mobility, occupational therapy and physical therapy.

The majority of special education students are in regular classes, while three are taught in a resource room due to special needs.

In November 1999, the district began receiving additional funds through the School Health and Related Services (SHARS) program. SHARS reimburses districts for services provided to Medicaid-eligible students with disabilities. For example, if a student's Individual Education Plan (IEP) mandates occupational, physical or speech therapy, and that student is Medicaid-eligible, the district can receive Medicaid reimbursement for providing these services. From November 1999 to May 2000, the district received about \$4,500 dollars in additional funds.

COMMENDATION

Santa Gertrudis ISD's Special Education program aggressively seeks financial resources for serving special education students.

Gifted and Talented

In 1995, state law required the State Board Of Education (SBOE) to develop and periodically update a state plan of the education of gifted and talented students. The plan was to measure the performance of districts in providing services to students identified as gifted and talented. The SBOE plan, adopted in 1996, provides direction on how to refine existing services and how to create additional curricular options for gifted students.

Section 29.122 of the Texas Education Code states that school districts "shall adopt a process for identifying and serving gifted and talented students in the district and shall establish a program for those students in each grade level."

Exhibit 2-20 compares SGISD's Gifted and Talented enrollment, teachers and budgeted expenditures for 1998-99 to its peers.

**Exhibit 2-20
SGISD Gifted and Talented Program and Peer districts
1998-99**

District	Student Enrollment in Program	Percent of Student Total Enrollment	Number of Teachers	Percent of Teachers	Budgeted Expenditure	Percent of Budget
Agua Dulce	23	5.9%	1	3.0%	\$7,786	0.6%
Ben Bolt/ Palito Blanco	97	16.0%	0.5	1.0%	\$13,880	0.6%
Riviera	90	15.9%	0	0.0%	\$5,381	0.2%
Santa Gertrudis	40	14.1%	0	0.0%	\$62,920	4.0%
RESC 2	7,647	6.9%	129.4	1.7%	\$5,299,488	1.6%
Texas	330,113	8.4%	6,275.7	2.4%	\$193,592,141	1.6%

Source: TEA, AEIS 1998-99.

FINDING

While SGISD has a commendable process in place for identifying gifted and talented (G&T) students using a five point criteria methodology, the district does not have a formal long-range plan in place for their gifted and talented program. District staff told the review team that the elementary/middle school program has a certified gifted and talented teacher in every classroom. These teachers have taken the initial thirty hours of minimum courses required for certification and the six hour continuing education course to remain eligible to teach.

However, the district has addressed limited strategies in their Campus Improvement Plans (CIPs) that challenge the approximately 14 percent advanced and gifted learners of the district. The objective of the CIP is to increase the TAAS passing rate by three percent using strategies that target special populations of Hispanic, Anglo, and Economically Disadvantaged students and does not mention specific strategies for the gifted and talented population of students.

The Texas State Plan for the Education of Gifted/Talented Students provides a long range plan with viable targets that local school districts can strive to attain. Examples of "recognized" and "exemplary" performance are included in the plan. Districts following this plan offer additional challenges to this group of students.

Recommendation 8:

Comply with the Texas State Plan for the Education of Gifted/Talented Students and adopt a five-year plan for the Gifted and Talented Program.

Long-range planning and student evaluation are important components of a successful gifted and talented program.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Special Programs recommends to the superintendent the names of individuals that are representative of stakeholders in the gifted and talented program to serve on the committee and write the five-year plan.	October 2000
2.	The superintendent approves the committee members.	October 2000
3.	The committee develops a five-year plan for Gifted and Talented Education and submits it to the superintendent for review and approval.	February 2001
4.	The superintendent reviews the plan, revises and submits it to the board for review and approval.	March 2001
5.	The board approves the five-year plan for gifted and talented students.	April 2001

6. The five-year plan for gifted and talented students is implemented.	May 2001
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FISCAL IMPACT

This recommendation can be implemented with existing resources.

Career and Technology Education

According to the Texas Education Code, Section 29.181, each Texas school district must offer career and technology education to prepare students for managing the dual roles of family member and wage earner. The expectation is that students will gain entry-level employment skills necessary to enter a high-skill, high-wage job or continue with post-secondary education. To prepare students, districts must develop course offerings and curriculum that are related to prevalent occupations prevalent in the region.

FINDING

SGISD has made a strong commitment to career and technology education at Academy High School. A variety of courses are available. The district has developed three special work-oriented programs. The Internship Program is open to qualified seniors and allows them to be matched with an employer who offers an internship in their potential field of study and or career choice. The Employment Program allows qualified seniors to attend school for a half day and work the remaining hours. The Career/Technology Program is a four-year program that begins with basic computer applications and graphic skills and ends with experience in business entrepreneurship.

In addition, the district has an agreement with Coastal Bend Community College to provide concurrent enrollment and dual credit courses as part of the Technology Preparation program. In school year 1998-99, 117 of 145 Academy High School students participated in the career and technology program.

COMMENDATION

Academy high school curriculum includes a wide variety of career and technology courses designed to prepare students for the workforce and institutions of higher education.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

D. INSTRUCTIONAL TECHNOLOGY

Advances in telecommunications and information technology have allowed businesses to produce superior products at a lower cost, while helping improve customer service. School districts must incorporate technological advances into the classroom to allow simpler and faster access to educational information, to reduce administrative costs, to enhance instruction and to prepare students for the technological demands of college and the workplace.

The assigned duties and responsibilities of Management Information Services (MIS) units in Texas public school districts vary. MIS units in some districts may only support administrative functions, while others, such as SGISD's, support both administration and instruction. At SGISD, the superintendent and the district technology coordinator are responsible for the district's information technology infrastructure, including the implementation, support and administration of the district's wide area network and local area networks in schools and administrative offices.

The SGISD mission statement for the 1999-2002 Technology Plan reads:

"We believe that technology for the Santa Gertrudis I.S.D community will:

- be a tool to aid teachers in teaching and children in learning,*
- be an integral part of the education delivery system,*
- allow for an interactive environment that fosters innovation,*
- be a vehicle which will enhance the experience of students at all levels,*
- provide an interactive network for global education,*
- develop the technology and technical skills needed for students to be successful in life, and*
- provide a means for the community to access technology and develop related skills."*

The district uses Regional Education Service Center 2 (RES C 2), which provides technology support to the 42 school districts included in the Coastal Bend area of Texas. RES C 2 received funds during the 1998-99 school year from a \$1.3 million Technology Integration in Education grant that was used to install updated infrastructure. The new technology

infrastructure, known as the Coastal Bend Telecommunications Network will augment former independent technological efforts by districts located in the Coastal Bend area. The RESC 2 will work with school districts to upgrade their network capabilities as well as help school districts take advantage of professional development opportunities.

SGISD does not have an MIS Department. The superintendent and district technology coordinator oversee both administrative and instructional technology issues, purchases and initiatives. A librarian and an educational aide facilitates the use of Josten's educational software at the elementary school computer lab.

The Santa Gertrudis elementary/middle school uses Macintosh computers, while the high school uses PCs with a Windows NT operating system. SGISD has 294 computers, including 136 Macintosh or Apple machines located at the elementary level and 169 IBM and/or IBM "clone" computers located at Academy High School. A list of computers per campus is illustrated in **Exhibit 2-21**.

Exhibit 2-21
All SGISD Computers by Campus
1999-2000

Campus	Number of Computers	
	Macintosh/Apple	IBM/Clone
Santa Gertrudis Elementary	136	0
Academy High School	0	169
Total	136	169

Source: SGISD Superintendent and Technology Coordinator.

The number of instructional computers per student at SGISD compared to selected peer districts is shown in **Exhibit 2-22**.

Exhibit 2-22
SGISD Selected Peer Districts
Number of Instructional Computers per Student 1999-2000

Peer District	Number of Computers for Instructional Use	FY 1999-2000 Enrollment	Ratio of Instructional Computers to Students

Rivera	180	552	3.0:1
Agua Dulce	68	364	5.3:1
Ben Bolt/Palito Blanco	75	633	8.4:1
Santa Gertrudis	294	278	0.93:1

Source: SGISD Superintendent and Technology Coordinator, 1999-2000.

All elementary and junior high school classrooms have at least five student computer stations and a teacher station. At Academy High School, there are at least four student computer stations and a teacher station in each classroom. Students are also able to access a computer lab, which contains 15 stations, located in Rhode Hall at the Texas A&M University - Kingsville campus. With the exception of computers located in Rhode Hall and those located in the Alternative Education Programs (AEP) classrooms, both the elementary and secondary classrooms have Internet and email access. In addition, both campuses are cabled for video and have a T-star satellite.

The superintendent, technology coordinator and the technology committee have prepared a three-year district technology plan. The plan includes:

- The district's strategic technology goals;
- Actions steps/objectives needed to accomplish such goals;
- Personnel responsible for the completion of goals;
- The annual cost of performing the individual action steps/objectives;
- A timeline;
- The anticipated benefit for successfully accomplishing the step/objective; and
- Suggested data and documentation to ensure that the task is accomplished.

The district technology plan is reviewed and updated annually to determine whether goals and objectives have been met and to adjust the plan to fit the changing needs of the district.

FINDING

SGISD has implemented a variety of instructional technology initiatives that allow students to use technological and business skills in hands-on situations. Academy High School offers students a four-year career/technology program, which begins with basic computer application

and graphic skills instruction and culminates with actual experience in business management and entrepreneurship.

Through the career/technology program, students are organized into a company, which builds and sells computers. Students are offered the choice of either a business or a technical track. Students work in the production, marketing, sales and service functions of the company. Students are encouraged to sell their products and all profits are placed in a scholarship fund. Students are also allowed to build their own computers and keep them after graduation.

High school students also provide technical staff development for the district. Students instruct SGISD teachers in several areas including: the use of educational technology and software packages, networking and the Internet.

COMMENDATION

SGISD has developed a hands-on technology program in the high school that allows students to develop and learn technological, business and interpersonal skills through its technology curriculum.

FINDING

SGISD maintains its computer technology with in-house student technicians to reduce costs and allow students to develop on-the-job technical skill and expertise. TSPR learned that SGISD High School students maintain the district's Macintosh and PC inventory and the district's network connections.

COMMENDATION

SGISD uses in-house high school student technicians to reduce technology maintenance costs and to allow students to apply classroom instruction.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

E. ADMINISTRATIVE TECHNOLOGY

Some Texas school districts separate technology between two components: instructional , or classroom technology, and business, or administrative computing. Typically, smaller school districts do not have individuals responsible for each component. Administrative technology is generally used to handle several types of a district's administrative and business computing needs, including management and control of a district's:

- accounting;
- payroll;
- personnel;
- inventory and fixed asset tracking;
- budgeting; and
- coordinating PEIMS data entry and submitting data to the TEA.

SGISD does not separate its instructional computing from business computing. The superintendent, the district technology coordinator and the district technology committee are responsible for the district's administrative technology. The district uses the Regional Service Center Computer Cooperative (RSCCC) administrative software application from RESC 2. RSCCC is a student and financial record keeping software that performs student data-related functions, including: scheduling, grade reporting, attendance, registration and health services. The software program also includes financial record keeping functions like financial accounting, payroll and personnel functions, budget development, check reconciliation and compilation of data for PEIMS reporting.

FINDING

SGISD's administrative software, RSCCC, cannot, however, communicate with other district systems resulting in numerous double entries, which not only increase the amount of clerical resources required to enter data, but also increases the risk of costly errors. For example, teachers are required to manually re-enter student attendance and class grade information. Since data is not linked to computers used by campus administration, data accessibility and efficiency are undermined. **Exhibit 2-23** illustrates administrative functions that could benefit from a connection with other systems.

Exhibit 2-23
SGISD Activities for Automated Processing

Activity	Potential for Online Entry
Grading	High
Attendance	High
Campus Budgeting	High
PEIMS processing and reporting	High
Employee time and attendance data	Medium
Purchasing order processing	Medium

Source: Interviews with Peer Districts; Region 2; SGISD Technology Coordinator.

District teachers would like updated administrative technology. For example, during community focus groups, one participant said, administration "is working in the dark ages in administration, grading, attendance, etc. Grades should be put on computer and the counselor should be able to find grades at the touch of a button."

The district is moving in that direction as seen in its four-year technology plan but still need two years before it meets its goals.

Recommendation 9:

Identify campus and districtwide systems that will provide access to necessary student, administrative and financial information and establish a plan for integration.

Included in this plan should be the identification of specific resources to fund the project such as TIF and E-rate grants.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent, technology coordinator, technology committee members principals and a committee of seniors in the career and technology program gather data to catalog current manual processes.	September 2000
2.	The superintendent and technology coordinator determine	September

	which manual processes should be automated.	2000
3.	Superintendent and Technology Coordinator determine which software packages will allow automated entry of data that is now entered manually.	October 2000
4.	The superintendent presents available software solutions to the board.	November 2000
5.	The board approves the purchase of an appropriate software.	December 2000
6.	The superintendent, technology coordinator, technology committee and committee students in the career and technology program, formulate a districtwide plan to accommodate current manual entry processes.	January 2001
7.	The superintendent implements the plan.	February 2001-2002

FISCAL IMPACT

This recommendation can be implemented with existing resources. Once plans are completed, the district should aggressively seek funding through grants to obtain additional hardware or software to implement the plan.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

F. DISCIPLINE MANAGEMENT

Because of the priority placed on the safety and security of children by parents, educators and the community, the 1995 Texas Legislature established major safety and security-related revisions in the Texas Education Code.

Traditionally, most school safety actions involved surrounding schools with fences and creating alternative education programs. Recent events like the 1999 tragedy in Littleton, Colorado call for a more comprehensive approach involving awareness, prevention, intervention and a recognition that school violence is a community problem requiring community involvement. To provide a safe and secure learning environment, safety and security programs must include elements of prevention, intervention and enforcement, as well as cooperation with municipal and county governments. Discipline management and alternative education programs are key tools in this process.

Exhibit 2-24 summarizes major legislation related to school safety and security passed since 1993.

Exhibit 2-24
Major School Safety and Security Initiatives of the Texas Legislature
1993 - 1999

Legislation	Summary
1993 Legislature	
House Bill 23	Required information sharing between law enforcement and schools on student arrests for serious offenses; requires school principals to notify law enforcement if criminal activity occurs or is suspected on campus.
Senate Resolution 879	Encouraged collaboration between TEA and Department of Public Safety in the recording of criminal incidents in schools.
House Bills 633 and 634	Outlined the commissioning and jurisdiction of peace officers for school districts.
House Bill 2332	Authorized the State Board of Education (SBOE) to establish special-purpose schools or districts for students whose needs are not met through regular schools.

Senate Bill 16	Defined drug-free zones for schools.
Senate Bill 213	Created the safe schools checklist.
Senate Bill 155	Created the Texas Commission on Children and Youth.
1995 Legislature	
Senate Bill 1	Revamped the Education Code and laws on safety and security in schools, including the requirement for districts to establish alternative education programs and, in counties with populations of more than 125,000, to establish juvenile justice alternative education programs.
1997 Legislature	
Senate Bill 133	Rewrote the safe schools provision of the Education Code.
1999 Legislature	
Senate Bill 260	Allows the expulsion of a student who assaults a school district employee.
Senate Bill 1580	Created the Texas Violent Gang Task Force.
Senate Bill 1724	Requires each school district to annually report (beginning with 1999-2000) the number, rate and type of violent and criminal incidents occurring on each campus, and required them to include a violence prevention and intervention component in their annual campus improvement plans.
Senate Bill 1784	Allows school districts to use private or public community-based dropout recovery education programs to provide alternative education programs.
House Bill 152	Raises to a state jail felony the act of placing graffiti on school property.
House Bill 1749	Encourages school districts and juvenile probation departments to share information on juvenile offenders.

Source: TSPR, 1999.

TSPR's *Keeping Texas Children Safe in School* report was based on the results of numerous school performance reviews. TSPR found the most effective districts have a safety plan that includes prevention, intervention and enforcement strategies. An effective program includes the steps found in **Exhibit 2-25**.

Exhibit 2-25
Strategies for Keeping Texas Children Safe in School

Strategy	Keeping Texas Children Safe in Schools	
Prevention	1997	Know your goals and objectives: where your district is going and what you want to accomplish.
	1998	Establish clear expectations for students, parents, teachers and administrators.
	1999	Address warning signs before they turn into trouble.
Intervention	2000	Look for trouble before it finds you.
	2001	Recognize trouble when you see it.
	2002	Have individuals in the right place and at the right time to intervene.
	2003	Have a plan of action appropriate for the occasion and practice it.
Enforcement	2004	Leave no room for double standards.
	2005	Ensure that discipline management extends inside and outside the classroom.
	2006	Alternative programs are not just a matter of compliance with the law; they are many students' last chance at success.

Source: TSPR, 2000.

The first three steps make an effective prevention strategy, the next four outline intervention and the last three focus on enforcement. Taken individually, the steps outlined in the law or those used by successful districts don't seem dramatic. But when districts apply these measures in a comprehensive system, they can and do get significant results.

In addition, under the Texas Education Code, each school district must adopt a student code of conduct establishing standards for student behavior. Student behavior often is measured by levels of offenses, which are typically outlined in a district's code of conduct. Depending on the type and level of offense, various discipline management techniques are suggested for teachers and campus and district administrators. For example, minor offenses may require student-teacher conferences or detention; major offenses may require suspension or placement in alternative educational programs.

SGISD distributes student handbooks to parents and students at both campuses that inform them of the Discipline Management Plan and Student Code of Conduct. Handbooks are signed by parents, indicating that they have read and understand the district's policies.

The handbooks include the district's enforcement policy, the offenses that are sufficiently serious to subject students to prosecution and assignment to alternative education programs, prohibited behaviors, general information and expectations, guidelines for imposing consequences and appeal procedures. The discipline management plan and code of conduct also detail how discipline will be handled for students with disabilities, as well as students placed in an alternative education program.

SGISD has a zero tolerance policy and categorizes offenses in five different levels for Academy High School and three levels of offenses at the elementary/middle school. **Exhibit 2-26** presents examples for each category of offense at the high school level.

Exhibit 2-26
Academy High School's Categories for Offenses

Offense Level	Offenses
Level I	<ul style="list-style-type: none"> • Tardiness • Unprepared for class • Dress code violations • Minor damage to property of others • Cheating or copying the work of another student • Refusal to work on assignments and/or participate in classroom activities
Level II	<ul style="list-style-type: none"> • Level I offenses become Level II offenses when students commit two or more Level I violations
Level III	<ul style="list-style-type: none"> • Profanity • Cutting class • Scuffling • Defacing school property • Damage to the property of others • Falsification of documents/making false accusations • Disrespect towards a teacher or student • Possession of electronic paging devices(s) or cellular telephones • Possession, distribution of, or use of tobacco products

	<ul style="list-style-type: none"> Exhibiting any unacceptable or unwanted physical contact that could, but does not result in injury
Level IV	<ul style="list-style-type: none"> Level III offenses become Level IV offences when students commit two or more Level III violations; or Repeated acts of disobedience or disorderly behavior which may prove to be detrimental to the school, harmful to health and safety or inhibit the rights of others Threats, oral, or written, to do bodily harm to another, or the property of another Fighting (a fight occurs if a student who is attacked fights back) Stealing, robbery, extortion, gambling or arson Possession, use or distribution of tobacco products Gang-related behavior or activity, or gang membership Possession of drug paraphernalia Assault Possession, placing of or discharging of fireworks
Level V	<ul style="list-style-type: none"> Commits assault as defined by Penal Code 22.01 (a)(1) Makes a terrorist threat as defined by Penal Code 22.07 Sells, gives, delivers, uses or possesses marijuana, a controlled substance as defined by 21 U.S.C. 801 et seq. Commits a serious offense under the influence of alcohol Engages in public lewdness under Penal Code 21.07 Engages in indecent exposure under Penal Code 21.08

Source: SGISD Discipline Management Plan and Student Code of Conduct.

If a high school student commits multiple infractions, the student will be subject to Level II consequences. If a student commits two or more Level II offenses, the student is placed on in-school suspension. Students whose acts of misconduct rise to Level III offenses may be subject to removal to an alternative education program (AEP).

As described in the *Discipline Management Plan and Student Code of Conduct*, SGISD operates an Alternative Education Program (AEP) at the Academy High School campus. The district does not operate an AEP at Santa Gertrudis Elementary. An AEP is defined as:

1. a setting other than the students regular classroom;
2. a location on or off the regular campus;

3. separate from students who are not assigned to the program;
4. a curriculum focusing on English language arts, mathematics, science, history and self-discipline;
5. a program that provides for students educational and behavioral needs; and
6. a program that provides supervision and counseling.

FINDING

SGISD provided an AEP program for high school students in-house during the 1999-2000 school year. After reviewing several options, the district entered into a contact with the Coastal Bend Youth City to provide AEP services. The AEP program at Academy High School was situated in a portable building on the Texas A&M - Kingsville campus.

Depending on the severity of the offense, students may be given off-school suspension from one to three days. Level three offenses may be subject to suspension (not to exceed three days), removal to an AEP or expulsion if the offense is punishable as a felony. Students in the program are suspended for three days pending a formal hearing to consider AEP placement.

In 2000-2001, SGISD anticipates a savings of \$5,000 per year as a result of the contract.

COMMENDATION:

Santa Gertrudis ISD is reducing costs while ensuring that students are well-served in an AEP program.

FINDING

SGISD improved its safety measures by establishing crisis management plans at both campuses. The management plans provide a methodology for dealing with natural or operational situations that can occur in the district. The plans address the following areas: emergency evacuation plans, dealing with tornadoes, hurricanes, inclement weather, bomb threats, fire, gas leaks, deaths, suicide and child abuse.

Additionally, the plans list emergency phone numbers for the Police Department, Fire Department, Security Department, School Campuses Halo Flight, and phone and pager numbers for crisis team personnel

A Chain of Command list is included in the plan, as well as the personnel designated to work with the media.

COMMENDATION

SGISD provides an emergency crisis management manual to its campuses.

FINDING

While SGISD's 1999-2000 District Improvement Plan provides strategies for teachers to use in improving school climate, which will in turn reduce discipline referrals, drug use, violence and disruptive behavior, SGISD does not include violence prevention and intervention plans in the Academy's Campus Improvement Plan. In its strategic long-range goal 4, the plan only addresses:

building security; locking the front door during the school day, monitoring the hallways and automobile registration.

SGISD's elementary/middle school's Campus Improvement Plan (CIP) long range goal 2 does provide some strategies using prevention programs such as *Respect & Protect*, *DARE*, *DAVE*, and *Spur Me On Bulletins*.

The Texas Legislature in 1999 amended the Education Code to require school districts to include goals and methods for violence prevention and intervention in their annual campus improvement plans. The board for each school district also is required to publish an annual report to parents and the community that includes the number, rate and type of violent or criminal incidents that occurred on each district campus. The annual district report also must include information on school violence prevention and intervention policies and procedures the district uses to protect students.

Recommendation 10:

Include violence prevention and intervention plans and incident statistics in district and campus improvement plans, and share the information with teachers, parents and administrators.

SGISD should publish the number, rate and type of violent or criminal incidents that occur in the annual report to the board and should distribute and discuss crime incident statistics with parents, teachers and school administrators. These incident reports should be distributed and discussed with school administrators and site-based committees. This process will enable district administrators to obtain input from parents, teachers and school administrators to help implement additional prevention and intervention programs for all SGISD students.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The district's discipline clerk gathers all crime incident statistics and reports them to the PEIMS coordinator who reports them to superintendent for the annual district report.	September 2000
2.	The superintendent inventories the campus improvement plans to ensure a violence prevention and intervention plan is included in the CIPs.	October 2000
3.	The superintendent meets with site-based -decision making committees (SBDMCs) to share crime incident statistics and to instruct them on requirements for CIPs.	November 2000
4.	The superintendent and the PEIMS coordinator review input received from SBDMCs comprised of parents, teachers and school administrators, then identify potential prevention and intervention programs.	February 2001
5.	The site-based decision making committees at both campuses draft violence prevention and intervention plans and attach these plans to their CIPs.	August-September 2001
6.	The district reports its incident statistics in its annual report.	October 2001 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

SGISD receives transfer students from several districts. Forty-two percent of incoming Academy High School students are from Driscoll ISD, but each school district uses a different discipline management plan and categorizes offenses differently. Students transferring in to the district from Driscoll ISD must adjust to a different discipline program than the one they are following in their previous school district.

According to the superintendent, the districts are working to adopt uniform disciplinary procedures at each district to ensure a smooth student transition into Academy High School.

Recommendation 11:

Develop joint disciplinary procedures between Santa Gertrudis ISD and Driscoll ISD to ease student transition into Academy High School.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	SGISD and Driscoll ISD superintendents continue to develop a set of joint disciplinary guidelines for both school districts.	September 2000
2.	SGISD and Driscoll ISD board members meet to discuss joint disciplinary guidelines.	October 2000
3.	SGISD and Driscoll ISD superintendents present joint disciplinary guidelines for board comment and approval.	November 2000

FISCAL IMPACT

This recommendation can be performed with existing resources.

Chapter 3

FINANCIAL MANAGEMENT

This chapter reviews financial operations of the Santa Gertrudis Independent School District (SGISD) in five sections including:

- A. Organization and Staffing
- B. Budgeting
- C. Accounting and Payroll
- D. Purchasing and Textbooks
- E. Fixed Assets

Successful financial management operations ensure that the district receives all available revenue from the state and federal governments; maintains a track record of sound financial decisions and adequate and equitable budget allocations; issues timely, accurate and informative reports on the district's financial position; maintains adequate internal controls; employs skilled, well-trained staff; and maintains a consistent record of unqualified opinions by its external auditors.

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

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

BACKGROUND

The district receives revenues from local, state and federal sources. For this review, SGISD selected peer districts for comparative purposes based upon certain similarities in size, location, enrollment and property value. The districts chosen were Riviera ISD, Agua Dulce ISD and Ben Bolt/Palito Blanco CISD.

As shown in **Exhibit 3-1**, SGISD receives a greater percentage of their revenues from local sources; Agua Dulce receives their revenue almost

equally from local and state revenues, compared to other peer districts that receive a greater percentage of their revenues from state sources.

Exhibit 3-1
SGISD and Peer Budgeted Revenue Information
1998-99

District	Local/ Other Revenue	Percent of Total Revenue	State Revenue*	Percent of Total Revenue	Federal Revenue	Percent of Total Revenue	Total
Agua Dulce	\$1,386,254	49.5%	\$1,350,172	48.3%	\$62,500	2.2%	\$2,798,926
Ben Bolt-Palito Blanco	\$750,406	18.3%	\$3,360,345	81.7%	\$0	0%	\$4,110,751
Santa Gertrudis	\$2,682,127	93.6%	\$183,611	6.4%	\$0	0%	\$2,865,738
Ricardo	\$955,645	26.9%	\$2,425,978	68.4%	\$164,500	4.6%	\$3,546,123

*Source: Texas Education Agency, AEIS 1998-99.
Does not include the state portion paid for the Teacher Retirement System.
Percent.*

As shown in **Exhibit 3-2**, since 1996-97 SGISD revenues have increased by 34.9 percent, with an increase of 19.7 percent in local/other revenues and an increase of 261 percent in state revenues. Primarily due to a decline in property values. TEA sent supplemental payments to certain districts whose property value declined by more than 4 percent between tax years 1998 and 1999. The supplemental payment is in addition to the increased state aid, but is reflected in the state revenue amount in this exhibit.

Exhibit 3-2
SGISD Revenue Sources
1996-97 through 1999-2000

Revenue Source	1996-97 Actual	1997-98 Actual	1998-99 Actual	1999-2000 Budgeted	Percentage Change over Period
Local/Other	\$2,206,353	\$2,772,752	\$2,682,127	\$2,748,005	19.7%

State	\$54,000	\$67,194	\$183,611	\$302,172	261%
Federal	\$0	\$0	\$0	\$0	0%
Total	\$2,260,353	\$2,839,946	\$2,865,738	\$3,050,177	34.9%

Source: TEA, AEIS, SGISD Adopted Budget for 1999-2000.

Texas has a court-approved school finance system to equalize wealth, which requires wealthy districts to pay into a pool that, together with additional state funds, is used to subsidize funding for poorer districts. District wealth is defined as a district with property values at or above \$295,000 per pupil in weighted average daily attendance (WADA). School districts falling into this category are identified as Chapter 41 districts. Chapter 41 is a key equity chapter in the Texas Education Code.

Districts that are subject to the provisions of Chapter 41 must make a choice among several options in order to reduce their property wealth and share financial resources. The choices are:

- (1) Consolidate with another district;
- (2) Detach property;
- (3) Purchase attendance credits from the state;
- (4) Educate non-resident students tuition free;
- (5) Consolidate tax bases with another district.

Options 3, 4 and 5 require voter approval. All students educated by a district tuition-free are included in the district's WADA.

Santa Gertrudis was identified as a Chapter 41, or a property wealthy school district, which had to send funds back to the state unless it chose one of the five options. SGISD chose options three and four.

In 1994, in partnership with Driscoll ISD, the district opened Academy High School, adding a large percent of its secondary students to its average daily attendance. In 1999-2000, with the addition of these students to the WADA and a change in state law made by the 1999 Legislature, SGISD property values per student dropped below \$295,000 per pupil. As a result, SGISD is no longer required to pay into the statewide pool starting in school year 2000-2001, as long as the district's transfer students are not charged tuition.

Local property taxes provide a significant source of revenue for school districts. Next to state funding, revenue from property taxes contributes the greatest amount of financial resources to the management and operation of a school district. An efficient tax collection system that

produces a high collection rate is essential to generating the resources necessary to cover daily operations.

The Kleberg County Tax Assessor-Collector collects all taxes for the district as well as several other taxing entities in the county. Collections are transferred to the district electronically. The collection rate for the SGISD is 99 percent. Including delinquent tax collection, the combined rate for SGISD was more than 100 percent in the last tax collection year.

Exhibit 3-3 shows SGISD tax rates from 1996 to 1998.

Exhibit 3-3
SGISD Tax Rates and Assessed Property Value
1996 through 1998

Year	Tax Rate	Assessed Property Value
1996	1.5000	\$152,017,393
1997	1.3995	\$202,400,419
1998	1.5000	\$191,830,165

Source: Kleberg County Tax Assessor-Collector.

The overall tax rate includes both maintenance and operations and debt service.

Chapter 3

FINANCIAL MANAGEMENT

A. ORGANIZATION AND STAFFING

Successful financial operations require an appropriate organizational structure with qualified personnel that provide an adequate separation of duties, an accounting system capable of capturing information and generating reports, and comprehensive policies and procedures that ensure proper management of the district's fiscal resources. An effective financial operation provides accurate and timely information to district administrators and the board in a format that aids planning and decision making. The following list addresses some of the recommended regulations, reports and local policies that should be included in the administration of a sound financial organization:

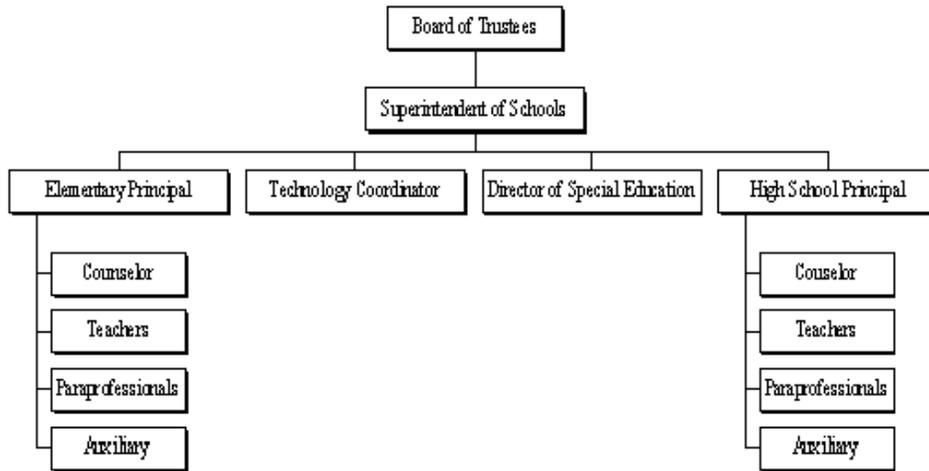
- Federal and state laws, rules, and regulations;
- The Texas Education Agency (TEA) *Financial Accountability System Resource Guide*;
- SGISD board policies;
- SGISD staff-established procedures;
- Generally Accepted Accounting Principles (GAAP); and
- Governmental Accounting Standards Board (GASB) guidelines.

The ongoing challenge for Texas school districts is to develop, maintain and effectively use financial management systems that integrate the following elements:

- Long-range and strategic plans;
- Annual budgets linked to long-range plans;
- Long-range debt requirements balanced with operating needs;
- Effective systems of internal financial control;
- Accurate and timely financial information produced for a variety of users; and
- Effective automated processes.

The district is managed by a superintendent who directs all functional areas of the district including personnel management, facilities use and management, asset and risk management, financial management, purchasing, technology, student transportation, food services and discipline management. The superintendent delegates responsibility to a district technology coordinator, a district director of special education, and one elementary/middle school and one high school principal. **Exhibit 3-4** demonstrates SGISD's organization structure.

**Exhibit 3-4
SGISD's 1999-2000 Organizational Structure**



Source: SGISD Superintendent.

SGISD has been contracting portions of the accounting function to Womack & Womack LLP, a local accounting firm for over ten years. Womack & Womack are also the district's external auditors. During 1999-2000 through board approval, certain elements of the accounting function moved in-house. The purchasing and accounts payable functions are now managed internally, by the Public Education Information Management Systems (PEIMS) coordinator. While Womack & Womack LLP still performs the payroll function and a representative from the auditing firm downloads all the payroll information into the district's computer.

Bringing certain elements of the accounting function in-house has provided "just in time" or real time, reporting capabilities rather than monthly reporting. SGISD uses the Regional Service Center 2 Computer Cooperative (RSCCC) software for monthly accounting and reporting. This system uses a series of options or menus to allow the district to pick and choose the level of detail it prefers to use in maintaining its business records. The management coordinator's system has the RSCCC software loaded in it.

The PEIMS coordinator has a number of responsibilities including performing the accounts payable and purchasing functions, assisting with attendance, and reporting the districts PEIMS data to TEA. At the April 26, 2000 school board meeting, the board approved the addition of one paraprofessional/clerical position to assume many of the PEIMS coordinator's duties (including assisting with attendance, accounting and data processing, act as receptionist, answer phones or substitute in other

front office activities) when needed. The district's policy requires that all checks made must be signed by two board members.

FINDING

Prior to moving the purchasing and accounts payable functions in-house, all purchasing decisions were made based on monthly reports coming from financial reports the accounting firm provided the district. The report information had a time lag of several weeks after the end of the month. As a result, decisions were being made with old data, sometime resulting in spending above the appropriated budget. The external auditor recommended that the district continue to improve budgeting procedures in order to ensure that necessary budget amendments were made in a timely manner. The district acted on the recommendation and set into practice budget amendments that were taken before the board for approval.

The district has daily information available for the superintendent, principals, teachers and staff. This has allowed the district to take corrective steps and address the auditor's concerns.

COMMENDATION

Moving the accounting function in-house provides timely financial reports for monitoring the budget.

FINDING

Santa Gertrudis ISD has used the same accounting firm for more than 10 years and there is a perceived lack of independence since until 1999, the firm had been contracted to perform all financial functions as well as audits. Currently, the firm only does payroll and financial audits for the district but the district plans to bring the payroll function in-house during the 2000-2001 school year.

Texas school districts are required by state and federal laws to undergo an annual external audit of their financial statements. The fact that the district has not changed auditors for a long period of time does not violate any law. However, auditing standards require auditors to maintain independence so that their opinions, conclusions, judgments and recommendations will be viewed as impartial by the public.

The auditing profession has engaged in a long-standing debate as to whether auditors should be rotated periodically to ensure their independence. Some argue that a periodic change of auditors brings fresh views and new perspectives. Moreover, a rotation of auditors after a

guaranteed maximum engagement period enhances their independence because it removes the auditor's fear of being dismissed as the district's auditor. The auditor can be more impartial because the threat of being fired over a dispute with the client is eliminated. Although all auditors must follow standards in auditing and reporting, each firm has its unique strengths and focus that benefit clients. Each change in auditor will give a unique focus to different audit areas with beneficial results. Auditor rotation does not always reduce audit cost.

Others contend that a long-term, ongoing relationship with a particular auditor is better because mandatory rotation increases audit costs and reduces audit quality over time. They say that the benefits of audit firm rotation can be achieved through internal rotation of the firm's audit staff. In fact, professional auditing standards require auditors to adopt a staff rotation policy.

Whether real or perceived, in SGISD, the perception that the auditor lacks independence is cause for careful reexamination by the board.

Recommendation 12:

Seek to ensure both real and perceived independence of the district's external auditor.

The board must examine the relationship with its external auditor and determine if additional safeguards must be put in place to ensure independence. At a minimum, separating day to day management and accounting functions from the external audit functions must be accomplished. The district will need to determine if some functions should be conducted in-house or by another entity.

If the district chooses to seek services from another external auditor, the district should attempt to expand the field of qualified auditing firms that respond to its request for proposal (RFP). The district also should expand its criteria in the RFP to incorporate elements of the Government Finance Officers Association's (GFOA's) board participation and should also expand its advertising of the RFP. Notices could be placed in the State Society of Certified Public Accountants' newsletter. Moreover, the district could use a direct mailing to notify qualified accounting firms of the RFP.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent identifies additional steps to ensure that there is perceived independence from the external auditor.	January 2001
2.	The sunerintendent modifies the auditing services RFP to	Februarv

	incorporate elements of GFOA's broad participation criteria.	2001
3.	The superintendent develops strategies to expand the selection process.	March 2001
4.	The board incorporates the modified RFP and the strategies developed by the superintendent into the selection process to expand the field of qualified firms responding to the RFP.	April 2001

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

The district does not have a formal procedures manual that documents and governs all fiscal operations. While the district's PEIMS coordinator has put more controls in place to make sure there are cross checks in place for several business functions, the lack of a procedures manual is a hindrance during times of prolonged illness or employee turnover.

Smaller districts often function without a formal written procedures manual because someone in the district has been responsible for a particular function for many years and others become dependent upon their institutional knowledge. Written procedures assist district personnel in following a process from beginning to end should they need to perform that function suddenly.

Exhibit 3-5 outlines some of the key components of a comprehensive procedures manual.

Exhibit 3-5 Recommended Content of Financial Procedures Manual

<ul style="list-style-type: none"> • TABLE OF CONTENTS - Budget and Amendment Processing - Recording Transactions - Cash Receipts - Payroll - Internal Controls - Journal Entries - Fixed 	<ul style="list-style-type: none"> • PAYROLL - Creating a Payroll - Processing/Time/Paydays/Holidays - Deduction Processing/Requirements - Controls/Forms • TRAVEL/PETTY CASH
--	---

Assets/Property Control
- Purchasing
- Grant Accounting
- Technology

- **INTRODUCTION**

- Purpose - Authority
- Organization
- Revisions - Policy - Definition

- **TRANSACTIONS**

- Receipt and Disbursement Journal
- General Ledger
- Accounts Payable, Accounts Receivable
- Bank Reconciliation
- Other
- Forms

- **CASH RECEIPTS/REVENUE**

- Where is Cash Collected/Received
- Types/Sources
- Daily Deposits/Documentation
- Controls
- Posting/Reconciliation
- Forms

- **EXPENDITURES/CASH DISBURSEMENTS**

- Who and Where
- Purchasing Requirements
- Controls

- Reimbursement Guidelines
- Documentation Requirements/Forms
- Reporting/Advances
- Petty Cash Authorization
- How to Establish Petty Cash

- **OTHER**

- Internal Controls
- Collections, Disbursements, Assets (investments/fixed)
- Fixed Assets
- Control/Policy/Procedures/Form
- Inventory
- Tagging/Requirements
- Purchasing
- Levels Bidding, Types of Purchase Orders/Form
- Grant Stewardship
- Profiles/Compliance/Forms
- Budget
- Process, Calendar, Amendments, Levels of Control, Forms
- Student Activity Fund

<ul style="list-style-type: none"> - Quantity Discounts/Timing of Payments - Forms 	
--	--

Source: Texas School Performance Review (TSPR), 1999.

Currently, SGISD's auditor still performs some functions like the payroll process, however, as the district brings these functions internally, it will be important to document the processes in a comprehensive manual.

Recommendation 13:

Develop a formal procedures manual for the business office that details day-to-day operations.

Procedures manuals provide direction on the correct methods for processing specific transactions and serve as a training tool for new employees. In addition, procedures manuals provide a source of continuity and uniformity especially when there is turnover in staff.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The PEIMS coordinator drafts a formal procedures manual for the business office.	January 2001
2.	The PEIMS coordinator submits the draft to the superintendent for review and approval.	February 2001
3.	The superintendent approves the procedures manual.	March 2001
4.	The PEIMS coordinator implements the business procedures manual.	April 2001

FISCAL IMPACT

This recommendation could be implemented with existing resources.

Chapter 3

FINANCIAL MANAGEMENT

B. BUDGETING

The planning and budgeting process is critical for the effective management and stewardship of the resources and programs of a school district. The superintendent is SGISD's chief budget officer and ultimately is responsible for ensuring that budgets are prepared and adopted in accordance with state laws, board policies and TEA guidelines.

Each year SGISD's budget is adopted during the August board meeting. Except for the personnel component, the budget is zero-based, requiring the teachers and staff members to submit budget request forms, estimate needs for supplies and materials, travel and justification for the estimates. Because it uses zero-based budgeting, the district does not start from the prior year's budget and work from there. Instead, it starts with zero and determines what is needed to operate for that year.

Personnel is budgeted based on prior year expenditures. In February and March, teachers are given an opportunity to put together a wish list with justifications for all the items that they will require during the next school year. Teachers categorize requests based upon categories and/or functions, and justify budgetary expenditures related to contracted services, supplies and materials, equipment, furniture, technology, software and teacher and student travel. After the teachers have put together their list, the information is provided to principals.

The principals then review all the initial requests and put together a budget for their campus. As part of that review, new programs may be included. The principals then make recommendations on campus budgets to the superintendent based upon greatest areas of need and the budget needed to maintain each department successfully. The budgets that the principals develop are based on the teacher requests and information provided to them by the Site-Based Decision-Making (SBDM) Committees.

The superintendent prepares a budget for districtwide expenditures in addition to the campus budgets. The superintendent then combines all of the budget requests for the district into a proposed budget. Programs are developed, modified and refined to address areas identified as priorities by teachers and administrators, and funding is allocated to enhance programs and projects or implement new programs.

The proposed budget is presented to the board during budget workshops in June, July and August. A detailed budget is presented to the board on

districtwide and campus level basis. The superintendent reviews the budget with the board, providing answers to all questions.

FINDING

Santa Gertrudis ISD has no formal budget calendar identifying the timetable for the budget review and adoption process. Instead, the district has an informal process that has been developed over time.

As the district has grown to include a high school, the responsibilities of staff members have grown. Teachers and administrators lack formal direction without a formal budget calendar.

A budget calendar is useful to board members, administrators and teachers. Many districts establish a formal budget calendar to identify key points in the process and an overall timetable through board approval of the budget. Such a calendar is an important planning tool because it establishes specific tasks, responsibilities and deadlines for all committees and campus-level staff. It shows the steps needed to develop and adopt the budget within the time established by law. Important dates can be missed without a budget calendar and tasks can be overlooked or performed out of sequence.

A good budget calendar includes dates of workshops, public meetings or hearings, and board meetings. It also identifies positions responsible for ensuring that each step takes place in accordance with the timetable.

Recommendation 14:

Establish a formal budget calendar.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent develops a budget calendar with the deliverable dates for data needed to develop the budget and including dates of all workshops, public meetings or hearings, and board meetings.	December 2000
2.	The superintendent provides the Board of Trustees with a budget calendar.	January 2001
3.	The superintendent publishes the budget calendar in the newspaper and posts it on the campus bulletin boards.	January 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 3

FINANCIAL MANAGEMENT

C. ACCOUNTING AND PAYROLL

SGISD issues all payroll checks on the fourth Friday of each month. Womack & Womack, the districts auditing firm, processes the payroll as part of their accounting responsibilities. SGISD plans to move the payroll operations in-house during fiscal 2000-2001. The district offers employees the option of having their check directly deposited in the bank. District staff told the review team that about 60 percent of district employees use direct deposit.

All employees are paid on a calendar basis. The superintendent calculates the wages of hourly employees and converts them to an annual salary. He then calculates a monthly amount to be paid.

Sometimes employees receive more than their regular monthly pay. Exceptions include, but are not limited to, deductions for excess leave, overtime and supplemental pay for teachers who participate in University Interscholastic League (UIL) activities. Teachers are paid UIL supplemental pay at the end of the year based upon performance of required duties.

FINDING

Womack & Womack is trained to use the payroll system and is solely responsible for entering supplemental pay, making adjustments for leave and generating payroll. Based upon discussions with Womack & Womack and the district, the initial plan is to train one person in the central office to handle the payroll when it is moved in-house. While Womack and Womack is providing some backup outside the district, if the district's person is unavailable during an emergency an additional staff member that is cross-trained could assume those duties readily and save the district additional charges.

In small districts, at least two additional personnel are cross-trained in key financial areas such as payroll, purchase order processing and accounts payable.

Recommendation 15:

Designate a central office staff member as backup for payroll and cross-train them to perform all payroll functions.

Where positions are limited, back-up support and cross training should exist for key positions. All personnel trained to perform a task should be allowed to perform the task regularly, to remain proficient and familiar with the process. In addition if the district cross trains a staff member internally, it would not have to rely on the external auditor for that function and create a perception of a lack of independence by the auditor.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent identifies the central office staff members to be trained on the key financial areas.	January 2001
2.	The PEIMS coordinator cross trains the new financial clerk and any other identified support staff members on the key financial areas.	February 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 3

FINANCIAL MANAGEMENT

D. PURCHASING AND TEXTBOOKS

Purchasing functions within a school district should ensure that supplies, equipment and services are purchased from the right source, in the right quantity, at the lowest prices and in accordance with Texas purchasing laws and guidelines. These criteria should be met for each purchase without sacrificing quality and timeliness.

The Texas Education Code includes state purchasing regulations designed to provide the best value to school districts through a competitive bidding process. The 1999 Legislature revised the regulations for competitive procurement to explain the competitive bidding process more fully to vendors and show that the process is conducted openly and fairly, providing maximum value to the district.

Generally, when districts purchase items valued at \$25,000 or more (or multiple like items with a cumulative value of more than \$25,000 in one year), one of the processes summarized in **Exhibit 3-6** must be followed.

Exhibit 3-6
Competitive Purchasing Methods for Texas School Districts

Purchasing Method	Description
Competitive Bidding	Requires that bids be evaluated and awarded based solely upon bid specifications, terms and conditions, bid process and bid price.
Competitive sealed proposals	Vendors submit a written proposal that is publicly opened to ensure fairness in the bidding process.
Request for Proposals	Furnish a mechanism for the competitive sealed proposal process that generates the receipt of competitive sealed proposals and contains several key elements including newspaper advertisements, notice to proposers, standard terms and conditions, special terms and conditions, scope of work, acknowledgment form/response sheet, felony conviction notice and a contract clause. Requests for proposals have been eliminated as an option for competitive procurement for construction services.
Catalogue	Provides an alternative to other procurement methods for the

Purchase	acquisition of computer equipment, software and technology services.
Interlocal Contract	Provides a mechanism for agreements with other local governments, the state or a state agency to perform governmental functions and services.
Design/Build Contract	Outlines a method of project delivery in which the school districts contracts with a single entity to take responsibility for both the design and construction of a project.
Job Order Contracts	Used for minor repair, rehabilitation or alteration of a facility.
Construction Management Contracts	Used to construct, rehabilitate, alter or repair facilities using a construction manager.

Source: Texas Education Code.

The superintendent is the purchasing agent for the district. SGISD participates in Region 2 purchasing cooperatives and uses General Services Commission and Department of Information Resources competitively bid contracts to purchase technology-related items.

During the school year, purchase requests are prepared manually by the teacher or staff member requesting the purchase of the items. After the request has been prepared, the principal approves the request and account codes. After the principal signs the purchase order, it is sent to the central office, where the PEIMS coordinator enters the information into the system to set up an encumbrance. The paper purchase order is then mailed or faxed to the vendor with a copy going to the campus placing the order. The item is delivered directly to the campus, while the packing slip is sent to the central office as receipt of the item. The invoice is paid based upon the receiving information sent from the campus.

Before moving purchasing in-house, there were no formalized procedures for preparing a purchase order. Items were purchased and received before the appropriate paperwork was completed. As part of moving the purchasing function in-house, a formal purchase order process was developed.

FINDING

Santa Gertrudis ISD takes advantage of cooperative purchasing through the Regional Education Service Center 2 (RESC 2) in Corpus Christi. The RESC provides administrative assistance for the operation of a

Cooperative Purchasing Program that prepares, prints, advertises and tallies the formal bid proposals and analyzes bid awards.

COMMENDATION

Santa Gertrudis ISD takes advantage of cooperative purchasing through the Regional Education Service Center.

FINDING

A formal purchasing procedures manual is not available for district departments or campuses. A training class was held in August 1999 for campus principals and other staff members on the purchasing policies and processes but the district does not have a comprehensive procedures manual that employees can use as a reference tool when processing purchase orders.

The board adopted policies on purchasing requirements and acquisition, but the areas covered only refer to broad purchasing requirements contained in state law. They do not address operating procedures to direct staff in performing day-to-day purchasing operations. Additionally, they do not specify dollar amounts for which purchase orders are required.

Recommendation 16:

Develop a comprehensive purchasing procedures manual.

SGISD's current purchasing policies address general state law and Texas Education Code requirements relating to acquisition of goods and services. A purchasing procedures manual can provide guidance to district employees related to the district's purchasing procedures. Such a manual can be either stand-alone or be included as part of a financial and accounting manual.

IMPLEMENTATION STRATEGIES AND TIMELINES

1.	Superintendent develops a detailed purchasing procedures manual.	October 2000
2.	Superintendent trains key business staff in the purchasing process and use of the purchasing procedures manual.	January 2001
3.	Key staff trains teachers and other personnel on individual campuses.	January-February 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Textbooks

TEA is responsible for selecting and purchasing most of the textbooks used by Texas school districts. TEA buys textbooks from publishers and lends them to school districts. Each district is responsible for returning borrowed textbooks to TEA. If textbooks are lost during the school year, the district is responsible for recovering the cost of the books from the student or the student's parent or guardian, or compensating the state for the loss.

FINDING

Textbooks in SGISD are received from TEA, checked in through the central office and then sent to the book room for the appropriate campus. The teachers then check out the books that they need for their class. Teachers conduct a periodic review of the textbooks during the school year. SGISD has not paid TEA for lost textbooks since 1997.

COMMENDATION

SGISD has kept an accurate inventory of its textbooks since 1997, and has not had to pay TEA for any lost textbooks.

Chapter 3

FINANCIAL MANAGEMENT

E. FIXED ASSETS

Fixed assets are tangible items, that have a useful life of one year or more and can be reasonably identified and controlled through physical inventory.

TEA defines fixed assets as purchased or donated items that are tangible in nature, have a useful life longer than one year, have a unit value of \$5,000 or more, and may be reasonably identified and controlled through a physical inventory system. TEA's *Financial Accountability System Resource Guide* requires assets costing \$5,000 or more to be recorded in the fixed-asset group of accounts. Items costing less than \$5,000 are recorded as an operating expense of the appropriate fund under TEA guidelines.

These guidelines also allow school districts to establish lower thresholds for control and accountability purposes for equipment costing less than \$5,000. For example, computer and audiovisual equipment costing less than \$5,000 does not have to be accounted for in the fixed-asset group of accounts. However, some districts maintain lists of such assets for control and accountability.

FINDING

SGISD does not conduct an annual inventory of their fixed assets. TEA's *Financial Accountability System Resource Guide* recommends annual inventories. Discrepancies between the fixed asset/inventory list and what is on hand should be settled. An annual inventory is necessary to ensure accountability for assets purchased with local and federal sources. Systematic annual inventories allow the district to survey the physical condition of its assets and assess the need for repair, maintenance or replacement.

Based upon conversations with the superintendent, a company has been contracted to do a complete inventory during summer 2000. The inventory will consist of a computer-based, bar-coded inventory. As part of the contract and under close supervision and monitoring, students from the school district will conduct the inventory process to learn how to complete an inventory. Anything with a life of more than one year or a value greater than \$2,000 will be tagged as an asset. Once the bar code inventory is developed, it will be maintained with spot-checks by teachers, with a

complete inventory on a three-year cycle. The students who have been trained will conduct the future inventories.

Recommendation 17:

Conduct annual inventories of the district's fixed assets, and establish an accountability system for high-risk assets.

The district should follow TEA guidelines and inventory their fixed assets on an annual basis, rather than once every three years.

Items costing less than \$2,000 that are prone to theft or loss, such as computer equipment, pagers, audiovisual equipment and fax machines should be physically controlled at the lowest level of accountability and custodianship. For example, principals should be held accountable for all equipment at their school. Teachers should be held accountable for specific equipment assigned to their classroom.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent establishes an accountability system throughout the district for high-risk assets.	September 2000
2.	The superintendent designs an accountability system and introduces it to principals who are instructed to establish accountability systems within their areas of responsibility.	September - October 2000
3.	The superintendent places a recommendation to conduct fixed asset inventories annually on the board agenda.	November 2000
4.	The board approves the new annual fixed assets inventory accountability system.	December 2000
5.	The superintendent implements the new accountability and inventory systems.	January 2001 and ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 4

OPERATIONS

This chapter examines the operations of the Santa Gertrudis Independent School District (SGISD) in four parts:

- A. Facilities
- B. Energy Management
- C. Food Services
- D. Transportation

Efficient, effective school operations and quality pupil services support a school district's educational mission. For children to learn, facilities must be adequately planned to accommodate projected student enrollment, effectively managed to create an environment conducive to learning that is energy efficient and appropriately maintained to ensure student and employee safety. Food must be nutritious, appealing, and available to all children, regardless of economic status. Pupil transportation must be safe and deliver children to and from school and extracurricular activities in sufficient time to meet school bell times and extracurricular schedules.

Chapter 4

OPERATIONS

A. FACILITIES

A comprehensive facilities management program supports schools and departments by:

- Performing facilities planning;
- Analyzing facilities use;
- Providing plant maintenance; and
- Administering custodial services.

Facilities planning ensures facilities data is gathered and used to develop effective educational programs. Facilities use relates to the efficient and effective use of facilities based on student enrollment, educational program requirements and school board and state-mandated regulations. Plant maintenance ensures that facilities are safe and in working order to provide an effective learning environment for students. Custodial services provide for the general cleanliness and upkeep of facilities.

A comprehensive facilities maintenance and custodial services program should coordinate all of the district's physical resources. The program must integrate facilities planning with all other aspects of school planning, including the district's strategic plan. Facilities management personnel should be involved in planning, design and construction activities, and be knowledgeable about operations and maintenance. In addition, clearly defined policies, procedures and activities should accommodate changes in the district's resources and needs.

Effective facilities use and management should ensure that district facilities are not only properly designed, but used to ensure that both the education process and auxiliary support functions are able to operate at optimal efficiency.

BACKGROUND

SGISD operates an elementary and secondary school campus. The district's elementary campus is located entirely on the King Ranch, and consists of 13 classrooms with a total of 25,209 square feet. It is leased from the King Ranch.

The appraised value of the buildings on the King Ranch that house the elementary and middle school campuses is \$1.2 million and includes a

main building, a gym/multipurpose facility, four annex buildings alongside the main building and two portable storage buildings.

The district's secondary campus is located on the Texas A&M University - Kingsville campus. In 1994, Academy High School was created as part of a cooperative effort between Santa Gertrudis ISD, Driscoll ISD and the Texas A&M University System. The Academy facilities are leased from Texas A&M University - Kingsville with the lease payment including maintenance and utilities.

The district contracts for plumbing, renovation, heating, ventilation and air conditioning (HVAC) and carpet cleaning at the elementary/middle school, and maintains two full-time custodians and the equivalent of an additional 0.5 custodian. In 2000-01, the district will supply the custodial services for the leased premises, which house Academy High School. Custodial services are currently handled by Texas A&M University - Kingsville. In order to handle the increased demand of cleaning the leased facilities, SGISD has determined that two additional custodians must be hired. **Exhibit 4-1** shows a profile of the two SGISD campuses and their square footage.

Exhibit 4-1
Santa Gertrudis ISD Facilities Profile

School	Grade Level	Square Footage
Santa Gertrudis Elementary	Pk-8	25,209
Academy High School	9-12	22,565
Total		47,774

Source: Santa Gertrudis ISD, Administrative Office 1999-2000.

FINDING

Between 1991 and 1994, the district made several improvements to the elementary facility. The district applied for and received a matching grant from the King Ranch Family Trust to replace old window air conditioning units and space heaters with individual HVAC units for each classroom. Suspended ceilings were also installed, as was a new lighting system for better distribution of light.

These upgrades to the facility improved the student's learning environment by improving the lighting, reducing the noise level and providing a consistent temperature.

A local business donated a sprinkler system to the campus. This will reduce the time spent maintaining the grounds, and the district should see a reduction in water usage, since the sprinkler system regulates the amount of water used.

COMMENDATION:

The district was able to improve their facilities by applying for and receiving a grant from the King Ranch Trust and equipment donations from a local business.

FINDING

SGISD does not have a short- or long-term facilities and maintenance plan for its elementary and high school campuses. According to the superintendent, the district does not anticipate substantial student growth at the elementary campus. However the district has plans to renovate the food service area at Academy High School. The area would be converted into a science lab, classrooms and additional space for business operations.

According to the superintendent, beginning in the 2000-01 school year, SGISD will begin soliciting information for developing a facilities plan. Evaluation comments will be reviewed by the superintendent and principals, then presented to the board for consideration.

Once the board reviews the information from its stakeholders on the facility and maintenance needs of the district, it will rank the facility needs according to priority and place them on an implementation timeline.

While the district has taken some initial steps to develop a facilities plan, SGISD needs to consider more formal policies and procedures for the future of the district's infrastructure.

A facilities plan provides a systematic approach for implementing facility improvements and changes needed to meet a district's current and future educational and operational space requirements.

Successful facilities and maintenance planning requires a formalized planning process, which culminates in a strategic plan. A properly developed strategic plan should serve as a blueprint for future assessments, planning, construction and implementation efforts. Facilities plans must take into account economic trends, demographic changes, facility life, repair and renovation needs, educational and operational space requirements, population growth and technological advances and needs.

The development of a facilities plan should also include an external environment analysis, which includes input from key individuals, stakeholders, and regulatory agencies in the input process, including:

- Community members;
- School administrators;
- Industry representatives;
- Business representatives;
- Maintenance personnel;
- Teachers;
- Students;
- Parents;
- School board members; and
- Governmental mandates.

Recommendation 18:

Formulate a facilities and maintenance strategic plan for both the elementary and high school campuses.

There are several state and federal programs that provide assistance to school districts.

The State Energy Conservation Office's Energy Efficient Partnership program is a state program available to school districts.

In addition, SGISD should perform a facilities assessment, which will evaluate the condition of the district's facilities built before 1996. All needed repairs should be categorized according to the degree of need.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and board determine data needed to accurately assess facility and maintenance needs.	October 2000
2.	The superintendent gathers input from board members, teachers, staff, community members, business leaders and interested parties to determine the potential needs of the district's facilities.	November 2000
3.	The board and the superintendent develop the facilities and maintenance plan.	December 2000
4.	The board approves the facilities and maintenance plan.	February 2001
5.	Critical facility and maintenance tasks are preformed according to the timelines contained in the facilities plan.	March 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

SGISD does not use custodial staffing standards and metrics to ensure efficient resource allocation.

The district has two full time custodians at the elementary/middle school who also assist with cafeteria duties. These custodians are also assisted by two part time bus drivers who spend about 25 percent of their time performing custodial functions. This group of custodians maintain the elementary/middle school buildings that total 25,209 square feet.

Maintenance and Custodial services for Academy High School are provided by Texas A&M - Kingsville as part of the district's lease agreement. This agreement was amended and the district will assume responsibility for custodial services effective September 1, 2000. SGISD anticipates hiring two part-time custodians to clean Academy, and the superintendent anticipates this change will be cost effective for the district.

Surveys conducted with administrative staff indicate a strong approval for the custodial services provided by the district. According to survey data, 100 percent of those surveyed either strongly agreed or agreed that SGISD schools are clean. Nevertheless, performance standards can ensure that resources are deployed in a cost-effective manner without reducing the quality of services.

Although school districts have typically used performance standards based upon gross square footage to ensure efficient allocation of custodial staff, many school districts are developing staffing allocation formulas that consider multiple factors. For example, Ysleta ISD in El Paso has formulated custodial staffing standards that take into account facility age, square footage and the number of portable units. Typical custodial staffing allocation formulas are illustrated in **Exhibit 4-2**.

Exhibit 4-2
Sample Custodial Staffing Standards

Factor	Formula
Square Footage	1 custodian/19,000 square feet of space
Number of Permanent Classrooms	1 custodian/20 classrooms, four restrooms and hallways

Number of Portable Classrooms	1 custodian/10 portables
Facility Age	Add 5% per 10 years (building age)

Source: TSPR.

TSPR calculated SGISD custodial staffing levels to determine the levels of productivity at SGISD. Custodial workload and productivity were calculated by taking the number of custodians per campus divided by the total number of square feet cleaned per custodian. According to calculated performance data, each custodian at the elementary school cleaned 10,083.6 square feet (25,209 total square footage/ 2.5 custodians=10,083.6 square feet) and high school custodial staff clean a total of 11,282.5 square feet (22,565 square feet/2 custodial staff=11,282.5 square feet).

Recommendation 19:

Develop and implement a custodial staffing allocation formula to ensure SGISD custodians are employed in a cost-effective manner.

Since SGISD will take over the custodial duties of Academy High School from Texas A&M University - Kingsville, attention must be paid to custodial productivity and resource allocation. The superintendent should re-evaluate anticipated staffing levels at Academy High School in light of industry-recommended custodial staffing guidelines.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent develops custodial staffing allocation formulas using industry and school district best practice guidelines.	September 2000
2.	The superintendent presents to the board the new custodial formulas for approval.	October 2000
3.	The board approves the new formulas.	November 2000
4.	The superintendent applies the new custodial staffing formulas and eliminates one FTE.	January 2001 and Ongoing

FISCAL IMPACT

The reduction of staffing levels to the industry standards would reduce payroll costs at SGISD by \$13,290. Reduced custodial staff by 1 FTE, which would result in cost savings to the district.

Custodians are paid \$6.00 per hour. One full time custodian at \$6.00 per hour x 8 hrs = \$48per day x 230 day contract = \$11,040 + benefits of \$2,250 = \$13,290. The district would save the salary of one FTE or \$13,290 per year starting in 2001-2002 school year. In the first year the district would only be able to capture savings for only half of the contract days (115) since the change would not go into effect until January of 2001.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Develop and implement a custodial staffing allocation formula to ensure SGISD custodians are employed in a cost-effective manner.	\$6,645	\$13,290	\$13,290	\$13,290	\$13,290

FINDING

Survey comments indicate that administration is pleased with the custodial services in the district, however, the district does not have formal written procedures in place for the custodians to follow. The elementary custodians' duties include: cleaning floors, picking up and taking out trash and cleaning marker boards.

The principals are responsible for checking the custodians' work. The employee handbook provides teachers and staff with procedures to follow if there is a maintenance or facility problem.

Texas A&M University - Kingsville provides maintenance and custodial services. The district will be re-negotiating the contract in summer 2000, and is considering taking over the custodial responsibilities at Poteet Hall, which houses Academy High School. According to the superintendent, the district could hire two part-time custodians for less than they pay the university to maintain SGISD's facilities at the A&M campus.

Recommendation 20:

Develop written custodial procedures and provide them to the staff.

Since the district will be taking over the custodial duties at Academy, it is even more important that the district develop written custodial duties and procedures. These procedures will ensure that both campuses are kept clean, and that any minor maintenance needs are met in a timely manner.

A check list or duty schedule would help ensure all tasks are done correctly and in a timely manner.

Custodial procedures should include:

Task	Yes	No	Unknown	Comments
Turn lights on only in areas working				
Turn lights off in unoccupied areas				
Outdoor lighting off during daytime				
Light fixtures, and lens cleaned on scheduled basis				
Keep Mechanical rooms clean, and not used for storage				
Inspect/repair cold and hot water piping				
Pipe insulation inspected and repaired if damaged				
Hot water temperatures measured and set properly				
Check/replace window caulk				
Check/replace weather-stripping				
Inspect/replace any broken windows				

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent with assistance from campus principals drafts custodial procedures to include full and part-time custodial staff.	September - November 2000
2.	The superintendent implements the new procedures.	December 2000

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

During the on-site review of SGISD, the air conditioning at Academy High School was not working. The university scheduled regular maintenance of the school's air conditioning chiller, and ran into unforeseen problems. Consequently the air conditioning was down during a critical testing week. These extended down times especially during exams may have adverse affects on the student's performance. According

to the superintendent the university does not coordinate scheduled maintenance or upgrades with the district.

Recommendation 21:

Stipulate in the facilities lease contract with the university that all scheduled maintenance and upgrades to the facility must be approved by the district prior to implementation.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and board review and amend the lease contract to stipulate that maintenance upgrades to the facilities must have prior approval.	October 2000
2.	The superintendent negotiates the new contract with university officials.	November 2000
3.	The superintendent informs staff of the new contract stipulations.	December 2000
4.	The superintendent implements the new contract.	January 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 4

OPERATIONS

B. ENERGY MANAGEMENT

Energy management is the efficient and effective use of energy. By reducing unnecessary energy use, a school district can reduce energy costs by as much as 25 percent. A successful energy management program requires a commitment from the school board, the superintendent and the district staff. The district should understand the importance of installing and maintaining energy-efficient equipment, such as high-efficiency lamps and ballasts, energy-efficient heating and air-conditioning equipment and energy management control devices. Even more important is changing the behavior of those who both use energy and control its usage.

Energy management programs will become more useful tools for districts as utility deregulation is introduced in the state. Districts that regularly check rate schedules and control the operating hours of facilities will be in a better position to bargain with utility companies for better rates. The utilities are not the adversaries, and getting to know the utility company's representative may be one of the most cost-effective actions a district can take. It is the district's responsibility to select the rate structure from the range available. Changes in building equipment operating hours, scheduling of equipment use and building function and use all help determine the most cost-effective rate structure for a given facility.

FINDING

SGISD has contracts for heating, ventilation and air conditioning (HVAC) maintenance, facility maintenance and pest control. These contracts provide the district with maintenance services at a reasonable price without increasing staff or training budgets.

Annual reviews of these contracts determine if it would be more cost effective for the district to hire staff to perform these services. The district has put these services to the yellow pages test, which means that they have shopped around to see who can produce these services more efficiently and for less cost or both.

SGISD has a local plumber under contract for any major maintenance projects. The contractor is responsible for responding in a timely manner to requests from the district.

The district has a contract for pest control. The contractor is responsible for scheduling treatments on a Friday, or at the beginning of school breaks. The contractor uses only approved chemicals.

The district has a planned service contract with Four Seasons A/C and Heating Inc. for their HVAC systems. The contractor is responsible for replacing filters and performing scheduled preventative maintenance for HVAC systems.

Exhibit 4-3 summarizes some of the scheduled preventive maintenance activities performed by the contractor.

**Exhibit 4-3
Preventive maintenance Schedule
Selected List of Activities**

Description	Department/Building location	Last Preventative Maintenance Date	Next Scheduled Preventative Maintenance Date
Filter Change	Santa Gertrudis Elementary	February 24, 2000	N/A
Complete Systems Check	Santa Gertrudis Elementary	February 15, 2000	N/A
Thermostat Check	Santa Gertrudis Elementary	February 15, 2000	N/A
Blower Compartment Checks	Santa Gertrudis Elementary	February 15, 2000	N/A
Direct Drive Blower Check	Santa Gertrudis Elementary	February 15, 2000	N/A
Cooling System Check	Santa Gertrudis Elementary	February 15, 2000	N/A
Heating System Check	Santa Gertrudis Elementary	February 15, 2000	N/A

Source: Invoices and service checklist from Four Seasons A/C and Heating, Inc.

COMMENDATION

Santa Gertrudis has maintenance contracts in place that provide the district with maintenance services at a reasonable price without increasing staff or the cost to train them.

FINDING

While the district does have a policy to set its thermostats at a set temperature, it currently does not have a formal energy program. An energy program covers all energy-using equipment, including, computers, lights, heating, ventilation and air conditioning equipment and addresses facility maintenance schedules and personnel to implement the program. An energy program attempts to educate all building users to conserve energy.

Based upon the utility bills for the elementary school, the district has the potential for energy savings. **Exhibit 4-4** is an example of Santa Gertrudis' utility bills for the past year.

**Exhibit 4-4
SGISD's Elementary/Middle School's
Base Year Energy Consumption History
1999-2000**

Month	Year	Kilo Watt per Hour (KWH)	Total Electrical Costs
April	1999	18,360	\$1,689.98
May	1999	28,400	\$2,222.77
June	1999	28,720	\$2,318.13
July	1999	25,680	\$1,871.37
August	1999	36,440	\$2,511.70
September	1999	35,200	\$2,513.72
October	1999	24,200	\$2,076.73
November	1999	21,600	\$1,814.62
December	1999	20,680	\$1,788.14
January	2000	20,040	\$1,689.45
February	2000	21,600	\$1,881.51
March	2000	21,280	\$1,941.82
Total		302,200	\$24,319.94

Source: SGISD Central Office 1999-2000.

Recommendation 22:

Develop an energy program to improve the district's energy efficiency.

The goal of the program should be to educate and train building users in energy conservation practices. The superintendent should develop a curriculum, or use an existing one, and work with faculty, students and community groups to meet the goals of the new program. The energy program should require the superintendent or his designee to work closely with building users at each site.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and board develop an energy management program.	November 2000
2.	The superintendent develops a curriculum, or uses an existing one, and works with faculty, students and community groups to establish the goals of an energy program.	December 2000
3.	The superintendent submits the proposal to the board for approval.	February 2001
4.	Upon approval, the superintendent implements the plan.	March 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Santa Gertrudis spent more than \$24,000 on utility bills during the 1999-2000 school year at the elementary/middle school.

The State Power Program, an energy program offered by the General Land Office (GLO) beginning September 1, 1999, can save participating districts four to five percent on their utility bills if their current utility provider is also a participant in the state program.

During the 1999 Legislature, Senate Bill 7 authorized the Commissioner of the GLO, under Chapter 35 of the Texas Utilities Code, to negotiate and execute contracts for the conversion of royalties taken in kind to other forms of energy including electricity for sale to public retail customers,

which include public school districts, state institutions of higher education, agencies of the state and political subdivisions of the state.

Districts would not be charged to participate in the State Power Program. They will be able to keep their present provider and continue to keep the same services they currently use. Participants will receive the discount on their utility bills after they become part of the program.

Recommendation 23:

Participate in the State Power Program to receive a discount in the district's utility bills.

Districts must contact the GLO at (512) 936-1941 to receive an application and more information on the program. They can also be accessed through their website at <http://www.glo.state.tx.us/spp>.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent contacts the General Land Office to discuss options for purchasing electricity through the state power program.	September 2000
2.	The superintendent reports findings to the board for approval.	September 2000
3.	The board approves the district's application for the program.	October 2000
4.	The superintendent applies for the program.	October 2000

FISCAL IMPACT

Using the 1999-2000 utility bills for SGISD's elementary and middle school, the district could save about 4 percent on their utility costs if they contract with the GLO's energy program.

SGISD's elementary /middle school's utility bills, \$24,000 X 4 percent = \$960 in energy savings.

In the first year the energy savings realized will reflect a savings of \$800 dollars due to the program starting in October.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
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Participate in the State Power Program to receive a discount in the district's utility bills.	\$800	\$960	\$960	\$960	\$960
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FINDING

The district has a policy regarding the HVAC systems and temperatures at which the air condition should be set. The air conditioning cannot be set below 72° F, and the heating cannot be above 68° F. This policy should save the district through reduced utility bills, however, the district does not have programmable thermostats, and cannot turn the HVAC system on or off when no one is in the schools.

Exhibit 4-5 shows the settings for the various thermostats on the Elementary campus.

**Exhibit 4-5
Thermostat Settings**

Thermostat Location	Time recorded	Temperature
Office, Library, Rooms 13 & 4	10:15 am	70°
Kitchen	9:15 am	70°
Rooms 1 & 2	9:10	72°
Rooms 3 & 4	9:25	73°
Rooms 5 & 6	9:45	73°
Rooms 7 & 8	8:50 Z	72°
Rooms 9 & 10	8:20	72°
Rooms 11 & 12	8:25	NA
Rooms 15 - 18	11:15 am	70°
Gym Bathroom	10:45 am	NA

Source: Four Seasons checklist.

Recommendation 24:

Install programmable thermostats to reduce utility bills.

The thermostats should be programmed to turn the systems up just prior to the students arrival so that the facility is comfortable, and then down just after the students and teachers leave the facility.

These controls would also ensure that the 72° and 68° temperature policies are followed. Weekends and holidays should also be programmed in, so the systems are only operating minimally if the schools are not operating.

It is not recommended to completely shut down the HVAC systems for long periods of time especially in hot and humid climates. The facility and computer equipment could be damaged by dramatic changes in temperature and humidity.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent solicits bids to purchase programmable thermostats.	October 2000
2.	The superintendent submits the proposal to the board for approval.	November 2000
3.	The board approves the purchase of programmable thermostats.	November 2000
4.	Upon approval, the superintendent purchases the programmable thermostats and sets a temperature schedule.	December 2000

FISCAL IMPACT

These savings could be achieved by replacing the districts 20 thermostats to programmable thermostats. The cost of programmable thermostats are approximately \$100 each with a \$25 installation charge. The district would need to invest in a one time cost of \$2,500 or 20 programmable thermostats x \$125 each = \$2,500.

The district could conservatively save approximately 10 percent of their utility bill of \$24,320 or \$2,432 by installing programmable thermostats. In the first year the district will achieve an energy savings of \$1,216 due to the program starting in January.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Install programmable thermostats to reduce utility bills.	(\$2,500)				
10 percent savings to utility bills.	\$1,216	\$2,432	\$2,432	\$2,432	\$2,432

Net savings or costs.	(\$1,284)	\$2,432	\$2,432	\$2,432	\$2,432
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FINDING

The district contracts with Four Seasons for the maintenance of the HVAC equipment. While **Exhibit 4-3** shows some of the maintenance performed by the contractor, the contract does not include a more detailed schedule of preventive maintenance procedures to ensure the equipment operates efficiently and effectively. Work orders reviewed revealed that the contracted company had checked off minimal maintenance performed, showing that the air conditioning filters were changed.

Recommendation 25:

Identify specific preventive maintenance procedures to be part of the HVAC maintenance contract deliverables.

The district should add specific preventive maintenance procedures to the contract to ensure equipment is operating efficiently. SGISD should decide which procedures would best fit the contract.

Some of the following recommendations will help maintain the district's equipment and improve the efficiency.

HVAC maintenance procedures should include:

Task	Yes	No	Unknown	Comments
Filters replaced on a regularly scheduled basis.				
Checks to make sure Thermostats/sensors are set properly.				
Controls calibration checked periodically and set.				
Check outside air dampers are operating properly.				
Coils inspected and cleaned on scheduled basis.				
Air conditioning ducts inspected for air leakage and repaired.				
Return air grilles inspected and not blocked by books, cabinets, etc.				
Refrigerant leak inspections.				

Condensate drain pans and drain lines inspected/repared on periodic basis.				
Inspect/repair belts, motors and other parts in the HVAC system.				

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and board members review the maintenance contracts to see what preventative services they are providing the district.	November 2000
2.	The superintendent and board members amend the contracts to include appropriate preventive maintenance measures.	December 2000
3.	The superintendent negotiates the new contracts.	January 2001
4.	The superintendent implements the new contracts.	February 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 4

OPERATIONS

C. FOOD SERVICES

Students and parents expect school child nutrition services to provide an appealing and nutritionally sound breakfast and lunch as economically as possible. Factors used to evaluate the efficiency and effectiveness of a school child nutrition services operation include: a high ratio of meals served per labor hour (MPLH), food costs and the amount of waste, participation in breakfast and lunch programs, nutritional value and the variety of meals served, the wait time per student served and financial self-sufficiency.

Inefficient food service management and cost control can impair student performance by reducing funds available for the classroom while reducing concentration and achievement due to inadequate nutrition. A well-managed and proactive food service department is critical to the health and academic success of all students. Regardless of whether a district contracts out for its food service operation or performs the service in-house, a regular evaluation ensures that the highest quality meals are served to students at the lowest price.

The federal government sponsors the National School Breakfast and Lunch Programs, which provide funding for meals for more than 26 million children annually in more than 94,000 schools across the country. The Texas Education Agency's Child Nutrition Programs Division oversees the National School Breakfast and Lunch programs in Texas public schools.

The Texas School Food Service Association (TSFSA) has identified 10 standards of excellence for evaluating school child nutrition service programs. The standards state that effective programs should:

- Identify and meet current and future needs through organization, planning, direction and control;
- Maintain financial accountability through established procedures;
- Meet the nutritional needs of students and promote the development of sound nutritional practices;
- Ensure that procurement practices meet established standards;
- Provide appetizing, nutritious meals through effective, efficient systems management;
- Maintain a safe and sanitary environment;
- Encourage student participation in food service programs;

- Provide an environment that enhances employee productivity, growth, development and morale;
- Promote a positive image to the public; and
- Measure success in fulfilling regulatory requirements.

FINDING

SGISD does not participate in the National School Lunch Program at the elementary campus. For lunch at the elementary school, students either walk home or bring their lunch to school. Students who forget to bring their lunch and are unable to travel home for lunch are served a sandwich and a drink.

At the elementary level, SGISD provides students with a free breakfast, which is prepared and served to students by two staff members who divide work hours between cafeteria server positions and custodial positions. Although students receive a free breakfast, no lunch is made available to students. Since SGISD is not taking part in the National School Breakfast and Lunch program, the district is not able to capture federal reimbursement dollars for the breakfasts served to students at the elementary. In addition, families are not able to realize the cost savings from their children receiving free or reduced-price lunches at the district.

At the high school level, students are offered a lunch and breakfast through a food service contract between Driscoll ISD and Marriott--Sodexo. At the time of the review, Driscoll ISD was the fiscal agent in charge of the food service contract at Academy.

During the 2000-01 school year, SGISD will take over the responsibilities of being the food services fiscal agent for Academy High School. Academy High School will participate in the National School Breakfast and Lunch Program and receive federal funds.

According to the 2000-2001 Academy High School Tuition Transfer Agreement, all revenue collected for meals or by reimbursement as part of the National School Lunch Program shall be dedicated to the cost of the Academy food service operation. Costs over the amounts received by Academy High School from meals, receipts and reimbursements from the National School Lunch Program will not be included in the costs of the food services operations. Any excess costs will be paid by Driscoll ISD based on the proportion of Driscoll ISD students attending Academy High School.

During community focus sessions conducted by TSPR, one resident said, "I would like to see a lunch program for the elementary..." and another said "It would be nice if the SGISD had a full cafeteria facility."

Exhibit 4-6 represents the reimbursable rates for each eligible breakfast and lunch served. Severe Need breakfast funding is available to schools that served 40 percent or more of the lunches free or at reduced prices 1997-98, and have breakfasts costs higher than the regular breakfast reimbursement rates.

Exhibit 4-6
1999-2000 Federal Reimbursement Rates
For Breakfast and Lunch

	Breakfast	Lunch
Full price	\$0.21	\$0.19
Reduced price	\$0.79	\$0.58
Free	\$1.09	\$1.98
Severe Need	\$0.21	NA

Source: Texas Education Agency.

Recommendation 26:

Investigate the feasibility of offering a lunch program and taking part in the National School Breakfast and Lunch Program at the elementary school.

Since SGISD will already be involved in the federal program at the high school, the district should investigate the feasibility of operating a lunch program at the elementary school level. The district should review the compliance standards required by TEA.

The following terms are outlined in the agreement, which would obligate SGISD to:

- Serve lunch and/or breakfast that meets meal requirements;
- Maintain proper sanitation and health standards in conformance with all applicable state and local laws;
- Remain in compliance with record keeping requirements;
- Provide free and reduced-price meals to eligible children;
- Provide meals to all children without regard to race, color, sex, handicap, age or national origin;
- Remain in compliance with financial requirements and provisions;
- Accept and use commodities; and
- Operate the program on a non-profit basis.

SGISD should perform a revenue and cost analysis to determine the feasibility of taking part in the National School Breakfast and Lunch Program, and for expanding the food service program at the elementary level. A revenue analysis should include a determination of:

- Breakfast participation;
- Lunch participation;
- The number of students who would qualify for full pay;
- The number of reduced and free meals;
- Campus participation rates;
- Meal prices;
- Reimbursement rates;
- Revenues per meal;
- Revenues per day; and
- Revenues per Fiscal year.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent reviews the TEA requirements for participating in the National School Breakfast and Lunch Program at the elementary level.	October 2000
2.	The superintendent reviews the TEA requirements for cafeteria and kitchen facilities available at the elementary campus.	November 2000
3.	The superintendent and the board review feasibility of taking part in the National School Lunch Program and offering a lunch at the elementary level.	December 2000
4.	The superintendent and the board develop a plan to expand the elementary food service program.	January 2001

FISCAL IMPACT

Since SGISD is already providing breakfast without federal reimbursement therefore, the estimate assumes no additional costs will be incurred and all federal reimbursements will be realized as a profit. The cost of providing lunch is assumed to be offset by revenues and no costs or savings are estimated.

Exhibit 4-7 illustrates the potential annual revenue that SGISD might expect to obtain from an expansion of its elementary school food service program.

Exhibit 4-7 SGISD Elementary School Food Service Revenue Analysis

Breakfast:	Students	Percent Participation	Number of Meals Served	Reimbursement	Revenue per Day	Revenue per 180 days
Full Pay	19	50%	10	\$0.21	\$2.10	\$378
Reduced	40	85%	34	\$0.79	\$26.86	\$4,834
Free	80	85%	68	\$1.09	\$74.12	\$13,341
Total			112	\$2.09	\$121.98	\$18,553

Source: TSPR, SGISD superintendent, TEA.

The district would collect breakfast federal reimbursement dollars of \$9,276 beginning in January of 2001 and \$18,553 every year thereafter.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Investigate the feasibility of offering a lunch program and taking part in the National School Breakfast and Lunch Program at the elementary school.	\$9,276	\$18,553	\$18,553	\$18,553	\$18,553

FINDING

During the 1999-2000 school year, Driscoll ISD handled the operation of the Academy High School food service program through a food service management company. However, according to the 2000-01 Tuition Transfer Agreement, Driscoll ISD will pay tuition costs to SGISD, and the responsibility of overseeing the food service operations will belong to SGISD.

TSPR learned that SGISD does not have a formal plan outlining performance standards, evaluation criteria and goals for its food service management company.

Although outsourcing a food service operation places the key tasks of management, purchasing and food preparation and service in the hands of a food service management company, SGISD must ensure that its students and the district are receiving the highest level of cost-effective performance. Typically, food service management companies assume the tasks listed in **Exhibit 4-8**.

Exhibit 4-8
Responsibilities of Food Service Management Company

Functional Area	Tasks
Management	<ul style="list-style-type: none"> • Assume all management responsibilities. • Assume normal operating responsibilities including short-term and long-term budgeting and financial planning. • Maintain, compile, analyze and distribute accurate, detailed and timely weekly, monthly, quarterly and annual financial and operating reports. • Prepare all reports as mandated by district, state and federal regulative authorities.
Personnel	<ul style="list-style-type: none"> • Ensure proper staffing levels are met and maintained. • Train, supervise and evaluate all food service employees. • Comply with all federal and state employment acts.
Food Preparation and Service	<ul style="list-style-type: none"> • Prepare and serve breakfasts and lunches for the district. • Maximize the use of USDA commodity foods in meal preparation. • Act in compliance with all health and sanitary regulations.
Student Participation	<ul style="list-style-type: none"> • Create, manage and implement promotional activities to increase student participation. • Coordinate and handle practices and conflicts between the food service department and school principals.

Source: Houston ISD

Recommendation 27:

Develop performance standards to monitor the effectiveness of the food service program at Academy High School.

While food service management companies can typically achieve cost savings for school districts, districts should continually evaluate the fit between the district and the managed services firm. School districts must

develop formal evaluation measures to determine how well the managed service company is performing its responsibilities.

In addition, the management company must be evaluated in light of limitations and/or problem areas particular to a district. Suggested measures used to monitor the performance of the management company are illustrated in **Exhibit 4-9**.

Exhibit 4-9
Suggested Performance Criteria for Management Company

Category	Performance Measure
General Performance	<ul style="list-style-type: none"> • Financial performance • Number of meals served • Free and Reduced-price meal participation based on eligibility • Free and Reduced-price meal participation based on enrollment • Student and faculty surveys • Nutritional value of meals served • Meal quality and variety
Personnel	<ul style="list-style-type: none"> • Employee turnover • Employee training and professional development • Employee morale • Absenteeism
Cost Measures	<ul style="list-style-type: none"> • Meal per labor hour • Payroll divided by total revenue (37-40%) • Food costs divided by total revenue (37-40%) • Cost per meal • Utilization of USDA commodities
Safety and Sanitation	<ul style="list-style-type: none"> • Food preparation and handling practices • Condition of cafeterias, kitchens and storage areas • Department of Health and Human Services inspection grades • Food quality

Source: Cost Control Manual for Food Service Directors, Houston ISD Food Service Manager.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent develops performance measures to evaluate the food service management company's performance.	October 2000
2.	The superintendent presents the performance measures to the board for discussion.	November 2000
3.	The superintendent and the board review the feasibility of the suggested performance measures and develop a plan to monitor the efficiency of the cafeteria operations.	December 2000
4.	The board approves the measures.	January 2001
5.	The superintendent adds performance measures to the food contract.	February 2001
6.	The superintendent evaluates cafeteria performance on a continual basis.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 4

OPERATIONS

D. TRANSPORTATION

The primary goal of every school district transportation department is to transport all students to and from school and related functions in a timely, safe and efficient manner. The Texas Education Code authorizes, but does not require each Texas school district to provide transportation between home and school; from school to career and technology training locations; for co-curricular activities; and for extracurricular activities.

Under state law, each district qualifies for a state-funded transportation subsidy, called an allotment. Transportation allotments are intended to fund transportation for regular and special education students to and from school and for career and technology students to and from remote class sites.

Regular students are defined as those students attending regular education classes. Should the district decide to provide transportation, the regular education transportation allotment helps fund transportation for students living two or more miles from school or who face hazardous walking conditions on the way to school. The federal Individual with Disabilities Education Act (IDEA) also requires districts to provide transportation to students with disabilities.

Texas school districts are eligible to receive state funding for transporting regular and special education students based on funding rules set by the TEA. For regular education, TEA reimburses districts for qualifying transportation expenses according to a prescribed formula. This formula is based on linear density; the ratio of the average number of regular education students transported daily to the number of miles traveled daily for those students. TEA uses this ratio to assign each school district to one of seven groups (**Exhibit 4-10**).

Exhibit 4-10
Categories of State Reimbursement
for Regular Bus Runs

Category	Reimbursement per Mile	Linear Density Range
1	\$0.068	0.000-0.399

2	\$0.079	0.400-0.649
3	\$0.088	0.650-0.899
4	\$0.097	0.900-1.149
5	\$1.11	1.150-1.649
6	\$1.25	1.650-2.399
7	\$1.43	2.400-9.999

Source: TEA, Handbook on School Transportation Allotments.

Each group is eligible to receive a maximum per-mile reimbursement that differs from group to group. TEA reevaluates these group assignments every two years by recalculating linear densities with operational data from the first of the previous two school years.

Local funds must be used to pay for transportation costs not covered by the state. Transportation funding for regular program transportation is limited to students living two or more miles from the school they attend, unless the students face hazardous walking conditions on the way to school. The state also does not pay for summer school transportation or for co-curricular routes between schools during the day.

TEA also does not fund extracurricular transportation, such as trips to after school and weekend events. That is why the transportation department expects individual schools to reimburse it for these services.

All special education transportation, except for certain field trips, is eligible for state reimbursement. The Texas Legislature capped reimbursement for special program transportation at \$1.08 per mile.

BACKGROUND

SGISD maintains an active fleet of two buses and one spare. **Exhibit 4-12** shows that the oldest bus is 11 years. The district has a bus replacement cycle of 15 years. The district plans to purchase a bus for use at Academy High School. The bus will be used for transportation to and from extracurricular activities. The bus service has a fleet-to-spare ratio of 33.3 percent.

The actual cost to SGISD for transporting the regular students was \$0.68 per mile. The district does not incur costs for special education since it does not operate special education buses.

The state reimburses career and technology education transportation costs based on the previous year's actual cost per mile for that type of transportation.

Exhibit 4-11 compares the age of SGISD buses to those of peer districts.

**Exhibit 4-11
SGISD and Peer District Regular and Special Education Bus Fleet
Age Distribution**

District	1 to 5 years	5 to 10 years	Total Buses
Rivera	2	5	9
Agua Dulce	1	2	6
Ben Bolt/Palito Blanco	5	4	14
Santa Gertrudis	2	1	3

Source: TEA Transportation Operation Report.

Exhibit 4-12 lists all SGISD's bus fleet.

**Exhibit 4-12
SGISD Bus Fleet
1999-2000**

Qty.	Year	Passengers	Body	Fuel Type	Regular or Special Ed.
1	1989	54	Carpenter	Gasoline	Regular
1	1991	54	Carpenter	Diesel	Regular
1	1997	48	Thomas	Diesel	Regular

Source: SGISD Transportation Department.

Exhibit 4-13 illustrates the operating costs of SGISD's regular and special transportation programs.

**Exhibit 4-13
1998-99 SGISD Transportation Operation Costs**

	Regular Education	Special Education
Salaries and Benefits	\$20,460	\$417

Purchased and Contracted Services	\$9,800	\$200
Supplies and Materials	\$13,230	\$270
Other Operating Expenses	\$1,960	\$40
Debt Service	\$0	\$0
Capital Outlay	\$19,600	\$400
Total Operating Costs	\$65,050	\$1,327

Source: TEA Transportation Operation Report.

SGISD's linear density group for 1998-99 is Category I. **Exhibit 4-14** illustrates SGISD's, regular and special education costs per mile, regular and special education reimbursement per mile and linear density compared to its peer districts.

Exhibit 4-14
1998-99
SGISD and Peer Districts Transportation Costs Per Mile and Linear Density

District	Regular Education Cost Per Mile	Special Education Cost Per Mile	Regular Education Reimbursement Per Mile	Special Education Reimbursement Per Mile	Linear Density Category
Rivera	\$1.59	\$0.00	\$1.11	\$0.00	5
Agua Dulce	\$0.68	\$0.91	\$0.68	\$1.08	1
Ben Bolt/Palito Blanco	\$1.88	\$1.57	\$1.11	\$1.08	5
Santa Gertrudis	\$2.69	\$0	\$0.68	\$0.00	1

Source: TEA Transportation Operation Report 1998-99.

To receive state funding, all Texas school districts must submit two reports to TEA by July of each year, the School Transportation Operations Report and the School Transportation Route Services Report. The first of those reports, the School Transportation Operation Report, establishes a cost-per-mile for reimbursements in the fiscal year following the report.

FINDING

While Santa Gertrudis' bus fleet is small it takes measures to operate as efficiently as possible. Bus drivers are trained annually and are certified in CPR. There have been no accidents on bus routes and the district has had no problems with driver absenteeism.

Before departing for their bus routes, drivers perform a check on the bus to make sure that everything is operational, that there are no low tires and the bus has sufficient fuel.

The district contracts with a local vendor to do routine oil and filter changes on the buses every other month. The buses are inspected for mechanical problems twice a year. SGISD also contracts with King Ranch to provide the district with fuel at King Ranch prices.

In addition the bus drivers carry cell phones to call the district in case of emergencies.

COMMENDATION

Santa Gertrudis is running an efficient bus service and takes advantage of fuel prices by contracting with the King Ranch to purchase gasoline at their cost.

Appendix A

COMMUNITY COMMENTS

This appendix summarizes comments received from several group meetings including the initial public forum held at the Texas A&M - Kingsville ROTC room on May 18, 2000 from 6:00 p.m. to 8:00 p.m. and several focus group meetings with community, civic and business leaders and parents. These comments are presented verbatim, to illustrate community perception of the Santa Gertrudis Independent School District (SGISD) and do not necessarily reflect the findings or opinions of the review team or the Comptroller.

METHODOLOGY

The community forum was an open meeting in which all members of the SGISD community, including teachers, parents, students and all other members of the community were encouraged to attend. Cards were placed all around the cafeteria, with each card representing a chapter of this report. People were asked to write comments about SGISD on the cards.

With the assistance of SGISD staff and management, focus groups were assembled that included business and community leaders and parents. Members of the focus groups were also asked to comment on each function area represented in this report.

Several other interviews were held with other community and civic leaders, current school board members, current school teachers and administrators and business and religious leaders, representing various interest groups.

SUMMARY OF RESULTS

Verbatim Comments:

District Organization and Management

"Organization and management is excellent throughout. Board is supportive. Superintendent has an open door policy. Is very energetic and strives for the best education for our students. Is always open minded for new suggestions (for students and staff). School management is also excellent and well organized. Strategic planning is well through-out. Site-based decision making is also well through-out."

"Academy is probably better than most schools, but in general, parental involvement in South Texas schools is non-existent. Principals dictate

policy and sit on a golden throne until some scandal unseats them. Chapter one in South Texas borders on outright illegalities. Chapter one parents have no say in how Chapter one funds are spent. Some stogy that works for a school district is usually chosen to sign on the dotted line with no parent involvement. This is not addressed to Academy, it is how Texas seems to interpret Federal laws."

"Board needs to take a more active role and develop their own opinions. At times it seems they simply okay what the superintendent recommends without asking questions. SBDM--some committees work, but SBDM has just been asked to say "yes" without having the opportunity to send things back or make changes."

"School board--rubber stamp board at times. Superintendent--he needs to get the facts before he "chews" someone out. We're only human and make mistakes. He needs to work on his personnel skills so he can discuss concerns. Several employees have been brought to tears by him. He can also find too many small things to nit pick on. Let Academy run itself. Things run smoothly most of the time."

"Santa Gertrudis SD has a very able superintendent. He is very knowledgeable and has the education of the children foremost in his mind. The school board and superintendent work well together and have done a very good job in supplying the school and children with everything they need for their education."

Education Service Delivery

"I feel that funds for special programs are not emphasized enough. Appropriate funding need to be distributed evenly and not just how one individual principal thinks they should be allotted. Let's get wise and try funding all specialty programs and departments evenly."

"Counseling needs improvements. Counselor does not fully prepare students for college, especially in the search for grants and scholarships."

"My concern is in relation to the counseling program. That is just it--it hasn't been a program. There are only 153 students in the high school, but due to the fact that the philosophy is non-traditional and very individualized, the work is two/three fold.

"The district has begun by installing a computer program for some of the paper work but the district needs a full time clerk to do the computer inputting, filing, and memos. The research is out that the number one reason students stay in school and do well is because of their connection/relationship with another adult in school."

"Why can't grades 9-12 take the ACT/SAT or one national exam? TAAS dominates daily curriculum. This needs to stop."

"Academy has made scholarships available for my child to take college courses at Texas A&M. They provide exceptional services academically, very high in English, public speaking department. Need some more science classes."

"In general, my child achieves because she came into the school with a good/solid academic foundation. Attending the Santa Gertrudis schools has enhanced and polished her skills in addition to building her self-esteem and confidence. Being a scholar, representing her school, participating in her school community has enabled her to blossom in a broad range."

"Curriculum is good at Academy. The student's education is the priority. TAAS is excellent. More emphasis on GT (AP classes) with encouraging students to take more difficult classes in preparation for college."

"SGISD students are doing very well on the TAAS test. I believe they are very well prepared for this."

"I am certain our students are capable of successfully mastering their TAAS objectives. I feel they have done a sensational job and all is due to the teaching programs within Academy High. Our students are prepared because our educators know how to prepare them."

"Curriculum is well thought out--students are well prepared in language arts/communication. TAAS scores continue to improve. Special Ed students thrive in regular Ed setting. Self-paced allows GT kids to excel! Technology focus is great."

"TAAS scores are great at our district and continue to improve. Students in GT program excel. Technology focus is well through-out every subject. Students do well in regular class setting. Curriculum is great across the board."

Community Involvement

"Commitment from parents is lacking. Community relations are also lacking. Communication between superintendent and parents needs to improve. Superintendent is strained when dealing with parents. He is also not visible to students. Does not visit Academy campus on regular basis."

"Texas has low parental participation in school-based management. Many districts run on hand-picked "yes men", parents then sign off on audited forms, how can this be made equitable for the community?"

The community comes together to provide better education for our students. I feel that all of the promotions put forward by the Parent/Teacher club, are (parental involvement is 100%) supportive of our activities planned for Teachers/Parents/Students which=to education. We have the most support (in a positive manner) that anyone could ever have. The club makes sure we plan different projects and activities to keep everyone involved. We are lucky to be with this kind of support."

"I believe that a business-school partnership would be an asset for Academy High School. Allowing companies to come in and work with our students, staff, etc. would be a great advantage. I also believe that the merging districts Driscoll and SGISD should continue to work together to help one another, not to tear down existing partnerships for the benefit of the students.

Communications is a necessary effort on everyone's part. Let's work together and strive for only the best communicating in a manner, that will help everyone, especially students at risk."

"I feel that Academy high is an exceptional learning environment. However, improvement is needed in parental involvement projects. If we could get more parents involved, for example like sports events, it would be a plus for everyone in general."

"We need a PA system. In order to have a good communication with the students, I think its essential to have in order to report events, deadlines, counselor advices, principal's reports, etc."

"SGISD has a lot of community and parent involvement. The teachers and staff encourage parent involvement and plan activities throughout the year to promote this."

Personnel Management

"As for personnel management, I believe administration does a good job hiring people that care and want to work for our educational system. However, I strongly believe that the teachers that should be appreciated for their hard work are often over-worked. Some of these educators use most of their energy to work with kids because they love and enjoy what they do. Some teachers disrespect others by wanting power and achieving it in the wrong manner. This is not professionalism!!!"

"Personnel management is also well through-out. Hiring practices are excellent and fair. Salary and staffing structures are fair throughout. Staff development is well organized and prepared for."

"Staff areas--we need more staff in the areas of math and science. Math is a weak area--it is improving--but an additional staff person would greatly help both at risk and gifted students. Staff development--needs to be more technology related--i.e., websites, webquests, powerpoints, Novanet, etc."

"Salaries are very good, but with the variety of jobs required of each person at Academy, it either needs to be more or we need more personnel. Staff development is available but limited because of funds. Some teachers did not attend any workshops or conferences in their area because the Education Service Center offers few workshops for high school or conferences cost more than allotted funds available to teachers."

"Science department in my opinion needs extra staffing. How can we accomplish this at Academy?"

Financial Management

"Superintendent needs to explain budgeting to principal or train all staff on budget, purchase orders, etc."

"Most school districts are funded statewide to specifically educate each child individually. However, I feel that monies are distributed unevenly to different departments leaving certain departments dry. I'm not sure whether this happens because of political reasons or simply because of apathetic ideals. I would like for Academy to raise their standards by utilizing funds appropriately to help all children!!!"

"Fair share of revenue for girls athletics, is/will this become a reality?"

Facilities Use and Management

"It's great to be on a university campus, but the buildings available to us need more improvements. We battle rats on a regular basis. Classrooms are too small to be comfortable to teach in. Maintenance/repairs are slow to be made. Contracted custodial services are lacking. The whole building needs a thorough cleaning."

"Classroom size and arrangement makes it difficult to use some technology effectively, such as projectors and overheads. The video class needs studio space to set up equipment that has already been purchased. Science needs lab space--theatre needs a space to practice that has a stage."

Asset and Risk Management

"As for health insurance, through Driscoll ISD and because of past mismanagement problems, health insurance was cut and they only pay a certain percentage. I had to cut my child from receiving insurance benefits because I have to pay part of my own."

"Purchasing process is good. Needs improvements in some areas. Teachers need some training on hows and whys so that they understand steps of processing POs."

"The person inputting the POs needs more training also to understand coding, etc."

"Textbooks are lacking in storage and organization. Having students accountable for textbooks is a major concern. Help is needed."

"Health insurance has gone from good to bad. This year's insurance is lacking with larger deductibles and network doctors."

Computers and Technology

"Students at SGSD have had access to computers as soon as they start school. Now with the access to the Internet they are becoming very skilled in computers and computer technology."

"Students at Santa Gertrudis schools have access to computers at a young age. They have programs to educate our students with the very best. Technology students at the high school are advanced enough to build our own computers at our district. The students have enough training to teach basic computer programs to others in lower grades and help with particular computer programs. Our technology department is one of the best also because our students take computer courses to help them through college."

"As far as our business administrative technology is concerned, I think they are doing a great job. Our computer technology program is outstanding and it allows students to learn how to build them, as well as, utilize them properly. Our instructional technology program is awesome!"

"Instructional technology at Academy is wonderful, great, exceptional, fantastic, but it also has too much emphasis on it and tends to be the major goal. But with so much technology for students, we're still working in the dark ages in administration, grading, attendance, connections with classrooms from offices, etc. Grades should be put on the computer and the counselor should be able to find grades at a touch of a button."

Teachers should also be able to input attendance and then the attendance clerk could get them and print. Too much paperwork by hand is slowing things down. Budget, POs, textbooks, etc., etc. should be on computer and accessible by all administrators."

Food Service

"Food service at the elementary is not provided. Students bring their own lunch daily. I would like to see a lunch program for the elementary. As for the meals provided for breakfast, the services are excellent. Meals and nutrition are at the very best standards. The high school has a cafeteria facility that is used by the university. Marriott food service has excellent food and is great throughout."

"It would be nice if the SGISD had a full cafeteria facility."

"Food service is the best we have available being on a university campus. The food isn't always the best, but no cafeteria food at a school is."

Transportation

"Need one bus just for Academy with our own bus driver. Also there should be a van just for Academy. Trying to schedule around Driscoll and Santa Gertrudis buses and van occasionally causes delays on field trips, etc."

Safety and Security

"Student discipline policies need to be clear cut. All students are not disciplined alike. Getting there, but a long way to go. Working relation with university police is good. We sometimes find them lacking assistance."

"I feel that our student discipline policies are governed in a manner that teaches our children to learn respect towards one another. Some children aren't taught discipline at home, and therefore tend to get into trouble without realizing the severity of their actions. I know that our administration is doing a great job handling most discipline problems."

"We feel that our children are very safe when they are at school. The children also feel secure. Discipline is strict. The children are well behaved and respectful. We have a good relationship with the law enforcement groups in Kleberg county and Kingsville."

Appendix B

SURVEY RESULTS

- A. Overview
- B. Teachers
- C. Administrators and Support Staff
- D. Students (juniors and seniors)
- E. Students (freshmen)

This appendix provides a summary of the surveys conducted during the review. The survey results presented here represent the perception of the respondents, and do not necessarily reflect the findings or opinions of the review team or the Comptroller.

METHODOLOGY

During the week beginning April 14th all survey instruments were provided to all members of the survey groups either by personally handing them out, placing them in the internal SGISD mail, or having students take them to their parents. The survey groups included:

- Teachers
- Administrators and Support Staff
- Students (9th, 11th and 12th graders only)
- Parents

Each of the tests were self administered and all those surveyed were asked to return their surveys by May 5th. All survey respondents were provided with a postage-paid reply envelope to provide maximum security and allow for candid, confidential responses.

Information requested from those surveyed included rankings of the various areas covered by the chapters included in this report. Additional space was provided for any other comments that the respondent cared to make. The data included in this appendix includes a portion of the comments and responses to the open ended questions.

The total amount of responses received in each of the categories surveyed is shown in **Exhibit B-1**.

Exhibit B-1
Number of Respondents by Group

Survey Group	Number of Respondents
Administrators and Support Staff	11

Teachers	22
Students	79
Parents	59

Summary of Opinions

Examining the opinion survey results reveals that the overall opinions of parents, students, teachers and staff/administrators were positive. Although each survey group had specific statements in which more people disagreed than agreed with the statement, most respondents responded positively to most questions.

The student sample expressed high levels of satisfaction with most academic programs and with computers and technology. Students as a group identified problems in the effectiveness of the career-counseling program, the college counseling program and the availability of a school nurse. Students also disagreed that repairs to facilities are made in a timely manner. Junior and seniors also expressed concern about the availability of school breakfast to all students, and about having enough time to eat.

Parents had consistently positive responses to survey question overall, with no question eliciting more negative than positive responses.

Santa Gertrudis teachers expressed especially high regard for district academic programs, special programs, the food services program, and with computers and technology. Santa Gertrudis teachers did not agree with the statements that teachers are rewarded for superior performance. Teachers did not agree with the statement that the district rewards competence and experience. Most teachers also did not feel that parents were promptly notified when a child is absent from school. Teachers were also not satisfied with the amount of press coverage of school news. Santa Gertrudis support staff and administrators

Santa Gertrudis administrative and support staff also had consistently high opinions of the academic programs in the district, and an overwhelmingly positive view of the computer and technology program. The administrative and support staff, however, did see a problem with a lack of media coverage of the district.

Appendix B SURVEY RESULTS

B. Teachers

**Exhibit B-2
Management Review of the Santa Gertrudis Independent School
District
Teacher Survey Results
(N=22)**

Demographic Data

STATEMENT	CATEGORY		
	No Response	Male	Female
Gender (Optional)	18.2%	13.6%	68.2%

STATEMENT	CATEGORY					
	No Response	Anglo	African-American	Hispanic	Asian	Other
Ethnicity (Optional)	18.2%	45.5%	0.0%	36.4%	0.0%	0.0%

STATEMENT	CATEGORY					
	No Response	1-5 years	6-10 years	11-15 years	16-20 years	20+ years
How long have you been employed by Santa Gertrudis ISD?	4.5%	54.5%	13.6%	18.2%	4.5%	4.5%

STATEMENT	CATEGORY						
	PK	K	1	2	3	4	5
What grade(s) do you teach this year?	9.1%	9.1%	13.6%	18.2%	9.1%	13.6%	22.7%
	6	7	8	9	10	11	12

	2 2.7%	27.3%	27.3%	50.0%	45.5%	40.9%	40.9%
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A. District Organization and Management

STATEMENT		CATEGORY					
		No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The school board allows sufficient time for public input at meetings.	4.5%	40.9%	36.4%	18.2%	0.0%	0.0%
2.	School board members listen to the opinions and desires of others.	9.1	31.8	22.7	22.7	13.6	0.0
3.	School board members work well with the superintendent.	4.5	45.5	45.5	0.0	4.5	0.0
4.	The school board has a good image in the community.	4.5	50.0	31.8	4.5	9.1	0.0
5.	The superintendent is a respected and effective instructional leader.	9.1	31.8	36.4	4.5	9.1	9.1
6.	The superintendent is a respected and effective business manager.	4.5	59.1	13.6	4.5	9.1	9.1
7.	Central administration is efficient.	9.1	40.9	22.7	13.6	9.1	4.5

8.	Central administration supports the educational process.	9.1	40.9	36.4	13.6	0.0	0.0
9.	The morale of central administration staff is good.	9.1	31.8	31.8	18.2	4.5	4.5

B. Educational Service Delivery and Performance Measurement

STATEMENT		CATEGORY					
		No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
10.	Education is the main priority in our school district.	4.5%	72.7%	22.7%	0.0%	0.0%	0.0%
11.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	4.5	72.7	9.1	9.1	4.5	0.0
12.	The needs of the college-bound student are being met.	9.1	50.0	9.1	9.1	22.7	0.0
13.	The needs of the work-bound student are being met.	4.5	50.0	31.8	4.5	9.1	0.0
14.	The district provides curriculum guides for all grades and	4.5	36.4	36.4	4.5	13.6	4.5

	subjects.						
15.	The curriculum guides are appropriately aligned and coordinated.	9.1	22.7	40.9	13.6	9.1	4.5
16.	The district's curriculum guides clearly outline what to teach and how to teach it.	4.5	27.3	22.7	18.2	13.6	13.6
17.	The district has effective educational programs for the following:						
	a) Reading	4.5	45.5	40.9	9.1	0.0	0.0
	b) Writing	4.5	36.4	45.5	9.1	4.5	0.0
	c) Mathematics	9.1	40.9	40.9	4.5	4.5	0.0
	d) Science	9.1	50.0	31.8	4.5	4.5	0.0
	e) English or Language Arts	4.5	50.0	40.9	0.0	4.5	0.0
	f) Computer Instruction	4.5	63.6	31.8	0.0	0.0	0.0
	g) Social Studies (history or geography)	4.5	36.4	54.5	0.0	4.5	0.0
	h) Fine Arts	9.1	59.1	13.6	4.5	13.6	0.0
	i) Physical Education	4.5	54.5	31.8	4.5	4.5	0.0
	j) Business Education	4.5	36.4	22.7	22.7	13.6	0.0
	k) Vocational (Career and	4.5	40.9	27.3	22.7	4.5	0.0

	Technology) Education						
	l) Foreign Language	4.5	22.7	63.6	9.1	0.0	0.0
18.	The district has effective special programs for the following:						
	a) Library Service	4.5	54.5	31.8	4.5	4.5	0.0
	b) Honors/Gifted and Talented Education	9.1	13.6	45.5	18.2	13.6	0.0
	c) Special Education	9.1	45.5	40.9	0.0	0.0	4.5
	d) Head Start and Even Start programs	4.5	13.6	13.6	54.5	13.6	0.0
	e) Dyslexia program	4.5	13.6	36.4	36.4	9.1	0.0
	f) Student mentoring program	4.5	13.6	40.9	18.2	22.7	0.0
	g) Advanced placement program	4.5	31.8	40.9	18.2	4.2	0.0
	h) Literacy program	4.5	27.3	54.5	13.6	0.0	0.0
	i) Programs for students at risk of dropping out of school	4.5	27.3	45.5	18.2	4.5	0.0
	j) Summer school programs	4.5	22.7	27.3	36.4	4.5	4.5
	k) Alternative education	4.5	18.2	40.9	18.2	18.2	0.0

	programs						
	l) "English as a second language" program	9.1	18.2	31.8	31.8	9.1	0.0
	m) Career counseling program	9.1	27.3	18.2	27.3	9.1	9.1
	n) College counseling program	9.1	22.7	27.3	22.7	9.1	9.1
	o) Counseling the parents of students	9.1	40.9	18.2	18.2	4.5	9.1
	p) Drop out prevention program	9.1	27.3	31.8	27.3	4.5	0.0
19.	Parents are immediately notified if a child is absent from school.	4.5	22.7	9.1	22.7	27.3	13.6
20.	Teacher turnover is low.	4.5	40.9	22.7	9.1	13.6	9.1
21.	Highly qualified teachers fill job openings.	4.5	54.5	22.7	13.6	4.5	0.0
22.	Teacher openings are filled quickly.	4.5	50.0	27.3	4.5	13.6	0.0
23.	Teachers are rewarded for superior performance.	9.1	13.6	18.2	22.7	22.7	13.6
24.	Teachers are counseled about less than satisfactory	4.5	27.3	36.4	22.7	9.1	0.0

	performance.						
25.	Teachers are knowledgeable in the subject areas they teach.	4.5	50.0	36.4	0.0	9.1	0.0
26.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	4.5	59.1	22.7	4.5	9.1	0.0
27.	The student-to-teacher ratio is reasonable.	4.5	77.3	18.2	0.0	0.0	0.0
28.	Classrooms are seldom left unattended.	4.5	68.2	13.6	4.5	9.1	0.0

C. Personnel

STATEMENT	CATEGORY						
	No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	
29. District salaries are competitive with similar positions in the job market.	4.5%	36.4%	45.5%	4.5%	4.5%	4.5%	
30. The district has a good and timely program for orienting new employees.	4.5	18.2	27.3	18.2	18.2	13.6	
31. Temnorarv	4.5	18.2	40.9	22.7	4.5	9.1	

	workers are rarely used.						
32.	The district successfully projects future staffing needs.	4.5	18.2	59.1	4.5	13.6	0.0
33.	The district has an effective employee recruitment program.	4.5	27.3	22.7	36.4	4.5	4.5
34.	The district operates an effective staff development program.	4.5	31.8	40.9	9.1	9.1	4.5
35.	District employees receive annual personnel evaluations.	4.5	63.6	27.3	4.5	0.0	0.0
36.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	4.5	4.5	9.1	45.5	27.3	9.1
37.	Employees who perform below the standard of expectation are counseled appropriately and timely.	4.5	13.6	36.4	36.4	9.1	0.0
38.	The district	4.5	9.1	50.0	27.3	9.1	0.0

	has a fair and timely grievance process.						
39.	The district's health insurance package meets my needs.	4.5	22.7	31.8	4.5	27.3	9.1

D. Community Involvement

STATEMENT		CATEGORY					
		No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
40.	The district regularly communicates with parents.	4.5%	50.0%	40.9%	0.0%	4.5%	0.0%
41.	The local television and radio stations regularly report school news and menus.	4.5	13.6	18.2	22.7	18.2	22.7
42.	Schools have plenty of volunteers to help student and school programs.	4.5	31.8	45.5	4.5	9.1	4.5
43.	District facilities are open for community use.	4.5	36.4	22.7	22.7	4.5	9.1

E. Facilities Use and Management

STATEMENT	CATEGORY
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		No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
44.	The district plans facilities far enough in the future to support enrollment growth.	4.5%	9.1%	63.6%	13.6%	4.5%	4.5%
45.	Parents, citizens, students, faculty, staff and the board provide input into facility planning.	4.5	18.2	40.9	13.6	13.6	9.1
46.	The architect and construction managers are selected objectively and impersonally.	4.5	13.6	36.4	27.3	13.6	4.5
47.	The quality of new construction is excellent.	4.5	13.6	36.4	27.3	0.0	18.2
48.	Schools are clean.	4.5	36.4	50.0	0.0	9.1	0.0
49.	Buildings are properly maintained in a timely manner.	4.5	36.4	36.4	4.5	9.1	9.1
50.	Repairs are made in a timely manner.	4.5	40.9	27.3	9.1	9.1	9.1
51.	Emergency	4.5	36.4	36.4	13.6	0.0	9.1

	maintenance is handled promptly.						
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F. Financial Management

STATEMENT		CATEGORY					
		No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
52.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	9.1%	18.2%	27.3%	31.8%	9.1%	4.5%
53.	Campus administrators are well-trained in fiscal management techniques.	9.1	31.8	31.8	22.7	4.5	0.0
54.	Financial resources are allocated fairly and equitably at my school.	9.1	27.3	22.7	9.1	9.1	22.7

G. Purchasing and Warehousing

STATEMENT		CATEGORY					
		No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
55.	Purchasing gets me what I need when I need it.	4.5%	31.8%	27.3%	13.6%	13.6%	9.1%
56.	Purchasing acquires the	4.5	27.3	40.9	18.2	4.5	4.5

	highest quality materials and equipment at the lowest cost.						
57.	Purchasing processes are not cumbersome for the requestor.	4.5	18.2	40.9	18.2	9.1	9.1
58.	Vendors are selected competitively.	4.5	9.1	45.5	31.8	4.5	4.5
59.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	4.5	13.6	40.9	22.7	9.1	9.1
60.	Students are issued textbooks in a timely manner.	4.5	31.8	40.9	18.2	0.0	4.5
61.	Textbooks are in good shape.	4.5	31.8	45.5	18.2	0.0	0.0
62.	The school library meets the student needs for books and other resources.	4.5	45.5	31.8	4.5	9.1	4.5

H. Food Services

STATEMENT	CATEGORY					
	No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

63.	The cafeteria's food looks and tastes good.	4.5%	50.0%	31.8%	13.6%	0.0%	0.0%
64.	Food is served warm.	4.5	50.0	36.4	9.1	0.0	0.0
65.	Students eat lunch at the appropriate time of day.	4.5	54.5	31.8	4.5	4.5	0.0
66.	Students wait in food lines no longer than 10 minutes.	4.5	40.9	40.9	13.6	0.0	0.0
67.	Discipline and order are maintained in the school cafeteria.	4.5	63.6	31.8	0.0	0.0	0.0
68.	Cafeteria staff is helpful and friendly.	4.5	59.1	27.3	9.1	0.0	0.0
69.	Cafeteria facilities are sanitary and neat.	4.5	59.1	36.4	0.0	0.0	0.0

I. Safety and Security

STATEMENT		CATEGORY					
		No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
70.	School disturbances are infrequent.	4.5%	59.1%	31.8%	0.0%	4.5%	0.0%
71.	Gangs are not a problem in	4.5	68.2	22.7	4.5	0.0	0.0

	this district.						
72.	Drugs are not a problem in this district.	4.5	45.5	31.8	4.5	9.1	4.5
73.	Vandalism is not a problem in this district.	4.5	54.5	31.8	4.5	4.5	0.0
74.	Security personnel have a good working relationship with principals and teachers.	9.1	31.8	22.7	36.4	0.0	0.0
75.	Security personnel are respected and liked by the students they serve.	9.1	31.8	13.6	45.5	0.0	0.0
76.	A good working arrangement exists between the local law enforcement and the district.	4.5	31.8	27.3	36.4	0.0	0.0
77.	Students receive fair and equitable discipline for misconduct.	4.5	50.0	27.3	4.5	13.6	0.0
78.	Safety hazards do not exist on school grounds.	4.5	40.9	40.9	9.1	4.5	0.0

J. Computers and Technology

STATEMENT		CATEGORY					
		No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
79.	Students regularly use computers.	36.4%	63.6%	0.0%	0.0%	0.0%	0.0%
80.	Students have regular access to computer equipment and software in the classroom.	4.5	95.5	0.0	0.0	0.0	0.0
81.	Teachers know how to use computers in the classroom.	4.5	90.9	4.5	0.0	0.0	0.0
82.	Computers are new enough to be useful for student instruction.	4.5	86.4	9.1	0.0	0.0	0.0
83.	The district meets student needs in classes in computer fundamentals.	4.5	86.4	9.1	0.0	0.0	0.0
84.	The district meets student needs in classes in advanced computer skills.	4.5	86.4	9.1	0.0	0.0	0.0
85.	Teachers and students have easy access to the Internet.	4.5	86.4	9.1	0.0	0.0	0.0

Appendix B SURVEY RESULTS

C. Administrators and Support Staff

Exhibit B-3 Management Review of Santa Gertrudis Independent School District District Administrative and Support Staff Survey Results (N=11)

Demographic Data

STATEMENT	CATEGORY		
	No Response	Male	Female
Gender (Optional)	16.7%	0.0%	83.3%

STATEMENT	CATEGORY					
	No Response	Anglo	African-American	Hispanic	Asian	Other
Ethnicity (Optional)	16.2%	41.7%	0.0%	41.7%	0.0%	0.0%

STATEMENT	CATEGORY					
	No Response	1-5 years	6-10 years	11-15 years	16-20 years	20+ years
How long have you been employed by Santa Gertrudis ISD?	8.3%	0.0%	41.7%	8.3%	41.7%	0.0%

STATEMENT	CATEGORY			
	No Response	Administrator	Clerical Staffer	Support Staffer
Are you a(n):	0.0%	8.3%	66.7%	25.0%

STATEMENT	CATEGORY
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	No Response	1-5 years	6-10 years	11-15 years	16-20 years	20+ years
How long have you been employed in this capacity by Santa Gertrudis ISD?	0.0%	0.0%	41.7%	16.7%	41.7%	0.0%

A. District Organization and Management

STATEMENT		CATEGORY					
		No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The school board allows sufficient time for public input at meetings.	0.0%	41.7%	41.7%	16.7%	0.0%	0.0%
2.	School board members listen to the opinions and desires of others.	0.0	50.0	33.3	8.3	8.3	0.0
3.	The superintendent is a respected and effective instructional leader.	0.0	41.7	41.7	0.0	8.3	8.3
4.	The superintendent is a respected and effective business manager.	0.0	41.7	41.7	8.3	8.3	0.0
5.	Central administration is efficient.	0.0	41.7	41.7	8.3	8.3	0.0
6.	Central administration	0.0	50.0	50.0	0.0	0.0	0.0

	supports the educational process.						
7.	The morale of central administration staff is good.	0.0	50.0	41.7	0.0	0.0	8.3

B.Educational Service Delivery and Performance Measurement

STATEMENT		CATEGORY					
		No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
8.	Education is the main priority in our school district.	0.0%	58.3%	41.7%	0.0%	0.0%	0.0%
9.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	0.0	50.0	41.7	0.0	0.0	8.3
10.	The needs of the college-bound student are being met.	0.0	58.3	16.7	16.7	8.3	0.0
11.	The needs of the work-bound student are being met.	66.7	0.0	8.3	16.7	8.3	0.0
12.	The district has effective educational programs for the following:						
	a) Reading	0.0	50.0	50.0	0.0	0.0	0.0

	b) Writing	0.0	50.0	33.3	8.3	8.3	0.0
	c) Mathematics	0.0	50.0	41.7	0.0	8.3	0.0
	d) Science	0.0	41.7	50.0	0.0	8.3	0.0
	e) English or Language Arts	0.0	50.0	41.7	8.3	0.0	0.0
	f) Computer Instruction	0.0	58.3	41.7	0.0	0.0	0.0
	g) Social Studies (history or geography)	0.0	41.7	50.0	0.0	8.3	0.0
	h) Fine Arts	0.0	41.7	58.3	0.0	0.0	0.0
	i) Physical Education	0.0	33.3	58.3	0.0	8.3	0.0
	j) Business Education	8.3	33.3	25.0	33.3	0.0	0.0
	k) Vocational (Career and Technology) Education	0.0	58.3	8.3	33.3	0.0	0.0
	l) Foreign Language	0.0	33.3	33.3	25.0	0.0	8.3
13.	The district has effective special programs for the following:						
	a) Library Service	0.0	58.3	33.3	0.0	8.3	0.0
	b) Honors/Gifted and Talented Education	0.0	41.7	41.7	0.0	8.3	8.3
	c) Special Education	0.0	50.0	41.7	0.0	0.0	8.3
	d) Head Start and Even Start	8.3	33.3	16.7	33.3	8.3	0.0

	programs						
	e) Dyslexia program	0.0	41.7	16.7	25.0	8.3	8.3
	f) Student mentoring program	0.0	33.3	33.3	25.0	8.3	0.0
	g) Advanced placement program	0.0	41.7	16.7	25.0	8.3	8.3
	h) Literacy program	0.0	41.7	25.0	16.7	8.3	8.3
	i) Programs for students at risk of dropping out of school	0.0	33.3	33.3	25.0	0.0	8.3
	j) Summer school programs	0.0	33.3	8.3	41.7	8.3	8.3
	k) Alternative education programs	0.0	33.3	16.7	33.3	8.3	8.3
	l) "English as a second language" program	0.0	33.3	41.7	16.7	8.3	0.0
	m) Career counseling program	0.0	33.3	8.3	50.0	0.0	8.3
	n) College counseling program	0.0	33.3	25.0	33.3	0.0	8.3
	o) Counseling the parents of students	0.0	33.3	33.3	25.0	0.0	8.3
	p) Drop out prevention program	0.0	33.3	33.3	25.0	0.0	8.3
14.	Parents are	0.0	33.3	16.7	25.0	25.0	0.0

	immediately notified if a child is absent from school.						
15.	Teacher turnover is low.	0.0	41.7	41.7	16.7	0.0	0.0
16.	Highly qualified teachers fill job openings.	0.0	33.3	41.7	8.3	16.7	0.0
17.	Teacher openings are filled quickly.	0.0	58.3	25.0	8.3	8.3	0.0
18.	Teachers are rewarded for superior performance.	0.0	33.3	16.7	25.0	16.7	8.3
19.	Teachers are counseled about less than satisfactory performance.	0.0	33.3	33.3	25.0	0.0	8.3
20.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	0.0	41.7	58.3	0.0	0.0	0.0
21.	The student-to-teacher ratio is reasonable.	0.0	75.0	16.7	8.3	0.0	0.0
22.	Students have access, when needed, to a school nurse.	0.0	58.3	25.0	16.7	0.0	0.0
23.	Classrooms	0.0	50.0	41.7	0.0	8.3	0.0

	are seldom left unattended.						
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C. Personnel

STATEMENT		CATEGORY					
		No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
24.	District salaries are competitive with similar positions in the job market.	0.0%	33.3%	25.0%	33.3%	8.3%	0.0%
25.	The district has a good and timely program for orienting new employees.	0.0	41.7	16.7	25.0	16.7	0.0
26.	Temporary workers are rarely used.	0.0	33.3	25.0	33.3	8.3	0.0
27.	The district successfully projects future staffing needs.	0.0	33.3	25.0	33.3	8.3	0.0
28.	The district has an effective employee recruitment program.	0.0	33.3	25.0	33.3	0.0	8.3
29.	The district operates an effective staff development program.	0.0	41.7	16.7	33.3	8.3	0.0
30.	District employees receive annual	0.0	41.7	33.3	16.7	8.3	0.0

	personnel evaluations.						
31.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	0.0	25.0	0.0	58.3	8.3	8.3
32.	Employees who perform below the standard of expectation are counseled appropriately and timely.	0.0	25.0	25.0	0.0	8.3	8.3
33.	The district has a fair and timely grievance process.	0.0	33.3	16.7	41.7	0.0	8.3
34.	The district's health insurance package meets my needs.	0.0	8.3	58.3	8.3	25.0	0.0

D. Community Involvement

STATEMENT		CATEGORY					
		No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
35.	The district regularly communicates with parents.	0.0%	41.7%	41.7%	8.3%	8.3%	0.0%

36.	The local television and radio stations regularly report school news and menus.	0.0	0.0	0.0	75.0	16.7	8.3
37.	Schools have plenty of volunteers to help student and school programs.	0.0	16.7	58.3	8.3	16.7	0.0
38.	District facilities are open for community use.	0.0	25.0	33.3	33.3	8.3	0.0

E. Facilities Use and Management

STATEMENT		CATEGORY					
		No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
39.	Parents, citizens, students, faculty, staff and the board provide input into facility planning.	33.3%	33.3%	0.0%	25.0%	8.3%	0.0%
40.	The architect and construction managers are selected objectively and impersonally.	0.0	25.0	25.0	50.0	0.0	0.0
41.	Schools are clean.	0.0	33.3	66.7	0.0	0.0	0.0

42.	Buildings are properly maintained in a timely manner.	0.0	33.3	66.7	0.0	0.0	0.0
43.	Repairs are made in a timely manner.	0.0	33.3	66.7	0.0	0.0	0.0
44.	Emergency maintenance is handled promptly.	0.0	25.0	75.0	0.0	0.0	0.0

F. Financial Management

STATEMENT		CATEGORY					
		No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
45.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	0.0%	16.7%	58.3%	25.0%	0.0%	0.0%
46.	Campus administrators are well trained in fiscal management techniques.	0.0	41.7	33.3	25.0	0.0	0.0
47.	The district's financial reports are easy to understand and read.	0.0	33.3	25.0	25.0	16.7	0.0
48.	Financial	0.0	33.3	16.7	50.0	0.0	0.0

	reports are made available to community members when asked.						
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G. Purchasing and Warehousing

STATEMENT		CATEGORY					
		No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
49.	Purchasing gets me what I need when I need it.	0.0%	50.0%	25.0%	16.7%	8.3%	0.0%
50.	Purchasing acquires the highest quality materials and equipment at the lowest cost.	0.0	33.3	33.3	25.0	8.3	0.0
51.	Purchasing processes are not cumbersome for the requestor.	0.0	33.3	33.3	25.0	8.3	0.0
52.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	0.0	33.3	16.7	16.7	8.3	25.0
53.	Students are issued textbooks in a timely manner.	0.0	50.0	50.0	0.0	0.0	0.0
54.	Textbooks are	0.0	50.0	50.0	0.0	0.0	0.0

	in good shape.						
55.	The school library meets student needs for books and other resources for students.	0.0	58.3	33.3	0.0	8.3	0.0

H. Safety and Security

STATEMENT		CATEGORY					
		No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
56.	Gangs are not a problem in this district.	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%
57.	Drugs are not a problem in this district.	0.0	41.7	50.0	0.0	8.3	0.0
58.	Vandalism is not a problem in this district.	0.0	58.3	41.7	0.0	0.0	0.0
59.	Security personnel have a good working relationship with principals and teachers.	0.0	41.7	33.3	25.0	0.0	0.0
60.	Security personnel are respected and liked by the students they serve.	0.0	33.3	33.3	33.3	0.0	0.0
61.	A good working arrangement exists between	0.0	50.0	33.3	16.7	0.0	0.0

	the local law enforcement and the district.						
62.	Students receive fair and equitable discipline for misconduct.	0.0	41.7	50.0	0.0	0.0	8.3

I. Computers and Technology

STATEMENT		CATEGORY					
		No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
63.	Students regularly use computers.	0.0%	66.7%	33.3%	0.0%	0.0%	0.0%
64.	Students have regular access to computer equipment and software in the classroom.	0.0	66.7	33.3	0.0	0.0	0.0
65.	Teachers know how to use computers in the classroom.	0.0	41.7	58.3	0.0	0.0	0.0
66.	Computers are new enough to be useful for student instruction.	0.0	58.3	41.7	0.0	0.0	0.0
67.	The district meets students needs in computer fundamentals.	0.0	50.0	50.0	0.0	0.0	0.0
68.	The district meets students	0.0	66.7	33.3	0.0	0.0	0.0

	needs in advanced computer skills.						
69.	Teachers and students have easy access to the Internet.	0.0	58.3	41.7	0.0	0.0	0.0

Appendix B

SURVEY RESULTS

D. Students (juniors and seniors)

Exhibit B-4
Management Review of the Santa Gertrudis Independent School
District
Student (juniors and seniors) Survey Results
(N=46)

Demographic Data

STATEMENT	CATEGORY		
	No Response	Male	Female
Gender (Optional)	0.0%	63.0%	37.0%

STATEMENT	CATEGORY					
	No Response	Anglo	African-American	Hispanic	Asian	Other
Ethnicity (Optional)	4.3%	21.7%	0.0%	65.2%	0.0%	8.7%

STATEMENT	CATEGORY		
	No Response	Junior	Senior
What is your classification?	0.0%	47.8%	52.2%

A. Educational Service Delivery and Performance Measurement

STATEMENT	CATEGORY					
	No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. The needs of the college-bound student	0.0%	8.7%	58.7%	17.4%	15.2%	0.0%

	are being met.						
2.	The needs of the work-bound student are being met.	0.0	8.7	63.0	21.7	6.5	0.0
3.	The district has effective educational programs for the following:						
	a) Reading	0.0	17.4	65.2	13.0	2.2	2.2
	b) Writing	0.0	23.9	56.5	13.0	4.3	2.2
	c) Mathematics	0.0	19.6	52.2	10.9	17.4	0.0
	d) Science	0.0	28.3	56.5	10.9	2.2	2.2
	e) English or Language Arts	2.2	37.0	45.7	10.9	4.3	0.0
	f) Computer Instruction	0.0	56.5	34.8	6.5	0.0	2.2
	g) Social Studies (history or geography)	0.0	23.9	60.9	10.9	4.3	0.0
	h) Fine Arts	0.0	28.3	32.6	28.3	10.9	0.0
	i) Physical Education	0.0	30.4	52.2	15.2	2.2	0.0
	j) Business Education	0.0	15.2	56.5	23.9	4.3	0.0
	k) Vocational (Career and Technology) Education	0.0	17.4	54.3	23.9	2.2	2.2
	l) Foreign Language	2.2	8.7	56.5	21.7	8.7	2.2
4.	The district has effective special programs for the following:						

	a) Library Service	2.2	21.7	34.8	30.4	4.3	6.5
	b) Honors/Gifted and Talented Education	4.3	13.0	39.1	32.6	0.0	10.9
	c) Special Education	2.2	10.9	45.7	39.1	2.2	0.0
	d) Student mentoring program	2.2	4.3	37.0	37.0	8.7	10.9
	e) Advanced placement program	4.3	21.7	43.5	26.1	0.0	4.3
	f) Career counseling program	2.2	4.3	23.9	37.0	21.7	10.9
	g) College counseling program	2.2	4.3	26.1	30.4	23.9	13.0
5.	Students have access, when needed, to a school nurse.	4.3	0.0	30.4	15.2	37.0	13.0
6.	Classrooms are seldom left unattended.	4.3	8.7	47.8	26.1	6.5	6.5
7.	The district provides a high quality education.	4.3	17.4	52.2	19.6	4.3	2.2
8.	The district has a high quality of teachers.	4.3	32.6	45.7	13.0	4.3	0.0

B. Facilities Use and Management

STATEMENT	CATEGORY
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		No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
9.	Schools are clean.	4.3%	8.7%	58.7%	10.9%	10.9%	6.5%
10.	Buildings are properly maintained in a timely manner.	4.3	6.5	50.0	17.4	10.9	10.9
11.	Repairs are made in a timely manner.	4.3	4.3	30.4	15.2	28.3	17.4
12.	Emergency maintenance is handled timely.	4.3	6.5	39.1	19.6	13.0	17.4

C. Purchasing and Warehousing

STATEMENT	CATEGORY						
	No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	
13.	There are enough textbooks in all my classes.	4.3%	15.2%	63.0%	15.2%	2.2%	0.0%
14.	Students are issued textbooks in a timely manner.	4.3	13.0	71.7	8.7	2.2	0.0
15.	Textbooks are in good shape.	6.5	10.9	60.9	15.2	2.2	4.3
16.	The school library meets student needs for books and	4.3	26.1	32.6	19.6	13.0	4.3

other resources.							
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D. Food Services

STATEMENT		CATEGORY					
		No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
17.	The school breakfast program is available to all children.	4.3%	0.0%	13.0%	26.1%	10.9%	45.7%
18.	The cafeteria's food looks and tastes good.	4.3	13.0	52.2	19.6	8.7	2.2
19.	Food is served warm.	6.5	23.9	41.3	21.7	4.3	2.2
20.	Students have enough time to eat.	4.3	4.3	10.9	13.0	30.4	37.0
21.	Students eat lunch at the appropriate time of day.	4.3	10.9	54.3	19.6	8.7	2.2
22.	Students wait in food lines no longer than 10 minutes.	2.2	10.9	41.3	23.9	13.0	8.7
23.	Discipline and order are maintained in the school cafeteria.	2.2	13.0	54.3	26.1	4.3	0.0
24.	Cafeteria staff is helpful and	2.2	15.2	47.8	32.6	2.2	0.0

	friendly.						
25.	Cafeteria facilities are sanitary and neat.	2.2	15.2	60.9	21.7	0.0	0.0

E. Transportation

STATEMENT		CATEGORY					
		No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
26.	I regularly ride the bus.	2.2%	0.0%	21.7%	26.1%	10.9%	39.1%
27.	The bus driver maintains discipline on the bus.	2.2	0.0	28.3	54.3	6.5	8.7
28.	The length of my bus ride is reasonable.	2.2	0.0	30.4	58.7	4.3	4.3
29.	The drop-off zone at the school is safe.	2.2	0.0	43.5	52.2	0.0	2.2
30.	The bus stop near my house is safe.	2.2	0.0	32.6	60.9	2.2	2.2
31.	The bus stop is within walking distance from our home.	2.2	0.0	34.8	58.7	2.2	2.2
32.	Buses arrive and leave on time.	2.2	0.0	23.9	65.2	6.5	2.2
33.	Buses arrive early enough for students to eat breakfast at	4.3	2.2	15.2	63.0	2.2	13.0

	school.						
34.	Buses seldom break down.	2.2	0.0	19.6	69.6	4.3	4.3
35.	Buses are clean.	2.2	0.0	23.9	60.9	10.9	2.2
36.	Bus drivers allow students to sit down before taking off.	2.2	2.2	26.1	63.0	6.5	0.0

F. Safety and Security

STATEMENT		CATEGORY					
		No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
37.	I feel safe and secure at school.	2.2%	26.1%	52.2%	15.2%	2.2%	2.2%
38.	School disturbances are infrequent.	2.2	21.7	50.0	23.9	0.0	2.2
39.	Gangs are not a problem in this district.	2.2	39.1	34.8	17.4	2.2	4.3
40.	Drugs are not a problem in this district.	2.2	15.2	28.3	30.4	10.9	13.0
41.	Vandalism is not a problem in this district.	2.2	15.2	32.6	28.3	10.9	10.9
42.	Security personnel have a good working relationship with principals and teachers.	2.2	6.5	39.1	41.3	8.7	2.2

43.	Security personnel are respected and liked by the students they serve.	2.2	4.3	34.8	47.8	8.7	2.2
44.	A good working arrangement exists between the local law enforcement and the district.	2.2	4.3	47.8	41.3	4.3	0.0
45.	Students receive fair and equitable discipline for misconduct.	2.2	4.3	41.3	28.3	21.7	2.2
46.	Safety hazards do not exist on school grounds.	2.2	10.9	43.5	32.6	10.9	0.0

G. Computers and Technology

STATEMENT	CATEGORY						
	No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	
47. Students have regular access to computer equipment and software in the classroom.	2.2%	52.2%	32.6%	13.0%	0.0%	0.0%	
48. Teachers know how to use computers in the classroom.	2.2	23.9	50.0	15.2	6.5	2.2	
49. Computers are	2.2	39.1	41.3	15.2	2.2	0.0	

	new enough to be useful for student instruction.						
50.	The district offers enough classes in computer fundamentals.	2.2	52.2	34.8	6.5	2.2	2.2
51.	The district meets student needs in advanced computer skills.	2.2	45.7	37.0	10.9	2.2	2.2
52.	Teachers and students have easy access to the Internet.	2.2	52.2	34.8	6.5	2.2	2.2

Appendix B SURVEY RESULTS

E. Students (freshmen)

**Exhibit B-5
Management Review of the Santa Gertrudis Independent School
District
Student (freshmen) Survey Results
(N=33)**

Demographic Data

STATEMENT	CATEGORY		
	No Response	Male	Female
Gender (Optional)	6.1%	39.4%	54.5%

STATEMENT	CATEGORY					
	No Response	Anglo	African-American	Hispanic	Asian	Other
Ethnicity (Optional)	18.2%	18.2%	0.0%	57.6%	3.0%	3.0%

STATEMENT	CATEGORY	
	No Response	Freshman
What is your classification?	0.0%	100.0%

A. Educational Service Delivery and Performance Measurement

STATEMENT	CATEGORY					
	No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. The needs of the college-bound student are being met.	6.1%	0.0%	45.5%	39.4%	6.1%	3.0%

2.	The needs of the work-bound student are being met.	6.1	6.1	57.6	27.3	3.0	0.0
3.	The district has effective educational programs for the following:						
	a) Reading	3.0	24.2	54.5	12.1	6.1	0.0
	b) Writing	6.1	21.2	42.4	24.2	6.1	0.0
	c) Mathematics	6.1	18.2	54.5	3.0	12.1	6.1
	d) Science	6.1	36.4	45.5	9.1	3.0	0.0
	e) English or Language Arts	3.0	27.3	51.5	9.1	9.1	0.0
	f) Computer Instruction	3.0	30.3	33.3	27.3	6.1	0.0
	g) Social Studies (history or geography)	6.1	24.2	45.5	24.2	0.0	0.0
	h) Fine Arts	3.0	21.2	39.4	30.3	3.0	3.0
	i) Physical Education	3.0	24.2	30.3	36.4	6.1	0.0
	j) Business Education	6.1	15.2	30.3	42.4	6.1	0.0
	k) Vocational (Career and Technology) Education	9.1	21.2	27.3	36.4	6.1	0.0
	l) Foreign Language	3.0	18.2	48.5	18.2	6.1	6.1
4.	The district has effective special programs for the following:						
	a) Library Service	3.0	21.2	48.5	21.2	6.1	0.0

	b) Honors/Gifted and Talented Education	6.1	18.2	33.3	36.4	6.1	0.0
	c) Special Education	3.0	12.1	36.4	45.5	0.0	3.0
	d) Student mentoring program	6.1	6.1	33.3	33.3	18.2	3.0
	e) Advanced placement program	6.1	30.3	33.3	24.2	3.0	3.0
	f) Career counseling program	6.1	3.0	24.2	48.5	9.1	9.1
	g) College counseling program	6.1	9.1	24.2	42.4	9.1	9.1
5.	Students have access, when needed, to a school nurse.	3.0	3.0	15.2	9.1	39.4	30.3
6.	Classrooms are seldom left unattended.	3.0	24.2	6.1	27.3	30.3	9.1
7.	The district provides a high quality education.	3.0	27.3	36.4	15.2	15.2	3.0
8.	The district has a high quality of teachers.	3.0	24.2	33.3	27.3	6.1	6.1

B. Facilities Use and Management

STATEMENT	CATEGORY					
	No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
9. Schools are	3.0%	21.2%	27.3%	33.3%	12.1%	3.0%

	clean.						
10.	Buildings are properly maintained in a timely manner.	3.0	9.1	36.4	36.4	6.1	9.1
11.	Repairs are made in a timely manner.	6.1	6.1	18.2	27.3	24.2	18.2
12.	Emergency maintenance is handled timely.	6.1	3.0	15.2	42.4	21.2	12.1

C. Purchasing and Warehousing

STATEMENT		CATEGORY					
		No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
13.	There are enough textbooks in all my classes.	3.0%	24.2%	24.2%	12.1%	33.3%	3.0%
14.	Students are issued textbooks in a timely manner.	3.0	15.2	54.5	18.2	3.0	6.1
15.	Textbooks are in good shape.	3.0	12.1	51.5	18.2	12.1	3.0
16.	The school library meets student needs for books and other resources.	3.0	48.5	30.3	6.1	9.1	3.0

D. Food Services

STATEMENT		CATEGORY					
		No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
17.	The school breakfast program is available to all children.	3.0%	0.0%	9.1%	15.2%	18.2%	54.5%
18.	The cafeteria's food looks and tastes good.	3.0	18.2	42.4	24.2	6.1	6.1
19.	Food is served warm.	3.0	21.2	60.6	9.1	3.0	3.0
20.	Students have enough time to eat.	3.0	21.2	15.2	3.0	18.2	39.4
21.	Students eat lunch at the appropriate time of day.	3.0	24.2	45.5	3.0	15.2	9.1
22.	Students wait in food lines no longer than 10 minutes.	6.1	15.2	36.4	15.2	21.2	6.1
23.	Discipline and order are maintained in the school cafeteria.	6.1	30.3	27.3	36.4	0.0	0.0
24.	Cafeteria staff is helpful and friendly.	6.1	33.3	24.2	24.2	9.1	3.0
25.	Cafeteria facilities are sanitary and neat.	6.1	33.3	51.5	6.1	3.0	0.0

E. Transportation

STATEMENT		CATEGORY					
		No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
26.	I regularly ride the bus.	3.0%	48.5%	18.2%	12.1%	3.0%	15.2%
27.	The bus driver maintains discipline on the bus.	3.0	30.3	21.2	24.2	15.2	6.1
28.	The length of my bus ride is reasonable.	3.0	24.2	33.3	21.2	3.0	15.2
29.	The drop-off zone at the school is safe.	3.0	30.3	42.4	21.2	3.0	0.0
30.	The bus stop near my house is safe.	3.0	27.3	30.3	33.3	0.0	6.1
31.	The bus stop is within walking distance from our home.	3.0	36.4	24.2	21.2	9.1	6.1
32.	Buses arrive and leave on time.	3.0	24.2	39.4	21.2	9.1	3.0
33.	Buses arrive early enough for students to eat breakfast at school.	3.0	18.2	18.2	42.4	12.1	6.1
34.	Buses seldom break down.	3.0	12.1	15.2	39.4	15.2	15.2
35.	Buses are clean.	3.0	18.2	33.3	30.3	12.1	3.0

36.	Bus drivers allow students to sit down before taking off.	3.0	30.3	42.4	18.2	3.0	3.0
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F. Safety and Security

STATEMENT	CATEGORY					
	No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
37. I feel safe and secure at school.	3.0%	27.3%	51.5%	15.2%	3.0%	0.0%
38. School disturbances are infrequent.	3.0	21.2	48.5	21.2	6.1	0.0
39. Gangs are not a problem in this district.	3.0	42.4	27.3	12.1	9.1	6.1
40. Drugs are not a problem in this district.	3.0	30.3	24.2	36.4	3.0	3.0
41. Vandalism is not a problem in this district.	3.0	36.4	27.3	18.2	15.2	0.0
42. Security personnel have a good working relationship with principals and teachers.	3.0	9.1	21.2	54.5	3.0	9.1
43. Security personnel are respected and liked by the students they serve.	3.0	3.0	24.2	54.5	9.1	6.1

44.	A good working arrangement exists between the local law enforcement and the district.	3.0	12.1	39.4	42.4	0.0	3.0
45.	Students receive fair and equitable discipline for misconduct.	3.0	15.2	24.2	36.4	3.0	18.2
46.	Safety hazards do not exist on school grounds.	3.0	6.1	24.2	45.5	12.1	9.1

G. Computers and Technology

STATEMENT	CATEGORY					
	No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
47. Students have regular access to computer equipment and software in the classroom.	3.0%	48.5%	39.4%	6.1%	3.0%	0.0%
48. Teachers know how to use computers in the classroom.	3.0	33.3	39.4	18.2	6.1	0.0
49. Computers are new enough to be useful for student instruction.	3.0	30.3	57.6	9.1	0.0	0.0
50. The district offers enough	3.0	27.3	54.5	15.2	0.0	0.0

	classes in computer fundamentals.						
51.	The district meets student needs in advanced computer skills.	3.0	36.4	42.4	18.2	0.0	0.0
52.	Teachers and students have easy access to the Internet.	3.0	42.4	45.5	9.1	0.0	0.0